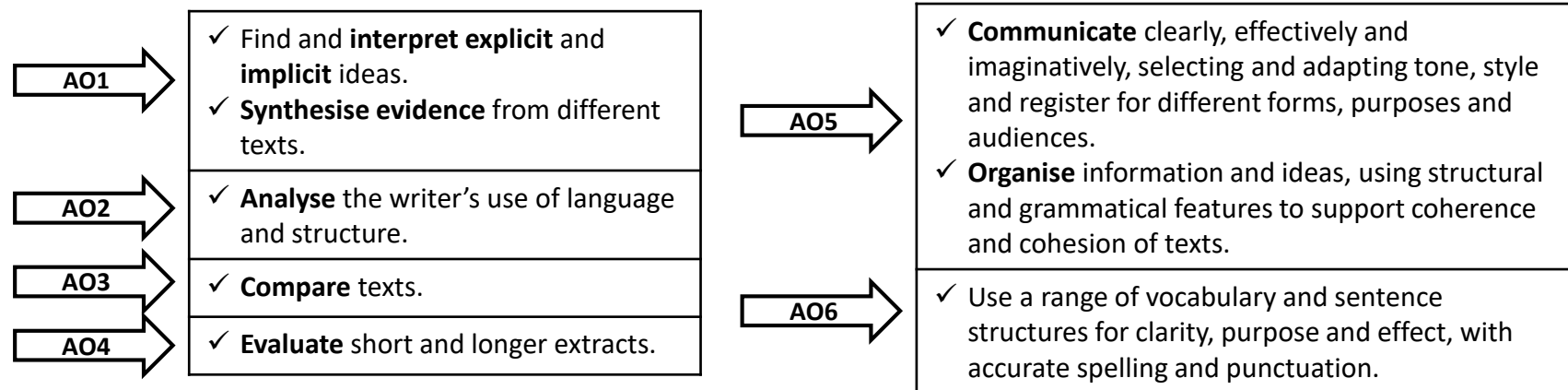


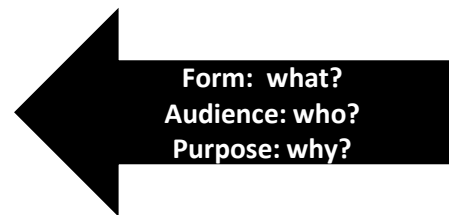
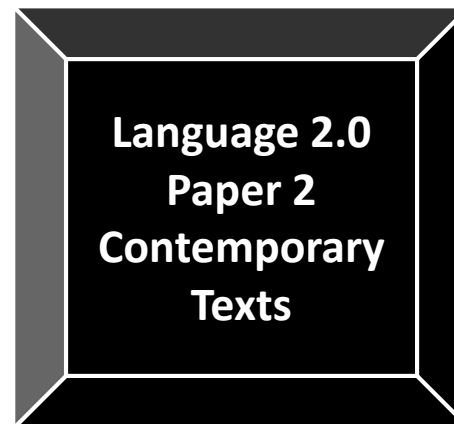
Edexcel English Language 2.0 Paper 2: Contemporary Texts Knowledge Organiser

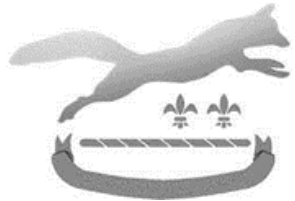
Exam Key Words:



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

		2 texts to read and respond to	Marks
READING TEST	Q1	Identify 1 thing from a small part of text 1	1
	Q2	How does the writer use language in a small part of text 1? (Analyse: MQE)	6
	Q3	Identify 1 feature from a small part of text 2.	1
	Q4	How does the writer use language in text 2 to interest and engage the reader? (Analyse: MQE)	10
	Q5	Write a summary similarities or differences between text 1 and text 2. (Interpret: SQI)	6
	Q6	Compare the writers' ideas and how they express them in both text 1 and text 2. (SQI + MQE)	16
WRITING TEST	Q7 & 8	Choose 1 of the writing tasks to complete. You might be asked to write part of a story, something related to your own life, or a description. They will always give you images to help you with your ideas.	40





Paper 2 Section B will offer you a choice of writing tasks, maybe a part of a story , maybe a letter or . You will be asked to write to describe and narrate. You will be assessed on the quality of your writing.

There will always be pictures to help you with your ideas. You can use the pictures as a springboard for your imagination so you can come up with any ideas you wish as long as they are inspired by the image.



