English Literature and English Language:

Achieving Exam Success

Content overview

English Language

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text
 Section B: Writing
- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)

- one single text
- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

 one non-fiction text and one literary non-fiction text Non-examination

What's assessed

and feedback

Language

(AO7-AO9)

Assessed

presenting

Assessment: Spoken

responding to questions

use of Standard English

teacher set throughout

separate endorsement (0% weighting of GCSE)

marked by teacher

- Section B: Writing
- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)

- two linked texts
 1 short form question
- (1 x 4 marks)

 2 longer form questions
- (1 x 8, 1 x 12 marks)
 1 extended question
 (1 x 16 marks)

Writing (40 marks) (25%)

 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English Literature

Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- Shakespeare
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

- Modern texts
- Poetry
- Unseen poetry

How it's assessed

- · written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

English Literature

Paper 1: 19th Century Novel and Shakespeare Play

• Understanding the question and the assessment objectives:

You will be required to answer a question on both 'A Christmas Carol' and 'Macbeth'. Each question will have an A01 focus. You will also be provided with an extract to help you to formulate a response.

What is the examiner looking for in my response?

- 1. The examiner whats to know that you understand the idea of the question (A01) and how it develops over time in the text.
- 2. The examiner wants to also know that you understand the methods that the writer uses to present these ideas i.e. characterisation, juxtaposition, metaphors etc.
- 3. The examiner wants to also know that you understand why the writer has the view that they do. How have the events of the time influenced what they have written and what is their intention? (A03)

Preparing to respond:

Step 1: Highlight the A01 focus and look to see if a character is also included for you to explore. If a character is not included in the question, it is up to you to select your own characters to explore where the A01 idea is most clearly explored. Find these in the extract.

Step 2: Determine where in the text the extract appears. Is it the beginning, the middle or the end?

Step 3: Explore the extract and look to highlight any key methods (AO2); think about how these are being used to present ideas about the AO1 focus and, if a character is also given for you to explore, what ideas are being expressed about the character at that point of the text. If you are selecting your own characters, what ideas are being presented through them? You should be annotating your ideas around the extract.

Step 4: Think about two other key moments from across the text that also best explore the AO1 idea in the question and the development of the character if a character has been included. If the key moment they have provided is from the middle, you should be collecting a key moment from before and after the moment given. If it is from the start, your key moments should be taken from the middle and the end of the text. You should produce a mind map for each of your selected moments, populate it with your thoughts about the AO1 idea at that point in the text and what is being presented to the reader, a key method being used to covey these points and also the writer's intention- why do they want us to think this way? Why do they feel this way? How are events of the time influencing their view point?

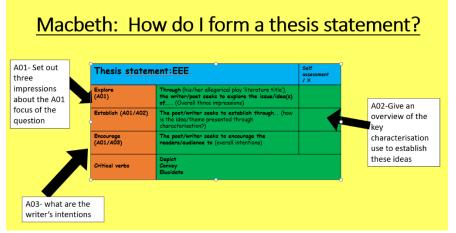
Responding

Your essay should include 5 separate sections:

- 1. Thesis statement
- 2. Key moment 1
- 3. Key Moment 2
- 4. Key moment 3
- 5. Conclusion

The Thesis:

Your thesis is your introduction. It is where you set out your own personal feelings (ideally- you should have three separate ideas about the A01 idea and relevant characters that have been crafted to present these ideas to the reader. You should also discuss the



overall intentions of the writer and the motivations behind these.

Use the three Es to structure this: Explore, Establish and Encourage

Key Moment One:

The first key moment will depend upon the key moment that has been provided in the question. If the key moment given falls at the start of the text, you should start with it first. If it falls in the middle or towards the end, you should start with your own.

You should begin by making a point about what the main idea is that is being expressed at this point (A01). You should then explore the relevant characterisation and the ideas that are being expressed. Aim to use quotations. Do not worry if they are not word perfect! For every quote you use, try to explore it in more detail. Think about the lexis used and the ideas associated. Also, if the quotes include a language method, discuss it. This will get you marks for A02. You should end by considering the intentions and motivations of the writer at this stage or how the writer has used the conventions of the literary form to express an idea. For example, in the case of Macbeth, how has Shakespeare used things like stage directions (unique to plays) to present an idea or achieve an intention?

