

# Parental Workshop 1: GCSE English Language

*Supervising revising at home and helping your teenager prepare for the GCSE English exams can be a minefield for parents and carers. This booklet will provide information for parents alongside practical guidance on the following:*

- what revision should look like.
- what the paper entails - questions, marks, timings and resilience.
- what a grade 5 looks like (with comparison to a 7)



# What should revision should look like for English Language?

Unlike Literature, it is practise that makes perfect with English Language. All of the material is unseen so the preparation comes by:

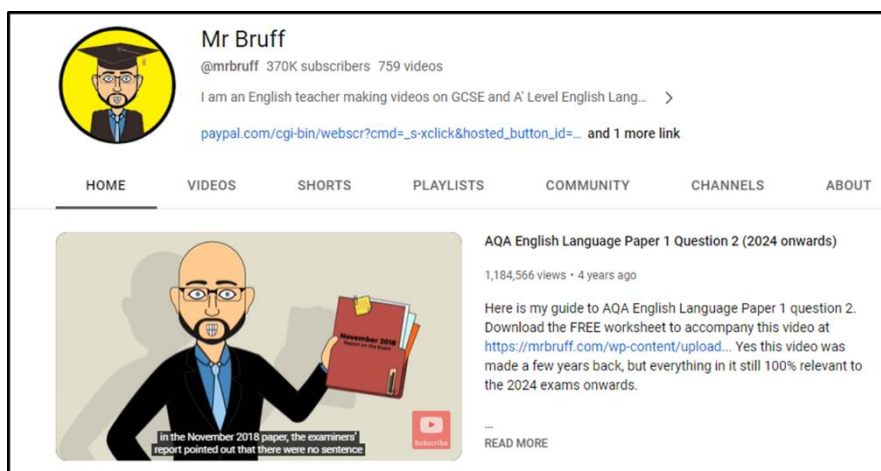
- Knowing exactly what to do for each of the questions (they always follow the same format)
- Being able to practise the questions independently, using unseen texts and practice papers.

## • Know what each question is asking:

It is so common to hear a student say “I don’t get it” when looking at an English Language question- this barrier is especially difficult when at home. BUT all questions have clear strategies and the internet is a wealth of walk-throughs and guides that will support and match the approaches we use in class. Students just need the support to ensure that they actively try to understand it.

Mr Bruff is a well-known Youtuber (of the English teacher kind) who talks through each and every question in detail, with examples.

<https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>



**What should it look like?**  
Students can work through a practise paper or specific question, whilst watching the video specific to that section.

## • Practising questions

### HERE IS HOW STUDENTS CAN ACCESS A COMPREHENSIVE AND RELEVANT REVISION RESOURCE MADE ESPECIALLY FOR STUDENTS AT WESTHOUGHTON

#### STEP ONE:

Students go onto their Teams app.

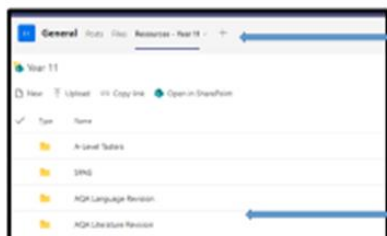
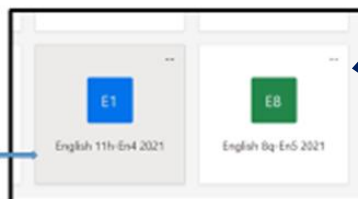


#### STEP TWO:

Students click on the icon on the LEFT-HAND bar that is labelled TEAMS.

#### STEP THREE:

Students find their English class and click on that. It will look something like the ICON on the right.



#### STEP FOUR:

On the icon at the top of the classroom page, there will be a label called RESOURCES- YEAR 11. Students need to click that.

#### STEP FIVE:

Students look in the folders labelled AQA Language Revision and AQA Literature revision. They will find lots of support for independent revision in there!

**What should it look like?**  
Students can access practice papers on our Year 11 Revision Resources section on their Teams page.

## What revision should look like for English Language

- ***Planning and practicing of the 'Story' question, Language Paper 1, Q5.***

Students should have all now prepared a narrative in which they've considered the setting, character and plot that they'd like to think about and use. Now, as part of their revision, students need to practice writing out their story and improving it over time.

