GCSE English Language Revision Card Answers

The Basics:

Card Name	Answers	Explanation (if applicable)
B1: How to Use Your Cards	n/a	n/a
B2: Exam Basics	a) Twice b) Key words c) The amount of marks available d) Punctuation e) Language and structure	n/a
B3: Annotation Essentials	**Circle** = 'Duffield-Thomas' **Underline** = 'Imagine that' **Highlight** = 'making money'	**Circle** = The named figure is indicated by 'according to' **Underline** = A command is when the writer gives an order, instructing the reader to do something **Highlight** = Alliteration is where the same sound appears at the beginning of more than one word in a phrase, here it is 'm'

Reading Basics:

Card Name	Answers	Explanation (if applicable)
RB1: What the Examiner is Looking For	a) AO1 b) AO4 c) AO2 d) AO3 e) AO2	n/a
RB2: What the Examiner is Looking For AO1 (1)	1. Circle 'false' 2. Circle 'c)'	1. n/a 2. Example c) is an AO4-based question
RB3: What the	1. Implicit = Information which is not directly stated	n/a

Examiner is Looking For AO1 (2)	Evidence = Quotes from the text
	Explicit = Information which is directly stated
	
	2. Any information about the clergyman in the extract, including:
	  - He was a poor man
	  - He had five children
	  - He had children of the same age
	  - He had an untidy bungalow
	
	(do not accept answers that are not about the clergyman)	

RB4: What the Examiner is Looking For AO2 (1)	1. Circle 'false' 2. Circle 'a)'	1. n/a 2. Example a) is an AO1-based question
RB5: What the Examiner is Looking For AO2 (2)	1. Circle 'a)' 2. Circle 'c)'	1. The term 'analyse' means to explore something in depth, so ask yourself 'why' they may have used a technique 2. The other options explore structural features
RB6: What the Examiner is Looking For AO3 (1)	1. Circle 'true' 2. Circle 'a)'	1. Stated in the Assessment Objective, you should compare writers' 'ideas and perspectives' 2. Example a) is an AO2-based question
RB7: What the Examiner is Looking For AO3 (2)	1. Circle 'b)' 2. Circle 'b)'	1. n/a 2. This example mentions both texts and compares them equally
RB8: What the Examiner is Looking For AO4 (1)	1. Circle 'a)' 2. Circle 'c)'	1. n/a 2. Example c) is an AO1-based question
RB9: What the Examiner is Looking For AO4 (2)	1. Circle 'b)' 2. Circle 'b')	1. n/a 2. This example uses keywords such as 'successfully portrayed' to show how well the writer has created an effect

RB10: Facing the Texts	1. Circle 'b)' 2. Circle 'c)'	n/a

RB11:
Literary
Fiction
	1. Circle 'c)'
	2. Any valid effect of using emotive language in the extract, including:
	   - To elicit an emotional response from the reader
	   - To create sympathy for the animals
	   - To emphasise the extremity of the conditions the animals are in
		n/a

RB12:
Literary
Non-Fiction
	1. Circle 'b)'
	2. Either:
	   - To entertain
	   - To describe
		1. Example b) would be literary fiction
		2. This extract contains many language techniques with a narrative style, meaning the reader will feel entertained

RB13:
Non-Fiction
	1. Circle 'false'
	2. Any valid feature, including:
	   - Facts
	   - Figures
	   - Impersonal tone
	   - Third person perspective
	   - Named organisations
	   - Specialist language
		n/a

RB14:
Understanding the Questions (1)
	1. Underline the valid command word in each option, including:
	   a) 'Compare'
	   b) 'Evaluate'
	   c) 'Analyse'
	
	2. Describe = Give a detailed account of the features or topic within the text.
	
	Discuss = Present the key points of an argument or topic and come to a focused conclusion.
	
