



Department
for Education

LITERACY PROFESSIONAL SKILLS TEST PRACTICE TEST 4

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 your 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 section.

You are **not** allowed to return to the spelling section once you have completed it.

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) The college makes full use of shared training _____ with its partners.
opportunities oppurtunities oportunities oppertunities
- 2) The _____ total from Parent Teacher Association fund-raising events is now almost £500.
cumalitive cumulative cumilative cumulitave
- 3) To qualify for the swimming gala, it is _____ that we win the next race.
crusciel crucial crucial crucial
- 4) Effective _____ between school and parents is essential.
comunication comunacation comunication communication
- 5) Peter needs to have more confidence in his own _____.
capabilities. capibilities. capebilities. capabilityys.
- 6) In assembly, we celebrate the _____ of all our students.
**acomplishments accomplishmants
accomplishments acomplishmants**
- 7) Violet was reminded that her continued late arrival was _____.
unacceptable. unacceptble. unacceptible. unaccepttable.
- 8) One word is _____ with another when the two have the same meaning.
synonymous sinonymous synnonimous synonymus
- 9) The student's behaviour was completely _____ in the circumstances.
inapropriate inapropriate innapropriate innapropriate
- 10) The difference in their marks was
negligable. neglagible. neglagable. negligible.



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 //	"	'	()	,
		-	.	:	;	?

Children stick to plans they make at 11

Do children in the uK change their plans about their future according to new research by the time they are 11 years old most children have made up their minds about their future and dont change them. An independent study carried out for the Social Research council found that 80% of 11yearolds who said that they would continue in education after 16 did so.

Professor Paul Croll who carried out the study, said the results revealed that many children had taken important decisions by the time that they left primary school. "It is very striking that intentions about staying on are actually realised in such a high proportion of cases he said. He went on to point out that the link between achievement at 11 and later life is well documented but this study is the first to highlight the extent to which childrens choices have already been made early in life Professor Croll identifies several reasons for this pattern of behaviour children today develop earlier parental influence is strong; friendship groups can be a powerful influence.



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.

Risk Assessment Guidelines

Before undertaking any educational trip the teacher _____
is legally required to carry out a written risk assessment.

what is responsible

who is responsible

which is responsible

whom is responsible

The teacher in any activity will need to show that "all possible precautions" have been considered, and as a result he or she has taken the risks involved.

In any activity where there is a risk involved, the teacher will need to show that he or she has considered, and as a result taken, "all possible precautions".

In any activity where there is a teacher involved, the risk will need to show that he or she has considered, and as a result taken, "all possible precautions".

In any activity where there is a teacher involved, the precautions will need to show that "all possible risks" have been considered, and as a result taken.



2 marks

Grammar - Task A continued

In the event of a serious accident it is ultimately the school, not the teachers or assistants in charge, that

- has the duty of care.
- is the duty of care.
- have the duty of care.
- being the duty of care.

As part of our legal requirements under Health and Safety we need to show that there is _____

- affected communication at all levels.
- effective communication at all levels.
- affective communication at all levels.
- effected communication at all levels.

Risk Assessment Forms and Guidelines are available

- off the School Secretary.
- with the School Secretary.
- from the School Secretary.
- off of the School Secretary.

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.

Draft letter to parents about encouraging healthy eating.

Dear Parent/Guardian

By now all parents _____

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

received a copy of the letter from the Local Authority about School Meals. The letter states that a recent Government report,

-
- has shown that highlighting developed food fads and eccentricities, encourages healthy eating at an early age.
 - has shown that encouraging healthy eating at an early age, has developed food fads and eccentricities.
 - highlighting the importance of encouraging healthy eating, has shown that food fads and eccentricities are developed at an early age.
 - developing healthy eating, has shown the importance of encouraging food fads and eccentricities at an early age.

