

AQA

A-level ENGLISH LITERATURE A

Paper 1 Love through the ages

Wednesday 24 May 2023
hours

Afternoon

Time allowed: 3

Materials

For this paper you must have:

- an AQA 12-page answer book
- a copy of each of the set texts you have studied for **Section C**. These texts must **not** be annotated and must **not** contain additional notes or materials.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7712/1.
- In Section A you will answer **one** question about a Shakespeare play.
- In Section B you will answer the **one** question about unseen poetry.
- In Section C you will answer **one** question about **two** texts: **one** poetry text and **one** prose text, one of which **must** be written pre-1900.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 75.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.
- In your response you need to:
 - analyse carefully the writers' methods
 - explore the contexts of the texts you are writing about
 - explore connections across the texts you have studied
 - explore different interpretations of your texts.

As A Level English

Tim Pound



As A Level English:

Choose the right A levels Ray Le Tarouilly, 2017-11-03 Selecting the right A levels is more important than ever in helping you shape your future path whether through securing a place at your ideal university or starting out on your chosen career But with such a huge variety of subject options and combinations on offer where do you begin and indeed what are the right choices In truth what's right is what's best for you and any decisions you make about your future should therefore be informed and personal to you to ensure you find the perfect match to suit your own individual interests skills and learning style Giving you all the knowledge you need at your fingertips to support you in making these important decisions Choose the Right A levels is your one stop source of practical information answering key questions such as What does the course outline look like and how is the subject assessed What key skills does the subject draw on and develop Which subjects are preferred or required for certain degree courses and careers What will I need at GCSE to study the subject and how does the subject compare to GCSE What subjects combine well together This comprehensive and impartial guide also features comparative data on national pass rates for each subject and insightful student case studies on what did and didn't work well for others Written by an expert Careers Adviser and laid out in a simple format for ease of use this accessible guide is your essential aid to navigating the wide range of subject options available and making the best choices for you and your future *Oxford International AQA Examinations: International A Level English Language* Angela Goddard, Raj Rana, Dan Clayton, 2016-08-11 The only textbook that completely covers Oxford AQA International AS A Level English Language 9670 for first teaching in September 2017 Written by experienced examiners and linguistic experts the clear international approach develops students critical and creative skills while building linguistic knowledge It supports exam success and builds crucial skills for university study and future employment Build exam confidence with full support and guidance on all the assessment styles used in the specification At AS Level develop the advanced language and writing skills required to critically evaluate sources develop and sustain arguments and adapt writing for different audiences and purposes At A Level strengthen students linguistic knowledge preparing them for university study Motivate and challenge students with evocative topics such as how English varies around the world and how and why language changes **Program Evaluation Theory and Practice, First Edition** Donna M. Mertens, Amy T. Wilson, 2012-03-01 This engaging text takes an evenhanded approach to major theoretical paradigms in evaluation and builds a bridge from them to evaluation practice Featuring helpful checklists procedural steps provocative questions that invite readers to explore their own theoretical assumptions and practical exercises the book provides concrete guidance for conducting large and small scale evaluations Numerous sample studies many with reflective commentary from the evaluators reveal the process through which an evaluator incorporates a paradigm into an actual research project The book shows how theory informs methodological choices the specifics of planning implementing and using evaluations It offers balanced coverage of quantitative qualitative and mixed methods approaches Useful pedagogical

features include Examples of large and small scale evaluations from multiple disciplines Beginning of chapter reflection questions that set the stage for the material covered Extending your thinking questions and practical activities that help readers apply particular theoretical paradigms in their own evaluation projects Relevant Web links including pathways to more details about sampling data collection and analysis Boxes offering a closer look at key evaluation concepts and additional studies Checklists for readers to determine if they have followed recommended practice

