

MME

AQA GCSE English Language - Set A - 1/5

Set A – AQA

Please write clearly in block capitals.

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GCSE ENGLISH LANGUAGE

Paper 1 Explorations in Creative Reading and Writing

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- Source A – provided as a separate insert.

Instructions

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must not use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for Section A and 40 marks for Section B.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your reading in Section A.
- You will be assessed on the quality of your writing in Section B.

Advice

- You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
- You are advised to plan your answer to Question 5 before you start to write.
- You should make sure you leave sufficient time to check your answers.

MME

Ocr Gcse English Language Past Papers 2012

CO Houle



Ocr Gcse English Language Past Papers 2012:

2012 GCSE English results Great Britain: Parliament: House of Commons: Education Committee, 2013-06-11 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

How to Read Texts Neil McCaw, 2013-09-26 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

Biology Ian Honeysett, 2007-09 Written by examiners and practicing teachers each book in this series contains activities and useful features intended to aid understanding Knowledge is tested throughout with progress checks at the end of every chapter and practice questions at the end of each section

Teaching History in a Neoliberal Age Mary Woolley, 2019-09-04 This book explores changing practice in history classrooms from the autonomy of the 1980s through the introduction of GCSEs and the National Curriculum to the prescription of the National Strategies and the pervasive influence of league tables in the first decade of the twenty first century It uses individual narratives from history teachers to shed light on a changing profession Showcasing research that is crucial reading for leaders in education it uses oral accounts from 13 experienced teachers to provide a rich testimony of the constraints and affordances acting on history teachers The book

offers a unique perspective to show how teachers experienced steady but substantial changes in policy and autonomy and how this affected their practice this detail enhances an analysis of policy and curricular documents across three decades The findings are crucial for educational settings today facing crises of teacher recruitment and teacher retention This book will be of great interest to academics and higher degree research students in history education history of education and education policy It will also be of interest to beginning history teachers and senior school leaders responsible for teacher development and curriculum

Know it All, Find it Fast for Youth Librarians and Teachers Christinea Donnelly, 2012 A brand new version of the best selling enquiry desk reference text *Know it All Find it Fast* specifically designed for those working with children and young people in schools public libraries and at home Including an invaluable overview of the education system and the school curriculum as well as a comprehensive listing of useful resources by topic this A Z covers school subjects from science and maths to reading and literacy and more general themes such as children s health wellbeing and hobbies Each topic is broken down into useful sections that will help to guide your response Typical questions outline common queries such as Have you got any information about volcanoes Considerations provides useful hints and tips i e Geography now encompasses not only physical and human geography but also environmental geography social geography geology and geopolitics Where to look lists relevant printed digital and online resources with useful annotations explaining their scope and strengths Readership This is the must have quick reference tool arming librarians and teachers with the knowledge to deal with any queries thrown at them from children and young people as well as their parents and caregivers It will also be a handy reference for parents and anyone working with children and young people in other organizations such as homework clubs and youth workers

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2010

OCR GCSE English Language: Book 1: Developing the skills for Component 01 and Component 02 Garrett O'Doherty, Jill Carter, Annabel Charles, Margaret Graham, 2020-07-23 Developed in partnership with OCR OCR GCSE English Language offers teachers and students a fresh approach to the 2015 OCR GCSE English Language specification Using a thematic approach this Student Book combines skills development with exam preparation and supports students of all abilities

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Harrison, David Kinder, Nicky Winder, 2015-08-20 This book prepares students and teachers for the requirements of the 2015 OCR A Level English Language specification Structured and written to develop the skills on which students will be assessed in the exams and coursework students of all abilities through the source texts book features and approach will be able to make clear progress The book offers students the opportunity to build on skills acquired at GCSE extending them into their A Level course ensuring that they are fully prepared for the assessment requirements of the qualifications and that students become successful independent all round learners This brand new book includes the latest thinking and research thus maintaining relevance and instilling confidence in the resource Whether students are taking AS or A Level OCR English Language this resource offers guidance and activities to help all students achieve their potential **GCSE English**

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