Once confident with their plan, students can practise writing their idea using different Q5s (take from the practice papers on Sharepoint). Their story will roughly follow a 4-part structure as seen below:

### **'FOUR FOR MORE'-THE 4-PART SUCCESS STORY**

#### **ONE: SETTING - describe**

- Pathetic fallacy (DRAMATIC to add ACTION)
- Use WEATHER AS SYMBOL (make it NEGATIVE, HOSTILE, THREATENING)
- Prepositions (NAVIGATE THE READER)
- HINT AT A DIFFERENT PAST using 'once; now' sentencing

#### **TWO: CHARACTER- describe**

- One or two characters- no more- keep minimal
- Show, not tell- describe an interesting appearance/behaviour which hints at the life they lead.
- Craft the actions/behaviour of the character to reflect personality
- Keep dialogue minimal and crafted.

#### **THREE: FLASHBACK:**

- Go back to a MOMENT in the past that helps explain the current situation that the character is in.
- Ensure that you keep your writing in the past tense!

#### **FOUR: RETURN TO SCENE:**

- Don't feel the need for resolution or huge drama! Zoom in on something in the scene or introduce a danger/threat/hope to develop.
- Offer a glimpse of a change- use the weather to symbolise this (clouds are great for this!)

## Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

Your school or college is asking students to contribute some creative writing for its website.

**Either**

Describe a market place as suggested by this picture:



or

Write a story with the title 'Abandoned'.

(24 marks for content and organisation  
16 marks for technical accuracy)

**[40 marks]**

**What should it look like?**  
This is the question style to expect. Parents can get involved in this by reading the story and giving some feed back. Students at Grade 4 and 5 level are aiming to write something that is **CLEAR**. A clear place, a clear character and a clear plot. There is a feedback template on the next page.

# Editor's Checklist



- ☐ Planned first!
- ☐ Capital letters and full stops used where necessary.
- ☐ Paragraphs evident - with short paragraph for effect and structural features used to link ideas.
- ☐ 5+ ambitious words (looked up in thesaurus and circled when included)
- ☐ At least four of the sentence types mentioned in this booklet (e.g fronted adverbial)
- ☐ Similes and metaphors used. Ideally extended throughout piece. *E.g. Like a predator, he stalked his victim.*
- ☐ Personification used. *E.g. the wind howled as if the whole sky was injured.*
- ☐ At least one colon used (:) and At least one semi-colon used (;)
- ☐ At least 4 prepositions used to guide the reader
- ☐ Is it clear? Can you follow the structure? Does it link to the question/prompt?

Did you enjoy reading the piece? (Y or N) \_\_\_\_\_

What did you enjoy?

\_\_\_\_\_  
\_\_\_\_\_

What do you think can be improved?

\_\_\_\_\_  
\_\_\_\_\_

What should it look like?  
Read your child's story using this checklist as a guide for feedback. To achieve a Grade 4, the story needs to ultimately make sense and it doesn't take an English specialist to be able to see if that's the case!

## What revision should look like for English Language?

- ***Researching and discussing the Big Ideas that can come up for Language Paper 2, Q5.***

For the other Language Paper, the big writing question (Q5) requires them to write a persuasive piece about a particular social issue. This topic is not pre-released, so it can be very difficult for students to write a comprehensive argument about something that they don't know much about!

Preparation for this can involve researching the potential topics that could come up.

GLOBAL  
WARMING

Mental  
health

Online  
safety

Loneliness  
and  
isolation

Stress and  
Workload

Celebrity  
Culture

Public  
Transport

Why is this issue important?  
What is the reality we face?

***What should it look like?***  
***Having a discussion with your child about the big issues using these prompt questions can make a huge difference to their answers. Discuss both the local and national impact around certain issues and encourage them to think about how individuals and local communities can make an impact.***

What problems does this issue cause?

What are the solutions to this issue?



## **ENGLISH LANGUAGE GCSE**

**Paper 1** (1 hour 45 minutes)

**Explorations in creative reading and writing**

### **Section A - Reading**

One extract from a literary text

Reading  
source  
material  
15mins

Q1 – List four things...

4 marks  
5mins

Q2 – How does the writer use language.....

8 marks  
10mins

Q3 – How has the writer structured the text....

