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G2 English

Answer Key

Mark scheme · Papers 1 & 2

SILVER — SEC 1 TIER

Indicative answers and mark scheme for the Silver — Sec 1-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	knows	know (base verb after 'did not')
2	on	in ('in every classroom in the school')
3	are	is (singular subject 'each shelf')
4	likes	like (plural subject 'they')
5	Despite	Although (must be followed by a clause)
6	quick	quickly (an adverb is needed)
7	Lesser	Fewer (countable noun 'comics')
8	became	become (after 'has', use the past participle)
9	me	I (subject of the sentence)
10	they	it (refers to 'the reading hour')

Paper 2 — Comprehension

Q1. It shows students enjoying a camp activity together / cheering as a team — the fun, friendly side the webpage describes ('make friends, try something brave'). Accept any feature shown in the photo that the text also mentions.

Q2. to explain how to stay safe and prepared at camp.

Q3. Text 1 uses lively, exciting language — exclamations ('get ready for the best three days of your year!'), action words ('climb', 'paddle', 'cook over a campfire') and direct address ('you') — whereas Text 2 is plain and instructional.

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

Q5. He felt very nervous / he was dreading it — e.g. his 'stomach had tied itself into a tight little knot' and it was the activity 'I had been dreading'.

Q6. He felt frightened and wanted to avoid the activity — he wished he could hide so that he would not have to do it.

Q7. Do not panic about the whole, frightening course; rely on the safety rope and do it slowly, a small bit at a time, and you will manage.

Q8. Any two: the ground 'seemed to swim far below'; his 'fingers gripped the rope so tightly that they turned white'; 'I could not move at all'; he was 'completely, utterly frozen'.

Q9. Order: 'Hassan shouted up some encouragement' = 1; 'the writer fixed his eyes on a tall tree' = 2; 'the writer took another step along the rope' = 3.

Q10. Any two: his heart hammered but he 'did not fall'; 'the fear began to shrink'; 'something a little like excitement started to grow'.

Q11. nerves: 'My hands were still shaking'; happy: 'grinning so widely that my cheeks ached'.

Q12. Because he was excited, proud and happy for his friend, who had been so scared and had still made it across.

Q13. In Paragraph 4 the writer is 'frozen' with fear and cannot move; by Paragraph 8 he understands that being brave 'means you take the first step anyway'. It shows he has grown braver and more confident, and has learned that courage is acting despite fear, not the absence of it.

Q14. Proud / happy / pleased with himself — e.g. he says he learned that 'being brave does not mean you are not scared', and he carries that lesson with him whenever something frightens him.

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

Q16. Any two: it keeps you active; it gives your mind a rest after lessons; sports CCAs build fitness and energy; quieter clubs help you relax; you return to your studies feeling fresher.

Q17. It refers to the way a CCA lets you meet students who enjoy the same things and work together towards a shared goal, which brings people closer quickly.

Q18. That a CCA gives you a group where you fit in, feel welcome and feel part of something.

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

- Think about what you enjoy, not just what friends are joining
- Try the open sessions held at the start of the year
- Be willing to give something unfamiliar a go
- Pick the CCA you look forward to each week
- Schools can offer a wide range of activities
- CCA teachers give up their time to coach and guide

Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Koh, polite+enthusiastic tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q1) should reach a clear turning point; Descriptive (Q2) rewards what you see AND hear + lively verbs; Discursive (Q3) needs both sides + a stated preference; Argumentative (Q4) needs a two-sided 'how far' structure with examples. (Sec 1 edition — mark generously for effort and clear ideas.)