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# G2 English

## Answer Key

*Mark scheme · Papers 1 & 2*

**SILVER 2 TIER**

Indicative answers and mark scheme for the Silver 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	sells	sell (plural subject 'stalls')
2	which	who (people, not things)
3	enjoying	enjoy (parallel with 'taste' and 'meet')
4	steady	steadily (an adverb is needed)
5	Despite	Although (must be followed by a clause)
6	are	is (singular subject 'a team')
7	Lesser	Fewer (countable noun 'bags')
8	at	to ('look forward to')
9	begun	began (past simple)
10	they	it (refers to 'the market')

### Paper 2 — Comprehension

**Q1.** It shows people working on / repairing a bicycle together — the hands-on help the webpage describes ('our friendly volunteers will help you fix your own bicycle'). Accept any feature shown in the photo that the text also mentions.

**Q2.** to explain why repairing things is better than replacing them.

**Q3.** Text 1 is chatty and informal — playful questions ('Got a wobbly wheel or a squeaky chain?'), exclamations, direct address ('you') and a call to action ('Wheel it in this Sunday!') — whereas Text 2 is calm and factual.

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

**Q5.** He was half-watching a film and scrolling on his phone; the whole house suddenly went black (the screen died and the fridge stopped).

**Q6.** It suggests the street lamps were dark and useless — standing still and 'blind' — which makes the sudden, total darkness feel eerie and unfamiliar.

**Q7.** They expected the evening to be boring without screens or television, so they assumed it was 'ruined'.

**Q8.** Any two: without the television, the family actually talked; they played a board game by candlelight; the sister told a joke that made them all laugh.

**Q9.** Order: 'the board game grew tiresome' = 1; 'the mother told stories about her childhood' = 2; 'the family stepped onto the porch to look at the stars' = 3.

**Q10.** Any two: the stars 'blazed overhead'; there were 'thousands upon thousands of them'; they were 'scattered like spilt sugar across the black'.

**Q11.** when the power returned: 'the fridge shuddered awake, the television blared'; how the family reacted: 'nobody cheered' / they 'blinked at one another in the harsh electric light'.

**Q12.** Because the family had grown closer and enjoyed the quiet, screen-free time together, and he did not want that special feeling to end.

**Q13.** At the start the writer is absorbed in his phone and a film; by the end he wonders whether they 'lost something' when the screens returned. It shows he has come to value time spent together without screens, and to question his usual habits.

**Q14.** Wistful / reflective — e.g. he 'wonders whether we lost something on the night the lights came back on', showing he treasures that screen-free evening.

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

**Q16.** Any two: a park gives room to jog, cycle, play or walk; people who live near parks are more active; regular exercise lowers the risk of common illnesses.

**Q17.** It refers to spending time among trees and grass lowering stress, lifting the mood and helping people think more clearly.

**Q18.** That some cities are crowded and grey, full of buildings and roads with very little greenery.

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

- Use local parks regularly to show they are valued
- Join or start a community garden
- Grow plants in pots on a balcony
- Report damaged trees and pick up litter
- Planners can set aside land for parks before developers claim it
- Planners can create small 'pocket parks'
- Require new buildings to have green roofs and trees

### Writing mark scheme

Situational (30): Task Fulfilment /10 — all four points developed, correct email form to Ms Devi, polite+persuasive tone, info used from the notice. Language /20 — see G2 language ladder. Continuous (30): Content /10 + Language /20. Narrative (Q1) needs a clear turning point; Descriptive (Q2) rewards sights, sounds AND smells + sensory verbs; Discursive (Q3) needs balanced advantages/disadvantages + a view; Argumentative (Q4) needs a two-sided 'how far' structure with examples.