



Department
for Education

LITERACY PROFESSIONAL SKILLS TEST PRACTICE TEST 3

First name

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Surname

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Date of test

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This non-interactive practice material is intended to help you to practise answering questions and become familiar with the format of the paper-based versions of the Skills Tests. Please note you should disable your spelling and grammar check functions if you are going to view this test on screen to avoid the answers being highlighted.

In your actual paper-based test you will be provided with a guidance sheet and instructions for each section before you start the test. You will be able to refer to these throughout the test. Similar guidance is included at the start of this document for your reference.

If you will be taking your live test on-screen, you are recommended to practise your tests using the on-screen practice tests.

Instructions

Read the instructions carefully before you start the test.

For the actual test you will be provided with blank paper which you can use to record any jottings.

You will have **45 minutes** to complete all 4 sections (spelling, punctuation, grammar and comprehension) unless special arrangements have been granted. There are 10 marks available in the spelling section; 15 marks in the punctuation section; 8 – 12 in the grammar sections and 8 – 12 in the comprehension sections.

Spelling section

To answer each question, circle or underline the preferred spelling option. Answers can be corrected at any time before leaving the spelling sections.

You are **not** allowed to return to the spelling section once you have completed it. The invigilator will remove this page from the test once you are ready to move on.

Grammar, Punctuation and Comprehension sections

You may answer the questions in any order. Please follow the guidance within the test paper on how to complete these sections.

BLANK PAGE

Spelling

Please circle or underline the correct answer.

- 1) _____ comments worked wonders for the team's confidence.
Complementary Complimentary
Complimentary Complimentary
- 2) There were no _____ remarks at the parents' evening.
dissaproving disaproveing
dissapproving disapproving
- 3) Even after the Rugby World Cup victory, pupils still _____ football.
praferred preferred prefered preffered
- 4) For pupils to do well in school, their goals must be _____.
achievable acheivable achevable achieveble
- 5) A _____ attention to detail developed in the group's work.
meticulus maticulous meticulous meticullus
- 6) The graffiti is _____ to the good name of the school.
detremental detemental detrermental detrimental
- 7) After moving to a new group, both pupils _____ worked much harder.
subsaquently subsequantly subsequently subsequently
- 8) The children were _____ enthusiastic about the after-school music club.
particulaly particularly paticularly particlarly
- 9) Apart from the _____ details, the art lesson was truly inspired.
administrative adminstrative administretive adminstretive
- 10) There was no sign of the _____ of bullying within the school.
exitsence exsistence existence existance



BLANK PAGE

Punctuation

Correct 15 punctuation omissions in the passage below.

DO NOT delete or change the text; only add punctuation, including amendments to capitalisation, where required.

The punctuation marks you may need are given below. If you need to insert a new paragraph, please insert two parallel lines in the appropriate place, for example, //.

Capital letter	Paragraph //	"	'	()	,
		-	.	:	;	?

Westfield community School

15 October

Dear Parent

London Art Trip on Tuesday 12 November

The Art Department has great pleasure in being able to offer a visit to Tate Modern. The visit which has been arranged to coincide with the Impressionist exhibition will provide an opportunity to see some of the worlds most famous works of art. To quote The Sunday Times,

"Rarely in our lifetime do we get to see so many great works of art gathered in one place at one time; a wonderful opportunity.

As you are aware Year 10 marks the beginning of the GCSE programme. In previous years, visits like these have been very useful in helping to form a sense of purpose in pupils' ideas for exam coursework.

Fortunately, for those pupils taking the textiles option, Tate Modern is also holding a retrospective of Ann Suttons work (Ann Sutton is one of the most influential textile artists of this century.

Please be aware that places are limited to thirty-two and will be allocated on a firstcome, first-served basis. The cost of this years trip will be £16. Pupils will need to bring enough money for refreshments postcards and any other small purchases they will also need to bring food and drink for the coach journey.

If you are experiencing financial difficulties in relation to the above trip, there are funds available through the school. For further details please contact Mrs Berry in school Services

Grammar - Task A

Complete the following passage. **Select** the best of the given alternatives at the points at which there are blank lines.