Key Moment Two:

If the key moment provided by the exam board is in the middle of the text, you should explore this at this point in your essay. If it falls before or towards the end, you should select your own key moment applying the same process as you did to your first key moment.

Key Moment Three:

If the key moment provided by the exam board is towards the end of the text, you should explore this at this point in your essay. If it falls before or towards the end, you should select your own key moment applying the same process as you did to your previous key moments.

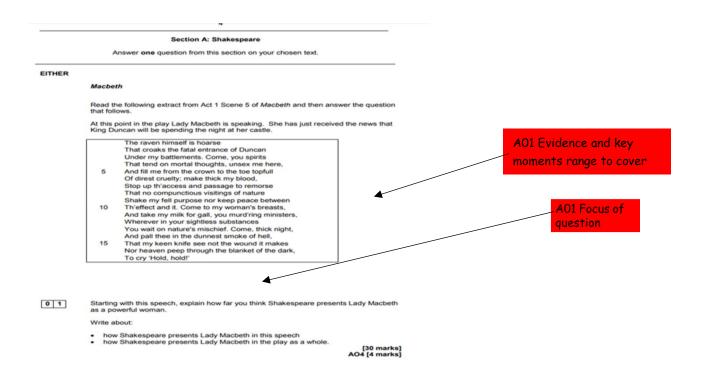
Conclusion:

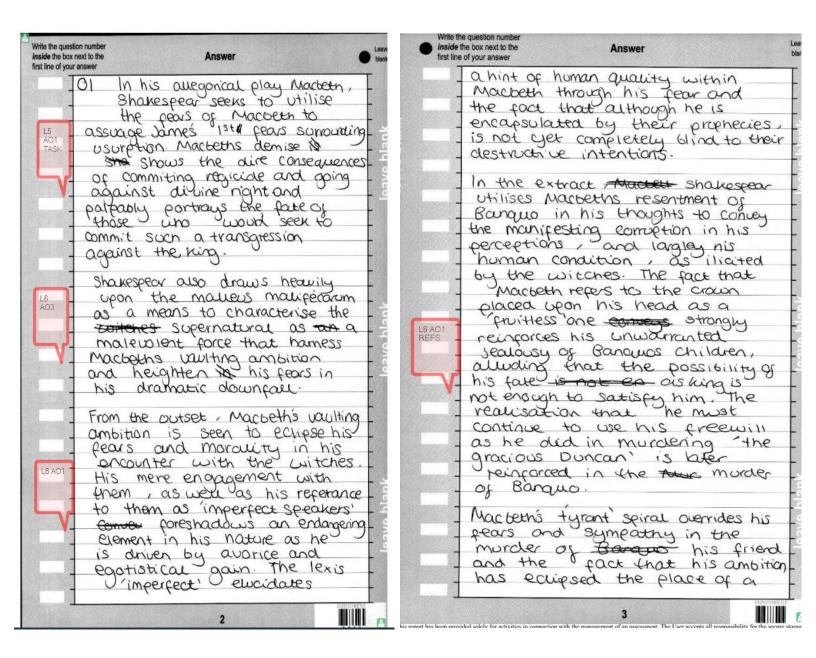
In your conclusion, you must refer again to the A01 focus and the points you made in your thesis. It provides you with an opportunity to bring all of your ideas together and reach an overall conclusion about the ideas and the intentions of the writer.

Higher ability tips:

For higher ability students, you need to make sure that your essay is 'critical' this means that your response needs to take consideration of other critical responses that have been produced. You need to include the critical theory that you have been given for the text in question and respond to it. Do you agree with it?

Acknowledge the critical theorist in your thesis and refer to it at the end of your third key moment. The more original your response, the greater the marks you will be awarded but remember that it needs to be justifiable and convincing.





English Literature Paper 2: Modern Text, Power and Conflict Poetry and Unseen Poetry

Section A: An Inspector Calls (Modern Text)

Preparing to respond:

The way that you prepare for this question is very similar to paper 1. The key difference is that this time, you will not be provided with a key moment. You will therefore need to select a key moment from the beginning, middle and end that is relevant to the focus of the question.

There will be a **choice** of questions. Only answer one.

Step 1: Highlight the A01 focus and look to see if a character is also included for you to explore. If a character is not included in the question, it is up to you to select your own characters to consider where the A01 idea is most clearly explored.

Step 2: Think about three other key moments from across the text that best explore the A01 idea in the question and the development of the character if a character has been included.

