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G3 English

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	lives	live (plural subject: these bears live)
2	in	on ('depends on')
3	— (no error)	Write a tick (✓) — this line is correct.
4	a	an (before the vowel sound in 'excellent')
5	have	lived (simple past — 'long ago'; remove 'have')
6	slow	slowly (an adverb is needed to describe 'rising')
7	— (no error)	Write a tick (✓) — this line is correct.
8	but	so (cutting forests caused the loss — a consequence)
9	helping	help (after 'to', use the base form)
10	year	years (plural after 'many more')

Paper 2 — Comprehension

Q1. The child becomes happy / smiles / is delighted.

Q2. to encourage students to join the programme.

Q3. Any one: contractions ('It's', 'you'll', 'don't'); direct address ('you'); exclamations ('Share it!', 'today!'); cheerful, chatty wording.

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

Q5. He was dreading it / very afraid. Evidence: 'I had been dreading the high-ropes course' (or 'I wished I could disappear').

Q6. That he felt sick with nerves / his stomach was churning — he was very anxious.

Q7. He thought of his little brother, who believed he was brave (he did not want to let him down).

Q8. Any two: 'the ground tilted'; 'my fingers froze'; 'for a moment I could not move at all'.

Q9. 'clipped a rope to his harness' AND 'told him to take one block at a time'.

Q10. bottom of the pole = NERVOUS; top platform = DETERMINED; far platform at the end = PROUD. (Distractors: bored, angry, jealous.)

Q11. To stop himself feeling afraid — by focusing only on the next small action he did not panic about the height or the cheering.

Q12. legs: 'shook like jelly'; friends: 'tiny figures' (with faces turned up).

Q13. That the cheering was sudden, loud and powerful — it hit him all at once and washed over him, like a big wave.

Q14. That the things we are most afraid of are often the very things we feel proudest about once we have done them.

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

Q16. That bees work very hard and, like farmers, help to grow the food we eat.

Q17. Any two (own words): chemicals/sprays on farms poison them; their wild feeding grounds are built over with roads and buildings; disease and a changing climate reduce their food and safe homes.

Q18. That bees do this valuable work for free / give to us without expecting any reward.

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

- Use: pollinate many of the crops people eat
- Use: make food cheaper and more plentiful
- Use: pollinate wild flowers that feed other animals
- Use: help whole habitats survive
- Danger: chemicals/sprays on farms poison them
- Danger: wild meadows replaced by roads and buildings
- Danger: disease harms them
- Danger: a changing climate leaves less food and fewer safe homes

Writing mark scheme

Bronze keeps the G3 structure and marks but uses concrete topics and accessible vocabulary. Situational (30): Task Fulfilment /10 (all three points developed, correct email to Ms Lim, polite+enthusiastic tone, ideas from the webpage) + Language /20. Continuous (30): Content /10 + Language /20. Word counts: Situational 250-350; Continuous 350-500. Mark on the K300 ladder; for Bronze, reward clear, accurate, well-organised writing (Band 5 still requires ambitious vocabulary used accurately).

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