Tick the most appropriate choice to complete the passage. If you wish to change your answer, cross out your original tick, and tick your new choice. You will need to check that you have made the best overall set of choices for completing the passage.

This is an extract from a letter to the parents of a child about to go on a school's trip.

Dear Parent,

Thank you for supporting your child's interest in their trip to France. I have now given the tour company (TravelBound) our final numbers.

- ☐ Teachers will accompany and supervise the pupils, who have all been on the trip before and are familiar with the arrangements.
- ☐ Teachers who have been on the trip before will accompany and supervise the pupils who are familiar with the arrangements.
- ☐ All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.
- ☐ All the pupils who have been on the trip before will be accompanied by the teachers who are familiar with the arrangements.

Unfortunately, owing to only 15 pupils wanting to take part in the trip, the cost has now risen to £250. However, those taking part are _____ enthusiastic.

- | | |
|---|--|
| <input type="checkbox"/> unanimously all | <input type="checkbox"/> all unanimously |
| <input type="checkbox"/> altogether unanimously | <input type="checkbox"/> unanimously |

Grammar - Task A continued

Now is the time to: _____

- ☐ organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; you should arrange insurance for your son/daughter.
- ☐ organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.
- ☐ organise travel arrangements to the station; ordering currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.
- ☐ arrange insurance for your son/daughter; arrange currency for your son/daughter; check that the passport is valid; organised travel arrangements to the station.

I will be writing to you again next week. By then I _____
heard back from TravelBound with a full itinerary for the trip.

- ☐ should have
- ☐ should of
- ☐ may of
- ☐ could have

Yours sincerely,

Grammar - Task B

Complete the following passage. **Select** the best of the given alternatives at the points at which there are blank lines.

Tick the most appropriate choice to complete the passage. If you wish to change your answer, cross out your original tick, and tick your new choice. You will need to check that you have made the best overall set of choices for completing the passage.

This is an extract from a note to parents of Year 11 pupils about consultation evenings.

Parent/Pupil Consultations Appointments (Year 11)

Your son/daughter will shortly be receiving a progress report on his/her performance. The report is addressed to the pupils; we believe that in this way the pupils _____.

- ☐ became
- ☐ has become
- ☐ become
- ☐ was becoming

more responsible for their own learning. However, we also know that parents play a key role, and therefore pupils are strongly encouraged to show you their report. You will have an opportunity to discuss its contents with subject teachers _____ will be at one of the three consultation meetings listed overleaf.

- ☐ what
- ☐ who
- ☐ which
- ☐ whom

Grammar - Task B continued

In addition to subject teachers, _____ will be available for consultation on any general issues.

- ☐ the year head and I
- ☐ me and the year head
- ☐ both the year head and me
- ☐ the year head and me

Due to the delayed Year 9 trip to France, Mrs Sutterby, who _____ been at the consultation evening, will be unable to attend.

- ☐ would of
- ☐ should of
- ☐ could have
- ☐ should have

Grammar - Task C

Complete the following passage. **Select** the best of the given alternatives at the points at which there are blank lines.

Tick the most appropriate choice to complete the passage. If you wish to change your answer, cross out your original tick, and tick your new choice. You will need to check that you have made the best overall set of choices for completing the passage.

This is an extract from a note distributed to all year 7 pupils.

FOR THE ATTENTION OF ALL YEAR 7 PUPILS REFUNDABLE BOOK DEPOSIT

At the beginning of term, pupils are required to pay a refundable deposit. This year it this will be £30.00, which will be refunded at the end of your time in school. You will be entitled to a complete refund of your deposit provided the condition of the returned books _____ to be reasonable.

- ☐ will be considered
- ☐ is considered
- ☐ are considered
- ☐ they consider

The school has the right _____ money from the deposit to meet the cost of any damage to the books.

- ☐ of withholding
- ☐ to withhold
- ☐ over withholding
- ☐ of withhold

Comprehension

This extract will be used in Comprehension tasks A, B and C. Read it and answer the questions on the following pages.