Your moments should come from the beginning, the middle and the end.

Step 3: You should produce a mind map for each of your selected moments, populate it with your thoughts about the A01 idea at that point in the text and what is being presented to the reader, a key method being used to covey these points and the writer's intention- why do they want us to think this way? Why do they feel this way? How are events of the time influencing their viewpoint?

Responding:

Your essay should include 5 separate sections:

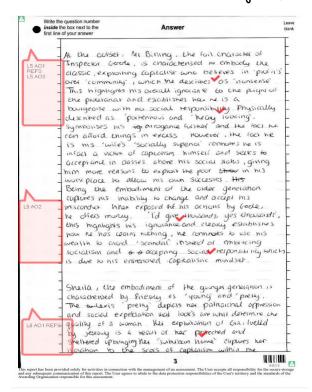
- 1. Thesis statement
- 2. Key moment 1
- 3. Key Moment 2
- 4. Key moment 3
- 5. Conclusion

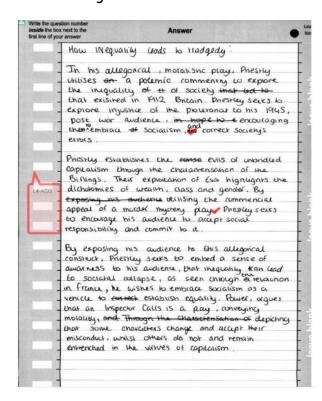
*Higher ability tips:

For higher ability students, you need to make sure that your essay is 'critical' this means that your response needs to take consideration of other critical responses that have been

produced. You need to include the critical theory that you have been given for the text in question and respond to it. Do you agree with it?

Acknowledge the critical theorist in your thesis and refer to it at the end of your third key moment. The more original your response, the greater the marks you will be awarded but remember that it needs to be justifiable and convincing.





These questions alternate between character questions and theme questions (as they do in the exam)

EITHER

01 How important is the character of Eric in demonstrating Priestley's ideas?

Write about:

- How Eric responds to his family and the Inspector
- How Priestley presents Eric's actions

OR:

02 How successfully is the idea of collective responsibility explored in this play, through the use of the Inspector?

Write about:

- Priestley's ideas about collective responsibility in An Inspector Calls
- How Priestley uses the Inspector to present these views

Section B: Power and Conflict Poetry

In the exam, the question will be based on one of the 15 poems from the cluster. You will be expected to form a response using the poem in the exam and another poem from the cluster to compare it to.

The question requires a comparison of an AO1 theme that will be linked to the issue of power and/or conflict.

Preparing to respond:

- Identify the theme that is stated in the question and highlight it
- Consider which other poem you think best explores the theme too and jot down some quotes and ideas.
- Annotate the poem printed. Select one big language method that drives the A01 idea and either another language feature or structure feature that also drives the idea. Try to stick to figurative language as this allows you to be more creative in your response.

Responding to the question:

You need to use the TSLO structure when responding

T: Thesis- what are the key ideas of each point in relation to the A01 idea? Try to come up with two overall points they try to make

S: Structure- which structure method best exposes the theme to the reader

Section C: Unseen poetry

Answer both questions in this section.

I Am Offering this Poem

I am offering this poem to you, since I have nothing else to give. Keep it like a warm coat when winter comes to cover you, 5 or like a pair of thick socks the cold cannot bite through

I love you

I have nothing else to give you, so it is a pot full of yellow corn 10 to warm your belly in winter, it is a scarf for your head, to wear over your hair, to tie up around your face,

Keep it, treasure this as you would 15 if you were lost, needing direction, in the wilderness life becomes when mature; and in the corner of your drawer, tucked away like a cabin or hogan' in dense trees, come knocking,

20 and I will answer, give you directions, and let you warm yourself by this fire, rest by this fire, and make you feel safe

I love you.

It's all I have to give, 25 and all anyone needs to live, and to go on living inside, when the world outside no longer cares if you live or die; remember,

I love you.

*hogan: wooden hut/shelter

Jimmy Santiago Baca

2 7 . 1 In 'I Am Offering this Poem', how does the poet present the speaker's feelings about [24 marks] L: Which language method best exposes the idea to the reader

O: What is the overall opinion and ideas of the poet- think about their ideas and why they have these- consider the context of the poem and what was happening at the time to influence the poets.

