

Aqa English Literature January 2013 Past Paper

Knowing About Language is an essential and comprehensive introduction to and discussion of the value of linguistics in the secondary and post 16 curriculum. Split into three easily accessible parts, each chapter draws on theoretical and practical reasons for developing language awareness for the teacher and student, the impact of government and institutional policy on teaching and teacher knowledge, and explores recent research about the value of linguistic knowledge to support student attainment. Expert contributors show how recent innovations in linguistics can support language teaching by providing a range of practical ideas that can be used in the classroom. Knowing About Language is a valuable theoretical, critical and practical guide for the teacher and researcher, and anyone interested in applied linguistics and the study of language in education. Written by authors who are passionate about the value of language study both as a classroom topic and more generally, this book acts as a resource to inform and support teachers in wider aspects of their role by demonstrating the powerfully enabling nature and inherent value of language study and linguistics in secondary and post-16 curricula.

2012 GCSE English results first report of session 2013-14, report, together with formal minutes, oral and written evidence Stationery Office

This book analyses and explains the role that the study of media texts has played in English curricula across the last 30 years, exploring the implications of these changes for teachers and students. Presenting a documentary analysis of the key evidence surrounding the history of media texts within English, the book focuses on how media has been characterized in the subject of English in the UK National Curriculum, while also reflecting on the position of media texts in other English-speaking National Curricula such as Australia and New Zealand. It dissects the changing role of media texts in English, considering media texts which range from newspapers and print adverts, films and TV through to digital, web-based and multimodal texts. The book charts the history of this part of English and considers what it can tell us about the nature of curriculum and English education more broadly. Speaking to important issues of curriculum in education, this book will be key reading for researchers, students and practitioners of media education, English education and the history of education.

Impact assessment of STEM initiatives in improving educational outcomes explores research evidence and labour market reports to show why successive governments think STEM education matters. It maps the policy background and the STEM crisis in the UK which led to the launch of the STEM informal education sector. These schemes funded by the government, educational charities and private organisations have now mushroomed at the local and national level. In the midst of so many activities for various age groups do we know what works or works better for specific group of students? Does one size fit all? The book provides a detailed report of a longitudinal national evaluation conducted in the UK by making use of official datasets. The activities evaluated here have not had a major influence on educational outcomes such as improved standardized national test results or increased STEM subject choices. The robust evaluation protocol described in this well-structured and thoughtful text will help schools to decide what works best for the students activity providers to evaluate long term outcomes for the activities they run researchers to replicate the protocol for similar activities in other settings Masters and PhD students understand how evidence from research can be used to inform policy and practice The results and implications combined with the recommendations made here will interest all those who are directly involved in the delivery of these enrichment and enhancement activities, practitioners using evidence, policy makers, the research community and schools wanting to run their own evaluations.

Literary History in the 21st Century

The NQT's Essential Companion

Against Romance

A Practical Guide to Teaching English in the Secondary School

Orientalist Scholarship and International Politics

The Routledge Handbook of English Language Studies

Written specifically for GCSE students by academics in the field, the Methuen Drama GCSE Student Guides conveniently gather indispensable resources and tips for successful understanding and writing all in one place, preparing students to approach their exams with confidence. Key features include a critical commentary of the play with extensive, clearly labelled analyses on themes, characters and context. They take studying drama even further with sections on dramatic technique, critical reception, related works, fascinating behind-the-scenes interviews with playwrights, directors or actors, and a helpful glossary of dramatic terms. Dennis Kelly's play DNA centres on friendship, morality and responsibility in odd circumstances. When a group of young friends are faced with a terrible accident, they deliberately make the wrong choices to cover it up and find themselves in an unusually binding friendship where no one will own up to what they've done. Closely following the requirements of GCSE English Literature assessment objectives, these studies include expert advice on how to write about modern drama. With featured activities for group study and independent work, they are versatile and valuable to students and teachers alike.

The number of English-medium international schools that deliver their curriculum wholly or partly in the English language reportedly reached 6,000 in January 2012.