	Explain = Give reasons why particular features have been used and what they mean.
		n/a

RB15:
Understanding the Questions (2)
	1. Underline the valid command word in each option, including:
	   a) 'How does'
	   b) 'Evaluate'
	   c) 'Find'
		n/a

Reading Fiction:

Card Name	Answers	Explanation (if applicable)

RF1: Decoding the Texts	1. a) Third person
	    b) Second person
	    c) First person
	    d) Third person
	    e) First person
		n/a

RF2: Meaning in Language (1)	Adjectives = 'The towering building was metallic silver' Metaphor = 'Their imagination was intoxicated' Hyperbole = 'I walked a million miles to get here' Idiom = 'Claudia had felt under the weather' Simile = 'She glided past like a professional skater' Imagery = 'The trees rustled as the wind rippled through the leaves'	n/a
RF3: Meaning in Language (2)	Rhetorical Question = 'Who would turn down this opportunity?' Direct Address = 'You wouldn't have believed them' Alliteration = 'The canoe capsized in a collision' Onomatopoeia = 'The audience clapped as the show finished' Sibilance = 'Forests were necessary to Scarlett' Assonance = 'A host of golden daffodils'	n/a
RF4: Meaning in Language (3)	Repetition = 'He tried and tried, but couldn't reach the end' Rule of Three = 'The house overlooked the sea, filled with weeds, rubble and plastic' Personification = 'The flowers begged for water' Emotive Language = 'The defenceless animals were fearful' Pathetic Fallacy = 'The friendly sun shone as guests started to arrive'	n/a
RF5: Meaning in Structure (1)	a) True b) False	a) The sentences in the extract are long and detailed, adding more context to the scene b) Phrases such as 'it was seven o'clock of a very warm evening' indicate that the story is just beginning
RF6: Meaning in Structure (1)	a) Focus b) Sentence structures c) Repeated d) Withholding information e) Pace	n/a

	f) Dialogue	
RF7: Crafting Your Answers (1)	1. Circle 'long sentences', 'pictures' and 'paragraphs' 2. a) Underline 'london' and write 'London' b) Underline 'experiense' and write 'experience'	n/a
RF8: Crafting Your Answers (2)	In the following order: 2, 1, 4, 3 'For example, the writer uses imagery such as the metaphorical language in 'her mind was a crazy place'.' = 2 'In the text, there is an attempt to create Chloe's thoughts and feelings.' = 1 'As a result, we are able to envisage Chloe's vivid thoughts more clearly.' = 4 'By likening Chloe's 'mind' to a 'crazy place', the writer is illustrating how she thinks differently to others, and how she has always stood out from the crowd.' = 3	Using **PEEL**: 1 = This is the overall point of the upcoming analysis 2 = This includes evidence to support the point being made 3 = This analyses the evidence, and explores the meaning in depth 4 = This concludes the paragraph and answers the question
RF9: Crafting Your Answers (3)	**Circle** = 'bark', 'squeak' **Underline** = 'onomatopoeic language', 'repetition', 'auditory imagery' **Highlight** = 'bring the text to life and project the animals' innocence', 'allows the reader to envisage the animals in the shelter more vividly', 'thrusts them into the same environment', 'evokes an emotional response', 'creating a sense of sympathy'	n/a
RF10: Sample Questions (1)	Any valid answer about the Rabbit, including: - The Rabbit grew old - The Rabbit was shabby - He was loved - The pink lining to his ears turned grey - His brown spots faded - He began to lose his shape - He didn't look like a rabbit anymore	n/a
RF11: Sample Questions (2)	For this question, I am required to focus on the **structure** of the text. This includes features such as **focus shift**. There are no **line numbers**, so I am free to use the full text. The **bullet points** in the question provide clues as to what to include in the response.	The only word left should be '**language**'
RF12: Sample	For this question, I am required to provide a **perceptive** evaluation of the text, demonstrating a	The only word left should be '**question**'

Questions (3)	detailed **understanding**. The response will need to be based on the **quote** in the question, with points supported by textual **evidence**.	
RF13: Sample Questions (4)	1. AO4 2. AO2 3. AO1 4. AO4	n/a

Reading Non-Fiction:

Card Name	Answers	Explanation (if applicable)
RNF1: Decoding the Texts	1. The council The newspaper readers, people interested in online shopping Scientists, activists 2. Underline 'complaining' Underline 'informing'	1. The audience is the person or group of people who will read the texts.
RNF2: Meaning in Language (1)	a) Idiom b) Simile c) Adjectives, Imagery d) Hyperbole e) Imagery, Adjectives f) Metaphor	n/a
RNF3: Meaning in Language (2)	Rule of Three = Three words or phrases have been used in quick succession Alliteration = The same sound or letter is used at the start of of more than one word Sibilance = The 's' sound is used throughout many words or phrases. Assonance = The same sound is used across more than one word Rhetorical question = When the writer uses a question for effect, rather than to receive an answer Repetition = The same phrase or word is repeated	n/a
RNF4: Meaning in Language (3)	a) Personification b) Onomatopoeia c) Emotive language d) Pathetic Fallacy e) Direct Address	n/a
RNF5: Meaning in Structure (1)	1. Circle '1st person perspective' and 'To give the writer's own opinion or experience'	n/a