Section C: Unseen poetry

In this section, you will be expected to answer two questions. The first question will be based one the first unseen poem. As you will not have seen this poem before, the examiner will not expect you to comment on the intentions of the poet or the wider context. You are only expected to discuss the poets' ideas and methods that they use in your response.

27.1 Poem One Essay

Preparing to respond

- It is important that you consider the title of the poem as this is key to understanding what it will be about.
- Read through the poem and try to understand what the poet is trying to convey about the A01 idea that is in the question.
- Once you have understood the A01 idea, start annotating it. Look for figurative language methods and bigger structural methods like the persona and narration/ tone/ rhyme scheme. You will only need one example for each.

Responding:

You should use the **TSLO** approach

T: Thesis- outline 2-3 points about the A01 idea that is explored by the poet. Outline how the persona is used to establish the A01 ideas.

S: Select the best structural method and explore how it is used to establish the A01 idea.

L: Select the best language method and explore how it is used to establish the A01 idea (aim to select a figurative language method as there will be more for you to talk about)

O: Conclude with your own views about the overall opinion of the poet- what are their views about the A01 idea.

Remember that A03 is not assessed here

27.2 Comparison question

This question asks you to compare the methods that both poets use to establish an A01 idea. It does not assess A01. This question is all about A02 and analysing methods.

Preparing to respond:

- Identify the A01 theme that you are being asked to compare
- Annotate the last poem and look for good methods that are used
- Select two big methods- one from each poem. Figurative language is a good choice as there is lots that you can comment on.

Responding:

- You need to write two PEAPS. One for each poem.
- P: Point (what idea is being conveyed through the method
- E: Evidence- quote and name of device
- A: Analysis- how is the method conveying an idea? Look at the connotations of lexis
- P: Probe- pick an additional word either from your quote or from somewhere else in the poem that adds to the idea and explore its connotations

English Language Paper One: Creative Reading and Writing

- This paper assesses your ability to read and write fiction texts. The reading section contains four questions that are designed to assess how well you can read and understand a fiction text.
- The writing section assessed how well you can write a fiction piece that will be a choice of either a story or a description.
- Each section carries 40 marks
- Make sure that you read the extract fully before starting the reading section

Question 1 (4 marks) (A01)

- Identify four bits of information from the extract that link to the question focus.
- Write four sentences with each sentence centered on one of the points.
- Start your sentences with the question focus.

Question 2 (8 marks) (A02)

The question will always start with how 'how does the write use language to describe'...

The examiner wants to test your reading skills by being able to analyse how deeper meaning is expressed through lexical choices. (AO2)

- Highlight what is being described
- Read the passage provided and try to form two impressions about is being described
- Select figurative language devices that have led to you forming your impressions and annotate ideas around the passage. Think abut the connotations of the words

Write two PEAPS with each PEAP focused on your impressions.

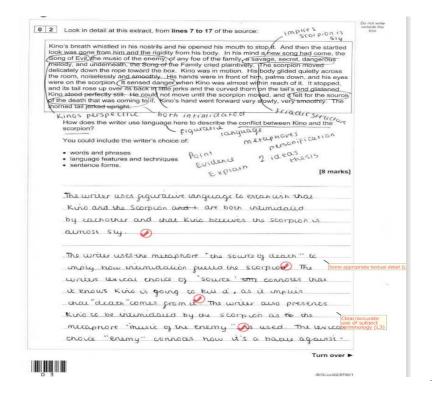
P: What impression is created?

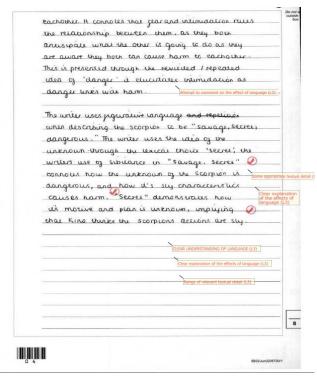
E: What language device demonstrates this (quote it and name the method)

A: How does the device create the impression in the reader's mind? Think about the connotations of the words and the images they create

P: Pick another word from your quote or later in the passage that further forms and supports this overall impression about what is being described.

Higher ability: aim to integrate your quotes and select an additional method in each PEAP to further analyse.





Question 3 (8 marks) (A03)

The question will always start with how 'how does the write use structure to interest the reader'...