8 marks  
10mins

Q4 – Critical evaluation of text in response to a statement

20 marks  
20mins

### **Section B – Writing**

Q5 – Writing to describe/narrate

Choice of task – one choice based on a picture

40 marks  
45mins

## **ENGLISH LANGUAGE GCSE**

**Paper 2** (1 hour 45 minutes)

**Writers' viewpoints and perspectives**

Reading  
source  
material  
15mins

### **Section A - Reading**

Two sources – non-fiction and literary non-fiction

Q1 – Select statements that are true – Source A

4 marks  
5mins

Q2 – Summary of given topic in Sources A & B

8 marks  
8mins

Q3 – Use of language – Source A/B

12 marks  
12mins

Q4 – Comparing attitudes and methods in Sources A & B

16 marks  
20mins

### **Section B – Writing**

Q5 – Writing to explain/argue own ideas on topic covered in Section A

40 marks  
45mins

# English Language Paper 1

## Q5

### SAMPLE ANSWERS

**Student Examples for the WRITING SECTION  
QUESTION 5- NARRATIVE (STORY) OR DESCRIPTION**

**45 MINUTES**

**40 MARKS**

**50% OF THE PAPER**

**WAYS TO REVISE:**

**-PRACTISE THE PLAN AND THE WRITE-UP- Use practice papers  
from Sharepoint.**


**-MEMORISE THE SENTENCE STRUCTURES**

**-READ AND CHECK FOR TECHNICAL ACCURACY AND CLARITY**

**0 5** A wildlife magazine is running a creative writing competition and the winning entry will be published in its next edition.

**Either**

Write a description of a zoo or wildlife park as suggested by this picture:



or

Write a story about a human meeting an animal.

(24 marks for content and organisation  
16 marks for technical accuracy)  
**[40 marks]**



# Grade 5

Clear focus on setting to begin with. This student has revised their time and place carefully with a clear idea of the vocabulary used.

You are advised to plan your answer to Question 5 before you start to write.

Grey, ominous clouds filled the once blue sky. Rain hissed onto the city almost as if poison was spitting onto the desolate streets.

conscious use of vocabulary/linguistic devices (UL2)

I watched the population scatter from the streets as I slammed shut the ~~day breeze~~ window, stopping the icy breeze from filling my apartment. The sound of booming thunder and lightning echoed through my empty apartment. BANG! Again <sup>it roared</sup> but even louder. I waded over towards my stained, ancient sofa ~~with every~~ and with every step I took the floorboards creaked. I sat down and reached for the mug of coffee that was cold to touch in front of me. The only sound other than thunder was the ongoing fuzzing of the box TV in front of me. As I took a sip of the cold and old tasting coffee I thought - Why me? Why do I get this lonely depressing life?

Attempt to structure with a variety of linked ideas (UL2)

I ran my hands through my black ~~almost grey hair~~ and rested against the sofa. Endless days of no sleep; I was tired. My head was pounding almost as if thousands of hammers ~~were~~ were plunging into it. ~~My eyes~~ My eyes were instantly drawn to the what seemed like an endless amount of pills on the side table. My thoughts. My thoughts are in need of being

Following the setting description, the student has spent some time characterising their narrator using specific detail and description. This takes preparation for most students.

Compare the work your child is producing to the quality of work in these answers – does it match up? Will your child's work achieve a grade 5?



Although this is known as the 'story question', the best answers only focus on a small section of time- too much plot makes the story feel rushed and lacking in detail. Encourage your child to think about using a flashback to give the story and character some depth.

flushed away. Just as I was about I reached for the container of pills and then suddenly 'BARK! BARK!'. The familiar noise ran through my ears. Mud, timber, ~~some~~ smoke the familiar smell slithered up my nose. I shut my eyes slowly in hope this would all go away but with a bling-blink I was back. Back on the front line trench. Fighting for my life. Bullets flying past. ~~THIR~~

Do not write outside the box

Sustained attempt to match purpose/audience (UL2)

Generally accurate spelling - sophisticated vocabulary (L3)

This time I looked around and realised I was alone. Just me and the opposition aiming for me. Running. shooting. Firing. Anything that could keep me alive. Why am I back here? Specks of mud and dust hit me as grenades were landing all around me. I ~~didn't~~ <sup>don't</sup> know what to do. ~~Ho~~ Vulnerable. Yet again I am vulnerable just live back in my apartment. Then all of a sudden 'BARK! BARK!' That familiar dog. Why do I keep hearing this? In the smoky distance I could see a small figure running at me. It ~~wasn't~~ isn't a soldier, in fact it isn't a human. It's a dog! A dog is running towards me! The smell of mud and timber had gone. I could smell cold coffee and damp walls. With a blink of an eye I was back. Back in my apartment. Why was the dog running to me? What does this

Usually coherent structure with clear, connected ideas (L3)

Variety of sentence forms - mostly controlled agreement (L3)

Turn over ►

mean?

