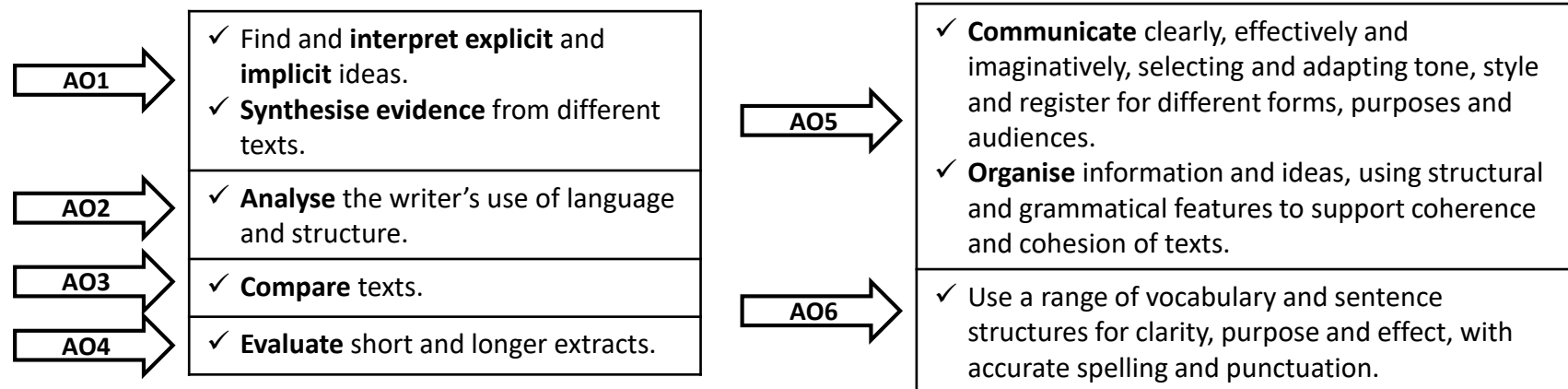


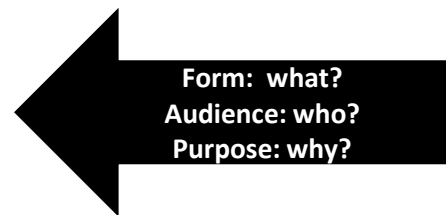
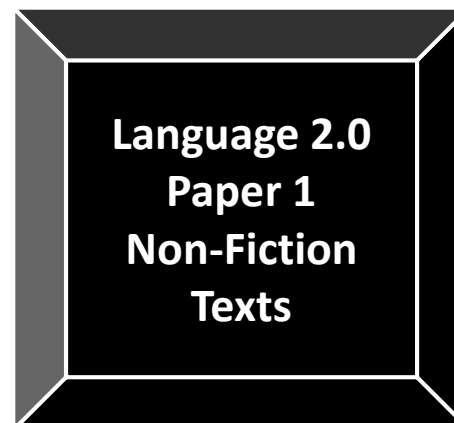
# Edexcel English Language 2.0 Paper 1: Non-Fiction Texts Knowledge Organiser

## Exam Key Words:

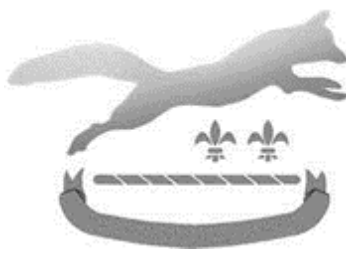


<b>Interpret</b>	This is to read, comprehend and then explain what you understand.
<b>Explicit</b>	These are elements within the text which are <i>clearly stated</i> and should be fairly obvious and easy to pick out.
<b>Implicit</b>	These are elements within the text which may be <i>hidden</i> or need you to ' <i>read between the lines</i> ' so are less obvious.
<b>Evidence</b>	This is when you refer to the text and use quotations to support your ideas.
<b>Synthesise</b>	A synthesis combines information from different sources to form a summary or an overview of the main ideas.
<b>Analyse</b>	To analyse is to explore something deeply. We use MQE squish to really consider the effect of a method.
<b>Compare</b>	This is to look for similarities and differences between texts. You need to make links between what, how and why writers make certain choices.
<b>Evaluate</b>	Evaluation is the skill of looking at a text and forming an opinion or judgement about it. The root 'value' is in the middle of evaluate, therefore you have to weigh up the value of the idea.
<b>Communicate</b>	This is to write your response in a way that is clear and engaging. It should be detailed and convincing.
<b>Organise</b>	You always plan your writing before you start so that you can organise your ideas. You need a logical and ordered final piece.