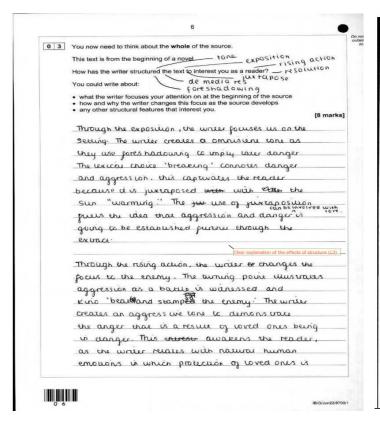
The examiner wants to test your reading skills by being able to analyse how deeper meaning, ideas and effects are expressed through structural choices. (A02)

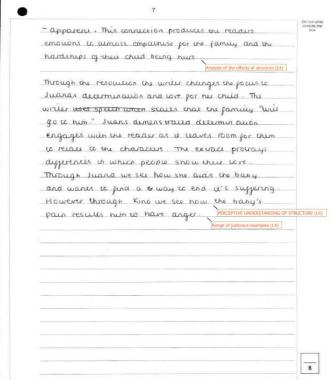
The question will always be 'how does the writer use structure to interest the reader?'

- You need to focus on three structural points in the extract: the exposition (start), rising action or focal shift (a change in focus- development in the plot) and the resolution (the conclusion of the narrative).
- For each section, you need to consider the focus (this could be setting/characterization/tone) and the impression it creates in the reader's mind?
 How is the reader made to feel? What questions might the reader have?
- Look for structural devices like foreshadowing, juxtaposition, linear/non-linear structures and how these engage the reader

Write three PEAPS

- PEAP 1: Exposition- what does the writer focus the reader on and what effect does this have? What impression is created about the setting and or character and what tone is created? What questions might the reader have that will engage them with the text?
- Remember that you are not analysing language- you are exploring structure!
- PEAP 2: Focal shift/Rising action- what does the writer focus the reader on next that is significant and what effect does this have? What impression is created about the setting and or character and what tone is created? How does this relate to the setting and characterization in the exposition and why is this interesting? Have any of the early questions the reader had been answered? Has any new question arisen? What questions might the reader have that will engage them with the text?
- PEAP 3: Resolution- what does the writer focus the reader on here that is significant and what effect does this have? What impression is created about the setting and or character and what tone is created? How does it resolve? Does the narrative- is there suspense? Mystery? Have any of the early questions the reader had been answered? Have any new question arisen?





Question 4 (marks)

In this question you will be provided with a statement that has been formed by somebody who has read the last part of the text. You will be expected to evaluate the statement and consider how it has been formed and if you agree with it.

Highlight the line stated in the question that you are required to read from. Using two different highlighter pens, highlight the first part of the statement ass there will be two impressions included in it and do the same for the second.

For this first part of the statement, read through the passage and highlight any parts that could support the view and repeat this for the second.

Responding:

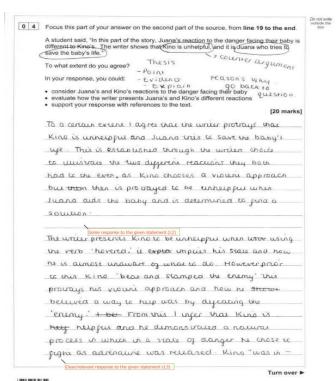
You must start your response by saying if you agree with the statement. It is fine to agree, disagree or partly agree but you must make this clear in your opening paragraph.

You then need to look at the first part of the statement and provide two reasons why the view has been formed. If the statement is that a character is scared then you should try to point out two reasons why they are scared and then select from the parts you have highlighted, the best methods that show this and analyse them like you would in question two.

You should then repeat this for the second part of the statement

You may not agree entirely with one or both parts of the statement. If this is the case, you should aim to write an additional section that includes your view as to why you disagree with the language device that conveys this.