It is anticipated this number will rise to over 11,000 schools by 2022, employing over 500,000 English-speaking teachers. The number of children being taught in these schools reportedly reached 3 million in March 2012. Alongside this phenomenal growth the landscape of international schooling has changed fundamentally, moving away from largely serving the children of the expat and globally mobile business community and Embassies, towards serving the 'local' children of the wealthy and emerging middle-class. This has been reflected in the shift away from non-profit ownership by the school community towards ownership by for-profit companies and proprietors. In this book, Tristan Bunnell explores the changing landscape of international schooling and discusses the implications of these changes, both in terms of theoretically conceptualizing the scale, nature and purpose of the field, and in terms of practically serving and administering the growing industry that international education is becoming. The Changing Landscape of International Schooling will be worthwhile reading for researchers, academics and students of international schooling, leaders and teachers in international schools, and those interested in the broader development of international education. 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, 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.

Testing and Assessment : Third report of session 2007-08, Vol. 2: Oral and written Evidence

Learning to Teach Citizenship in the Secondary School

Linguistics and the secondary English classroom

Independent Schools Yearbook 2012-2013

IB World Schools Yearbook 2013

Learning to Teach English in the Secondary School

A History of Policy, Pedagogy and Practice

A Guide for Teachers and Researchers

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 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 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.

A unique exploration of how anarchist philosophy and practice has inspired some of the English language's most revered, and

reviled, authors.

Now in its second edition, *How to Read Texts* introduces students to 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 making the transition to university study.

A Practical Guide to Teaching English in the Secondary School offers straightforward advice, inspiration and a wide range of tried and tested approaches to help you find success in the secondary English classroom. Covering all aspects of English teaching, it is designed for you to dip in and out of, and enable you to focus on specific areas of teaching, your programme or pupils' learning. Fully updated to reflect what student and early career teachers see and experience when they enter the classroom, the second edition supports trainee and practicing teachers to teach in imaginative and creative ways to promote learning in English. Packed with ideas, resources, practical teaching activities and underpinned by the latest research into how children learn, the book examines the core areas of reading, writing and spoken English including: • Plays, poetry, non-fiction, myths and legends, drama and Shakespeare • Developing writing • Creative grammar • Talk and classroom dialogue • Media and digital writing • English across the curriculum • Well-being through writing • Literature and language post-16. Including tools to support critical reflection, *A Practical Guide to Teaching English in the Secondary School* is an essential companion for all training and newly qualified English teachers.

A companion to school experience

Knowing About Language

DNA GCSE Student Guide

English Studies: The State of the Discipline, Past, Present, and Future

Studying Fiction

Teacher Training and the Education of Black Children

Spelling, Punctuation and Grammar for GCSE, Workbook

An accessible and wide-ranging consideration of concerns facing English Studies in its surrounding context of the university and society. The contributors to this volume seek to trace, in the face of current challenges, historical and contemporary debates surrounding English Studies.

This new book is a wide-ranging, contemporary and accessible analysis of familiar and recurring myths about mass education in the United Kingdom. Looking at a variety of important issues and problems, each chapter begins by dispelling myths and assumptions about the classroom, going beyond class, race and gender, to offer analysis of topics such as discipline, youth cultures, information technology and globalisation. Utilising an interdisciplinary lens, this book offers knowledge from disciplines as diverse as sociology, philosophy, jurisprudence and cultural studies. Gordon Tait examines the strengths and weaknesses of different theoretical approaches to education, from critical theory to postmodernism, and Foucaultian governance to post-colonialism. Analysing the many assumptions about education taken for granted in British public discourse, important conclusions are drawn about which of these assumptions are fair and reasonable, and which we should challenge. This book is an essential resource for advanced undergraduate and postgraduate courses on the sociology of education, culture and education, and the philosophy of education.

'Reading the Canon' explores the relation between the production of literary value and the problem of periodization, tracing how literary tastes, particular reader communities, and sites of literary learning shape the organization of literature in historical perspective. Rather than suggesting a political critique of the canon, this book shows that the production of literary relevance and its tacit hierarchies of value are necessary consequences of how reading and writing are organized as social practices within different fields of literary activity.

