



Department
for Education

LITERACY PROFESSIONAL SKILLS TEST PRACTICE TEST 2

First name

Surname

Date of test / /

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 section.

You are **not** allowed to return to the spelling section once you have completed it. In the actual test, 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) It was a credit to the staff that the children had low levels of _____ in the run-up to the tests.
anxsiety anxiety anxiety anxciety
- 2) The importance of the safety precautions cannot be _____
exaggerated. exagerated. exagerrated. exaggerrated.
- 3) Several suitable venues were discovered as a result of the _____ search on the internet.
exaustive exaurstive exhorstive exhaustive
- 4) The staff felt _____ proud of their pupils' considerable achievements.
justyfiably justifiably justifiebly justafiably
- 5) I _____ to mention that next Friday is non-uniform day so you may wear smart casual clothes on that day.
ommitted omited ommitied omitted
- 6) The new teacher was looking forward to the _____ of her carefully prepared teaching plans.
implementation implemantation implamantation implamentation
- 7) The children enjoyed the _____ nature of the task.
mathmatical mathematical mathemmatical mathematicall
- 8) The _____ of this offence should come to see me at lunchtime to explain how it happened.
perpetrator pertparator perpetrator perpertaiteur
- 9) The Chair of Governors unveiled a _____ plaque.
**comemmorative commemmoritive
commemmorative commemorative**
- 10) Nadine was _____ that she had passed her Geography examination.
releived relieved releaved realived



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, //.

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

This is an extract from Brookdale School's newsletter.

Do you have some spare time?

Are you willing to give the school a helping hand

We are looking for volunteers from the community to join us in enhancing the opportunities and experiences of Brookdale Schools children. There are various ways in which you could help as a paired reader; as a sports coach or referee; as a chaperone on outings by sharing a specialist knowledge you have.

The paired reading scheme has been running at Brookdale for two years, during which time over one hundred children have benefited from the help given to them by volunteers. The scheme operates every morning from 9.00 to 9.30 a.m. helpers elect to come as many mornings as they feel able and full guidance and training are given. Pupils responses have been almost wholly positive one twelve year-old recently said "I thought I'd never be able to read, but thanks to Mrs Davis, whos been helping me for eight months Ive just read 'The Magician's Nephew' and The silver Chair' all on my own."



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 a newly appointed teacher from the Chair of Governors.

Dear Ms Edge

On behalf of the governors of Green's High School, I would like to congratulate you on _____

- being appointed to the staff.
- having been appointed to the staff.
- you're having been appointed to the staff.
- you being appointed to the staff.

I hope you will enjoy working at the school; your appointment will _____

- be affective from 1 September.
- become affected on 1 September.
- take effect from 1 September.
- take affect from 1 September.



2 marks

Grammar - Task A continued

Other members of the Governing Body and I _____

- will hope to attend
- hope to attend
- will be hoping to attend
- hoping to attend

the staff induction day at the beginning of the term and _____

- am looking forward to meeting you then.
- will be looking forward to meeting you then.
- are looking forward to meeting you then.
- is looking forward to meeting you then.

I hope your period of service at the school will be professionally rewarding, a broadening of your experience and _____

- the development of your skills as a teacher.
- developing your skills as a teacher.
- an opportunity to develop your skills as a teacher.
- the opportunity to develop your skills as a teacher.

Yours sincerely

M Stewart, MBE
(Chair of Governors)



3 marks

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 extract is taken from a discussion paper on the use of Information and Communications Technology (ICT) within the curriculum.

For some time, it has been part of our school policy to include ICT throughout the curriculum, providing that it makes a direct and useful contribution to the subject(s) and to each pupil's learning. In order to implement the policy we need to review how ICT is currently used and, in particular, ask:

- How can software be assessed, and by whom?
- Is there any hardware that is currently under-used?
- Is there any software that is currently under-used?
- _____

- Where in the curriculum do students currently gain ICT experience?
- Where in the curriculum was students currently gaining ICT experience?
- Where in the curriculum has students currently gained ICT experience?
- Where in the curriculum will ICT experience currently be gained by students?



1 mark

Grammar - Task B continued

The school also needs to ask, 'How is ICT placed within the school development plan and cycle of review?'

For ICT resources to be used effectively to support your subject, you need to be clear about how and why you wish to use them. A review will provide

- an opportunity for clarifying your needs and goals and consider existing practice.
- an opportunity to clarify your needs and goals and consider existing practice.
- an opportunity to clarify your needs and goals and considering existing practice.
- an opportunity for clarification of your needs and goals and consider existing practice.

The successful integration of ICT will

- enhance pupils' interest and skills and may lead to new initiatives with other departments.
- enhance pupils' interest and skills and are leading to new initiatives with other departments.
- enhance pupils' interest and skills and leading to new initiatives with other departments.
- enhancing pupils' interest and skills and lead to new initiatives with other departments.

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 staff circular about Young Enterprise.

For the third consecutive year, the school is preparing to take part in Young Enterprise. This scheme is a national education charity founded to inspire young people to learn through business enterprise and link schools and industry. It was started in 1963.

