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G2 English

Answer Key

Mark scheme · Papers 1 & 2

SILVER TIER

Indicative answers and mark scheme for the Silver-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 | began | begun (present perfect needs the past participle) |
| 2 | of | on ('depend on') |
| 3 | uses | use (plural subject 'the plants') |
| 4 | a | an (before a vowel sound) |
| 5 | Despite | Although (followed by a clause, not a noun) |
| 6 | more | delete 'more' ('cheaper' is already comparative) |
| 7 | Lesser | Fewer (countable noun 'pests') |
| 8 | allowing | allows (a finite verb is needed) |
| 9 | on | in ('interested in') |
| 10 | they | it (refers to 'the technology', singular) |

Paper 2 — Comprehension

Q1. It shows people gardening/planting together — the sociable, community side the webpage describes ('plant something with your neighbours', 'make new friends'). Accept any feature shown in the photo that the text also mentions.

Q2. to explain what composting is and why it is useful.

Q3. Text 1 uses chatty, direct, informal language — e.g. exclamations ('Welcome to GreenRoots!', 'see what all the fuss is about!'), commands to the reader ('grab a trowel'), and contractions — whereas Text 2 is neutral and factual.

Q4. (a) Both (Text 2 explains composting reuses waste; Text 1 mentions growing your own dinner — accept 'Text 2' if justified). Best answer: (a) Text 2 / Both; (b) Text 1.

Q5. Before: excited / sure it would be an adventure (he had 'begged' to come). After it started: doubtful/uncomfortable — cold, aching legs, frightened ('I was not so sure').

Q6. He was nervous/frightened; in the dark his imagination turned harmless things into threats.

Q7. Focus on the small, manageable task right in front of you rather than worrying about the distant goal; if you take it step by step you will get there.

Q8. Any two: the trees began to thin; the air grew sharper/cleaner; they came out onto a bare ridge; the wind pushed against them.

Q9. 2 (gold) is last; correct order: 'the colour of cold iron' = 1, 'grey' = 2, 'a pale, watery gold' = 3.

Q10. Any two: it was 'fierce and sudden'; it 'flooded the ridge with light'; he 'had to shield' his eyes; it 'turned the grass to silver'.

Q11. grass: 'turning the grass to silver'; town: 'spread out and ordinary' (just beginning to fill with tiny cars).

Q12. He was overwhelmed/moved by the beauty, or out of breath/tired — too full of feeling to put it into words.

Q13. In Paragraph 1 the path was frightening ('Every root looked like a snake'); now it is 'brown and harmless'. The path itself has not changed — the writer has. He is now calm and unafraid, having faced the climb, showing

he has grown in confidence.

Q14. Calm / contented / at peace — e.g. he 'switched off the torch and let the morning lead him home', showing he no longer feels afraid.

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

Q16. Comparing it to a country makes the huge, abstract scale of the problem easy to picture and shocking — it shows food waste produces as much pollution as an entire nation.

Q17. Any two (own words): people buy more than they need because of discounts/large packs; they reject food that looks slightly damaged; they forget leftovers until these go bad.

Q18. That the amount is enormous / overwhelming — piled high like a mountain.

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

- Plan meals before shopping
- Store food correctly
- Treat 'best before' dates as a guide not a rule
- Freeze food you cannot finish
- Turn scraps into soup or compost
- Supermarkets sell 'ugly' fruit cheaply
- Restaurants donate unsold meals to charity
- Governments fine shops for dumping edible food

Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Tan, polite+persuasive tone, info used from the leaflet. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q3) should hit a clear turning point; Descriptive (Q4) rewards 'sights AND sounds' + sensory verbs; Discursive (Q5) needs balanced pros/cons + stance; Argumentative (Q6) needs a two-sided 'how far' structure with examples.