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G2 English

Answer Key

Mark scheme · Papers 1 & 2

SILVER — SEC 2 TIER

Indicative answers and mark scheme for the Silver — Sec 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	was	were (plural subject 'students')
2	bins	bin (singular after 'each')
3	careful	carefully (an adverb is needed)
4	were	was (singular subject 'every classroom')
5	Despite	Although (must be followed by a clause)
6	lesser	less (uncountable noun 'rubbish')
7	tached	taught (irregular past tense)
8	collect	collected (after 'had', use the past participle)
9	me	I (subject of the sentence)
10	they	it (refers to 'the drive')

Paper 2 — Comprehension

Q1. It shows people enjoying the stargazing evening together — e.g. looking through a telescope at the night sky, the fun, wonder-filled side the webpage describes. Accept any feature shown in the photo that the text also mentions.

Q2. to explain how to prepare for and enjoy the evening.

Q3. Text 1 uses lively, inviting language — a direct question ('Have you ever really looked up at the night sky?'), an exclamation ('look up with us!') and vivid images ('the rings of Saturn') — whereas Text 2 is plain and instructional.

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

Q5. He felt very nervous / reluctant — e.g. his 'legs already felt heavy' and it was the event he 'most wished I could escape'.

Q6. He wished he had never agreed to take part — he was unwilling and dreading the race.

Q7. It tells us that all the runners set off together at the same moment, in a single sudden, powerful rush.

Q8. Any two: his 'chest burned'; his 'legs turned to lead'; 'a sharp stitch dug into my side'; he 'slowed to a walk, and then almost to a stop'.

Q9. Order: 'Daniel ran back to find the writer' = 1; 'the writer fixed his eyes on the top of the hill' = 2; 'the writer crested the hill' = 3.

Q10. Any two: he 'fixed my eyes on the top of the hill'; he 'forced one foot in front of the other'; he 'did not stop again'; 'a stubborn determination took its place'.

Q11. exhaustion: 'my legs trembling and my lungs heaving' (or 'stumbled across the line'); happy: 'grinning from ear to ear'.

Q12. Because he was proud of and happy for his friend, who had struggled badly but refused to give up and still finished the race.

Q13. In Paragraph 4 the writer is so exhausted that he wants to give up and let the race finish without him; by Paragraph 8 he understands that finishing means 'refusing to quit' even when you want to. It shows he has

grown more determined and resilient, and has learned that he is stronger than he thought.

Q14. Proud / satisfied — e.g. he still remembers the hill 'whenever something feels too hard' and treasures the lesson that he was 'stronger than you thought'.

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

Q16. Any two: it repairs muscles; it fights off illness; it releases the hormones that help young people grow; teenagers who sleep well fall ill less often / have more energy.

Q17. It refers to the way the brain sorts and stores everything you have learned during the day while you sleep.

Q18. That a relaxed, unrushed start to the morning makes the whole day feel calmer and less stressful.

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

- Set a regular bedtime, even at weekends
- Put screens away about an hour before bed
- Avoid fizzy or caffeinated drinks in the evening
- Keep the bedroom dark, quiet and cool
- Parents can limit late-night screens / not over-fill the evenings (and offer an unhurried breakfast)
- Schools can start a little later or set less late-night homework

Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Mr Raj, 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 see/hear AND smell + lively verbs; Discursive (Q3) needs both sides + a stated preference; Argumentative (Q4) needs a two-sided 'how far' structure with examples. (Sec 2 edition — mid pitch; reward clear ideas and growing range.)

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