'Reading the Canon' offers a comprehensive theoretical account of the conundrums still defining contemporary debates about literary value; the book also features a series of historically-inflected author studies—from classics, such as Shakespeare and Thomas Pynchon, to less likely figures, such as John Neal and Owen Johnson—that illustrate how the idea of literary relevance has been appropriated throughout history and across a variety of national and transnational literary institutions.

Poetry. A reprinted edition of the celebrated 1987 Penguin edition (a collection) by the 1985 winner of the Academy of American Poets Peter I. B. Lavan Younger Poets Award.

"Blumenthal's new collection moves surely through the contradictions implied by its title. Belonging to the "central" modernist tradition of Wallace Stevens and informed by both wit and intelligence, the poems take us through a variety of topics and moods without losing sight of the book's pivotal experience, a divorce. Urbane, sophisticated, sometimes self-deprecatory, Blumenthal sustains an observant distance, which only emphasizes the romantic yearning underlying the book's theme. The best poems work well, arching toward an ethereal, metaphysical tone, as in these lines from the title poem: "and when life turns its dimmed lights up/ once again and the theater empties, / they find the stranger love always delivers up." Other poems feel like exercises, but Blumenthal's voice is growing more authentic"--Library Journal

A/AS Level English Literature A for AQA Student Book

Testing and Assessment

House of Commons official report

Schooling and Society

Surviving and Thriving in the Secondary School

Research Report from a National Evaluation Conducted to Inform Policy and Practice

Starting to Teach Latin

The German lacuna in Edward Said's 'Orientalism' has produced varied studies of German cultural and academic Orientalisms. So far the domains of German politics and scholarship have not been conflated to probe the central power/knowledge nexus of Said's argument. Seeking to fill this gap, the diplomatic career and scholarly-literary productions of the centrally placed Friedrich Rosen serve as a focal point to investigate how politics influenced knowledge generated about the "Orient" and charts the roles knowledge played in political decision-making regarding extra-European regions. This is pursued through analyses of Germans in British imperialist contexts, cultures of lowly diplomatic encounters in Middle Eastern cities, Persian poetry in translation, prestigious Orientalist congresses in northern climes, leveraging knowledge in high-stakes diplomatic encounters, and the making of Germany's Islam policy up to the Great War. Politics drew on bodies of knowledge and could promote or hinder scholarship. Yet, scholars never systemically followed empire in its tracks but sought their own paths to cognition. On their own terms or influenced by "Oriental" savants they aligned with politics or challenged claims to conquest and rule.

Focusing on a key area of debate within the world of secondary English, the 'knowledge-based curriculum', this book explores in detail the question of knowledge in the teaching of English in secondary schools, drawing on specific concrete cases and a range of academic theories. Knowledge in English also investigates how to teach both facts and skills through the required texts to produce a balanced educational experience. Elliott brings together classic texts with contemporary knowledge and viewpoints to critically examine teaching in the English literature classroom, and situates them within the broader cultural and political context. The book includes discussions on race and gender in texts, Shakespeare and his influence, facts and emotions in poetry, and reading experiences. Knowledge in English is a foundational and accessible guide for researchers, practitioners, teacher educators and teachers around the world. It is a valuable resource for those involved in the English curriculum to keep the subject relevant and useful to students in the contemporary classroom.

There are currently more than 3600 IB World Schools and this number is growing annually. The IB World Schools Yearbook is the official guide to schools authorised to offer the International Baccalaureate Primary Years, Middle Years Diploma and Programmes. It tells you where the schools are and what they offer, and provides up-to-date information about the IB programmes and the International Baccalaureate. This is an ideal reference for schools administration, parents and education ministries worldwide as it: provides a comprehensive reference of IB World Schools for quick and easy access raises the profile of schools within the IB World School community, and beyond reinforces a sense of belonging to the IB World School community