Grammar - Task B continued

It is important _____

- that we help encourage and educate
- that we to help encourage and educate
- that was to help encourage and to educate
- that we encouraging and educating

children about healthy eating habits at the earliest stage possible. Therefore, at a meeting last week, _____

- the Governors, they and me
- the Governors and I
- me and the Governors
- the Governors and myself

proposed that we review the school dinner menu. Research has shown that a certain type of fat, such as that in fish, nuts or even avocados,

- is beneficial in a diet.
- are beneficial in a diet.
- being beneficial in a diet.
- were beneficial in a diet.

However, fats such as those in chips, burgers and other fast foods are not beneficial. We are proposing that these kinds of meals are not offered so frequently on the dinner menu.



3 marks

Comprehension

Read this extract from an article and answer the questions on the following pages. The extract will be used in Comprehension tasks A, B and C.

Outdoor education makes an important contribution to students' physical, personal and social development.

Pupils are making good progress in outdoor education both in schools and residential centres, according to a report published by the Office for Standards in Education. "Outdoor education, Aspects of good practice" found that outdoor education helps pupils develop their physical skills in new and challenging situations and enables them to exercise important social skills such as teamwork and leadership. They can be among the most memorable experiences for pupils of their school-days.

The report shows that many schools recognise the many benefits of outdoor education and stresses that it is important to ensure pupils in all schools do not miss out on these opportunities. The report also finds that outdoor education thrives in schools where head teachers or individual enthusiasts provide leadership and a vision that promotes a well-balanced PE curriculum and outdoors off-site, day or residential experience.

Inspectors found that the attitudes and behaviour of students during outdoor and adventure activities were good and often exemplary. Leadership and management by staff were good or better in more than half of the centres, and at least satisfactory in the large majority. The quality of accommodation and resources was generally good in the majority of residential centres and was often very good. This was a key feature in the success of the centres and students benefited significantly from the opportunity to learn in different settings using a wide range of specialist resources. However, despite many positive examples, outdoor education remains a minority area in the physical education curriculum of most secondary schools.

Although the quality of teaching in outdoor education was generally good in both schools and centres, less experienced teachers tended to opt for activities offering lower levels of challenge which were not commensurate with the capacity of students. This was often due to limitations in accommodation and resources but could sometimes be attributed to teachers' insecurities in subject knowledge and concerns about taking risks. However, the benefits of outdoor education were felt to be far too important to forfeit, and far outweighed the risk of an accident. If teachers follow recognised safety procedures and guidance they have nothing to fear from the law.

Despite the general recognition of the value of outdoor education and residential experiences, some schools remain unconvinced. They weigh the

benefits partly against the pressures on curriculum time and a lack of specialist expertise, but mostly against the fear of litigation. Also the extra-curricular nature of much outdoor education, the cost of sending pupils on residential courses and limits on the numbers of pupils that can be taken, often leads to a “first-come first-served” basis for selection. As a result many students who would like to take part are not able to participate.

The report concludes that to achieve further improvements in provision for outdoor education, schools and centres should ensure all teachers accompanying groups on courses could develop their skills and knowledge when working with specialist teachers. They should also improve programme planning to ensure that students’ residential experience supported their future work in the school curriculum.

Comprehension - Task A

Select the most appropriate alternative for each phrase as it appears in the context of the passage. Tick the box beside your chosen answers.

"were not commensurate with" (4th paragraph, 1st sentence) is closest in meaning to:

- were not dissimilar to
- were too difficult for
- were inclined toward
- were not matched to
- were not inappropriate for

"fear of litigation" (5th paragraph, 2nd sentence) is closest in meaning to:

- fear of accidents
- fear of solicitors
- fear of transactions
- fear of procedures
- fear of legal actions

Comprehension - Task B

Select five phrases from the list below to complete the sentence. Tick the box beside your chosen answers.

