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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**GOLD 2 TIER**

Indicative answers and mark scheme for the Gold 2-tier G2 English practice papers.

Comprehension answers accept any well-supported response; writing uses the G2 band descriptors.

**Total: 120 marks**

**Time: —**

## Answer Key & Mark Scheme

For tutor use. Comprehension answers are indicative — accept any answer that is well supported by the text. Writing is marked on the G2 band descriptors (see notes at the end).

### Paper 1 · Section A — Editing [10]

#	Incorrect	Correction & reason
1	has	have (subject 'sales')
2	buys	buy (subject 'people')
3	admiring	admired (parallel with 'worn' and 'passed down')
4	their	its (refers to 'a watch')
5	Despite	Although (must be followed by a clause)
6	about	by ('fascinated by')
7	Lesser	Fewer (countable noun 'people')
8	look	looked (passive — 'is looked after')
9	effects	affects (the verb is 'to affect')
10	durabler	durable ('more durable', never 'durabler')

### Paper 2 — Comprehension

**Q1.** It shows a young volunteer spending time with / listening to an elderly person — the recording of memories the webpage describes ('sit down with elderly residents, record their memories'). Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain why ordinary people's memories are worth recording.

**Q3.** Text 1 is warm, personal and persuasive — it addresses the reader as 'you', uses a vivid image ('a living library') and a clear call to action ('Lend us a few weekends') — whereas Text 2 is reflective, serious and impersonal.

**Q4.** (a) Text 2; (b) Text 1.

**Q5.** He felt very nervous/frightened — the corridor 'smelled of floor polish and fear', and his violin 'felt like a stranger in my hands'.

**Q6.** It suggests he was extremely anxious and lacking in confidence — he read the worst into every sound and treated each one as a judgement on the players.

**Q7.** The wrong note made him feel he had already failed and embarrassed himself, so he believed his chance was over before he had really begun.

**Q8.** Any two: he drew a slow breath; he found the note again; he started the passage afresh; he thought only about the music (as a story told to a friend).

**Q9.** Order: 'the writer's mind went blank' = 1; 'the writer's fingers slipped' = 2; 'the writer drew a breath and started afresh' = 3.

**Q10.** Any two: 'the fear simply fell away'; his 'fingers remembered what his mind had forgotten'; he was 'simply playing'; the final silence felt 'fuller'.

**Q11.** what he did wrong: 'made a mistake at the start'; what was praised: 'you carried on, and you made us forget it'.

**Q12.** At the time he was disappointed and thought he had failed; only later did he realise that recovering from the mistake was the real achievement, and the highest thing Mr Sterne could have praised.

**Q13.** At first a mistake felt like the end — he believed he had failed and wanted to walk out. By Paragraph 8 he sees that 'the mistake is never the end of the story' and that 'what matters is what you play next'. It shows he has grown more resilient and no longer fears mistakes as he once did.

**Q14.** He values the moment he chose to keep playing after the wrong note — e.g. 'the mistake is never the end of the story' — more than getting the place in the orchestra itself.

**Q15.** Para2 = C; Para3 = B; Para4 = E; Para5 = A; Para6 = D. (Unused: G.)

**Q16.** Any two (own words): people are distracted by their constantly buzzing devices/screens; instead of attending, they merely wait for their own turn to speak / rehearse their reply.

**Q17.** It refers to listening closely, without rushing to judge or to answer, so that the speaker feels valued and understood.

**Q18.** We usually think of generosity as giving money or things, and of listening as merely being polite; calling listening 'a quiet act of generosity' reframes paying full attention as a genuine gift we give to another person.

**Q19 Summary — content points** (any 6–8, in own words; max 80 words):

- Put the phone face-down
- Give the speaker your eyes as well as your ears
- Ask a question instead of offering an opinion
- Resist the urge to fill every silence
- Schools can make space for careful listening rather than rewarding only the quickest answer
- Treat listening as an act of generosity, not just politeness

### Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Mr Halim, confident+persuasive tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q1) needs a genuine test of character; Descriptive (Q2) rewards atmosphere + layered sensory detail; Discursive (Q3) needs balanced advantages/disadvantages + a considered view; Argumentative (Q4) needs a two-sided 'how far' structure with developed examples.