Higher ability: Examiners want to see some disagreement with the statements. There will be an opportunity for this.



the way," however I believe due to Juana's unconditionat love for Gogot Coyoute he was almost pushed to the side. The baby was 'Juanas' world and she was whe a strong man." The writers choice of "strong man" uses societal implications to unistrate how her characteristics. The jux taposition of Juana and 'man' almost creates the sense of her being more powerfull than her husband in the relationship. I believe this because society is fueled by the oppression of women and the ideo that Juana is like a "strong man" connotes how their relationship is the binary opposite to societai expectations. Through this it is implied that suana could aimost surpress King due to her 'determination' and power, so he could be veried as unhelp fur. The writer presents Juano as the one who saves the basy's Upe . Juana 'had the basy in her arms' the modifier 'now' used implies how it was sudder. "She pinds the puncture" as she tries methods to keep the baby. She uses her 'determination' to save him. When she wants to take the bany to the doctor and is presented with the posibility of nor being able to she takes him herself. Kino doesn't help the pain of the baby or help to save is -

1111

uje, as he 'hovers! than The writer implies that she is the one to save the baby as Kino "followed." The submissive verb connotes her independence and the way she can't be stopped when it comes to saving the baby In conclusion, I believe Kino's reaction is helpful however it is submissed as Juana presents power and strength. She is crapted to illustrate how even 'graquie' and 'obediene' women can become the burary opposite and exert power the men are implied to in society. The writin use to juniapose her characterisation connoces how she was the one to sair him as she was determined and couldn't be supped. Overall I believe, Kino helped but was suppressed by Juanas determination which tet led her to save the bany, which wiks with society's suppression of women, and it's mysogonistic ideology of women enclosed in the domestic sphere. PERCEPTIVE & DETAILED EVALUATION (L4) g/critical response to statement.(L4)

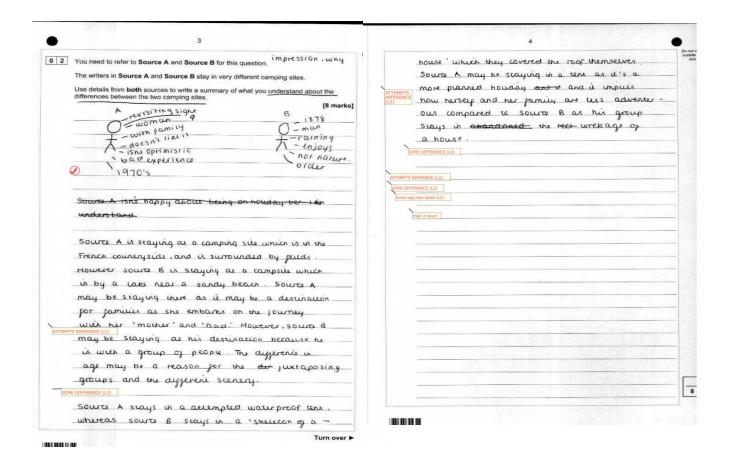
English Language Paper 2: Writers' viewpoints and perspectives

- This paper assesses your ability to read and write non-fiction
- The paper will contain two non-fiction extracts: 19th century post 20th century
- Both extracts will have a common theme and will offer a contrasting view on that theme that could be about the weather, travel, education, hobbies...
- You will be expected to recognise the views that they give (these will differ) and also recognize the facts that have shaped their perspectives.
- You should treat each extract like a source- as well as understanding what they say, you need to also read in a way that helps you to understand the writer and factors that affect their views (much like you would a source in history)
- Start the exam by reading each extract carefully and creating a stick person for
 each writer. As you read, you need to be populating your stick person with their
 general views in relation to the focus of the writing and additional ideas that could
 help you to understand their perspectives: Gender, life experiences, age, occupation
 etc.

Question 2: Summary (8 marks)

You are expected to summarise the writers varying views on a specific issue. You need to spot 2-3 points from each source that relate to the view stated in the question. You should also aim to suggest a reason for why they have differing views.

- Use your stick people
- Highlight the similarities/differences in both sources
- Transfer these into two paragraphs with quotes and a suggestion for why they are different.



Question 3 - Language (12 marks)

Language analysis question that is the same as q2 on paper 1.

- The question will always start with how 'how does the write use language to ...
- The examiner wants to test your reading skills by being able to analyse how deeper meaning is expressed through lexical choices. (A02)
- Highlight what is being described
- Read the passage provided and try to form two-three impressions about what is being described
- Select figurative language devices that have led to you forming your impressions and annotate ideas around the passage. Think about the connotations of the words

 Write three PEAPS with each PEAP focused on your impressions.