The report states that Outdoor Education:

- is making good progress in schools.
- benefits were not worth the risk.
- helps pupils to develop physical and leadership skills.
- tended to be delivered by inexperienced teachers.
- can form some of pupils' pleasantest reminiscences.
- ensures all pupils do not miss out on a vital experience.
- thrives in schools where heads are enthusiastic.
- is good and often exemplary in content.
- was good in over half of the schools visited.
- is ignored in most secondary schools.
- offers only low level challenges.
- is generally recognised and valued as an experience.
- supports future work in the school curriculum.
- is well taught by staff in schools.

Comprehension - Task C

Read the statements below 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 **contradicted** by or refuted by the text (**C**).

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

- Schools are more concerned about being sued than they are about making use of outdoor education.
- Some schools were not effective at delivering outdoor education.
- All current outdoor activities are mapped to the pupils' programme of work in school.
- Outdoor education raises pupils' levels of academic achievement.

END OF TEST



Answer Sheet

Spelling

- 1) Opportunities
- 2) Cumulative
- 3) Crucial
- 4) Communication
- 5) Capabilities
- 6) Accomplishments
- 7) Unacceptable
- 8) Synonymous
- 9) Inappropriate
- 10) Negligible

Punctuation

Children stick to plans they make at 11

Do children in the UK change their plans about their future? According to new research, by the time they are 11 years old most children have made up their minds about their future and don't change them. An independent study carried out for the Social Research Council found that 80% of 11-year-olds who said that they would continue in education after 16 did so.

Professor Paul Croll, who carried out the study, said the results revealed that many children had taken important decisions by the time that they left primary school. "It is very striking that intentions about staying on are actually realised in such a high proportion of cases," he said. He went on to point out that the link between achievement at 11 and later life is well documented but this study is the first to highlight the extent to which children's choices have already been made early in life. Professor Croll identifies several reasons for this pattern of behaviour: children today develop earlier; parental influence is strong; friendship groups can be a powerful influence.

Grammar A

1. who is responsible
2. In any activity where there is a risk involved, the teacher will need to show that he or she has considered, and as a result taken, "all possible precautions".
3. has the duty of care.
4. effective communication at all levels.
5. from the School Secretary.

Grammar B

1. should have
2. highlighting the importance of encouraging healthy eating, has shown that food fads and eccentricities are developed at an early age.
3. that we help encourage and educate
4. the Governors and I
5. is beneficial in a diet.

Comprehension A

1. were not matched to
2. fear of legal actions

Comprehension B

- helps pupils to develop physical and leadership skills;
- can form some of pupils' pleasantest reminiscences;
- thrives in schools where heads are enthusiastic;
- is ignored in most secondary schools;
- is generally recognised and valued as an experience.

Comprehension C

I
S
IC
NE

Commentary

Spelling

1. Opportunities

There are two spelling issues with this word. Firstly, the doubling of the consonant 'p' is intended to show that the sound of the preceding vowel 'o' is short rather than long. For example, 'opportunity' and 'opposite' have a short 'o' sound while 'open' and 'opinion' have a long 'o' sound. Unfortunately consonant doubling is inconsistent. For example, 'operate' has a short 'o' sound and in theory should be spelt 'opperate' but this would be incorrect. It is best to memorise when to double consonants.

Secondly, the plural form of 'opportunity' is 'opportunities'. This follows the rule: when words end in a consonant + 'y', change the 'y' to 'i' and add 'es'. Examples include: party/parties; reply/replies. However if the word ends in a vowel + 'y', just add 's'. Examples include: journey/journeys; boy/boys.

2. Cumulative

As in most Latin words, the 'oo' sound near the beginning and in the middle of this word is spelled with a 'u'. However, this is not a reliable rule; this spelling is one best learnt by heart.

3. Crucial

The main problem is whether to spell the second half of the word 'cial', as in 'social', or 'tial', as in 'essential'. The accepted rule is to use 'cial' after a vowel as in 'social' and use 'tial' after a consonant as in 'essential.'