Walk with the Devil

Zakariah Ali, 2012-11 I was profoundly touched by evil at the dawn of my life and have been haunted by the experience throughout most of my life My mother was poisoned before my eyes at about age four I grew up on that that fateful day and became aware of myself I was touched by evil and the wickedness of man against man at the dawn of my life She died an agonizing and horrible death The room I shared with her smelled like rotten flesh or putrefied meat before her death But the last time I saw her on earth she looked radiant and was miraculously transformed when I saw her seated in the village square for public viewing She was at peace the lines and marks of pain and anguish etched on her face as she lay dying were smoothed out Her countenance was peaceful devoid of the expressions of agony and pains the hallmark of the last three to four months of her life She was beautiful in death than during the last months of her life death gave her peace I did not know it but I was affected or influenced by the events of my mother's last days on earth I do not fear death and whenever I came close to death I was more concerned about the inconvenience my death would have imposed on others than fear for my life Death is not a bogey man About a year after her death I encountered malicious spirits in the bush I did not know the spirits were not human but I was apprehensive and fearful at the sight of little people under the fruit tree on which I sat The spirits chased me from the bush to the village during the chase the earth opened up and swallowed me for my protection And not to be outdone the spirits followed me into the bowels of the earth That was the second time in my young life that I was touched by evil of a different kind I nearly died from the encounter with the malicious spirits I was reunited with a father I did not know I had before my mother's death But about three years after I was reunited with him he walked out on my new family my stepmother and her children Thus by age seven or eight I had gone through two broken homes First my mother walked out on my father when I was a baby and second my father walked out on my new mother and half siblings For most of my life I was haunted by forces of darkness malevolent spirits and scary nightmares from time to time Scary and haunting nightmares led me to discover the power of prayer very early in life I started praying before going to bed when I was in class three and the nightly nightmares ceased until I was a young adult and went to St John Bosco's College I discovered alcohol and began ignoring and skipping my nightly prayers or prayed haphazardly without heart and the nightmares came back I was hospitalized about five times in one year from the effects of a nightmare and vision when I was a student at the University of Science he did not foist his faith on the rest of the family My stepmother followed no particular faith or organized religion until the last days of her life She was animist she worshipped our ancestral spirits and deities I became a Catholic or

Christian by virtue of education my father made no attempt to convert me to Islam The family while together was united by love not by faith each member followed his her own faith I could not reconcile my new faith with my parents and realized that but for love we would not have known peace in our family We are divided by faith but united by love that was the experience from my upbringing My lack of blind faith is influenced by my upbringing Man as God and Satan I understand the meaning of some popular bible passages different from most because of my experience of the forces of darkness my struggle in life against evil witchcraft and malicious spirits I understand the true meaning of the passage in Luke 17 20 21 For indeed the kingdom of God is within you And the adm Study Abroad and the Second Language Learner Martin Howard,2020-12-10

Situated at the interface between study abroad and second language acquisition research this book adopts a threefold thematic focus to study abroad and the language learner investigating learner beliefs about study abroad learner experiences of study abroad in relation to a range of individual cultural and social factors and the nature of learner development while abroad at an intercultural personal and linguistic level Chapters present studies of learners in different geographical contexts with different first and second language combinations The studies draw on different methodologies incorporating quantitative qualitative and mixed method approaches Presenting findings with implications for learner preparation expectations and support during study abroad and highlighting developmental issues within second language acquisition Study Abroad and the Second Language Learner will be of interest to all study abroad and second language acquisition researchers as well as programme organisers language instructors and other stake holders **Youth Culture, Language**

Endangerment and Linguistic Survivance Leisy Wyman,2012-07-03 Detailing a decade of life and language use in a remote Alaskan Yup ik community Youth Culture Language Endangerment and Linguistic Survivance provides rare insight into young people s language brokering and Indigenous people s contemporary linguistic ecologies This book examines how two consecutive groups of youth in a Yup ik village negotiated eroding heritage language learning resources changing language ideologies and gendered subsistence practices while transforming community language use over time Wyman shows how villagers used specific Yup ik forms genres and discourse practices to foster learning in and out of school underscoring the stakes of language endangerment At the same time by demonstrating how the youth and adults in the study used multiple languages literacies and translanguageing to sustain a unique subarctic way of life Wyman illuminates Indigenous peoples wide ranging forms of linguistic survivance in an interconnected world *Language and Linguistics in*

Context Harriet Luria,Deborah M. Seymour,Trudy Smoke,2012-12-06 Taking a sociocultural and educational approach Language and Linguistics in Context Readings and Applications for Teachers introduces basic linguistic concepts and current perspectives on language acquisition considers the role of linguistic change especially in English in the politics of language acknowledges the role of linguists in current policies involving language offers insights into the relationship between the structure of language systems and first and second language acquisition the study of language across culture class race

gender and ethnicity and between language study and literacy and education and provides readers with a basis for understanding current educational debates about bilingual education non standard dialects English only movements literacy methodologies and generally the importance to teaching of the study of language The text is organized into three thematic units What is Language and How is It Acquired How Does Language Change and What is Literacy To achieve both breadth and depth that is to provide a big picture view of basic linguistics and at the same time make it specific enough for the beginner a selection of readings including personal language narratives is provided to both introduce and clarify linguistic concepts The readings by well known theoretical and applied linguists and researchers from various disciplines are diverse in level and range of topics and vary in level of linguistic formalism Pedagogical features This text is designed for a range of courses in English and language arts bilingualism applied linguistics and ESL courses in teacher education programs Each unit contains a substantive introduction to the topic followed by the readings Each reading concludes with Questions to Think About including one Extending Your Understanding question and a short list of Terms to Define Each unit ends with additional Extending Your Understanding and Making Connections activities that engage readers in applying what they have read to teaching and suggested projects and a bibliography of Print and Web Resources The readings and apparatus are arranged so that the material can be modified to fit many course plans and schemes of presentation To help individual instructors make the most effective use of the text in specific classes a set of matrixes is provided suggesting configurations of readings for different types of linguistics and education classes

