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English Literature Exam \u0026 Specification (~~re-sit only~~)

~~QUESTION 1A of the AQA GCSE English Language exam~~

~~(foundation tier) Last minute advice: Literature Paper 1~~

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~~GCSE English Literature Summer Exams 5 tips to improve your~~

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GCSE English Literature Mark scheme Unit 02 - Poetry Across Time  
January 2013 Author: AQA Subject: GCSE English Literature  
Keywords: GCSE English Literature; 4710;9710;9715; MS; 47102H;  
Higher; 2013; Mark scheme Created Date: 10/10/2013 9:07:03 AM

~~January 2013 Final Mark Scheme - Maths Made Easy~~

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English Newsletter English@AQA - Issue 11 January 2012 (1337k) comedy. Pete Bunten, Principal Moderator for English. Literature (specification B), writes about how to ... changing our A-level English Literature specifications. from January 2013 (for teaching from September.

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We have worked closely with teachers to design our English Literature specification to inspire, challenge and motivate every student, regardless of ability level. A range of texts is included to cater for the needs of teachers and students in all educational contexts.

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This specification for Functional Skills English Level 1 and Level 2 (8720, 8725), is designed to equip learners with the life skills they need to succeed. It aims to ensure learners can communicate with confidence and independence and offers excellent preparation for employment and further education.

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AQA English anthologies. 30 September 2020. News. Changes to 2021 exams for GCSE English Language. 17 September 2020. News. Our new plans for GCSE English Literature. 15 September 2020. News. Update: GCSE English Literature changes for 2021 exams. 15 September 2020. View all updates. English resources and support. Get access to worksheets ...

## ~~AQA | Subjects | English~~

Teachers can now access our June 2019 papers on e-AQA secure key materials (SKM). They will be available for longer, so that there is access to unseen mocks later in 2020 and early 2021. The 2019 papers will also be published on our main website in July 2021.

## ~~AQA | Find past papers and mark schemes~~

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Version : 01/03/2013 General Certificate of Secondary Education  
English Literature 47104H Unit 4 Approaching Shakespeare and the  
English Literary Heritage

~~January 2013 Final Mark Scheme — MathsMadeEasy.co.uk~~

January 2013 English Literature 47102F Unit 2 Poetry across time  
Wednesday 16 January 2013 9.00 am to 10.15 am For this paper you  
must have: an AQA 16-page answer book an unannotated copy of the  
Anthology Moon on the Tides. Time allowed 1 hour 15 minutes  
Instructions Use black ink or black ball-point pen.

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CCEA GCSE English Literature 20/05/14 Of Mice and Men Question  
about GCSE certificates what grade would you give this English lit  
wider reading help AQA GCSE English Literature Jan 2014 exam help  
English Language grade boundaries 2013 help Help with English Lit.  
GCSE

~~May 2013 English Literature AQA - The Student Room~~

Grade boundaries - January 2013 exams GCSE English and English  
Language. This document presents grade boundaries for GCSE  
English and English Language from the January 2013 examination  
series.. Uniform mark grade boundaries can be found in Appendix A  
of the Uniform Marks Booklet For further information, contact

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CERP@aqa.org.uk.

The 2012 GCSE English results prompted significant controversy, which ultimately resulted in an application for judicial review. This report sets out the background to these events and identifies lessons to be learned. The problems with GCSE English can be traced back to the 2007-09 development phase of the qualification- in particular the turbulence which resulted from the shift away from a mostly linear to a modular system, combined with a high proportion of controlled assessment and generous marking tolerances. Exam board experts raised concerns at the time, but these were not acted upon by the regulator (the then-interim Ofqual). Further difficulties arose because

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of pressures from the school accountability system. The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening, with consequences for grade awarding. The current status of Ofqual, as an independent regulator accountable to Parliament, is the right one. However, the Coalition Government is bringing in wholesale changes to GCSEs and A levels, to a tight timetable and at the same time. Ofqual must have systems in place. The Committee is also concerned that there is a rush towards separate exam systems for England, Wales and Northern Ireland, without careful reflection on what might be lost, or consensus that this is the right thing to do.

A new series of bespoke, full-coverage resources developed for the 2015 A Level English qualifications. Created specifically for the AQA

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A/AS Level English Literature A specification for first teaching from 2015, this print Student Book is suitable for all abilities, providing stretch opportunities for the more able and additional scaffolding for those who need it. Helping bridge the gap between GCSE and A Level, the unique three-part structure focuses on texts within a particular time period and supports students in interpreting texts and reflecting on how writers make meaning. An enhanced digital version and free Teacher's Resource are also available.

English and Its Teachers offers a historical overview of the development of secondary English teaching in schools over the past 50 years. Initially charting the rise of a new progressive approach in the 1960s, the book then considers the implications for the subject and its teachers of three decades of central policy intervention. Throughout,

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document and interview data are combined to construct a narrative that details the fascinating and, at times, turbulent history. The book is divided into two main parts – ‘ The age of invention ’ and ‘ The age of intervention ’ . The first of these sections details how innovative English teachers and academics helped to develop a new model. The second section explores how successive governments have sought to shape English through policy. A final part draws comparisons with the teaching of the subject in other major English-speaking nations and considers what the future might hold. English and Its Teachers is a valuable resource for those interested in the teaching of English in secondary schools, from new entrants to the profession, to experienced teachers and academics working in the sector.