4. Communication

In 'communication' the doubling of the consonant 'm' is supposed to show that the preceding vowel 'o' has a shorter rather than longer 'o' or even 'u' sound. Unfortunately consonant doubling is inconsistent; 'computer' has a short 'o' sound and in theory should be spelt 'commputer' but this is incorrect. Due to this inconsistency, it is best to memorise when to double consonants.

5. Capabilities

The word 'capabilities' is the plural form of capability, which is built around the noun 'ability'. It is important to keep the word 'ability' intact within 'capability'. The most common misspelling of this word is 'caperbility'; there is no such word as 'erbility'.

The plural noun 'capabilities' is formed by changing the 'y' to 'i' and adding 'es'. This follows the rule: when words end in a consonant + 'y', change the 'y' to 'i' and add 'es'. Examples include: party/parties; reply/replies. However if the word ends in a vowel + 'y', just add 's'. Examples include: journey/journeys; boy/boys.

6. Accomplishments

The main spelling issue is the use of the double consonant. The doubling of the consonant 'c' is supposed to show that the preceding vowel 'a' has a short rather than long sound. Unfortunately 'accomplish' comes within a group of words with redundant doubled consonants, examples include: accommodation; accomplish; accord and accustomed. The correct spelling is best learnt by heart.

A second issue is the spelling of the word ending. Should it be 'ent' or 'ant'? Both sound the same in words such as 'contestant' and 'ornament'. There is no clear rule to help; this spelling is one best learnt by heart.

7. Unacceptable

There are several difficulties in spelling this word. The prefix 'un', when used to create an opposite in meaning, is always spelt with just two letters, 'un'. However, a common error is to either drop one 'n' by spelling words such as 'unnecessary' incorrectly as 'unecessary'; or add an extra 'n' to spell other words such as 'unacceptable' incorrectly as 'unnacceptable'.

Another difficulty might arise over the double 'c'. This double consonant is required for the correct pronunciation. The first 'c' becomes hard, almost like a 'k' and the second 'c' softens almost to an 's' sound. However, there are no hard and fast rules and it is best to memorise when to double a consonant.

Finally, there may be some confusion over the choice of ending, '-tible' or '-table'. Again, there is no clear rule to help; this spelling is one best learnt by heart.

8. Synonymous

There are no clear-cut spelling rules that apply to this word. It is spelt with two 'o's and two 'y's, not as it is often pronounced, 'synonomous'.

9. Inappropriate

The adjective 'inappropriate' is formed by adding the prefix 'in' to the word 'appropriate' in order to form a word opposite in meaning. However, 'appropriate' is a word with a redundant doubled consonant. The correct spelling is made more difficult by the variable stress on the initial letter 'a'. The spelling of this word is best learnt by heart.

10. Negligible

The main spelling difficulty with this word lies in the choice of suffix '-able' or '-ible'. There are no clear rules that apply and the spelling of this word is probably best learnt by heart.

Punctuation

Comments on the 15 instances of punctuation omissions are listed below.

Line 1

It may be tempting to insert a full stop at the end of the line as it is also the end of a sentence; this is not strictly necessary. By convention, titles are meant to lead the reader into the article. Full stops halt the reader's eye and this is not what is required.

Line 2

A capital letter is required for the abbreviation UK as it stands for United Kingdom.

A question mark is needed after the word 'future'. This is because it is both the end of a sentence and a question.

A capital letter is needed for 'According' in order to mark the beginning of the next sentence.

Line 3

A comma is needed after the word 'research'. Without the comma there is an element of ambiguity in the meaning; the reader could be uncertain whether 'eleven years old' refers to the research or the children.

A comma after '11 years old' is not appropriate and would create a break in the sense of the sentence.

Line 4

An apostrophe of omission is needed in the word 'don't' to show that the two words 'do not' have been abbreviated and a letter has been omitted (P5). There is no need for a comma after 'future', especially as it is followed by 'and'.

Line 5

Capital letters are required for the full title of the organisation 'the Social Research Council'.