Advanced skills teachers have significantly improved the quality of teaching and learning, says Ofsted

Advanced Skills Teachers (ASTs) have helped significantly to improve teaching and learning in more than three quarters of the secondary schools and two thirds of the primary schools inspected as part of an Ofsted survey into the government scheme, according to a report launched by Ofsted today.

Advanced Skills Teachers were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers, increase staff motivation, raise pupils' achievement levels and broaden the skills and knowledge base of schools. The survey found ASTs are generally skilled teachers who promote high standards in their home schools as well as in their outreach work.

The report reveals that the management and deployment of ASTs have improved recently, largely as a result of more active management by Local Education Authorities (LEAs) of their outreach work. It also showed that ASTs lead good training sessions for other teachers and are effective in improving teaching and learning. Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.

Ofsted's Director of Inspection, David Taylor, said:

"This report shows that the AST programme has become more and more effective in the majority of schools. It is gratifying to note the direct and positive impact on the quality of teaching and learning."

Areas for improvement in the AST scheme were also highlighted by Inspectors, who found:

- procedures are rarely in place for schools to make clear judgements about the value for money ASTs are providing;
- the training needs of the teachers and the schools with which the ASTs work, and the criteria for measuring their success in meeting these needs, are not always sufficiently clearly identified;
- performance management is generally not used effectively to channel and support the ASTs' work or their development needs;
- primary ASTs find it difficult to plan their outreach commitments as the time they can give to their support role is frequently unspecified by their headteachers;

- LEAs' support and management of ASTs' outreach activities is essential;
- a few primary school headteachers struggle to cover lessons effectively when the ASTs work away from their own classrooms, relying on daily supply cover;
- schools in 'special measures' or having 'serious weaknesses' have particular difficulties in attracting suitable applicants for AST posts.

Mr Taylor concluded:

"I hope that schools will note the clear pointers to areas for the future development of the scheme, especially its 'outreach' functions. However, this is an encouraging report, which underlines just how crucial good teachers are in school improvement."

This report is based on a survey of the work carried out by ASTs in primary, secondary and special schools by HMI in 2002/03. The report provides examples of good practice along with suggested action points for LEAs and schools.

(Ofsted press release: NR 2003-119, 31 October 2003)

Comprehension - Task A

Select **three** phrases from the list to complete the statement below.

Tick the box beside your chosen answers.

The AST (Advanced Skills Teachers) programme has been praised in the Ofsted report because

- ☐ ASTs have managed to attract and retain excellent students.
- ☐ ASTs have been able to benefit from first-rate training sessions that have improved their teaching.
- ☐ LEAs have concentrated their work on raising the standards in all ASTs' home schools.
- ☐ ASTs have provided good support for newly qualified teachers.
- ☐ ASTs have become more effective by taking on board the improvements recommended by Ofsted inspectors.
- ☐ The programme has become increasingly successful in the majority of schools.
- ☐ ASTs have dramatically raised the quality of teaching and learning especially in their home schools.
- ☐ ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools.

Comprehension - Task B

Read the statements below and decide which refer to

- The Local Education Authority (**LEA**)
- Advanced Skills Teachers (**AST**)
- Ofsted (**O**)

Write the appropriate letters (LEA, AST or O) into the box beside each statement.

- ☐ Their support of outreach activities is vital.
- ☐ They are impressed with the direct and positive impact on the quality of teaching and learning.
- ☐ They improved teaching and learning in more than three quarters of secondary and two thirds of primary schools inspected.
- ☐ They suggest action points for teachers and schools in the future.
- ☐ Their purpose is to increase staff motivation, raise pupils' achievement levels and improve skills of schools.

Comprehension - Task C

Read each of the statements about the AST (Advanced Skills Teachers) programme and **decide** whether:

- the statement is **supported** by the text **(S)**;
- the statement is **implied** to be the case or is implicitly supported by the text **(I)**;
- the text provides **no evidence** or information concerning the statement **(NE)**;
- the statement is **implicitly contradicted** or implicitly refuted by the text **(IC)**;
- the statement is **explicitly contradicted** or refuted by the text **(C)**.

Write the appropriate category letter(s) in the box beside each statement.

