

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?	10
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,	15
Which petty thoughts have made, and made to thee Good cable, to enforce and draw, And be thy law.	20
While thou didst wink and wouldst not see. Away; take heed: I will abroad.	25
Call in thy deaths head there: tie up thy fears. He that forbears To suit and serve his need, Deserves his load.	30
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>	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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Scott C. Dulebohn



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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. **Assessing**

Academic Literacy in a Multilingual Society Albert Weideman, John Read, Theo du Plessis, 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English, and to a much lesser extent Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education, but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience. **SSC GK GENERAL AWARENESS SSC MULTIPLE CHOICE**

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The Armed Forces Covenant in action? Great Britain: Parliament: House of Commons: Defence Committee, 2013-07-18 A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good This was an improvement over the last inspection in 2009 rated as satisfactory now called requires improvement Some 28 per cent of Army recruits were less than 18 years of age Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services and whether steps are being taken to reduce this dependency Of those recruited in 2012 3 5 per cent of the Army were rated at entry level 2 for literacy that of a 7 to 8 year old and 39 per cent had a literacy level of an eleven year old If as the MoD states it has to recruit personnel at whatever level of attainment is available then it should boost remedial action when recruitment entry standards are particularly low In light of changes brought about by Future Force 2020 it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces Whilst the Committee recognises that some recruits may not be eager to take further academic exams the MoD should encourage more recruits to undertake English and Maths GCSEs which would stand them in good stead for future employment The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country **English Learners' Access to Postsecondary Education** Yasuko Kanno, 2021-09-09 Why does a public high school despite having resources and educators with good intentions end up graduating English learners ELs without preparing them for college and career This book answers this question through a longitudinal ethnographic case study of a diverse high school in Pennsylvania The author takes the reader on a journey with seven EL students through their last two years of high school exploring how and why none of them reached the postsecondary destinations they originally aspired to This book provides a sobering look into the systemic undereducation of high school ELs and the role of high schools in limiting their postsecondary options FCI Phase-II Exam (Paper-1) : Assistant Grade-III (General/Depot) | 10 Mock Tests + 12 Sectional Tests (1300+ Solved Questions) EduGorilla Prep Experts, 2022-09-10 Best Selling Book in English Edition for FCI Phase II Paper 1 Exam with objective type questions as per the latest syllabus given by the FCI Compare your performance with other students using Smart Answer Sheets in EduGorilla s FCI Phase II Paper 1 Exam Practice Kit FCI Phase II Paper 1 Exam Preparation Kit comes with 10 Full length Mock Tests 12 Sectional Tests with the best quality content Increase your chances of selection by 16X FCI Phase II Paper 1 Exam Prep Kit comes with well structured and 100% detailed solutions for all the questions Clear exam with good grades using thoroughly Researched Content by experts *The Pedagogy of English as an International Language* Roby Marlina, Ram Ashish Giri, 2014-06-23 This

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From GCSEs to EBCs Great Britain. Parliament. House of Commons. Education Committee, 2013 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

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