Usually coherent structure with clear, connected ideas (LL3)

'BARK! BARK!' There it was again. I ran towards the door of my apartment and opened it. My eyes filled with tears of joy. A big, brown dog as fluffy as anything jumped onto me and ~~time~~ licked my face. This was what I needed. I'm no longer alone.

Mid to level

CLEAR COMMUNICATION (LL3)

Usually coherent structure with clear, connected ideas (LL3)

Generally matched to purpose/audience (LL3)

Variety of sentence forms - mostly controlled argument (L3)

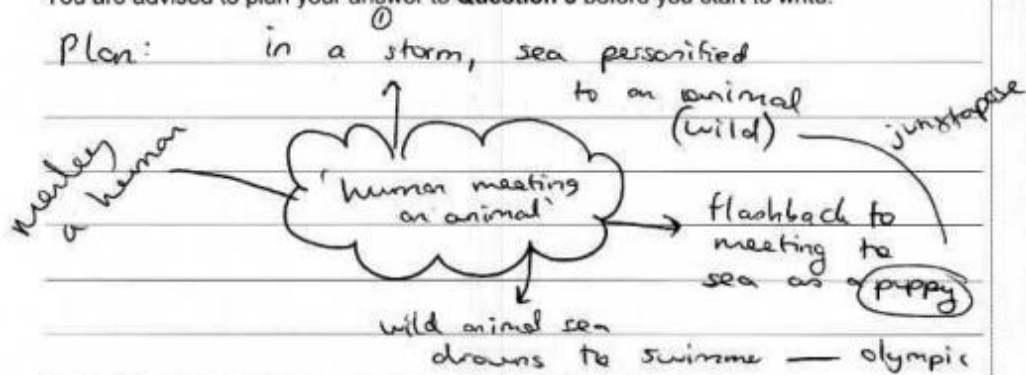
Sentence demarcation mostly secure - mostly accurate punctuation (L3)

Generally accurate spelling - sophisticated vocabulary (L3)



# Grade 7

You are advised to plan your answer to **Question 5** before you start to write.



Forcefully, I was thrown into the water like a dead body.

Bearing its conies, the rain roared and spat torrents of ferocious water whilst whilst below, savage waves poured on top of each other: altogether blocking my opening for escape! Whimpering with hunger, the feral wind roamed the surf as it click clicked its frosty teeth. To add to this menace, thunder howled and rolled with impatience as the and the vicious, ~~one~~ starved clouds prowled across the sky. There were very few places to hide.

Like a parasite, water latched onto my clothes and scalded my throat, dragging

Sentence demarcation mostly secure - mostly accurate punctuation (L3)



me under the waves. Instantly Frantically, I clawed upwards, trying to reach for the surface. Again and again, the tides of towering waves ~~felt~~ plunged down heavily on top of me, as if playing with its food. I needed to breathe. Scrambling, punching, ripping at the waves until I broke the surface. Grasping <sup>gratefully</sup> at the fresh air, I turned in the swell and ~~saw~~ <sup>saw</sup> the boat was out of sight. My stomach twisted. Hope was wrung out of me. Like an old car engine, every part of my body shook ~~from the~~ with <sup>the</sup> cold, fear and shock. Where was I? How long had I been treading water for? Despite my situation, fleeting determination flickered <sup>flickered</sup> within me - I can do this! I can tread longer, I can survive; I am a professional swimmer - I ~~can~~ <sup>can</sup> do this! All I ~~needed~~ had to do was head to the east coastline - but <sup>in</sup> which direction was that? Before I could ever ~~think~~ move, a huge swell of water wildly tossed me again like a rag doll.

Clear  
redundancy  
for effect  
(L1.7)Appropriate  
linguistic  
devices  
(L1.3)Consistently  
matched to  
purpose/needs  
(L4.3)Sentence demarcation consistently secure - consi  
punctuation (L4)

The events of that morning seemed so distant now.