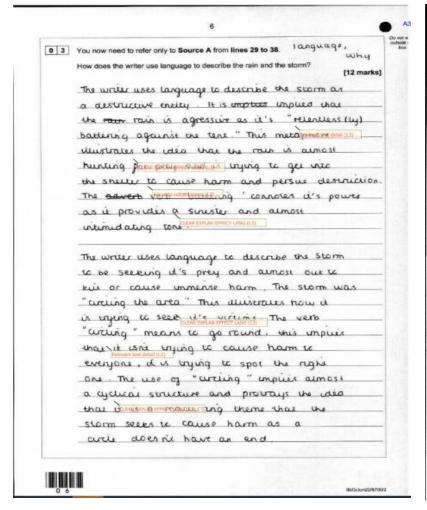
P: What impression is created?

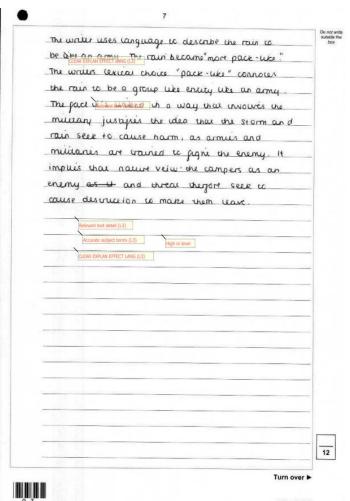
E: What language device demonstrates this (quote it and name the method)

A: How does the device create the impression in the reader's mind? Think about the connotations of the words and the images they create

P: Pick another word from your quote or later in the passage that further forms and supports this overall impression about what is being described.

Higher ability: aim to integrate your quotes and select an additional method in each PEAP to further analyse.





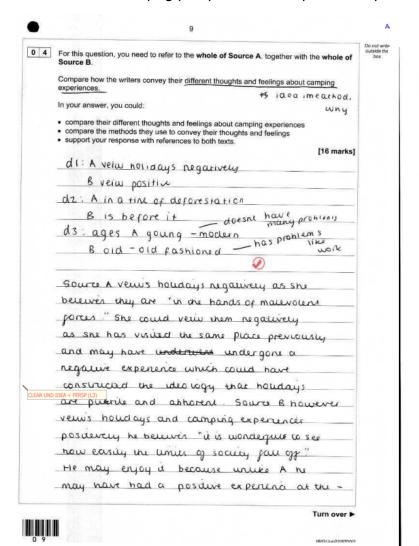
Question 4 - 16 marks

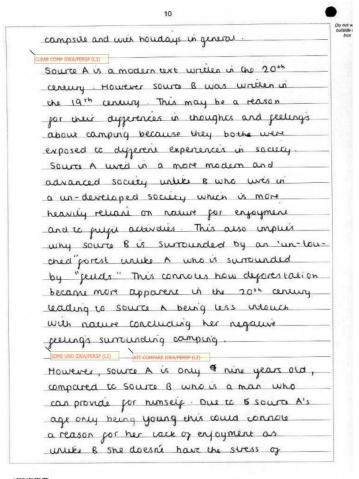
The question will always ask you to compare the writers' attitudes in both texts.
 Concentrate on if they are positive or negative and classify them without using those terms. Look at the tones used.

- $4 \times PEAP$ e.g. in source 1, the attitude is pessimistic because... whereas in source 2, the attitude is resilient because...
- Explore how language devices and lexical choices convey these views and attitudes.

Make sure that after you analyse methods in each paragraph, you suggest reasons for their varying perspectives (use your stick person).

111111





Question 5 - 40 marks

You will be asked to produce a non-fiction text inspired by the theme in both extracts i.e weather etc. Remember that your writing needs to be developed and convincing so you must plan your response before attempting it

- Do not write as yourself assume an appropriate persona (person/ perspective)
- Use the three points in the question and develop these to form an argument in your response. For each point suggested in the question, you need to formulate a convincing argument.
- Avoid using contractions do not, cannot, etc. It sounds more formal.
- Make up expert quotes, statistics, rhetorical questions and facts.
- Use an anecdote (little story) to add description e.g. Think about little Connor who has always dreamed about a career in finance. He was told as a young child that he was not intelligent enough...

- Use sophisticated lexis (see your teacher for a word bank)
- Open with hypophora ~(raise a question and provide an answer i.e Can snow really be dangerous? Without a doubt!) and a 'expert quote'- you can make it up!
- Do not forget to use metaphors and similes as you would in fiction writing (see your teacher for examples).