	2. Circle b)	
RNF6: Meaning in Structure (2)	1. Simple sentences = Formed of just an independent clause Compound sentences = Formed of two independent clauses, joined by a conjunction or comma Complex sentences = Formed of at least one dependent clause and an independent clause 2. a) Complex b) Compound c) Simple	n/a
RNF7: Meaning in Structure (3)	1. a) Dialogue b) Withholding information c) Temporal references 2. Focus shift = To draw the attention of the reader Repetition of ideas = To emphasise the main theme Shift of pace = To add detail, to create tension	2. Focus shift engages the reader by creating a contrast within the text. Repetition of ideas is used by writers to emphasise their point, making it easier for the readers to recall their line of argument. Shift of pace can change the natural flow of a text, engaging the reader.
RNF8: Crafting Your Answers (1)	1. Circle 'Spider diagram', 'Bullet points,' 'Underlining' 2. Underline 'retorical' and 'individuel' Write 'rhetorical' and 'individual' 3. 'Focus shift' is not a language technique	3. The question asks you to identify language techniques, not structural techniques!
RNF9: Crafting Your Answers (2)	In the following order: 2, 4, 1, 3 'For example, the writer describes the sea as a 'sea of calmness'.' = 2 'In this way, the writer has used this particular language technique to enhance the description of the setting described.' = 4 'The writer has used a language technique, in the form of a metaphor, to highlight the surroundings that the boy finds himself in.' = 1 'This use of metaphor emphasises the vastness of the	Using PEEL: 1 = A language technique is identified, which is the point of the upcoming analysis 2 = Textual detail is given to support the point being made, which is the evidence element of PEEL 3= The effect of the chosen language technique is provided, which is the explanation

	sky, helping to paint a more vivid and immersive experience for the reader.' = 3	element of PEEL 4 = A summary of why the paragraph is relevant to the question is given, which is the link element of PEEL
RNF10: Sample Questions (1)	a) False b) False c) True d) False e) True	n/a
RNF11: Sample Questions (2)	a) AO3 b) AO2 c) AO1 d) AO4	n/a

Comparing Texts:

Card Name	Answers	Explanation (if applicable)
CT1: Techniques for Comparing Texts	Text 1: Has an **informative** purpose Uses **facts** Is written from the **third** person perspective Text 2: Has a **persuasive** purpose Uses **opinions** Is written from the **first** person perspective	n/a
CT2: Language for Comparing Texts (1)	Personal tone = I am a huge believer in animal rights Informal register = Well, who actually knows this info? Descriptive style = The trees cry in fear of the climate crisis Formal register = Deforestation is one of the biggest contributors to climate change Emotive tone = The poor family were heartbroken	n/a
CT3: Language for Comparing Texts (2)	a) In contrast b) whereas c) Equally d) However e) On the other hand	n/a
CT4: Structure for Comparing Texts (1)	a) point of view b) long c) perspective d) short	n/a

Card Name	Answers	Explanation (if applicable)
CT5: Structure for Comparing Texts (2)	1. Circle c) 2. Circle a) 3. Circle b)	n/a
CT6: Sample Questions	a) True b) False c) False d) True e) False	n/a
CT7: Example: Question	n/a	n/a
CT8: Example: High Level	n/a	n/a
CT9: Example: Medium Level	n/a	n/a
CT10: Example: Low Level	n/a	n/a

Writing Basics:

Card Name	Answers	Explanation (if applicable)
WB1: What the Examiner is Looking For	a) False b) True c) True d) False e) False	n/a
WB2: Understanding the Questions: Fiction	1. Circle 'metaphors', 'adjectives' and 'paragraphs' 2. a) true b) false	1. 'Dialogue' and the 'three act structure' are typical features of stories, rather than a description 2. n/a

WB3: Understanding the Questions: Non-Fiction	1. a) The local newsletter
	   b) Restaurant visitors
	   c) Magazine readers / people who travel
	