- ☐ Up to now the deployment of ASTs has left room for improvement.
- ☐ The AST programme has been very helpful to newly qualified teachers.
- ☐ Successful applicants for AST posts receive a high salary and are good value for money.

END OF TEST



3 marks

Answer Sheet

Spelling

1. complimentary
2. disapproving
3. preferred
4. achievable
5. meticulous
6. detrimental
7. subsequently
8. particularly
9. administrative
10. existence

Punctuation

Westfield Community School

15 October

Dear Parent

London Art Trip on Tuesday 12 November

The Art Department has great pleasure in being able to offer a visit to Tate Modern. The visit, which has been arranged to coincide with the Impressionist exhibition, will provide an opportunity to see some of the world's most famous works of art. To quote The Sunday Times,

"Rarely in our lifetimes do we get to see so many great works of art gathered in one place at one time; a wonderful opportunity."

As you are aware, Year 10 marks the beginning of the GCSE programme. In previous years, visits like these have been very useful in helping to form a sense of purpose in pupils' ideas for exam coursework.

Fortunately, for those pupils taking the Textiles option, Tate Modern is also holding a retrospective of Ann Sutton's work (Ann Sutton is one of the most influential textile artists of this century).

Please be aware that places are limited to thirty-two and will be allocated on a first-come first-served basis. The cost of this year's trip will be £16. Pupils will need to bring enough money for refreshments, postcards and any other small purchases. They will also need to bring food and drink for the coach journey.

If you are experiencing financial difficulties in relation to the above trip, there are funds available through the school. For further details please contact Mrs. Berry in School Services.

Grammar A

1. All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.
2. unanimously
3. organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.
4. should have

Grammar B

1. become
2. who
3. the year head and I
4. should have

Grammar C

1. is considered
2. to withhold

Comprehension A

- A. ASTs have provided good support for newly qualified teachers;
- B. The programme has become increasingly successful in the majority of schools;
- C. ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools;

Comprehension B

LEA

O

AST

O

AST

Comprehension C

I

S

NE

Commentary

Spelling

1. Complimentary

The main difficulty here is the possible confusion between 'complimentary' and 'complementary'.

- **Complementary** comes from Latin 'completum' meaning 'complete'. When one thing complements another it completes it e.g. in Mathematics 'complementary angles are two angles that add together to complete an angle of 90 degrees'. 'Complement' can describe a number completing a full group e.g. 'This ship has a complement of 35'. Complementary can also be used to describe a wine that 'goes well with' or 'completes' a particular meal.
- **Complimentary** is derived from the French 'complimenter'. It has two meanings: a remark of praise or admiration about someone, or a courtesy gift or token. It would be important not to confuse a complimentary bottle of wine (a free gift) with a complementary bottle of wine (one that goes well with the meal but has to be paid for). In this context the 'comments that worked wonders for the team's confidence' would have been 'complimentary'. A second difficulty here is the possibility of using the wrong ending 'complimentery' or 'complimentary'. However, there are many irregularities with the suffix '-ery' or '-ary' and the spellings of these words are best learnt by heart.

2. Disapproving

Firstly it is important to know how to spell 'approve'. Although taken from the Old French 'aprover', the modern day English spelling is 'approve'. Secondly, when changing 'approve' to 'approving' follow the rule: 'drop the 'e' when you add 'ing', e.g. hope – hoping; dive – diving etc. Finally, when adding the prefix 'dis' remember that it will not change the spelling of the word to which it is being attached.

3. Preferred

The root word here is 'prefer'. Remember that the final consonant of a word is often doubled when adding the suffix '-ed', as in rob – robbed; travel – travelled; prefer – preferred.

4. Achievable

The first problem here lies in the root of this word: 'achieve'. This follows the 'i' before 'e' rule.

The second problem lies in the choice of suffix '-able' or '-ible'.

It is worth noting that words ending '-able' can usually be divided into separate words: able to accept = acceptable; able to adapt = adaptable; able to achieve = achievable. Remember, if there is a final '-e', it is usually dropped when adding '-able': value + able = valuable; desire + able = desirable. Words ending '-ible' cannot usually be divided in this way: e.g. tangible; terrible; possible. Note that there are always exceptions: 'accessible', 'contemptible', 'digestible', 'flexible', 'suggestible' and that most words ending with 's' or 'z' would use the '-ible' suffix.