The sun had stretched wide open its golden arms and the familiar, salty aroma ~~to~~ had welcomed me back home. Embraced in their love and congratulations, my friends and I sailed my grandfather's boat, just off the Cornish coast, to celebrate.

"You are gold!"

"Gold!" They all cried, pointing and applauding me.

Rolling my eyes in mock disapproval, I could not hide the gentle curl of a smile unfolding across my lips.

Glowing in the ~~light~~ warmth of their praise, I proudly held up the medal around my neck.

"Haven't you taken it off?"

"Ha! No! I sleep in it," I laughed.

In the triumphant air, joy bubbled within me and happiness radiated out. The happiness of my success radiated at the thought of ~~the~~ the moment.

'The moment' when I won gold at the Women's 500m breaststroke at the Olympics! ~~Years~~<sup>Years</sup> of diligent training





every day, ~~Peritance~~ resilience and  
perservance had led to that moment.  
Soaking in the joy of it all, I  
could not stop smiling.

Full range of sentence forms - consists  
agreement (L4)

That afternoon, I glided ~~a~~ in the  
calm and quiet waters, feeling like  
I was ~~released~~ defying the strict  
rules of gravity. A complete ~~weightless~~  
weightlessness.

Sparkling ~~in the~~ like sapphires, the  
familiar waters invited me to join  
them and venture further out from the  
boat. In the shallow, ~~same~~ waters, ~~the~~  
it only pawed at my knees like a  
friendly puppy. This was where I  
belonged; where I trained, where I  
lived, where I was <sup>raised.</sup> ~~raised~~. Gentle  
and smooth, the water fitted perfectly  
around me as it had always done.

But now I <sup>know.</sup> ~~know~~. Now I understand.  
I have met the beast that is the  
sea: I am merely a human against  
the untamed, callous and wild animal!

My heart <sup>furiously</sup> ~~furiouly~~ pounded in my

Turn over ►



chest. In panic, my eyes frantically  
desperately raked the dark depths of the  
~~ocean~~ sea. Grasping at pocketfuls of  
air and gulping even more water,  
the stubborn sea sank its teeth into  
my calf, dragging me into the  
stomach of the storm's swell.

Relentlessly, the waves tore at ~~me~~  
my skin with its sharp claws.

I kicked out, but my legs were dead  
weights beneath me - I was an  
anchor - numb and leaden. The salt  
burned my throat. Further and further  
I sank. Drowning. Me. How had it  
come to this? After everything I  
had worked so hard for, ~~every~~  
everything I had planned to do.

Highly accurate spelling - am

My family, my friends, my life...  
How could I drown? How could  
an Olympic swimmer ~~drown~~ succumb  
to water in such a way? ~~How could~~  
After meeting the deadly animal,  
how could I simply let myself  
become its prey?

A ~~per~~ perpetual darkness detached  
all feeling from my limbs. All I

40

Extra space for question 5 only (if needed)

felt was the intense  
burning of my lungs as it swallowed  
me whole.

Do not write  
outside the  
box

CONSISTENTLY CLEAR COMMUNICATION (UL3)

Consistently matched to purpose/audience (UL3)

Increasingly sophisticated vocabulary/phrasing (UL3)

Successful linguistic devices (UL3)

Coherently structured with a range of clear, connected ideas (UL3)

High in level

Sentence demarcation consistently secure - consistent punctuation (L4)

Full range of sentence forms - consistently controlled agreement

Highly accurate spelling - ambitious vocabulary (L4)

# **English Language Paper 2**

## **Q5**

### **SAMPLE ANSWERS**

**Student Examples for the WRITING SECTION**

**QUESTION 5-A PERSUASIVE ARTICLE**

**45 MINUTES**

**40 MARKS**

**50% OF THE PAPER**

**WAYS TO REVISE:**

**-PRACTISE THE PLAN AND THE WRITE-UP**

**-MEMORISE THE SENTENCE STRUCTURES**

**-LET FAMILY READ AND CHECK FOR TECHNICAL ACCURACY AND CLARITY**

**-WORK WITH FAMILY MEMBERS TO RESEARCH THE 'BIG IDEAS'**

# Grade 5

## Section B: Writing

Do not write  
outside the  
box

You are advised to spend about 45 minutes on this section.  
Write in full sentences.

