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G3 English • Sec 2

Answer Key

Mark scheme • Papers 1 & 2

BRONZE TIER

Indicative answers and mark scheme for the Bronze-tier G3 English practice papers.

Comprehension answers accept any well-supported response; writing uses the G3 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 G3 band descriptors (see notes at the end).

Paper 1 · Section A — Editing [10]

#	Incorrect	Correction & reason
1	bring	brings (singular subject: each centre brings)
2	in	on ('depend on')
3	— (no error)	Write a tick (✓) — this line is correct.
4	a	an (before the vowel sound in 'expensive')
5	use	used ('used to' — past habit)
6	regular	regularly (an adverb is needed to describe 'cleaned')
7	— (no error)	Write a tick (✓) — this line is correct.
8	but	so (cheap and delicious, so they are crowded — a consequence)
9	keeping	keep (after 'to', use the base form)
10	offers	offer (plural subject: these places offer)

Paper 2 — Comprehension

Q1. It will help you / make your homework clearer / help you understand things better than before.

Q2. to encourage students to come to the club.

Q3. Any one: contractions ('We've', 'there's', 'we'd'); direct address ('you'); a question ('Stuck on your homework?'); exclamations / warm, chatty wording.

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

Q5. Very nervous / frightened. Evidence: 'my heart was beating so loudly' (or the programme had become 'damp and crumpled').

Q6. That she was extremely nervous — her heart was pounding so hard it felt impossibly loud to her.

Q7. That she would forget the piece, and that her fingers would freeze halfway through.

Q8. Any two: the stage was 'vast' and 'empty'; the lights were so bright she could not see the audience; her hands 'would not stop shaking'.

Q9. 'she closed her eyes' AND 'she took a slow breath'.

Q10. waiting = NERVOUS; once the music flowed = CALM; walking back = PROUD. (Distractors: bored, jealous, angry.)

Q11. That the frightened, doubting thoughts in her head stopped — once she began playing, she was no longer afraid.

Q12. after the silence: the audience 'applause crashed over' her / they applauded; from the darkness: 'my mother cheering my name'.

Q13. Because she had overcome her fear and performed in front of everyone — finishing the piece mattered more to her than playing it perfectly.

Q14. That being brave does not mean having no fear; it means feeling afraid and carrying on (playing on) anyway.

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

Q16. That reading works the mind gently but steadily, keeping it active and healthy, the way exercise does for the body.

Q17. Any two (own words): screens offer instant, easy entertainment while books need patience; some students were given dull or hard texts and decided reading was not for them.

Q18. That reading lets us share another person's feelings and see the world from their point of view — building understanding of others.

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

- Benefit: exercises the mind / makes us imagine and think
- Benefit: builds vocabulary / teaches how good sentences work
- Benefit: helps us write more clearly and do better in school
- Benefit: helps us understand other people / their feelings
- Benefit: makes us more patient and understanding
- Reason: screens give instant, effortless entertainment
- Reason: books need patience and quiet
- Reason: dull or hard school texts put students off reading

Writing mark scheme

Secondary 2 · Bronze. Same K300 format and marks. Situational (30): Task Fulfilment /10 (three points, correct email to Mr Lim, polite+enthusiastic tone, ideas from the webpage) + Language /20. Continuous (30): Content /10 + Language /20. Printed word counts 250-350 / 350-500. Reward clear, accurate, organised writing with some range.

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