5. Meticulous

This word is from the Latin 'meticulosus'. As in many words from Latin, the 'oo' sound in the middle of the word is nearly always spelled with a 'u'. The Latin ending '-osus' is often abbreviated by the suffix '-ous' and means 'abounding in' or 'full of'. This spelling is one best learnt by heart.

6. Detrimental

This adjective is formed from the noun 'detriment'. The spelling follows no particular rule. Confusion could be caused by the frequent US pronunciation that might suggest the spelling: 'detramental', which is incorrect. This spelling is one best learnt by heart.

7. Subsequently

This adverb is formed from the adjective 'subsequent', which is formed from the noun 'subsequence', whose root is 'sequence', derived from the Latin 'to follow'. There are some complex theories and rules about which Latin verbs take the suffix '-ent' or '-ant' in order to form 'subsequent' or 'subsequant'; however there are also so many exceptions that this spelling is one best learnt by heart.

It is useful to note that when forming the adverb in most cases you can add the suffix '-ly' without changing the base word, even if it means creating a double consonant e.g. final = finally. However there are exceptions, especially where the word ends in '-le'. Here the rule is 'drop the '-le' before adding '-ly' e.g. reasonable = reasonab + ly = reasonably. NB not 'reasonably'.

8. Particularly

This adverb is formed from the word 'particular', which is derived from the Middle English / Old French 'particuler'. It follows no particular spelling rule and is a spelling best learnt by heart.

It is useful to note that when forming the adverb in most cases you can add the suffix '-ly' without changing the base word, even if it means creating a double consonant e.g. final = finally. However there are exceptions, especially where the word ends in '-le'. Here the rule is 'drop the '-le' before adding '-ly' e.g. reasonable = reasonab + ly = reasonably. NB not 'reasonably'.

9. Administrative

The root verb here is 'to minister' from the Middle English 'ministrer'. This has evolved into 'administration' and 'administrative'. These words follow no particular spelling rules and are best learnt by heart.

10. Existence

The root of this word is 'exist' from the Latin 'existere'. 'Exist' is an example of a spelling that follows no particular rule and is a word best learnt by heart. The use of the suffix '-ence' as opposed to '-ance' is open to complex theories and rules about which Latin verbs take the suffix '-ence' or '-ance' in order to form 'existence' or 'existence'; however there are many exceptions and this spelling is also one probably best learnt by heart.

Punctuation

From 30 November 2016 the punctuation section of the live tests will contain an on screen counter. The counter shows how many pieces of punctuation need to be added to the passage. It will start at 15 and reduce by one each time a piece of punctuation is added to the text until it reaches zero. Once a candidate has added 15 pieces of punctuation to the text, they will be unable to add any further punctuation unless they remove a previously added punctuation mark. This counter will allow candidates to track the number of pieces of punctuation added and provide a quick check that all punctuation marks have been added. This change to the punctuation section will not affect the way that it is marked or the method used to assess punctuation.

Comments on the 15 instances of punctuation

difficulty deciding where the quotation ends, and the sense of the writing could be lost.

Line 11

To avoid ambiguity and possible confusion, a comma is needed to separate the dependant clause 'As you are aware' from the main sentence. Without this comma the reader could be unclear about the meaning and the main subject of the sentence.

Line 15

A possessive apostrophe is needed to indicate that the work is that made by Ann Sutton. Because the artist's surname is Sutton and not Suttons, the apostrophe needs to be placed between the 'n' and the 's': Sutton's. If it were placed after the 's' it would mean that the surname was incorrect or that there was more than one Ann Sutton exhibiting.

Line 16

A closing round bracket is required at the end of the sentence immediately before the full stop: '... of Ann Sutton's work (Ann Sutton is one of the most influential textile artists of this century).' The full stop needs to come after the closing bracket. This is because the additional information or explanation within the brackets, even though it is in the form of a complete sentence, is a part of a longer sentence. If the full stop was placed inside the bracket, then the longer sentence would have no proper ending.