	2. Underline 'speech', 'school', 'impact', 'technology'
		n/a

WB4: Spelling, Punctuation and Grammar	a) AO6 b) recipe c) coherence	n/a

(SPaG)	d) check	
WB5: Checking for Spelling (1)	a) Underline 'dout', write 'doubt' b) Underline 'Sumer', write 'Summer' c) Underline 'we're', write 'were' d) Underline 'acidentally', write 'accidentally' e) Underline 'here', write 'hear'	a) Silent letter missing b) Double letter missing c) Incorrect apostrophe d) Double letter missing e) Homophones
WB6: Checking for Spelling (2)	a) 5 minutes b) repeatedly c) 'because'	n/a
WB7: Checking for Punctuation (1)	1. a) add a comma **after** 'second' and 'screaming' b) add a comma **after** 'walking' 2. a) shouldn't b) I'm c) didn't	n/a
WB8: Checking for Punctuation (2)	1. a) after 'paint' b) after 'wanted' 2. a) lists b) join c) questions	1. n/a 2. The two words left should be '**short**' and **'pictures'**
WB9: Checking for Grammar: Sentence Forms	a) compound b) simple c) complex d) simple e) compound	a) This is comprised of two independent clauses that can stand alone b) This is one independent clause that can stand alone, without a comma or conjunction c) This is comprised of a dependent clause 'As I pulled up to the hotel' and an independent clause 'I let out a nervous sigh' d) This is one independent clause that can stand alone, without a comma or conjunction e) This is comprised of two independent clauses that can stand alone
WB10: Checking for Grammar: Subject-Verb	a) meet b) plays c) sell d) meows	n/a
WB11: Checking for Grammar:	a) pronoun b) adjective c) noun	n/a

Word Classes (1)	d) adverb e) noun	
WB12: Checking for Grammar: Word Classes (2)	a) preposition b) verb c) preposition d) conjunction e) verb	n/a
WB13: Checking for Grammar: Tense	a) past b) present c) future d) past e) present	n/a
WB14: Checking for Grammar: Voice	a) passive b) active c) active d) active e) passive	n/a
WB15: Sample Questions: Non-Fiction	n/a	n/a
WB16: Sample Questions: Fiction	n/a	n/a

Creative Writing:

Card Name	Answers	Explanation (if applicable)
CW1: Crafting Creative Writing	1. Circle b) 2. Circle a) 3. Circle c)	n/a
CW2: Creative Language Use	a) Simile b) Emotive language c) Hyperbole d) Rhetorical question e) Personification	n/a
CW3: Creative Structure Use	a) short b) quickly c) three act structure d) Dialogue e) repeat	n/a

CW4: Example: Question	n/a	n/a
CW5: Example: High Level	n/a	n/a
CW6: Example: Medium Level	n/a	n/a
CW7: Example: Low Level	n/a	n/a

Writing Non-Fiction:

Card Name	Answers	Explanation (if applicable)
WNF1: Crafting Non-Fiction (1)	a) aim b) text type c) audience d) bullet points e) sentence length f) structure	n/a
WNF2: Crafting Non-Fiction (2)	Emotive = 'Our poor children have been neglected' Professional = 'A school is an educational institution designed for learning' Informal = 'You are well good at baking' Argumentative = 'The fact we have to go through this is all your fault!' Motivating = 'Let's all work together to better our country's policies'	n/a
WNF3: Text Types: Letters	Top right blank space = the date Top left blank space = greeting Bottom left blank space = name / sign-off	n/a
WNF4: Text Types: Articles	Top left blank space = author's name Top right blank space = subheading	n/a
WNF5: Language Use (1)	a) unbiased b) opinions c) personal d) words in their full form e) to persuade	n/a
WNF6: Language Use (2)	1. Circle b) 2. Circle a) 3. Circle c)	1. Newspapers are more likely to use facts and have a formal tone

		2. Rhetorical questions are a persuasive language technique 3. A review should contain descriptive language
WNF7: Structure Use	a) complex b) True c) paragraphs d) first person perspective	n/a
WNF8: Example: Question	n/a	n/a
WNF9: Example: High Level	n/a	n/a
WNF10: Example: Medium Level	n/a	n/a
WNF11: Example: Low Level	n/a	n/a
WNF12: Example: Question	n/a	n/a