Despite the vast body of texts inspired by warfare – from The Iliad to Maus – war writing is perpetually haunted by the notions of unrepresentability and inadequacy. War and Words examines the methods, conventions and pitfalls of constructing verbal accounts of military conflict in literature and the media. This multifocal study draws on a wide array of theoretical perspectives, including feminism, posthumanism, masculinity, trauma, spatiality and media studies, and brings together such diverse material as canonical literature, war veterans' testimonies, imaginative fiction, computer games, English curricula, and Al-Qaeda's propaganda pieces. In five consecutive sections – "Spreading War Propaganda", "Reconstructing War Spaces", "Envisioning War", "Gendering War", and "Teaching War" – the contributors consider war in its manifold aspects: as an ideological tool used for propaganda purposes, as a spatial reconstruction performed for the critical reassessment of past conflicts, as a projection (or extrapolation) of possible future conflicts and their social repercussions, as a political statement to deconstruct the oppressive nature of violence, and, finally, as a didactic tool to foster empathy. This collection will appeal primarily to academics specialising in English and American literature, but also to those researching media, gender, and game studies.

Friedrich Rosen

Canon, Curriculum and Cultural Literacy

Reading the Canon

Parliamentary Debates (Hansard).

Returning to Nowhere

War and Words

Implications for theory and practice

The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

Introduction to the World of Work Synopsis We have subdivided the modules into personal and business since this seems a logical approach. Educationalists suggest an inductive approach to education is the best one where we go from the experience of the students to the underlying principles and therefore we have put in the personal modules first. The objective of all the modules is both to help people within schools or colleges to be faced with realistic choices which can be answered if necessary in the classroom but also to provide material which can be used by young people working on their own. Young people need to have transferable skills and some of these can be obtained by looking at the ways in which businesses approach them. It is therefore worthwhile trying to build up a portfolio of ways in which businesses have these approaches and to see which ones are effective and why, also which ones are totally misplaced.

This handbook for teachers provides both practical, up-to-date guidance and a theoretical overview on a number of key topics in Latin teaching. Using a wealth of interviews, observations and pupil transcripts, Steven Hunt title utilizes case-study evidence of excellent practice in teaching and learning from a wide variety of institutions: from outreach programmes, community schools and academies in the UK, to New York Charter Schools, KIP schools and schools in Eastern Seaboard states in the USA. Offering practical advice on topics such as essay writing, teaching controversial topics including women, slavery, ethnicity and social hierarchy, making use of primary sources and using ICT to advance language skills, the book also engages with broader questions of approach and theory. These include a survey of the three main approaches to Latin teaching: grammar-translation, communicative and reading approaches; explanation of cognitive and social approaches to learning; and analysis of the differences between intrinsic and extrinsic motivation. Moreover, traditional arguments about the value and purpose of learning Latin at school level are re-examined in the light of current educational thinking and government policy-making. This book is invaluable for trainees, newly qualified teachers and more experienced practitioners looking for practical ideas and strategies to motivate and engage learners of Latin. A companion website www.startingtoteachlatin.org is under construction and will contain a range of resources and information for teachers.

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

How to Read Texts

Knowledge in English

Anarchist Tendencies in English Literature

A Companion to School Experience

AQA GCSE English Literature Working with the Poetry Anthology and the Unseens Student Book

The Changing Role of Media in the English Curriculum

An Introduction to the World of Work

Praise for previous editions... 'A comprehensive and illuminating resource on both citizenship and citizenship education.' – David Hicks, Times Educational Supplement What is the role of citizenship? How can it be taught effectively? Learning to Teach Citizenship in the Secondary School is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance. Written by leading experts in the field, the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum. This new, third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum, exploring a wider range of subjects including geography, modern foreign languages, mathematics and science. Key topics include: historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans, schemes of work and assessment citizenship beyond the classroom: community-based work and learning outdoors citizenship across the curriculum: English, drama and media; history, geography and religious education; modern foreign languages; mathematics and science; and RE research in citizenship. Including key objectives and chapter summaries, together with carefully developed tasks to support your own professional development, Learning to Teach Citizenship in the

Secondary School is designed to develop theoretically informed good practice in citizenship education. It is a source of support, guidance and creative ideas for all training citizenship teachers and those teaching the subject as non-specialists, and offers specialists new insight into this crucial subject.