You are reminded of the need to plan your answer.  
You should leave enough time to check your work at the end.

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B5AO6 : 11

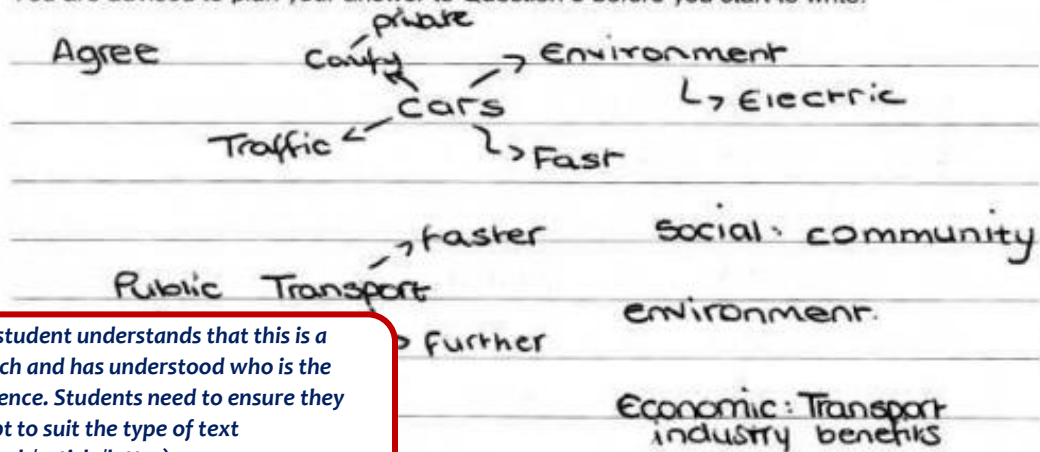
0 5

'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.'

Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)  
[40 marks]

You are advised to plan your answer to Question 5 before you start to write.



The student understands that this is a speech and has understood who is the audience. Students need to ensure they adapt to suit the type of text (speech/article/letter)

Councillors, how did you travel to this meeting today? Did you come far? I bet 98% of you came by car, and I in 5 travelled further than a mile. Whilst I agree cars are 'convenient', 'comfortable' and do save time ~~th~~ ~~re~~ they are one of the leading sources of carbon emissions in the

Clear tone/style/reg for p/a (L13)

Some acc punct (L2)

Turn over ►





Students are taught in lesson to write an emotive introduction using the phrasing "Imagine a world where..." and then to describe a dystopian extreme of the topic. This isn't a story but marks are still given generously for emotive description.

world today, dangerously damaging our atmosphere. Imagine a world where we are suffocated by fumes from exhausts, ~~it~~ just to drive to your nearest supermarket it takes you 3 times as long because you're trapped in the claustrophobic congestion on the road whilst ~~polluting~~ <sup>emitting</sup> 2 tonnes of ~~po~~ pollution into our atmosphere. The hellish future has already begun and if we don't change our lazy, stubborn and selfish actions ~~2~~ these consequences are our future.

Clear vocab for effect (L3)

Gen acc sp/soph vocab (L3)

Variety linked ideas (UL2)

Some paras/disc markers (UL2)

Approp ling devices (L3)

On average, a public <sup>transport vehicle</sup> bus ~~will take~~ can take you further distance, faster than traffic at ~~only~~ a 1/3 of the price of fuel. The cost of living crisis has unfortunately forced pressure on many to cut costs in everyday lives and has also pressured ~~others~~ <sup>many</sup> mental wellbeings which brings forward many more problems. Sadly, it leaves many parents left contemplating how they can commute to work or

After the introduction, the argument is clear- needed for Grade 5. After the introduction, students go on to describe the issue faced.

Do not write outside box

drive children to school or eating a meal. How is this fair? ~~Many~~ p Many of today's society aren't aware of the easily accessible, cheaper ways of transport that are right before our ~~ex~~ eyes!

Some struct features (UL2)

Variety sentence forms (L3)

With encouragement of using train, services, bus routes and trams we are supporting these companies to invest and make improvements to the future transport industry making it ~~a~~ sustainable, reliable, and accessible for our future generations. What about train strikes you ask? ~~When~~ ~~a~~ ~~the more~~ ~~use~~ I agree as a daily user of these methods of transport, getting from one place to another by train recently has been stressful, chaotic and difficult but hopefully the more people use these the more funds go into paying the wages of workers, the more ~~the~~ people use ~~to~~ train services the more investments in replacement services and station accessibility. I can guarantee the future

Mostly accurate demarcation (L3)

Turn over ►



1 5

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In the final section of the answer, students should develop their answer by thinking about the solutions to the issue. These often involve community involvement and better services for those affected.



brings better services.