Line 18

A hyphen is required in the word 'firstcome' to read 'first-come' as this is a compound word and is otherwise incorrectly spelled.

Line 18

A possessive apostrophe is required in the word 'year's' to show that the trip is placed or 'belongs' in this year.

Line 18 & Line 20

A comma is required after the word 'refreshments' to separate the first and second items in this list of three items. A sentence break (full stop) is required after the word 'purchases' because there is a significant change in sense. Without a sentence break the reader could assume that the words 'they will also need' refer to the 'small purchases' rather than the 'food and drink for the coach journey'. This full stop will also require a capital letter for the word 'They' as it is the start of a new sentence.

Line 23

In this context the word 'School' is part of the name of a department or office; as such it is a proper noun and requires a capital letter. A full stop is required at the end of the final sentence of the passage.

The use of some forms of punctuation can sometimes depend on house-style or stylistic preferences where there are no 'right' or 'wrong' answers. This is non-essential punctuation. Examples from this passage include:

Line 4

'London Art Trip on Tuesday 12 November'

It might be suggested that 'on' should start with a capital letter. As this is the title for the document there would be nothing wrong with this. However, there is equally nothing wrong with the existing punctuation: 'London Art Trip' is the name of the event and as such the name should have capital letters; 'on' is the preposition linking the event to the date and doesn't need a capital; 'Tuesday' and 'November' are both proper nouns and as such should start with capital letters.

Line 8

The Sunday Times

Some house-styles stipulate that all book titles or names of newspapers and periodicals should have single inverted commas. There would be nothing wrong with 'The Sunday Times' but equally, there is nothing wrong with The Sunday Times.

Line 22 & Line 23

For further details please contact Mrs. Berry in School Services.

Some house-styles, especially those using pro forma documents, might punctuate this sentence with a colon, especially if the user was anticipating the need to insert a list. 'For further details please contact: Mrs. Berry in School Services'. However, the original punctuation is correct and no alterations are needed.

Grammar: general advice

These questions will test your ability to recognise where writing fails to conform to the conventions of written Standard English.

In these grammar tasks you are required to complete a passage of text. You are asked to do this by selecting the best of the given alternatives at the points where there are blank lines. You will need to be sure that you have made the best overall set of choices. In each case your answer should:

- be grammatically acceptable according to the rules of written Standard English;
- make good sense within the context, i.e. it should connect coherently and logically with the surrounding text;
- be consistent with the style and the tone used in the text as a whole;

- express meaning clearly and concisely in line with the writer's purpose and intended audience.

Grammar A

Question 1

This question tests your ability to recognise sense, clarity and freedom from ambiguity when using related participles.

Correct answer: C. All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.

This sentence is unambiguous. It clearly states that all accompanying teachers have been on the trip before and know what to do.

Option A

In this sentence two participles are separated from the nouns to which they relate. As a result this implies that the pupils have all been on the trip before and are familiar with the arrangements.

Option B

In this sentence one participle has become wrongly attached; this implies that the teachers will supervise pupils that are familiar with the arrangements.

Option D

In this sentence one participle has been incorrectly attached to 'pupils'; this suggests that only the pupils who have been on the trip before will be accompanied by teachers familiar with the arrangements.

Question 2

This question tests your ability to recognise professional suitability and style with reference to word redundancy or tautology.

Correct answer: D. Unanimously.

In spoken form the same point can sometimes be repeated for emphasis. However, in the written form, especially where the idea is already expressed or understood in an existing word, this repetition suggests lack of clear thinking. In this case the word 'unanimously' does not need to be accompanied by a word of similar meaning.

Option A

As these words have the same function and meaning, both are not needed in the sentence.

Option B

As these words have the same function and meaning, both are not needed in the sentence.

Option C

As these words have the same function and meaning, both are not needed in the sentence.

Question 3

This question tests your ability to recognise professional suitability and style with reference to non-parallelism in lists.

Correct answer: B. organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.

Where a list is preceded by a stem such as 'Now is the time to:' every item in that list should be in grammatical agreement with the stem. This is the only option where all items on the list are in agreement with the stem.

Option A

The final item on the list is not in agreement with the stem.

