

To let me blood, and not restore What I have lost with cordial fruit? Sure there was wine Before my sighs did dry it: there was corn Before my tears did drown it. Is the year only lost to me? Have I no bayes to crown it? No flowers, no garlands gay? all blasted? All wasted?	
Not so, my heart: but there is fruit, And thou hast hands. Recover all thy sigh-blown age On double pleasures: leave thy cold dispute Of what is fit and not. Forsake thy cage, Thy rope of sands, Which petty thoughts have made, and made to thee Good cable, to enforce and draw, And be thy law,	10
While thou didst wink and wouldst not see. Away; take heed: I will abroad. Call in thy deaths head there: tie up thy fears. He that forbears To suit and serve his need, Deserves his load.	20
But as I rav'd and grew more fierce and wild At every word, Me thoughts I heard one calling, <i>Child!</i> And I reply'd, <i>My Lord.</i>	25
	30
	35

2.1	Analyse the speaker's state of mind in this poem. The speaker is a priest and he feels angry and rebellious. ✓ The poem explores the feelings of the poet feeling trapped. ✓ [Award 2 marks for any two relevant and distinct points.]	(2)
2.2	Discuss the allusion in line 7. It is a reference to pain and suffering ✓ and might refer to the image of Jesus Christ on the cross. ✓ [Award 2 marks for two relevant and distinct points.]	(2)
2.3	Explain the speaker's attitude towards his faith. His faith and his joy in his faith is lost to him. □ He describes his faith as being unfruitful. □ The only rewards he gets is pain and suffering. □ [Award 3 marks only if the speaker's attitude is discussed.]	(3)
2.4	Critically discuss whether this poem is convincing in its logic and persuasion? Provide reasons for your answer. Open answer. Candidates might refer to the 'quiet end' as a fitting sense of peace and restored faith to contrast with the speaker's rant throughout the poem.	(3)

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N Colangelo



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Teaching to Change the World Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education *Resources in Education* ,1996-06 The Lincoln Library of Essential Information an Up to Date Manual for Daily Reference, for Self Instruction, and for General Culture Named in Appreciative Remembrance of Abraham Lincoln, the Foremost American Exemplar of Self Education ,1924 Catalogue of the Educational Division of the South Kensington Museum ,1867 Social Interaction and English Language Teacher Identity Tom Morton,2018-05-15 Analyses how different English language teacher identities and power relationships are oriented to and made relevant in social interaction This textbook uses analysis of interaction in a range of teacher education and professional practice settings in ELT to explore the different identities and power relationships which teachers orient to It traces the role of identity and interaction in the processes of acquiring new teaching skills and knowledge reflecting on professional practice and constructing teaching selves and explores the limits and constraints on these processes imposed by global forces such as the marketization of education The book is written for teachers teacher educators postgraduate students and researchers interested in the relationships between social interaction identity and professional practice in ELT It is suitable for use in conjunction with any postgraduate level course on language in interaction as it surveys and critically discusses various approaches and includes many practical examples Key features Includes a full

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Research in Education, 1969 **What's Hot in Literacy** Evan Ortlieb, Stephanie Grote-Garcia, Jack Cassidy, Earl H. Cheek Jr, 2020-09-30 This book showcases hot topics in literacy providing teachers with practices for literacy improvement The international scholars which comprise the author line up for this edited collection describe the evidence based research findings from their research in K 12 schools to demonstrate how literacy success is fostered across the globe

Designing Assessment for Quality Learning Claire Wyatt-Smith, Valentina Klenowski, Peta Colbert, 2014-03-10 This book brings together internationally recognised scholars with an interest in how to use the power of assessment to improve student learning and to engage with accountability priorities at both national and global levels It includes distinguished writers who have worked together for some two decades to shift the assessment paradigm from a dominant focus on assessment as measurement towards assessment as central to efforts to improve learning These writers have worked with the teaching profession and in so doing have researched and generated key insights into different ways of understanding assessment and its relationship to learning The volume contributes to the theorising of assessment in contexts characterised by heightened accountability requirements and constant change The book s structure and content reflect already significant and growing international interest in assessment as contextualised practice as well as theories of learning and teaching that underpin and drive particular assessment approaches Learning theories and practices assessment literacies teachers responsibilities in assessment the role of leadership and assessment futures are the organisers within the book s structure and content The contributors to this book have in common the view that quality assessment and quality

learning and teaching are integrally related Another shared view is that the alignment of assessment with curriculum teaching and learning is linchpin to efforts to improve both learning opportunities and outcomes for all Essentially the book presents new perspectives on the enabling power of assessment In so doing the writers recognise that validity and reliability the traditional canons of assessment remain foundational and therefore necessary However they are not of themselves sufficient for quality education The book argues that assessment needs to be radically reconsidered in the context of unprecedented societal change Increasingly communities are segregating more by wealth with clear signs of social political economic and environmental instability These changes raise important issues relating to ethics and equity taken to be core dimensions in enabling the power of assessment to contribute to quality learning for all This book offers readers new knowledge about how assessment can be used to re engage learners across all phases of education

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