Working with Texts Maggie Bowring, Ronald Carter, Angela Goddard, Danuta Reah, Keith Sanger, 2005-08-09 Working with Texts A Core Book for Language Analysis provides a basic foundation for understanding aspects of English language crucial in the analysis of text The major topics covered include writing the sound system of spoken English words sentence grammar and discourse construction The wide range of texts examined include literary extracts from prose fiction Jeanette Winterson Anne Tyler poetry D H Lawrence Margaret Atwood drama John Godber and graphic novels Neil Gaiman but also a huge diversity of texts from contemporary media newspaper articles advertisements Gap Kelloggs political speeches and original authentic materials children s writing signs everyday conversation Student friendly features include Activities showing how language works in texts and their contexts Commentaries which follow each activity highlighting main points of language use Wide coverage of different genres literary texts notes memos signs advertisements leaflets speeches conversation Suggestions for further reading and additional self study exercises Key words highlighted and a full index of terms Ideal for introductory courses to English Language and Literature and Linguistics Also of interest to students of media and communication studies

America's Children in Brief Federal Interagency Forum on Child and Family Statistics (U.S.), 2004

Intersections Elke Stracke, 2015-01-12 This book makes an essential contribution to the developing and expanding scope of the field of applied linguistics through an understanding of applied linguistics as a meeting place As Terrence G Wiley of the Center for Applied

Linguistics Washington DC states in the Foreword Intersections Applied Linguistics as a Meeting Place extends the boundaries of the field while providing spaces for mediating within it and between other disciplines This book presents 16 papers by important researchers working in various countries around the globe It focuses on the many junctions within applied linguistics and its intersections with other disciplines and areas of practice as diverse as education indigenous issues language development literacy and social interaction Applied linguistics also has connections with broader areas such as the arts law medicine and health society politics and policy and technology The book will appeal to academics teachers teacher educators and undergraduate and postgraduate students working in applied linguistics and language education and those who take an interest in the many connections between applied linguistics and other disciplines and areas of practice

Morphologically complex words in the mind/brain Alina Leminen, Harald Clahsen, Minna Lehtonen, Mirjana Bozic, 2016-04-07 The question of how morphologically complex words assignment are represented and processed in the brain has been one of the most hotly debated topics in the cognitive neuroscience of language Do complex words engage cortical representations and processes equivalent to single lexical objects or are they processed as sequences of separate morpheme like units Research on morphological processing has suggested that adults make efficient use of both lexical i e whole word storage and retrieval as well as combinatorial computation in processing morphologically complex words Psycholinguistic studies have demonstrated that processing of complex words can be affected both by properties of the morphemes and the whole words such as their frequency transparency and regularity Furthermore this research has been informative about the time course of complex word recognition and production and the role of morphological structure in these processes At the neural level left hemisphere inferior frontal and superior temporal areas and negative going event related potentials have been consistently associated with morphological processing While most previous research has been done on the recognition of morphologically complex words in adult native speakers much less is known about neurocognitive processes involved in the on line production of morphologically complex words and even less on morphological processing in children and non native speakers Moreover we have limited understanding of how linguistically distinct morphological processes e g inflectional assignment versus derivational assignment are handled by the cortical language networks This book provides an up to date overview of the questions currently addressed in the field of morphological processing It highlights the significance of morphological information in language processing both written and spoken as assessed by a variety of methods and approaches It also provides a comprehensive range of research and development tools for the development of new technologies

[Puerto Rico's Political Status: November 14 and 15, 1989](#) United States. Congress. Senate. Committee on Finance, 1990

New Trends in Language Acquisition Within the Generative Perspective Pedro Guijarro-Fuentes, Cristina Suárez-Gómez, 2020-01-17 This book presents a comprehensive state of the art treatment of the acquisition of Indo and Non Indo European languages in various contexts such as L1 L2 L3 Lnbilingual heritage

languages pathology as well as language impairment and sign language acquisition The book explores a broad mix of methodologies and issues in contemporary research The text presents original research from several different perspectives and provides a basis for dialogue between researchers working on diverse projects with the aim of furthering our understanding of how languages are acquired The book proposes and refines new theoretical constructs e g regarding the complexity of linguistic features as a relevant factor forming children s adults and bilingual individuals acquisition of morphological syntactic discursive pragmatic lexical and phonological structures It appeals to students researchers and professionals in the field