Clear connected ideas (LL3)

Students do well if their argument has a 'real world' feel. Discuss possible expert titles that can be given to help them use a quote/research from experts (i.e. professors, scientists, politicians/charities/councillors etc).

Scientists predict if we don't change our actions of pollution we will hit the 1.5°C tipping point which determines our reversible ~~destructive~~ disaster of a future. To solve this we must cut down our car usage, if just 50% of our population cut down ~~on~~ how much we drive our car we could save ~~50~~ 2 tonnes of pollution emitted, is this not a goal our community want to achieve?

Usually coherent paras/disc markers (LL3)

Most control agreement (L3)

Usually effective struct features (LL3)

So to conclude, with yours, mine and our communities efforts we can create a better future for public transport and travel.

CLEAR COMMUNICATION (LL3)

Clear tone/style/reg for p/a (LL3)

Clear vocab for effect (LL3)

Approp ling devices (LL3)

Usually effective struct features (LL3)

Clear connected ideas (LL3)

Usually coherent paras/disc markers (LL3)

Mostly acc range punct (L3)

Mostly accurate demarcation (L3)

Variety sentence forms (L3)

Most control agreement (L3)

Gen acc sp/soph vocab (L3)

Middle of level

# Grade 7

0 5

'Cars are convenient, comfortable and save time. However, we need to use them less by making public transport such as trains, trams and buses cheaper, more reliable and easier to access.'

Write a speech to be given at a meeting of your local council in which you argue your point of view on this statement.

(24 marks for content and organisation  
16 marks for technical accuracy)

[40 marks]

You are advised to plan your answer to Question 5 before you start to write.

Imagine a world where roads are packed full of stationary cars. Imagine a world where the skies are a ~~be~~ scorched sepia instead of the hopeful blue they are supposed to be. Imagine a world choking on its polluted lungs because we prefer to travel in cars instead of using public transport. Is this what we want? Is this what we need? Undoubtedly, the excessive number of cars blocking our motorways and freeways needs to be addressed.

The convenience of cars allow us to travel wherever we want whenever we want. However there is no doubt that our ~~intention~~ use of cars is having devastating implications for our environment. The exhaust fumes from the vehicles contain carbon dioxide, a greenhouse gas

Turn over ►



1 3

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National Health Service. To solve this problem, the government could make public transport more accessible. For example, the Manchester metro line connects the <sup>Efficient public transport (UL3)</sup> ~~town~~ in Greater Manchester. Using this method of transport, people can get to work easier and can travel into the city centre to enjoy leisure activities like shopping in the Arndale. This alleviates stress which makes people more productive at work, boosting our economy. With limited amounts of stress and a prospering economy, ~~it is a~~ life would be eudemonistic. Isn't that we want? Don't we want to reach the pinnacle of humanity?

Undoubtedly, cars are a smart purchase. Sure you have to pay for insurance and petrol and make the big jump in the beginning, but it's all worth it in the end, right? Many people stray away from public transport due to its seemingly unjustifiable <sup>Cost of public transport (UL3)</sup> ~~cost~~. For a 16-year-old, a bus ticket costs around £2.00, more for an adult. Imagine travelling to and from work, every day, five days a week, fifty six weeks in a year. It would cost an absolute fortune. To remedy this issue, ~~the~~ tickets for public transport could be lowered. They could possibly even be free and run by volunteers. This

Clear connected ideas (LL3)

Turn over ►





would encourage more people to use public transport as it does not seem like a waste of money.

Now I ask you to imagine a world where roads are not lined with a jumbled, bland mix of colours. Imagine a world with roaring blue skies, adorned with emerald green trees. Imagine a prospering earth. Is this what we want? Is this what we need? Together we can fix this.

CONSIST CLEAR COMM (UL3)

Communication is consistently clear

- Tone, style and register are consistently matched to purpose and audience
- Increasingly sophisticated vocabulary and phrasing, chosen for effect, with a range of successful linguistic devices