Commas could be used around the clause 'carried out for the Social Research Council' but there is nothing incorrect about the way this is currently punctuated. It is worth remembering that there are only 15 definite omissions to correct in the passage. Adding additional punctuation where it may be correct, but not necessary, will not attract any extra marks, nor will any marks be deducted.

Two hyphens are needed in '11-year-olds' to make it clear that the three words are being connected to act as a single unit of speech: children who are 11 years old. Without both hyphens the meaning could be ambiguous: '11 year-olds' could be interpreted as 11 children who were one year old.

Line 7

Commas are needed around the adjectival clause 'who carried out the study'. This clause provides further information about Professor Paul Croll but the information is not essential to the main sentence. The writer has added the information as an aside and started to set it apart by using commas. However, a comma has been omitted at the start of the clause and now needs inserting.

Line 10

In order to make complete sense, further speech marks are needed in the sentence: "It is very striking that intentions about staying on are actually realised in such a high proportion of cases," he said. Speech marks after 'cases' make it clear what was said directly by the speaker.

A comma, not a full stop, is also needed after 'cases'. The comma needs to be inside the speech marks.

Line 11

It may be tempting to insert a comma before the conjunction 'but'. However, this would only be necessary if there had been a change in subject in the second half of the sentence or if the conjunction joined two independent sentences. In this case the subject remains the same and the content of the second half of the sentence is not independent; it still refers to what is being pointed out by Professor Croll.

Line 12

A possessive apostrophe is always needed in the word 'children's'. The apostrophe needs to be placed between the 'n' and the 's' - *children's*. This is because 'children' is a plural noun. The apostrophe indicates that the choices were those of all the children.

A full stop after 'life' is needed to mark the end of this sentence.

Line 14

It is clear from reading this sentence that Professor Croll is providing a list of reasons. There is a further clue in the existing punctuation in that there is a semicolon after the word 'strong'. One accepted way to introduce a list is to start with a short independent clause or sentence, followed by a colon, followed by the items in the list each separated by a semicolon: 'Professor Croll identifies several reasons for this pattern of behaviour: children today develop earlier; parental influence is strong; friendship groups can be a powerful influence.' Note that a further semicolon has had to be added after 'earlier' in order to separate these two items in the list. Without this semicolon the items run together and the meaning becomes ambiguous. It may be tempting to put a full stop after 'behaviour' rather than a colon. However, this creates the need for extra writing to make sense of the remaining text and existing punctuation.

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 consistency within written Standard English when using a relative pronoun to introduce a subordinate clause.

Correct answer: B who is responsible

In this case 'who' is the correct pronoun to use for a person i.e. the teacher.

Option A and Option C

The pronouns 'what' and 'which' are generally used to refer to things.

Option D

'Who' is used for the subject of a verb e.g. 'The teacher is responsible' could be written 'she is responsible'. 'Whom' is used for the object of a verb or preposition e.g. 'The pupil gave it to the teacher' could be written 'The pupil gave it to her.' In this case writing 'whom is responsible' would be the same as writing 'her is responsible'. This is clearly incorrect.

Question 2

This question tests your ability to recognise sense, clarity and freedom from ambiguity when using related participles. Participles can be single words or small groups of words that function within a sentence as parts of verbs, or as adjectives or as nouns. When participles are separated from the noun or pronoun to which they relate, the effect can be clumsy or create ambiguity.

Correct answer: B In any activity where there is a risk involved, the teacher will need to show that he or she has considered, and as a result taken, "all possible precautions".

Option A

This sentence is clumsy and ambiguous; it reads as if the teacher has taken the risks and only considered the precautions.

Option C

This sentence is clumsy and ambiguous; it reads as if the risk has considered and taken the precautions.

Option D

This sentence is clumsy and ambiguous; it reads as if the precautions have considered and taken the risks.

Question 3

This question tests your ability to recognise the consistency of agreement between subject and verb in written Standard English. Errors in lack of agreement can stem from a failure to recognise the core sentence and subsequent confusion of the correct noun and verb forms.