Option C

The second item on the list is not in agreement with the stem.

Option D

The fourth item on the list is not in agreement with the stem.

Question 4

This question tests your ability to recognise correctly written Standard English.

Correct answer: A. Should have.

In spoken English, expressions using the modal verbs such as 'should've' (should have) or 'might've' (might have) are often written, in error, as they are sometimes pronounced: 'should of' or 'might of'.

Option B

This should be written as 'should have'.

Option C

This should be written as 'may have'.

Option D

The verb 'could' is wrongly used in this context.

The verb 'could' is used to describe only a general possibility about something happening; 'should' is used to make a more positive assumption.

Grammar B

Question 1

This question tests your ability to recognise correctly written Standard English with reference to a lack of agreement between subject and verb.

Correct answer: C. become.

From the options given, this is the only correct tense and plural form possible within the meaning of this context.

Option A

This is the wrong tense for the context of this passage.

Option B

This is the singular form and is not in agreement with the plural subject 'pupils'.

Option D

This is in the wrong tense (past) and is also a singular form of the verb, not in agreement with the plural subject 'pupils'.

Question 2

This question tests your ability to recognise correctly written Standard English with reference to the use of relative pronouns.

Correct answer: B. who

From the options given, this is the only correct relative pronoun that can be used in this context.

Option A

The pronoun 'what' cannot be used to introduce a subordinate clause about 'teachers'; it is as an interrogative pronoun.

Option C

The pronoun 'which' cannot be used to introduce a subordinate clause about 'teachers'; it is used to refer to objects.

Option D

The pronoun 'whom' cannot be used in this context to introduce a subordinate clause about 'teachers'; it is used to indicate the object of a verb.

Question 3

This question tests your ability to recognise correctly written Standard English with reference to noun/pronoun agreement.

Correct answer: A. the year head and I

The pronoun 'I' should only be used as the subject of a sentence (doing the action) and 'me' as the object (the one the action is being done to).

Option B

The pronoun 'me' should not be used as the subject.

Option C

The pronoun 'me' should not be used as the subject.

Option D

The pronoun 'me' should not be used as the subject.

Question 4

This question tests your ability to recognise correctly written Standard English.

Correct answer: D. Should have.

In spoken English, expressions using the modal verbs such as 'should've' (should have) or 'might've' (might have) are often written, in error, as they are pronounced: 'should of' or 'might of'.

Option A

This should be written as 'would have'.

Option B

This should be written as 'should have'.

Option C

The verb 'could' is wrongly used in this context.

The verb 'could' is used to describe only a general possibility about something happening; 'should' is used to make a more decisive and positive assumption.

Grammar C

Question 1

This question tests your ability to recognise correctly written Standard English with reference to the agreement between subject and verb.

Correct answer: B. is considered.

In this sentence 'the condition' is the subject of the verb. From the options available and in this context, this is the only correct answer.

Option A

This is incorrect as it implies that the condition will be considered acceptable.

Option C

This is incorrect as the verb is plural but 'condition' is singular.

Option D

The pronoun 'they' is ambiguous; it implies that the books are doing the considering.

Question 2

This question tests your ability to recognise correctly written Standard English with reference to inappropriate or incomplete verb forms.

Correct answer: B. to withhold.

Sometimes part of a verb can be omitted, or the wrong form of the verb can be used. From the options given, this is the only correct answer.

Option A

Within this context, the school has the right 'to' something, rather than the right 'of' something. The 'right of withholding' is a more awkward way of saying 'the right to withhold'.

Option C

The use of the preposition 'over' with this form of the verb is a more confusing way of saying 'the right to withhold'.

Option D

The phrase 'the right of withhold' does not make as much sense as 'the right to withhold'.

Comprehension A

This task is about completing a bulleted list of Ofsted's reasons for praising the AST programme.

General advice

Study the example (fourth bullet point) and see how it relates to both the stem (*The AST programme has been praised in the Ofsted report because:*) and the extract. Next, study the list of eight possible reasons why the AST programme has been praised. Now select three statements, in addition to the one that has already been provided, which give clear and accurate reasons for Ofsted's praise. Finally, when you have selected your answers, check them against the text for accuracy.