The Government's plans for replacing GCSEs with new English Baccalaureate Certificates in some subjects is trying to do too much, too fast. Introducing several fundamental changes at the same time and to a tight timetable will jeopardise the quality of the reforms and may threaten the stability of the wider exam system. GCSEs need "significant improvements" in order to restore public confidence in the exam system, but the Government still needs to make the case that the GCSE brand is so discredited that it is beyond repair. MPs are also concerned about the impact of the changes on subjects outside the English Baccalaureate, where students will be taking GCSEs for some time to come, according to the Government's plans. The report also questions how well the Government's proposals will serve lower attaining pupils, who are often the most disadvantaged. There is no evidence that the proposed changes will help to tackle under-achievement or narrow the attainment gap between the richest and poorest students any more effectively than GCSEs. The Government is also called upon to re-think its plans for a Statement of Achievement specifically for lower attaining pupils. MPs agree that changes are needed to the way in which exams are run, but they raise serious concerns about franchising subjects to exam boards. The report is critical of the Government's decision to abolish some GCSEs before publishing the outcomes of the National Curriculum Review and its proposed changes to the school accountability system. MPs also note the wide-ranging stakeholder opposition to many of the Government's proposals.

With our increasing use of digital and online media, the way we interact with these forms of communication is having an enormous impact on our literacy and learning. In *Digital Literacies*, Julia Gillen argues that to a substantial extent Linguistics has failed to rise to the opportunities presented by studying language in digital contexts. Assuming no existing knowledge, and drawing from a wide range of research projects, she presents a range of approaches to the study of writing and reading language online. Challenging some of the existing concepts, *Digital Literacies* traces key ideas through both the history of literacy studies and contemporary approaches to language online, including linguistic ethnography and corpus linguistics. Examples, taken from real life studies, include the use of digital technologies in everyday life, online teenage communities and professional use of Twitter in journalism. Within each chapter, the relevant research methods used are explored and then tied to the theory underpinning them. This book is an innovative and essential read for all those studying and researching applied linguistics, particularly in the areas of literacy and multimodality, at an upper undergraduate and postgraduate level. The title will also be of interest to those working with new media in the fields of Media and Communication Studies, Cultural Psychology, and Education.

With an emphasis on developing a reflective, resilient approach that will ensure both effective teaching and teacher well-being, *Surviving and Thriving in the Secondary School* covers key issues that may be encountered in the day-to-day practice of teaching in the secondary school. With evidence-based practice at the forefront, this volume allows new teachers to avoid common pitfalls of teaching and it will help provide a new-found confidence within the classroom. Including a wide range of tasks that will help guide and demonstrate successful practice, this book covers topics and concerns such as: Building relationships within teaching Managing and responding to change Becoming an inclusive educator Working to improve classroom climate and pupil behaviour Assessment, homework and marking Inclusion of digital technologies and ICT Looking after yourself and your professional development *Surviving and Thriving in the Secondary School* can be utilised to help support and provide ideas on specific areas of concern, or it can be read as a continuing professional development (CPD) companion, allowing practice to be developed and refined. Written by world-renown experts in the field, this volume provides support for all newly qualified teachers and is an essential resource for the first year of teaching and beyond.

Making Poetry Happen

Transforming the Poetry Classroom

DNA

Myths of Mass Education

A Student Guide to Critical Approaches and Skills

The Malvernian 2014

first report of session 2013-14, report, together with formal minutes, oral and written evidence

UKLA Academic Book Award 2016: Highly Commended Making Poetry Happen provides a valuable resource for trainee and practicing teachers, enabling them to become more confident and creative in teaching what is recognized as a very challenging aspect of the English curriculum. The volume editors draw together a wide-range of perspectives to provide support for development of creative practices across the age phases, drawing on learners' and teachers' perceptions of what poetry teaching is like in all its forms and within a variety of contexts, including: - inspiring young people to write poems - engaging invisible pupils (especially boys) - listening to poetry - performing poetry Throughout, the contributors include practical, tried-and-tested materials, including activities, and draw on case studies. This approach ensures that the theory is clearly linked to practice as they consider teaching and learning poetry to those aged between 5 and 19 from different perspectives, looking at reading; writing; speaking and listening; and transformative poetry cultures. Each of the four parts includes teacher commentaries on how they have adapted and developed the poetry activities for use in their own classroom.