Correct answer: A has the duty of care

This is correct because the singular noun 'school' agrees with the singular verb 'has'.

Option B

The correct subject with the wrong verb form does not make complete sense.

Option C

If the subject was 'the teachers and assistants' then this would be correct. However, this is neither the core sentence nor the intended meaning.

Option D

This version of the sentence uses the wrong verb and is incorrect.

Question 4

This question tests your ability to recognise the difference in meaning between similar words in order to achieve sense, clarity and freedom from ambiguity.

Correct answer: B effective communication at all levels.

Option A

'Affected communication' would mean 'influenced' communication; this is clearly not what is meant in the text.

Option C

'Affective communication' would mean communication that changed behaviour on an emotional level; this is not what is meant in the text.

Option D

'Effected communication' is in the past tense and implies that communication is in the past and 'finished'; this is not what is meant in the text.

Question 5

This question tests your ability to maintain consistency within written Standard English through the correct use of prepositions. Prepositions indicate the relationship of one thing to another. Incorrect prepositions, although often in common use, can unintentionally alter the meaning of a sentence. For example 'look up', 'look over', 'look into' all have very different meanings.

Correct answer: C from the School Secretary.

Option A

This demonstrates use of the incorrect preposition.

Option B

This is ambiguous; it implies that the School Secretary is also available with the Forms and Guidelines.

Option D

The 'of' in 'off of' is redundant and has no meaning. The remaining phrase 'off the School Secretary' is the same as in Option A, use of the incorrect preposition.

Grammar B

Question 1

This question tests your ability to recognise consistency within written Standard English when using expressions such as 'could have', 'should have' or 'might have'.

Correct answer: B should have

In spoken English expressions such as 'should have' are often shortened and pronounced as 'should've'. Verbally the '-ve' sound is very similar to 'of' and this can often appear erroneously in written work as 'should of'.

Options A, C and D

The preposition 'of' has at least 8 functions; however, it cannot be combined sensibly with modal verbs such as 'would', 'could', 'should' as a substitute for the verb 'to have'.

Question 2

This question tests your ability to recognise sense, clarity and freedom from ambiguity when using related participles. Participles can be single words or small groups of words that function within a sentence as parts of verbs, or as adjectives or as nouns. When participles are separated from the noun or pronoun to which they relate, the effect can be clumsy or create ambiguity in meaning.

Correct answer: C highlighting the importance of encouraging healthy eating, has shown that food fads and eccentricities are developed at an early age.

Option A

This sentence is ambiguous; it could be argued that highlighting developed food fads and eccentricities after they have developed would be too late to encourage healthy eating. The instructions for this task are to “select the best of the given alternatives”. This is not the best of the given alternatives.

Option B

This sentence is clumsy and self-contradictory; it suggests encouraging healthy eating develops unhealthy eating habits.

Option D

This sentence is clumsy and ambiguous; it reads as if ‘healthy eating’ has shown the importance of encouraging food fads and eccentricities.

Question 3

This question tests your ability to recognise inappropriate or incomplete verb forms in order to maintain consistency within written Standard English. Sometimes a part of a verb can be omitted or used incorrectly so that the sense of the writing becomes impaired.

Correct answer: A that we help encourage and educate

Option B

In this context the infinitive ‘to’ is not needed with the verb ‘help’.

Option C

The infinitive ‘to’ is not needed with either the verb ‘help’ or ‘educate’.

Option D

The present tense of the verb forms ‘encouraging’ and ‘educating’ are inappropriate in the context of this sentence.

Question 4

This question tests your ability to recognise noun/pronoun agreement errors in order to maintain consistency within Standard English. Most confusion over the correct use of 'I/me; she/her; he/him' stems from not realising that the first person I/she/he should only be used as the subject of a sentence. Me/her/him should only be used as the object.

Correct answer: B the Governors and I

Option A

It would be wrong to write 'me proposed'.

Option C

It would be wrong to write 'me proposed'.

