The COVID-19 pandemic has been disruptive for students of all ages around the world. And if you’re preparing for your GCSEs then it’s especially important that you catch up on any work you’ve missed. This pack is designed to help you revise and practise any topics you might need a reminder on, and stay on track for success in your Pearson Edexcel English Language GCSE course.

**Time for a check-up**

Take the Knowledge check diagnostic self-test to help you identify which topics and skills you need to recap. The questions in this test focus on key skills and core knowledge that you will need to know to succeed in the rest of your GCSE course, and in your exams.

You can mark your own work using the answers on pages 18 and 19 of this booklet. If you struggle with any of the questions, just add the Revision Guide page numbers for that question to your custom catch-up plan on page 14. Then you can revise and practise that topic and build your confidence.

**Make a plan**

Create your own custom Catch-up plan by entering the page numbers you need to revise in this table. You can use the tick boxes to track your progress, and there is space to add any extra notes from your teacher or tutor.

**Stress-free studying**

Here are a few top tips from our experts to stay healthy and sane when things get busy!

- Set yourself simple targets, like reviewing a couple of pages of the Revision Guide in a 20-minute study session.
- Phone a friend! If you’re struggling with a topic, ask one of your friends if they’ve figured it out and can explain it to you.
- Find a quiet space at home or at school – use headphones if it helps you to concentrate.
- Put your phone on silent, and try not to get distracted by TV or the internet.
- Drink plenty of water, get plenty of sleep, take breaks and stay active!
Once you have identified your target topics and created your catch-up plan, it’s time to break open the books and get revising. The Revision Guide and Revision Workbook in your pack have matching page numbers to help you find your way around quickly and easily.

Your Revision Guide is packed with essential facts, key skills and worked examples to help you stay ahead of the game. Each page covers a single topic so you can stay organised, and the book covers your whole course, so once you’re back up to speed you will be able to use it alongside your school work, and to revise for your exams.

Check that you have nailed each topic by practising some exam-style questions on the corresponding page in the Revision Workbook. There are guided questions which give you part of the working, and hints and tips to help you get started. And when the exams are a bit closer, you can use the exam-style practice papers to check that you are exam-ready.

Find your catch-up topics

If you know which topics you want to revise, you can use the Matching chart to find the corresponding Revision Guide and Workbook pages. Your teacher or tutor might be able to tell you which topics you missed, or you might recognise them from the work you did at home during lockdown.

Tick the units or topics you want to revise, then add those page numbers to your catch-up plan on page 14.
Knowledge check

You can use the diagnostic self-test on the next 10 pages to help you create your own customised catch-up plan. Each question checks a different key skill or piece of core knowledge from your GCSE course. If you feel that you need more help with that topic or skill, add the page numbers shown in the arrows to your catch-up plan. You can mark your work using the answers on pages 18 and 19 of this booklet.

Texts in the Revision Guide

You will need to read short extracts of texts to answer some of the questions in this quiz. You can find these texts in the Revision Guide included with this pack. You will be told in the question if you need to read an extract, and you will be given a page reference in the Revision Guide.

Reading

1 Key features of texts

You will read one fiction and two non-fiction texts in your exam. Draw lines linking each text type with the key features you need to think about as you read them.

In a fiction text you need to think about:

- purpose
- character
- atmosphere
- tone
- point of view

In a non-fiction text you need to think about:

- purpose
- character
- atmosphere
- tone
- point of view

2 Questions and key words

Look at this exam-style question:

In lines 5–14, how does the writer use language and structure to show Elizabeth’s fear? Support your views with reference to the text.

(6 marks)

Which of the following phrases are key pieces of information in the question that will help you write your answer? Tick all that apply.

- A lines 5–14
- B language and structure
- C Elizabeth’s fear
- D reference to the text

3 Skim reading

Which one of the following is an effective method of skim reading?

- A Reading very quickly.
- B Reading every other word.
- C Reading the heading, the first sentence of each paragraph and the final sentence of the text.
- D Focusing on just the shorter words in a text.

4 Identifying key information

Look at the extract from The Half-Brothers on page 10 of the Revision Guide. What is stopping the narrator from finding his way home? Tick one box.