Answer 1

ASTs have provided good support for newly qualified teachers;

Advice

Look at the last sentence in the third paragraph. This is very close in meaning to the answer and explicitly states that '*Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.*'

Remaining distractors include statements that summarise the aims of the AST programme rather than the *results* as praised by Ofsted.

Answer 2

The programme has become increasingly successful in the majority of schools;

Advice

Look at the first paragraph. This is very close in meaning to the answer and explicitly states that '*ASTs have significantly helped to improve learning and teaching in more than three quarters of the secondary schools and two thirds of the primary schools inspected...*'

Answer 3

ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools;

Advice

Look at the last sentence in the second paragraph. This is very close in meaning to the answer and explicitly states that '*The survey found ASTs are generally skilled teachers who promote high standards in their home schools as well as in their outreach work.*'

Comprehension B

General advice

Each of the five statements links to only one of the three categories. Read the extract carefully and look for a link to the three categories that matches up to any of the five statements.

Statement 1: Their support of outreach work is vital.

Answer: LEA

Advice

Look at the fifth bullet point in the second half of the extract. '*LEAs' support and management of ASTs' outreach activities is essential.*' This is very close in meaning to statement 1, which clearly refers to the LEA.

Statement 2: They are impressed with the direct and positive impact on the quality of teaching and learning.

Answer: O

Advice

Look at the last sentence in paragraph four. This is a statement from Ofsted that says: '*It is gratifying to note the direct and positive impact on the quality of teaching and learning.*' This is very close in meaning to statement 2, which clearly refers to the quote from Ofsted.

Statement 3: They improved teaching and learning in more than three quarters of secondary and two thirds of primary schools inspected.

Answer: AST

Advice

Look at the first paragraph. '*ASTs have helped significantly to improve teaching and learning in more than three quarters of the secondary schools and two thirds of primary schools.*' This clearly links statement 3 to ASTs.

Statement 4: They suggest action points for teachers and schools in the future.

Answer: O

Advice

The statement refers to what should happen in the future. Look at the last but one paragraph. This is a concluding statement from Ofsted's Director of Inspection. He states, *"I hope that schools will note the clear pointers to areas for the future development of the scheme"*. This is very close in meaning to statement 4; in the extract it is Ofsted who are suggesting pointers i.e. action points for schools (and by implication, teachers) for the future. It might be tempting to assume that this statement refers to ASTs in paragraph four. However, that action in the training sessions provided by ASTs is already happening.

Statement 5: Their purpose is to increase staff motivation, raise pupils' achievement levels and improve skills in schools.

Answer: AST

Advice

Look at the second paragraph. *'ASTs were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers, increase staff motivation, raise pupils' achievement levels and broaden the skills and knowledge base of schools.'* This clearly links statement 5 to ASTs.

Comprehension C

This task is about evaluating statements about the text.

General advice

Each of the three statements is either supported; implied; implicitly contradicted or explicitly contradicted by the text, or the text contains no evidence to support the statement. Re-read the text carefully in order to judge how it relates to the individual content of each statement.

Statement 1: Up to now the deployment of ASTs has left room for improvement.

Answer: I (implied to be the case)

Advice

The statement is about the deployment or strategic use of ASTs. Look at the first sentence in paragraph three. *'The report reveals that the management and deployment of ASTs have improved recently, largely as a result of more active management by LEAs of their outreach work.'* This clearly implies that up to now (i.e. until recently) the deployment of Advanced Skills Teachers has not been entirely satisfactory.

Statement 2: The AST programme has been very helpful to newly qualified teachers.

Answer: S (supported by the text)

Advice

Look at the last sentence in the second paragraph: '*Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.*' This is very close in meaning to statement 2; it is supported in the text.

Statement 3: Successful applicants for AST posts receive a higher salary and are good value for money.

Answer: NE (no evidence)

Advice

Look at the first bullet point, '*procedures are rarely in place for schools to make clear judgements about the value for money ASTs are providing.*'

If, as the report states, there are no mechanisms in place to make these conclusions, then there can be no evidence to support statement 3. Further, there is no evidence of any mention in the extract about the salaries of ASTs.