Option D

It would be wrong to write 'myself proposed'.

Question 5

This question tests your ability to recognise the consistency of agreement between subject and verb in written Standard English. Errors in lack of agreement involve a failure to use a singular noun with a singular verb form or plural nouns with plural verb forms. Complications can arise where two or more singular nouns form the plural subject of a verb.

Correct answer: A is beneficial in a diet.

This is correct because the singular subject 'a certain type of fat' agrees with the singular verb form 'is'.

Option B

This is incorrect because the singular subject 'a certain type of fat' does not agree with the plural verb form 'are'.

Option C

This is incorrect because the singular subject 'a certain type of fat' does not agree with the verb form 'being'.

Option D

This is incorrect because the singular subject 'a certain type of fat' does not agree with the verb form 'were'.

Comprehension A

In this task you are asked to select the most appropriate alternative for each phrase as it appears in the text. You are given five alternatives; the correct answer is the option that is closest in meaning to the original phrase.

Phrase 1: "were not commensurate with"

Concentrate on the best meaning in the context of the article. If you are unsure of the meaning, look for clues in the surrounding text.

Advice: The report criticises less experienced teachers for providing tasks that were too easy for their pupils. The tasks were not at the right level for the pupils. Now consider the 'best fit' alternative.

- **were not dissimilar to**
The double negative 'not dissimilar' is confusing. The point was that the low level of challenge was dissimilar to the high level of ability. This option has the opposite meaning and should **not** be chosen.
- **were too difficult for**
This has the opposite meaning to that intended and should **not** be chosen.
- **were inclined toward**
This suggests the challenges were suited to the students; this option should **not** be chosen.
- **were not matched to**
This suggests that the lower challenges were not suitable for the students; this is the point being made in the text. This option **should** be chosen.
- **were not inappropriate for**
The double negative is confusing. The point was that the lower levels of challenge were not appropriate. This option has the opposite meaning and should **not** be chosen.

Phrase 2: "fear of litigation" Concentrate on the best meaning in the context of the article. If you are unsure of the meaning, look for clues in the surrounding text.

Advice: First think about the content. The report states that although schools valued outdoor education, some would not take part because they were worried about court actions if anything went wrong. Now consider the 'best fit' alternative.

- **fear of accidents**
This is only partly true. It is the legal repercussions from accidents that are of concern. This option should **not** be chosen.
- **fear of solicitors**
It is not the fear of solicitors themselves that is an issue but the fear of legal proceedings. This option should **not** be chosen.
- **fear of transactions**
'Transactions' do not necessarily apply to court cases or legal matters. This option should **not** be chosen.
- **fear of procedures**
'Procedures' do not apply exclusively to court cases or legal matters. This option should **not** be chosen.
- **fear of legal actions**
From the options provided the words 'legal actions' are closest in meaning to the term 'litigation'. This option **should** be chosen.

Comprehension B

In this task you are asked to select from a list of fourteen alternatives, five phrases that most accurately reflect the content of the passage.

Advice: Read the passage carefully and study the example provided in the final bullet point. Next, consider how well the remaining options relate to the stem: "The report states that Outdoor Education..." Finally, check your answers against the text to make sure there is enough evidence to justify your selection.

- **is making good progress in schools (paragraph 1)**
This statement is not in the report. It states that pupils, not Outdoor Education, are making good progress in schools. This option should **not** be chosen.