- A It has been snowing.
- B It is dark.
- C He does not know the way.
- D He is too tired to walk.
Look at lines 1–10 of the extract from The Adventures of Tom Sawyer on page 98 of the Revision Guide. Write down the first word that suggests Becky and Tom are children.

Answer: …………………………………………………

Look at lines 1–3 of Text 6 on page 101 of the Revision Guide. The word “virago” means aggressive woman. Which one of the following words in the sentences around this word does not provide a clue to help you guess its meaning?

A facing  
B screaming  
C sullen  
D stranger

The narrator makes us feel sorry for him. He tells us he was “doubly an orphan because both his parents are dead, and that he had been “reared in a workhouse” and, even though he works hard, he is not respected in his job I, Samuel Lowgood, who had worked and slaved and drudged, had been snubbed, throughout eleven long weary years”.

The adjectives “worked”, “slaved” and “drudged” emphasise how hard and difficult the narrator found his job.

It’s cold, it’s dark and you’ve got to bolt your breakfast before dragging a bag full of papers round the streets.

Which of the following are the connotations of the verb “bolt”? Tick all that apply.

A speed  
B panic  
C tasteless  
D unenjoyable
11 Simile, metaphor and personification

Look at this sentence from Text 4 on page 99 of the Revision Guide:

Only the noiseless, pitiless snow kept falling thicker, thicker—faster, faster!

Which one of the following is an effective comment on the effect of the phrase “pitiless snow”?

- A This metaphor suggests the snow is heavy and thick which is dangerous.
- B This simile implies the weather is getting worse and worse.
- C This personification gives the impression that the snow is cruel and is trying to kill the narrator.

12 Commenting on character

Look at these sentences from line 6 of Text 5 on page 100 of the Revision Guide:

The thin one cackles, Oh, God, I thought you were here to clean the lavatories.

What techniques has the writer used to create this character? Tick all that apply.

- A action
- B description
- C dialogue
- D language choice

13 Atmosphere

Look at this student’s comment:

The writer creates an atmosphere of fear and tension.

Which of the following could replace “an atmosphere” in this student’s comment? Tick all that apply.

- A a mood
- B a feeling
- C a tone
- D a register

14 First and third person

Look at the following sentence from Text 4 on page 99 of the Revision Guide:

It looked dark and gloomy enough; but everything was so still that I thought I should have plenty of time to get home before the snow came down.

Is this sentence written in the first person or the third person?

Answer: …………………………………………………

15 The effects of rhetorical devices

Draw lines linking each rhetorical device below to all the different effects it can have on the reader when used in a text.

- a pattern of three
- alliteration
- a list
- rhetorical question
- emotive language
- contrast
- repetition

16 Adding persuasiveness

Look at the sentences below. In each one, the writer has used either a fact, an opinion, or expert evidence to make their point more persuasive. Which sentence uses which technique? Circle the correct answers.

(a) In the last century, technology has improved our lives beyond all recognition.
   - fact
   - opinion
   - expert evidence

(b) Over 40% of human beings cannot easily access the internet.
   - fact
   - opinion
   - expert evidence

(c) Professor Stephen Hawking warned that artificial intelligence could end the human race.
   - fact
   - opinion
   - expert evidence
17 Sentence structure

Look at one student’s comment on a sentence from Text 10 on page 105 of the Revision Guide.

“It’s cold, it’s dark and you’ve got to bolt your breakfast before dragging a bag full of papers round the streets.” The writer uses this long single-clause sentence to highlight how early you have to get up to do a paper round.

What two errors has this student made in their comment on the writer’s use of sentence structure?

Answer 1: ..............................................................

..............................................................

2: ..............................................................

..............................................................

18 Text structure

Both fiction and non-fiction texts can be structured with an opening or introduction, a development, and a conclusion or ending. Draw lines linking each structural feature to the job it does.

Introduction or opening

Development

Ending or conclusion

Leaves the reader with a lasting impression

Sets the scene

Holds the reader's interest to keep them reading

19 Synthesis

Text 9 on page 104 of the Revision Guide is about the writer’s experience of becoming a taxi driver and Text 10 on page 105 explores why young people are no longer prepared to do a paper round. Which two pieces of evidence best support the following point?

Both writers focus on the challenges and difficulties of the job.