Question 5 Success Strip

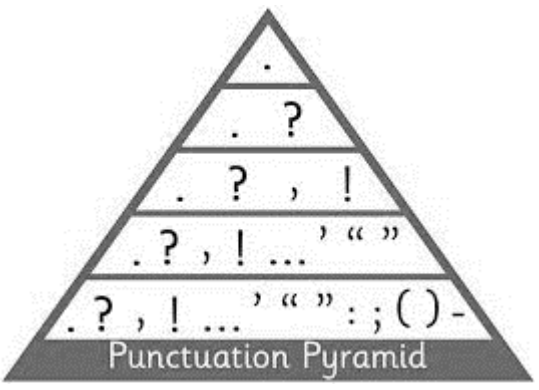
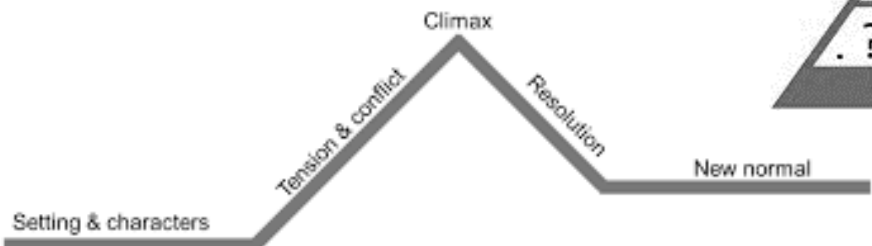
- Punctuation to end sentences**
. ? ! ...
- Punctuation inside sentences**
, "..." : ; - ()
- Controlled paragraph shifts**
Time Place Topic Person
- Time shifts**
Before he knew it; the sun rose the next morning;
- Dialogue**
"..."
new speaker = new parag said: whispered, called, yelled
- Senses**
sights sounds smells tastes feelings

Challenges:

- Adjectives to describe nouns**
ancient , isolated woodland
- Adverbs to describe verbs**
crept silently, soundlessly
- Vocabulary**
blue: turquoise, ultramarine
big: vast, epic, mammoth
fear: alarm, dread, panic
- Simile / Metaphor**
- Rhetorical question**
- Repetition**
- Wide shots and close ups**

- ✓ **Planning is essential!** Give as much time to planning as you do to writing and checking.
- ✓ **Narrative and Descriptive have many crossovers:**
 - Narrative – structures a story or part of story with a pivotal moment
 - Descriptive – focuses on the sensual experience of a situation
 - Both can use senses, amazing vocabulary, similes, metaphors, alliteration, narration, dialogue, different paragraph lengths, different sentence types, varied punctuation...
- ✓ Focus on the **quality of your writing not your quantity of writing.** A shorter, perfectly crafted piece of writing will get higher marks than a long, uncontrolled piece.
- ✓ **Vocabulary is more important than spelling!** Always try your best, but use the best vocabulary you can even if you are unsure of the spelling.

Classic Narrative Arc



Higher	Mid	Lower
<p>AO5:</p> <ul style="list-style-type: none"> • 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 <p>AO6:</p> <ul style="list-style-type: none"> • 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 	<p>AO5:</p> <ul style="list-style-type: none"> • 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 <p>AO6:</p> <ul style="list-style-type: none"> • 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 	<p>AO5:</p> <ul style="list-style-type: none"> • 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 <p>AO6:</p> <ul style="list-style-type: none"> • Most of your sentences are correctly defined • You show some control of a range of punctuation • You try 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



Revisit

- a. Narrative arcs:** Use a narrative arc diagram to revise the structure of a story. Plot the graph and add on key moments in famous stories you know, for example Cinderella, Macbeth, An Inspector Calls, The Empress or a film you have watched.
- b. Varying sentences:** Remind yourself of the many different forms of punctuation. Write 10 different sentences using as many different types of punctuation as you can to shape and craft your impact. You might start with the simple sentence: The sun is shining.
- c. Writing dialogue:** Remind yourself of the rules of writing dialogue. Write a dialogue between 2 characters discussing a party they are both going to that evening. Check you have followed all of the rules correctly when you have finished.
- d. Varying your dialogue:** Here is an example of 'interrupted dialogue' where the narration separates what is said aloud. Use this starter to write a conversation between a parent and their teenage child: *"I have no intention," Chris said firmly, "of letting you go to the party!"*
- e. Abstract ideas:** remind yourself of the different forms of imagery you can use to enhance description: simile, metaphor, personification, anthropomorphism... Describe 1 normal, everyday item using as many different abstract ideas as possible e.g. eyes twinkle like diamonds...
- f. Watch and make notes:**
- ✓ Mr Bruff: [English Language Writing](#)
 - ✓ BBC Bitesize: [GCSE English Language Writing](#)

Rehearse

Quick plan: describe a journey by bus as shown in this picture.



Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge: Track 1 key character through this piece. Give close up description of them and their journey – physical and maybe emotional. Challenge yourself to give a new paragraph to each different bus stop.

Quick plan: write a story about two people from very different backgrounds.

Challenge: Think of books or films that include characters from different backgrounds and use these as inspiration for your ideas. Maybe think about The Jungle Book or Pride and Prejudice.

Rehearse writing skills:

- ✓ Practice SPG tasks: [SPG booklet tasks](#)

Respond

Writing to Narrate: write the start of a story with the title 'choices'.

Plan for 10 minutes; write for 30 minutes; check for 5 minutes. Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge: Use a narrative arc to help plan the start of this story. Think about what is required to make just the beginning of the story intriguing. How can you set up clues to foreshadow upcoming events? How could you include dialogue?

Writing to Describe: describe an event inspired by this picture.



Plan for 10 minutes; write for 30 minutes; check for 5 minutes. Use the mini mark scheme on the other side to help you assess and improve your work.

Challenge:

Use the rule of one: one character, one setting, one event, one hour. Keep your writing tight and controlled.