Higher ability:

Try to link the three points in the question to bigger societal issues. For example, a prompt about travel could be linked to the wider issue of pollution and our carbon footprint.

Learn the conventions below:

If asked to write a letter...

Dear Sir/Madam, = Yours faithfully,

Dear Mrs. Holdsworth = Yours sincerely,

An article for a tabloid, broadsheet, website or magazine need a headline but no columns.

Subheading are used in articles online and in magazines but not in newspapers

A speech...

Good morning ... I am here to talk to you today about...

End it: Thank you for listening. Do you have any questions?

Section B: Writing

Do not write outside the

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.

B5AO5: 21 B5AO6: 13

fouris, helping Homery and humble or lavish and lively survice for some specific forms and the chance to retax.

| Holidays don't need to be faraway and expensive. They just need to give people a break from everyday life and the chance to retax.

| Catalyst | Manages mental heafth write an article for a magazine in which you argue your point of view on this statement.

poverty people and abhorent 16 marks for content and organisation and abhorent 16 marks for technical accuracy)

[40 marks]

Can't afford.

(cfestyles sarah Jones)

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

Triadic structure from corners deplorable notion perplexing abnormal puris horizongs

cancerous colon semi-colon rhesorical question

Homely and humble or layesh and lighty What should

allderation metaphone

light house of hope

a houday be use?

As a population, we adore a break away from the hardships of everyday life, weather that is a week away at a give star hotel in Dubai or a pour night trip to a cabin in the countryside.

However, as a soss society we are gueled on jealousy and plauning our pabulous, euphoric and effortiess lifestyles all over social media.

Especially as summer creeps round the corner, a rising number of people are awainting to -

Communication is convincing.

ensive and ambibious use ocabulary.

Turn over



Jet of away from reality. Although our escape from reality crapts a concerous notion for many, as families in povery a may envy this lifestyle.

Not only does it damage the fabric of our society in this putate way, but get aways widely contribute to the concerning ammount of pollution that is engulping our planet...

On the otherhand, we all are aware that our role as townses benefit the people of the destinations we visit. So the question is, what is right? A weekend away confined in the U.K., or a trip abroad.

Deplorable, eventhough society has evolved catastrophically as a society povery is still woren into the tre pabric of our country. 22% of the United Kingdom still live to impoverish statistic lightstyles. This nauseating ideology illustrates how as a nation plaunting our wealth can damage the mental health of those less fortunate. Sarah Jones, the CEO of 'obtilerate poverry' explained how showing off these mainly well earned houdays creates a web of jealousy for chose less fortunate. She stated that what upper class people verw as normal is an unreachable dream for those in poverry. Sarah is a lighthouse of hope—

Full range of appropriate sentence

Varied and effective structural features.



as she shines a light on the social responsibility and the effects of bragging about materialistic wealth on the less fortunates mental health.

the effects it has on the cess fortunate?

Catar Houdays are a calonyst por our planets devestating demise. 57% of pollution stems from travelling abroad and accross the country. Propounding; this statistic emodes how much our we are abousting our planes for our a short term gains in which would provide no mass dividance to our puture. Not only does the travel alone send our planel to an early death, but also the supporting of past fastica for the clothes to take away. Past pashion contributes 13"1- to the worlds pollution. Not only does it illustrate negatively this way but to past pastion is pulled by the exploitation of protestanal workers for capitalistic gain This unmoral conduct provides a poelenic vein on society as it shows how we are utesponsible for the wetto well-being of others and the stability of our planes

Extensive vocabulary with conscious crafting of linguistic devices.

Although there are downsides to houdays, we have -

Do not outsid

to agree that we provide an income for business and accomidation owners when we emobility embody the role as townsts on our get aways. It is heavily apparent that without townsts many businesses would eventually colapse. Witnessed through covid: we saw many places crumble due to no # travel laws. Our houdays to have a break from every day life lead to less poverty all over the glabe as we fund these businesses while we are away.

Next time you are staring gatting staring at the meandering attire water from a miniscule air craft window or in a state of mapsody gazing at the piduresque scenery in the countrysicie, consider the larger picture of what a housing does to society and the environment. Take time to almost edge it's implications, be society aware!

Be sociating aware!

Communication is convincing. Extensive vocabulary with conscious crafting of linguistic devices. High-LL4.

Extensive and ambitious use of vocabulary. Uses a full range of appropriate sentence forms for effect. Low Level 4.