Text 9: tick one box

☐ A I started learning the Knowledge of London in October 2008

☐ B out on their moped come rain, freezing wind, or traffic chaos

☐ C the examiners would play games such as putting the chair in the examination room facing the wrong direction

Text 10: tick one box

☐ D It’s cold, it’s dark and you’ve got to bolt your breakfast before dragging a bag full of papers round the streets.

☐ E a lot of newsagents have given up trying to find kids to do it

☐ F I’d have to deliver the papers myself to stop customers getting angry

20 Comparing two points of view

Look at the first paragraphs of Text 7 on page 102 and Text 8 on page 103 of the Revision Guide. Which of the statements below do you agree with? Tick all that apply.

☐ A Both writers are positive about their experience.

☐ B Both writers are negative about their experience.

☐ C Both writers choose language with negative connotations.

☐ D Both writers use contrast to highlight their views.
Knowledge check

21 Evaluation

Which of the statements will complete the sentence to make a true statement?
Tick all that apply.
When you evaluate a text, you need to:

☐ A support your ideas with evidence or reference to the text.
☐ B clearly state how much you enjoyed reading it and why.
☐ C analyse language and structure in detail.
☐ D comment on how well the writer has achieved what they set out to do.

☐ Revise pages 42, 43, 44

22 Imaginative writing

Which one of the following techniques would you be least likely to use when you write an imaginative text? Tick all that apply.

☐ A the five senses
☐ B figurative language
☐ C first person
☐ D facts and statistics

☐ Revise page 50

23 Writing to inform, explain or review

Which one of the following techniques would you be least likely to use when you write to inform, explain or review?

☐ A headings and subheadings
☐ B formal tone
☐ C rhetorical devices
☐ D facts and statistics

☐ Revise page 51

24 Writing to argue or persuade

Which one of the following techniques would you be least likely to use when you write to argue or persuade?

☐ A evidence
☐ B figurative language
☐ C counter arguments
☐ D facts and statistics

☐ Revise page 52

25 Register and audience

In which one of these writing texts are you most likely to use some informal language?

☐ A A letter to your local council.
☐ B A speech to a Year 11 assembly.
☐ C An information leaflet about a local sporting event.
☐ D A newspaper article in which you give your views on a controversial subject.

☐ Revise page 53
26 Form

Look at the three text forms below. Which of the following features would you be most likely to use in each of these text forms? Circle all that apply.

(a) A letter
   your address sub-heading bullet points

(b) A newspaper article
   your address sub-heading bullet points

(c) An information guide
   your address sub-heading bullet points

27 Planning imaginative writing

A short story can be structured in these five parts. Write numbers 1–5 to show the order in which they are usually sequenced.

……….. falling action
……….. resolution
……….. rising action
……….. exposition
……….. climax

28 Starting a story

Look at this first sentence from a student’s imaginative writing:

I could hear shouting and screaming. It was getting louder – and closer.

Which of these techniques has this student used to create an engaging opening? Tick all that apply.

☐ A vivid description
☐ B dialogue
☐ C a mystery
☐ D conflict or danger

29 Planning a transactional text

Which of these statements are true? Tick all that apply.

☐ A Information guides, reports, argument and persuasive texts should have an introduction.
☐ B Information guides, reports, argument and persuasive texts should have a conclusion.
☐ C Information guides, reports, argument and persuasive texts should contain facts.
☐ D You do not need to consider your audience when you write an information guide or a report.
Knowledge check

30 Beginning a transactional text

Look at this first sentence from a student’s transactional writing:

It is difficult to believe that in the UK the average person produces over 400kg of rubbish every year.

Which one of these techniques has this student used to create an engaging opening?

A a surprising statistic  
B a rhetorical question  
C an anecdote  
D a controversial statement

31 Ending a transactional text

Look at this final sentence from a student’s transactional writing:

If we do not act now, what will we do when it’s too late to do anything?

Which one of these techniques has this student used to create an engaging opening?

A a happy note  
B a warning  
C a thought-provoking rhetorical question  
D a call to action

32 Paragraphing

Which of these paragraph structures should you use for which purpose? Draw lines linking them.