		<b>2 texts to read and respond to</b>	<b>Marks</b>
<b>READING TEST</b>	Q1	<b>Identify</b> 4 things from a small part of text 1.	4
	Q2	<b>Evaluate</b> how successfully the writer has achieved an effect in a small part of text 1 (SQI). Aim for 3+ reasons.	6
	Q3	How does the writer use language to interest and inform the reader in text 1? ( <b>Analyse</b> MQE).	8
	Q4	a) <b>Identify</b> 2 things from a small part of text 2. b) <b>Identify</b> 2 things from another small part of text 2.	4
	Q5	<b>Evaluate</b> how successfully the writer has achieved an effect in a small part of text 2 (SQI). Aim for 3+ reasons.	6
	Q6	<b>Evaluate</b> how far you agree with an opinion (SQI + MQE)	12
<b>WRITING TEST</b>	Q7 & 8	Choose 1 of the writing tasks to complete. They will both ask you to express an opinion or write to explain your ideas. You might be asked to write a letter, an article, a report, a speech, a review or a blog.	40



# Language 2.0 Paper 1 Non-Fiction Texts



## What do you have to do?

Show ability to write for purpose and audience and, within the provided form.

Use language for communication and impact

- ✓ Write to explain
- ✓ Write to argue
- ✓ Write to persuade
- ✓ Write to instruct/advise

Find one	Read one	Annotate one	Plan one	Create one
<p>Have a look in books and online.</p> <p>Look for extracts or shorter texts.</p> <p>Photocopy or print a copy so that you can work on it.</p> <p>Ask me if you need help with this.</p>	<p>Read through carefully, maybe a couple of times.</p> <p>Make notes about its content, ideas, events, emotions.</p> <p>Make notes about the writer's perspective and opinions.</p>	<p>Explore the language of the title.</p> <p>Explore how the introduction leads the reader in to the text.</p> <p>Explore the language features used, and the effect on the reader.</p> <p>Explore the structural features used, and the effect on the reader.</p> <p>Explore the conclusion, and how the writer leaves the reader.</p>	<p>Think about the style of the text, and plan a new piece using those style features.</p> <p>Come up with a new issue, idea, topic or perspective.</p> <p>You may need to do some research.</p> <p>Plan out your structure and content, how you will start and finish.</p>	<p>Now write. You can write by hand or using the computer.</p> <p>Try to emulate the style of the original, but with your new ideas and content.</p> <p>Look back at the skills grid to see what you need to try to show in your writing.</p> <p>Proof read and edit your work.</p>

### FORM: Speech

As a minimum, students should include:

- ✓ an address to an audience
- ✓ a final address to an audience.
- ✓ effective/fluently linked sections to indicate sequence
- ✓ rhetorical indicators that an audience is being addressed throughout
- ✓ a clear sign off e.g. 'Thank you for listening'.

### A FOREST

A	ALLITERATION
F	FACTS
O	OPINIONS
R	REPETITION/ RHETORICAL QUESTION
E	EMOTIVE WORDS
S	STATISTICS
T	TRIPLES (RULE OF THREE)

## Higher

### AO5:

- Your writing is confidently matched to the purpose of the task
- Your register is convincing and compelling to the audience
- You use an extensive and ambitious vocabulary
- Your work is well crafted
- You make excellent use of linguistic devices
- You make varied and inventive use of structural features
- Your paragraphs are linked fluently

### AO6:

- Your sentences are well defined and consistently accurate
- You use a range of punctuation with a high level of accuracy
- You use a full range of appropriate sentence forms for effect
- You use Standard English consistently and appropriately
- Your grammar is excellent
- Your spelling is highly accurate, including the spelling of ambitious vocabulary