Catalog of NIE Education Products ,1978 Serpientes (Snakes) 6-Pack: Early Fluent (Nonfiction Readers) , At the same Time... Barbara Schmiedtová,2008-08-22 The study endeavors a detailed and systematic classification of linguistic simultaneity expressions Further it aims at a well described survey of how simultaneity is expressed by native speakers in their own language On the basis of real production data the book answers the questions of how native speakers express temporal simultaneity in general and how learners at different levels of proficiency deal with this situation under experimental test conditions Furthermore the results of this study shed new light on our understanding of aspect in general and on its acquisition by adult learners

Cross-Cultural Considerations in the Education of Young Immigrant Learners Keengwe, Jared,Onchwari, Grace,2013-12-31 The rapid growth in online and virtual learning opportunities has created culturally diverse university classes and corporate training sessions Instruction for these learning opportunities must adjust to meet participant needs Cross Cultural Considerations in the Education of Young Immigrant Learners brings together professional discourse regarding best practices challenges and insights on both higher education and corporate training settings This book is a vital instrument for instructional designers faculty administrators corporate trainers students and researchers interested in design and facilitation of online learning for a global audience

Natural Language Processing: The PLNLP Approach Karen Jensen,George E. Heidorn,Stephen D. Richardson,2012-12-06 Natural language is easy for people and hard for machines For two generations the tantalizing goal has been to get computers to handle human languages in ways that will be compelling and useful to people Obstacles are many and legendary Natural Language Processing The PLNLP Approach describes one group s decade of research in pursuit of that goal A very broad coverage NLP system including a programming language PLNLP development tools and analysis and synthesis components was developed and incorporated into a variety of well known practical applications ranging from text critiquing CRITIQUE to machine translation e g SHALT This books represents the first published collection of papers describing the system and how it has been used Twenty six authors from nine countries contributed to this volume Natural language analysis in the PLNLP approach is done in six stages that move smoothly from syntax through semantics into discourse The initial syntactic sketch is provided by an Augmented Phrase Structure Grammar APSG that uses exclusively binary rules and aims to produce some reasonable analysis for any input string Its approximate analysis passes to the reassignment component which takes the

default syntactic attachments and adjusts them using semantic information obtained by parsing definitions and example sentences from machine readable dictionaries This technique is an example of one facet of the PLNLP approach the use of natural language itself as a knowledge representation language an innovation that permits a wide variety of online text materials to be exploited as sources of semantic information The next stage computes the intrasentential argument structure and resolves all references both NP and VP anaphora that can be treated at this point in the processing Subsequently additional components currently not so well developed as the earlier ones handle the further disambiguation of word senses the normalization of paraphrases and the construction of a paragraph discourse model by joining sentential semantic graphs

Natural Language Processing The PLNLP Approach acquaints the reader with the theory and application of a working real world domain free NLP system and attempts to bridge the gap between computational and theoretical models of linguistic structure It provides a valuable resource for students teachers and researchers in the areas of computational linguistics natural processing artificial intelligence and information science

The TESOL Research Training Journey Shen Chen,Thi Thuy Le,2021-04-04 Research training is challenging and the attrition rate of doctoral students has been increasing in Canada the UK the USA and Australia In their book Chen and Le examine the reasons for these students becoming demotivated particularly in the context of TESOL There has been much investigation into research training issues in multiple contexts and multiple disciplines Yet the research training process in TESOL for international students has not been explored sufficiently and their voices have not been heard This book gives voice to the research trainees allowing their experiences to be reflected and the implications discussed in order to help create more effective supervision models By employing the qualitative approach and adopting critical incident as a new technique for data collection Chen and Le attempt to gain insights into the research training process to reveal different research stages of research trainees those undertaking PhD degrees and to put forward a model of supervision to improve the innovation and quality of research This book tackles the complex nature of research training It is hoped that findings of this study can provide research supervisors and trainees with theoretical insights and practical references

The International Baccalaureate Diploma Programme Tim Pound,2006-05-02 The International Baccalaureate IB is a respected qualification gaining increasing currency around the world and which has been adopted by a wide variety of schools both public and private In the UK growing dissatisfaction with the A level system has led to an intense debate about alternative qualifications and in many schools IB courses have been introduced alongside conventional A level courses This practical introduction to the IB takes a balanced look at the pros and cons and features a wealth of advice from those actually involved in teaching and implementing it in schools Providing comparative material on how IB courses differ from A levels and a subject by subject account of best practice in teaching the IB this book offers a rich source of practical advice for teachers school leaders or managers involved in teaching or implementing the IB programmes

Decoding **As A Level English**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**As A Level English**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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