<table>
<thead>
<tr>
<th>Paragraph structure</th>
<th>Writing purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>point + evidence + explain</td>
<td>narrative</td>
</tr>
<tr>
<td>topic sentence + detail/development</td>
<td>argue and persuade</td>
</tr>
<tr>
<td>neither of the above</td>
<td>inform, explain, review</td>
</tr>
</tbody>
</table>

33 Adverbials

One of the following adverbials could be used to fill the gap in each of the sentences below.

Consequently  For example  However  Moreover

Choose one to fill each gap.

(a) The tigers’ habitat is being destroyed.  

…………………………….. their numbers have been declining.

(b) Many children will not eat Brussels sprouts.  

…………………………….., they will eat peas and carrots.

(c) Exercise is vital for a healthy body.  

…………………………….., it is vital for a healthy mind.

(d) Being a celebrity can be stressful.  

…………………………….. they are constantly being watched by the press.

34 Synonyms

Which of the words below are synonyms? Tick all that apply.

A hot  
B cold  
C freezing  
D friendly  
E chilly  
F soporific

CATCHUP_ENGLISH_4857_TEXT.indd   10
20/08/2020   12:58
The thought of having to care for a tiny baby is ___________.

Which one of the words below would complete this sentence to give it the greatest emotive emphasis?

A appalling
B upsetting
C worrying
D terrifying
E disturbing

Identify the rhetorical devices used in each of the sentences below. Tick all that apply.

(a) I felt as though I would be crying for the rest of my life.

A rhetorical question
B direct address
C list
D hyperbole

(b) Every day, I get up, go to school, come home, do my homework and go to bed.

A rhetorical question
B direct address
C list
D hyperbole

(c) How many times must we hear this?

A rhetorical question
B direct address
C list
D hyperbole

Identify the figurative language features used in each of the sentences below.

(a) Exams creep up on you on silent feet.

A simile
B metaphor
C personification

(b) Her thoughts buzzed like wasps trapped in a jam jar.

A simile
B metaphor
C personification

(c) Life is a circus and we are all clowns.

A simile
B metaphor
C personification

Which of the five senses has not been used in this student’s description?

The crackle of flames and the fierce heat on my face told me we were in serious danger. The stench of smoke was overpowering my lungs and the taste of hot ash filled my mouth.

Answer: …………………………………………………
Knowledge check

39 First and third person

Re-write the sentence below in the first person.

He crashed the car when she told him.

Answer: .................................................................

.................................................................

☐ X Revise page 79

40 Sentence types

Fill the gap in each of the sentences below using a conjunction to link the two clauses.

(a) It grew dark .......................... soon I was cold.
(b) I tried to warm myself up by running on the spot .......................... it didn’t work.
(c) ....................... I had left in a hurry, I hadn’t thought to bring a coat.
(d) ....................... I couldn’t get myself warm, I would have to go back home.

☐ X Revise pages 82, 84

41 Sentence starts

The sentences below all begin with a different word class. Draw lines linking each sentence to the word class of its first word.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word class</th>
</tr>
</thead>
<tbody>
<tr>
<td>She stared at me.</td>
<td>pronoun</td>
</tr>
<tr>
<td>Through the wall, I could hear voices.</td>
<td>adverb</td>
</tr>
<tr>
<td>Slowly, I edged backwards.</td>
<td>present participle</td>
</tr>
<tr>
<td>Creaking loudly, the door opened.</td>
<td>preposition</td>
</tr>
</tbody>
</table>

☐ X Revise page 83

42 Sentence punctuation

Some of the sentences below contain a punctuation mistake. Draw lines linking each sentence to the correct comment.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals are mistreated all over the world, this is a disgrace.</td>
<td>should end with a question mark</td>
</tr>
<tr>
<td>Although it is clearly wrong, nothing is done to stop it.</td>
<td>the comma should be a full stop</td>
</tr>
<tr>
<td>Why can this not be stopped.</td>
<td>contains no errors</td>
</tr>
</tbody>
</table>

☐ X Revise page 86
43 Using commas

Some of the sentences below are missing a comma. Which ones? Tick all that apply.

A I cried when I first went to school.
B When I first went to school I cried.
C My friend who I had known from nursery could not understand what was wrong.
D She laughed made new friends played with them all and had a great time.

44 Apostrophes

Some of the sentences below are missing an apostrophe. Which ones? Tick all that apply.