## Mid

### AO5:

- Your writing is generally well matched to the purpose of the task
- Your register is generally matched to the audience
- Your vocabulary is chosen for effect and you make sophisticated word choices
- You use linguistic devices successfully
- You make effective use of structural features
- Your paragraphs are well linked

### AO6:

- Your sentences are securely defined and mostly accurate
- You use a range of punctuation, mostly with success
- You use a variety of sentence forms for effect
- You use Standard English appropriately
- Your grammar is good
- Your spelling is generally accurate, including the spelling of complex and irregular vocabulary

## Lower

### AO5:

- Your writing is sometimes matched to the purpose of the task
- You try to match your register (formality) to the audience
- You make an attempt to vary your vocabulary
- You make some attempt to use linguistic devices
- You use some structural features
- You use paragraphs and make some use of discourse structure

### AO6:

- Most of your sentences are correctly defined
- You show some control of a range of punctuation
- You try to use a variety of sentence forms
- You mostly use Standard English
- Some of your grammar is correct
- Your spelling is generally accurate, including the spelling of complex words

### FORM: Letter

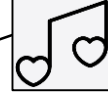
As a minimum, students should include:

- ✓ a salutation
- ✓ the use of addresses
- ✓ a date
- ✓ a formal mode of address if required e.g. Dear Sir/Madam or a named recipient
- ✓ effectively/fluently sequenced paragraphs
- ✓ an appropriate mode of signing off: Yours sincerely/faithfully.

### FORM: Article

As a minimum, students should include:

- ✓ the use of a headline
- ✓ Paragraphs
- ✓ subheadings
- ✓ an introductory (overview) paragraph
- ✓ effectively/fluently sequenced paragraphs
- ✓ use of reported speech

**Form: Letter**

- a) **Use** the support table on the other side to focus on formal letter writing. **Find One – Read One – Annotate One – Plan One.**
- b) **Find** a selection of formal letters to compare. Maybe one from a bank, one from an insurance company or one from a charity. **Annotate** the similarities and differences you notice in how they use language and structure.
- c) “No country which has the death penalty can truly call itself a civilised country.” **Write a letter to your MP, arguing in support of, or against, capital punishment** Include ethos, logos and pathos.
- d) ‘Children are becoming healthier because of their poor diets and lazy lifestyles. If the next generation is to be happier and healthier the government needs to make junk food more expensive and less available.’ **Write a letter to your local MP arguing for or against this statement.**
- e) **Watch and make notes:**  
<https://www.youtube.com/watch?v=T7TM6qmRqus>

**Form: Article**

- a) **Use** the support table on the other side to focus on newspaper articles. **Find One – Read One – Annotate One – Plan One.**
- b) **Find** a newspaper article from a quality press publication and compare it to one from a popular press publication. **Annotate** the differences in style, language and structure.
- c) ‘Young people have the lost the art of personal communication. They spend too much time using electronic devices and don’t know how to talk to other people.’ **Write an article for a local newspaper in which you explain your point of view on this statement.**
- d) **Consider an opinion you REALLY agree with.** Write for 15 minutes on the opposing view. Really challenge yourself to think differently!
- e) **Watch and make notes:**  
<https://www.youtube.com/watch?v=60NklmwWrvv>

**Form: Speech**

- a) **Use** the support table on the other side to focus on persuasive speeches. **Find One – Read One – Annotate One – Plan One**
- b) **Find** a speech online e.g. Martin Luther King’s “I Have A Dream” or Greta Thunberg’s “Your House in On Fire”. **Read** it to understand the opinion and perspective. **Annotate** the features you notice as you read thinking about AFOREST.
- c) **Choose** a topic for your own speech e.g. reducing single-use plastic. **Aim** to use a selection of the techniques seen in your example. **Write** your speech, or improvise it. Record it and listen back! How persuasive are you?
- d) ‘Reality television shows are a waste of time and money. They have very little educational or entertainment value and only encourage people to have poor role models.’ **Write the text of a speech for a broadcasting company where you explain your point of view on this statement.**
- e) **Watch and make notes:**  
<https://www.youtube.com/watch?v=EMmAriRCI20>