The highly-respected book of reference of sought-after Independent

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Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

**BRAND NEW FOR 2020** This revision guide is a perfect companion if you are studying for the Pearson Edexcel International GCSEs in English Literature and English Language A. It is written to help you do the best you can on the exam, but also so that you can learn the material well. It includes the following: - A complete analysis for every text in Sections A, B and C in the Official Anthology. - Detailed, extensive notes on characters and themes for some of the most popular texts: An Inspector Calls, A View from the Bridge, Of Mice and Men, To Kill a Mockingbird and Macbeth. These notes include quotations and the social context, both of which are simply essential if you want to

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earn the highest marks on the exam. - Exemplar essays so that you can get an indication of the level expected for the exam. - A table of commonly used literary devices, including their definitions and typical effects. This will come in very useful for analysing unseen poetry. This guide is clear, concise and will certainly help you do your best in your upcoming GCSEs. Mrinank Sharma grew up by Liverpool and graduated top of his class from The University of Cambridge, after which he enrolled at the University of Oxford as a DPhil (PhD) student. He previously co-authored a 2013 edition of this guide which sold internationally. Please note that this guide is in no way affiliated with, endorsed by or in any other way connected to Pearson Edexcel Education Ltd

Now in its second edition, *How to Read Texts* introduces students to

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key critical approaches to literary texts and offers a practical introduction for students developing their own critical and close-reading skills. Written in a lively, jargon-free style, it explains critical concepts, approaches and ideas including: - Debates around critical theory - The role of history and context - The links between creativity and criticism - The relationship between author, reader and text. The new edition now includes guidance on analysing a range of multi-media texts, including film and online media as well as the purely literary. In addition to new practical examples, readings, exercises and 'checkpoints' that help students to build confidence in their own critical readings of both primary and secondary texts, the book now also offers guidance on writing fully-formed critical essays and tips for independent research. Comprehensively updated and revised throughout, *How to Read Texts* is an indispensable guide for students

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making the transition to university study.

Fully updated to reflect changes in teacher education and the curriculum, the Fifth Edition of Learning to Teach English in the Secondary School explores the background to debates about teaching the subject, alongside tasks, teaching ideas and further reading to expand upon issues and ideas raised in the book. Including chapters on planning, changes to the assessment system, language teaching, and cross-curricular aspects of secondary teaching, this new edition features: changes in policy and practice, including the most recent GCSE reforms; a new chapter on 'Media literacy in English'; a consideration of modern digital technology and how it underpins good practice in all areas of English teaching and learning; and cross-referencing to guidance on assessment and well-being and resilience in

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the core text Learning to Teach in the Secondary School. A key text for all student teachers, Learning to Teach English in the Secondary School combines theory and practice to present a comprehensive introduction to the opportunities and challenges of teaching English in the secondary school.

Remembering the First World War brings together a group of international scholars to understand how and why the past quarter of a century has witnessed such an extraordinary increase in global popular and academic interest in the First World War, both as an event and in the ways it is remembered. The book discusses this phenomenon across three key areas. The first section looks at family history, genealogy and the First World War, seeking to understand the power of family history in shaping and reshaping remembrance of the War at

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the smallest levels, as well as popular media and the continuing role of the state and its agencies. The second part discusses practices of remembering and the more public forms of representation and negotiation through film, literature, museums, monuments and heritage sites, focusing on agency in representing and remembering war. The third section covers the return of the War and the increasing determination among individuals to acknowledge and participate in public rituals of remembrance with their own contemporary politics. What, for instance, does it mean to wear a poppy on armistice/remembrance day? How do symbols like this operate today? These chapters will investigate these aspects through a series of case studies. Placing remembrance of the First World War in its longer historical and broader transnational context and including illustrations and an afterword by Professor David Reynolds, this is the ideal book

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for all those interested in the history of the Great War and its aftermath.

Ask any moderately interested Briton to name a black intellectual and chances are the response will be an American name: Malcolm X or Barack Obama, Toni Morrison or Cornel West. Yet Britain has its own robust black intellectual traditions and its own master teachers, among them C.L.R. James, Claudia Jones, Ambalavaner Sivanandan, Stuart Hall and Paul Gilroy. However, while in the USA black public intellectuals are an embedded, if often embattled, feature of national life, black British thinkers remain routinely marginalized. Black British Intellectuals and Education counters this neglect by exploring histories of race, education and social justice through the work of black British public intellectuals: academics, educators and campaigners. The book provides a critical history of diverse currents in black British intellectual

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production, from the eighteenth century, through post-war migration and into the ' post-multicultural ' present, focusing on the sometimes hidden impacts of black thinkers on education and social justice. Firstly, it argues that black British thinkers have helped fundamentally to shape educational policy, practice and philosophy, particularly in the post-war period. Secondly, it suggests that education has been one of the key spaces in which the mass consciousness of being black and British has emerged, and a key site in which black British intellectual positions have been defined and differentiated. Chapters explore:

- the early development of black British intellectual life, from the slave narratives to the anti-colonial movements of the early twentieth century
- how African-Caribbean and Asian communities began to organize against racial inequalities in schooling in the post-Windrush era of the 1950s and 60s
- how, from out of

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these grassroots struggles, black intellectuals and activists of the 1970s, 80s and 90s developed radical critiques of education, youth and structural racism • the influence of multiculturalism, black cultural studies and black feminism on education • current developments in black British educational work, including ‘ post-racial ’ approaches, Critical Race Theory and black social conservatism. Black British Intellectuals and Education will be of key relevance to undergraduates, postgraduates and academics engaged in research on race, ethnicity, education, social justice and cultural studies.

Support your students in developing the skills required to understand and respond to every studied poem in the 2015 AQA Poetry Anthology - Teaches students how to analyse seen and unseen poems by moving gradually from first impressions to detailed explorations

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with thought-provoking questions at each stage - Provides approaches to learning all 30 poems in the AQA Anthology, including vital guidance for writing comparison answers - Ensures students are prepared for examination with a focus on the skills needed to succeed and how to tackle the different question types in Paper 2

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