A Some childrens parents collected them.
B Most of us had to get on one of the school buses.
C Someone asked if I was alright but I couldn't answer.
D My mums words echoed in my ears.

45 Advanced punctuation

Which of the punctuation marks could fill the box in the sentence below? Tick all that apply.

Exercise is fun it should be compulsory.

A a semi-colon   B a colon
C a dash   D brackets

46 Checking for common errors

Which of the words below are spelt incorrectly? Tick all that apply.

A suddenly   B lately
C argument   D disappointing
E beginning   F believe
G decision   H rhythm

Answers to the Knowledge check are on pages 18 and 19 of this booklet.
My catch-up plan

Use this page to make your own customised catch-up plan. Write down all the pages that you plan to revise, then use the tick boxes to track your progress.

<table>
<thead>
<tr>
<th>Page</th>
<th>Had a go</th>
<th>Nearly there</th>
<th>Nailed it!</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Use this page to make any other catch-up notes you need. You could list topics that you know you need extra help with, or make a note of any facts or definitions you are struggling to remember. Or you could use it to record dates and times of catch-up sessions, extra tutorials or study periods.
You can use this chart to help you choose pages for your catch-up plan. Tick the topics and skills you want to revise, and then add the pages listed to your plan on page 14.

<table>
<thead>
<tr>
<th>Reading skills / topics</th>
<th>Paper</th>
<th>Revision Guide / Workbook pages</th>
<th>Revise?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and understanding</strong></td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skimming and annotating</td>
<td>1, 2</td>
<td>6, 7</td>
<td></td>
</tr>
<tr>
<td>Identifying key information</td>
<td>1, 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>1, 2</td>
<td>11, 12, 13</td>
<td></td>
</tr>
<tr>
<td><strong>Commenting on the writer’s choices</strong></td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting ideas with evidence</td>
<td>1, 2</td>
<td>14, 15</td>
<td></td>
</tr>
<tr>
<td>Commenting on language choice in fiction texts</td>
<td>1</td>
<td>18, 19, 20, 21, 22, 23, 25, 26</td>
<td></td>
</tr>
<tr>
<td>Commenting on language choice in non-fiction texts</td>
<td>2</td>
<td>18, 19, 20, 25, 26</td>
<td></td>
</tr>
<tr>
<td>Commenting on the writer’s use of evidence and opinion</td>
<td>2</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Commenting on sentence structure</td>
<td>1, 2</td>
<td>28, 29</td>
<td></td>
</tr>
<tr>
<td>Commenting on text structure: fiction</td>
<td>1</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Commenting on text structure: non-fiction</td>
<td>2</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Comparing texts</strong></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>2</td>
<td>34, 35, 36</td>
<td></td>
</tr>
<tr>
<td>Comparing ideas and perspectives</td>
<td>2</td>
<td>34, 37, 38, 39, 40</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating a text</strong></td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating fiction texts</td>
<td>1</td>
<td>42, 43</td>
<td></td>
</tr>
<tr>
<td>Evaluating non-fiction texts</td>
<td>2</td>
<td>42, 44</td>
<td></td>
</tr>
</tbody>
</table>
If you recognise any of these skills or topics from work you did at home during lockdown, add them to your catch-up plan. You can also check with your teacher to find out exactly which topics you should have covered during lockdown.

<table>
<thead>
<tr>
<th>Writing skills / topics</th>
<th>Paper</th>
<th>Revision Guide / Workbook pages</th>
<th>Revise?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning: imaginative writing</td>
<td>1</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Planning: transactional writing</td>
<td>2</td>
<td>51, 52, 53, 56, 57, 58</td>
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<tr>
<td>Structure</td>
<td>1, 2</td>
<td></td>
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<tr>
<td>Structuring imaginative writing</td>
<td>1</td>
<td>60, 61, 62, 63</td>
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<tr>
<td>Structuring transactional writing</td>
<td>2</td>
<td>65, 66, 67, 68</td>
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<tr>
<td>Paragraphing</td>
<td>1, 2</td>
<td>70, 71</td>
<td></td>
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<tr>
<td>Vocabulary</td>
<td>1, 2</td>
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<tr>
<td>Vocabulary for imaginative writing</td>
<td>1</td>
<td>73, 75, 76, 77, 78, 79</td>
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<tr>
<td>Vocabulary for transactional writing</td>
<td>2</td>
<td>73, 74, 75, 76, 77</td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structuring sentences</td>
<td>1, 2</td>
<td>82, 83, 84</td>
<td></td>
</tr>
<tr>
<td>Spelling, punctuation and proofreading</td>
<td>1, 2</td>
<td>86, 87, 88, 89</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>1, 2</td>
<td>91, 92, 93, 94</td>
<td></td>
</tr>
<tr>
<td>Spelling and proofreading</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You will take two papers for your English Language GCSE. Both papers include reading and writing sections, and many of the skills you have learned in your course will be relevant to both papers. You can use the second column in the matching chart to work out which paper or papers each skill is relevant for.