The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies. The book takes a three-pronged approach to examine what constitutes the phenomenon of the English language; why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In 30 chapters written by leading scholars from around the world, this Handbook covers and critically examines: English Language Studies as a discipline that is changing and evolving in response to local and global pressures; definitions of English, including world Englishes, contact Englishes, and historical and colonial perspectives; the relevance of English in areas such as teaching, politics and the media; analysis of English situated in wider linguistics contexts, including psycholinguistics, sociolinguistics and linguistic

ethnography. The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context.

Studying Fiction provides a clear rationale alongside ideas and methods for teaching literature in schools from a cognitive linguistic perspective. Written by experienced linguists, teachers and researchers, it offers an overview of recent studies on reading and the mind, providing a detailed guide to concepts such as attention, knowledge, empathy, immersion, authorial intention, characterisation and social justice. The book synthesises research from cognitive linguistics in an applied way so that teachers and those researching English in education can consider ways to approach literary reading in the classroom. Each chapter: draws on the latest research in cognitive stylistics and cognitive poetics; discusses a range of ideas related to the whole experience of conceptualising teaching fiction in the classroom and enacting it through practice; provides activities and reflection exercises for the practitioner; encourages engagement with important issues such as social justice, emotion and curriculum design. Together with detailed suggestions for further reading and a guide to available resources, this is an essential guide for all secondary English teachers as well as those teaching and researching in primary and undergraduate phases.

SExam Board: AQA Level: GCSE Subject: English First Teaching: September 2015 First Exam: June 2017 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 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

The Changing Landscape of International Schooling

Remembering the First World War

Third Report of Session 2007-08, Vol. 2: Oral and Written Evidence

English and Its Teachers

Bringing Color into Difference

Unmaking Merlin

Poems

This book is designed to challenge dominant educational discourses on the underachievement of Black children and to engender new understandings in initial teacher education (ITE) about Black children's education and achievement. Based in empirical case study work and theoretical insights drawn from Bourdieu, hooks, Freire, and Giroux, Maylor calls for Black children's underachievement to be (re)theorised and (re)conceptualised within teacher education, and for students and teachers to become more "race"- and "difference"-minded in their practice.

A new series of bespoke, full-coverage resources developed for the 2015 GCSE English qualifications. Written for the AQA GCSE English Literature specification for first teaching from 2015, this print Student Book provides in-depth coverage of the poetry and unseen poetry aspects of the specification. With progress at its heart, students will build skills through a range of active learning approaches, including class, group and individual activities, with an emphasis on exploring poems in depth and comparing poems. An enhanced digital version and free Teacher's Resource are also available.

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 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.

Dennis Kelly's play DNA centres on friendship, morality and responsibility in odd circumstances. When a group of young friends are faced with a terrible accident, they deliberately make the wrong choices to cover it up and find themselves in an unusually binding friendship where no one will own up to what they've done. The play began life as a National Theatre Connections commission in 2008 and has subsequently been produced, studied and toured around the world. DNA is published for the first time in the Methuen Drama Student Edition series with commentary and notes by Clare Finburgh Delijani, which look at the play's context, themes, dramatic form, staging possibilities and production history, plus offers suggestions for further reading.

Digital Literacies

Representations of Military Conflict in Literature and the Media

GCSE English Literature for AQA Poetry Student Book

From GCSEs to EBCs

2012 GCSE English results

The Government's Proposals for Reform, Eighth Report of Session 2012-13, Vol. 1: Report, Together with Formal Minutes; and Appendices

Impact Assessment of Stem Initiatives in Improving Educational Outcomes

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

News from the year at Malvern College

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 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.

Black British Intellectuals and Education

Multiculturalism's hidden history