- **benefits were not worth the risk (paragraph 4)**
 This statement is contradicted in the report, “the benefits of outdoor education were felt to be far too important to forfeit and far outweighed the risks”. This option should **not** be chosen.
- **helps pupils to develop physical and leadership skills (paragraph 1)**
 The report states “outdoor education helps pupils to develop their physical skills...and social skills such as teamwork.” This option **should** be chosen.
- **tended to be delivered by inexperienced teachers (paragraph 4)**
 This statement is not in the report. The report found that the quality of teaching was generally good but that less experienced teachers didn’t offer sufficiently challenging sessions. This option should **not** be chosen.
- **can form some of pupils’ pleasantest reminiscences (paragraph 1)**
 The report states that outdoor education activities can be amongst the most memorable school-day experiences for pupils. This option **should** be chosen.
- **ensures all pupils do not miss out on a vital experience (paragraph 2)**
 The report does not say that this target has been achieved, only that it ought to be achieved. This option should **not** be chosen.
- **thrives in schools where heads are enthusiastic (paragraph 2)**
 The report states that outdoor education thrives in schools where headteachers provide leadership and vision. This option **should** be chosen.
- **is good and often exemplary in content (paragraph 3)**
 The report states that it was the attitudes and behaviour of students that were good and often exemplary, not the outdoor education activities. This option should **not** be chosen.
- **was good in over half of the schools visited (paragraph 3)**
 The report states that it was the leadership and management by staff that were good, not the outdoor education. This option should **not** be chosen.

- **is ignored in most secondary schools (paragraph 3)**
The report clearly states that outdoor education remains a minority area in the physical education curriculum of most secondary schools. This option **should** be chosen.
- **offers only low level challenges (paragraph 4)**
The report singles out inexperienced teachers, not the whole of outdoor education, for this criticism. This option should **not** be chosen.
- **is generally recognised and valued as an experience (paragraph 5)**
The report states that despite the general recognition of the value of outdoor education, not enough schools take part. From this it can be assumed that it is thought to be generally recognised and valued. This option **should** be chosen.
- **supports future work in the school curriculum (paragraph 6)**
The report states that it feels outdoor education should do this, not that it already does. This option should **not** be chosen.
- **is well taught by staff in schools (paragraphs 4 and 6)**
The report states that: inexperienced teachers set targets too low; resources are limited; teachers are insecure in their subject knowledge and all teachers accompanying groups should develop their skills and knowledge. However, in centres, not schools, leadership and management by staff is 'good or better' in more than half of the centres and at least satisfactory in the large majority. This option should **not** be chosen.

Comprehension C

In this task you are asked to read four statements. You then have to decide whether each statement is either: supported by information in the text; implied to be true by the text; unsupported by the text in that there is no evidence for the statement; contradicted implicitly in the text; or contradicted explicitly in the text.

Advice

Consider each statement in turn. Locate the section of text where a reference is made to the content and then decide from the context whether it is supported, implied, implicitly or explicitly contradicted, or whether there is no evidence to support the statement at all.

Statement 1

Schools are more concerned about being sued than they are about making use of outdoor education.

Paragraph 5 states that some schools remain unconvinced: 'They weigh the benefits partly against the pressures on curriculum time and a lack of specialist expertise, but mostly against the fear of litigation.' By using phrases such as 'weigh the benefits' and 'fear of litigation', paragraph 5 suggests that schools are more concerned about being sued than anything else.

Answer: Implied

Statement 2

Some schools were not effective at delivering outdoor education.

Paragraphs 4 and 5 state that outdoor education remains a minority area in most secondary schools and that less experienced teachers tend to opt for activities offering lower levels of challenge. These paragraphs also state that accommodation and resources for outdoor education are limited and that teachers feel insecure in this subject area. This confirms that Statement 2 is directly supported by the text.

Answer: Supported

Statement 3

All current outdoor activities are mapped to the pupils' programme of work in school.

Paragraph 6 records Ofsted as saying that schools should improve their programme planning to ensure pupils' residential experiences support their future work in the school curriculum. Not directly stated, but implicit in this paragraph, is the suggestion that at the moment all outdoor activities are not being properly mapped to the curriculum. The claim in Statement 3 that all activities are mapped is therefore implicitly contradicted.

Answer: Implicitly contradicted

Statement 4

Outdoor education raises pupils' levels of academic achievement.

There is no suggestion, explicit or implicit, anywhere in the text to support the idea that academic achievement is enhanced in this way.

Answer: No evidence