There is more about the types of questions and texts on each paper on pages 1–5 and pages 47–49 of your Revision Guide.
Knowledge check answers

1

In a **fiction** text you need to think about

<table>
<thead>
<tr>
<th>purpose</th>
<th>character</th>
<th>atmosphere</th>
</tr>
</thead>
<tbody>
<tr>
<td>tone</td>
<td>point of view</td>
<td></td>
</tr>
</tbody>
</table>

In a **non-fiction** text you need to think about

2 A, B, C and D

3 C

4 B

5 grownups

6 D

7

The narrator makes us feel sorry for him. He tells us he was “doubly an orphan because both his parents are dead, and that he had been “reared in a workhouse” and, even though he works hard, he is not respected in his job. Samuel Lowgood, who had worked and slaved and drudged, had been snubbed, throughout eleven long weary years”.

The first short quotation and the final longer quotations are not enclosed in quotation marks. The final longer quotation should be introduced with a colon.

8 C

9 The words “worked”, “slaved” and “drudged” are verbs.

10 A, B and D

11 C

12 A, C and D

13 A, B and C

14 First person

15 a pattern of three

<table>
<thead>
<tr>
<th>alliteration</th>
<th>a list</th>
<th>rhetorical question</th>
</tr>
</thead>
<tbody>
<tr>
<td>emotive language</td>
<td>contrast</td>
<td>repetition</td>
</tr>
</tbody>
</table>

16 (a) opinion; (b) fact; (c) expert evidence

17 1: The student has incorrectly identified the sentence type: this is a multi-clause sentence.

2: The comment is inaccurate: the writer uses the multi-clause sentence to highlight the number of different reasons why no one wants to do a paper round.

18

<table>
<thead>
<tr>
<th>Introduction or opening</th>
<th>Development</th>
<th>Ending or conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaves the reader with a lasting impression</td>
<td>sets the scene</td>
<td>holds the reader’s interest to keep them reading</td>
</tr>
</tbody>
</table>

19 B and D

20 C and D

21 A and D

22 D

23 C

24 B

25 B

26 (a) A letter: your address

(b) A newspaper article: sub-heading

(c) An information guide: sub-heading and bullet points

27 4 falling action

5 resolution

2 rising action

1 exposition

3 climax

28 C and D

29 A, B and C

30 A

31 C

32

Paragraph structure

<table>
<thead>
<tr>
<th>point + evidence + explain</th>
<th>neither of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrative</td>
<td>argue and persuade</td>
</tr>
</tbody>
</table>

33 (a) Consequently

(b) However

(c) Moreover

(d) For example

34 B, C and E

35 D

36 (a) D

(b) C

(c) A and B
37 (a) C personification  
   (b) A simile  
   (c) B metaphor  

38 Sight  

39 I crashed the car when she told me. /  
     He crashed the car when I told him.  

40 (a) and / so  
   (b) but / however  
   (c) because / as  
   (d) if  

41 Animals are mistreated all over the world, this is a disgrace.  

42 Although it is clearly wrong, nothing is done to stop it.  

43 B, C and D  

44 A, C and D  

45 A and C  

46 A, D, F and G  

She stared at me.  
Through the wall, I could hear voices.  
Slowly, I edged backwards.  
Creaking loudly, the door opened.  

Word class  

pronoun  
adverb  
present participle  
preposition  

Acknowledgements  

Notes from the publisher  
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