-
- Some of you could have heard of Young Enterprise, or may of taken part in the scheme.
- Some of you may of heard of Young Enterprise, or could of taken part in the scheme.
- Some of you may have heard of Young Enterprise, or may have taken part in the scheme.
- Some of you may have heard of Young Enterprise, or may of have taken part in the scheme.

Volunteers from the world of business play a key part in helping Young Enterprise run a number of programmes for young people. These include running a real company in 'Company Programme' or 'Team Enterprise'. Last year, _____

- 70,000 pupils have participated in Young Enterprise across the UK.
- 70,000 pupils were participated in Young Enterprise across the UK.
- 70,000 pupils was participated in Young Enterprise across the UK.
- 70,000 pupils participated in Young Enterprise across the UK.



2 marks

Grammar - Task C continued

Young Enterprise is highly recommended because

- these kinds of scheme present so many unique learning opportunities.
- these kind of scheme present so many unique learning opportunities.
- these kinds of schemes present so many unique learning opportunities.
- these kinds of schemes presents so many unique learning opportunities.



1 mark

Comprehension

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

The following extract is from the Times Educational Supplement, January 2001.

A recent analysis of tests has found that junior boys have made a marked improvement in their spelling and have caught up with girls. But significant numbers of 11 year-old boys and girls are still struggling with everyday words. The analysis by the Qualifications and Curriculum Authority, shows that Key Stage 2 pupils spelt 93% of words correctly. The improvement is due to boys' more accurate spelling. There was also a marked improvement in younger children's spelling. However, more than half of the 600,000 pupils who took the tests will go on to secondary schools unable to spell words like necessary, extremely, pollution, pierce and structures. 80% of 11 year-olds failed to spell environment. Many pupils who reached the required standard in English still struggled to cope with words such as passenger and generation.

Despite the spelling shortcomings, standards in literacy continue to improve. The proportion of 11 year-olds reaching the expected mark rose steadily from 64% in 1992 to 75% in 2000. The government's target is now 85%. Although boys' reading has improved slightly over the past two years, girls continue to beat them. Just over half of students tested are writing at a level commensurate with Key Stage 2 standards. The National Primary Heads' Association commented that the results showed that schools had really put time into motivating boys with reading, writing and spelling.

The underlying causes of boys' underachievement in the past have been widely debated. When thinking about and taking action, it is important to recognise boys' strengths and build on them. When their interest is engaged, boys can work with great efficiency. They prioritise well, respond to clearly set tasks with well-defined outcomes and benefit from strong and enthusiastic teaching. It has also been observed that boys generally have a shorter concentration span than girls and are more likely to be found 'off-task'. They find it hard to be quietly reflective. However, although boys recognise the importance of academic success, there is an inverse culture that acts as a deterrent to hard work or enthusiasm. Boys gain little credibility among their peers by being seen to be successful.

Powerful forces, largely beyond the control of teachers, may shape attitudes towards learning, literacy and behaviour. This needs to be acknowledged but it is also important to concentrate on those factors that are within teachers' control. The culture, which effectively makes a virtue of underachievement, is a crucial factor in boys' performance. Any educational counteraction must benefit all pupils. Work to improve boys' achievements must not be at the expense of girls'. Whatever happens outside, schools can make a difference. These results show that teachers have a major influence on the attitudes, success or failure of their pupils.

Comprehension - Task A

Select the best heading for the article.

Tick the box beside your chosen answer.

- 11 year-olds find everyday words tricky
- Spelling standards are slipping
- Boys beginning to do better
- Boys' learning is out of control

Comprehension - Task B

Select the best sub-heading to cover paragraphs 3 and 4.

Tick the box beside your chosen answer.

- Boys need strong, enthusiastic teachers
- Fighting the subculture of underachievement
- New debate needed on boys' performance
- Girls suffer as boys encouraged to do better

2 marks

Comprehension - Task C

From the list below **select three** points that accurately convey information about boys' underachievement given in the text.

Tick the box beside your chosen answers.

- Boys have difficulty in understanding and using methodology.
- Boys are unable to spell as well as girls.
- Boys do not give credence to academic success.
- Extra-curricular influences can affect boys' learning.
- Boys have no respect for their successful peers.
- Strong, ebullient teachers do not teach boys.
- Boys are not influenced by their teachers.
- Girls are better readers than boys.
- Boys gain credibility amongst their peers by being seen to succeed.

Comprehension - Task D

From the list **select** the **two** options closest to the meaning of the phrase as it appears in the context of the passage.

Tick the box beside your chosen answers.

“there is an inverse culture that acts as a deterrent to hard work or enthusiasm” (paragraph 3)

- There is a native culture that encourages hard work or enthusiasm.
- There is a conformist culture that is conducive to hard work or enthusiasm.
- There is a contrary culture that opposes hard work or enthusiasm.
- There is a negative culture that motivates hard work or enthusiasm.
- There is a compliant culture that hinders hard work or enthusiasm.
- There is a non-conformist culture that is anathema to hard work or enthusiasm.



Comprehension - Task E

From the list below **select** the **four** main points that most accurately describe what the results of the tests show.

Tick the box beside your chosen answer.

- Junior boys have reached the same literacy standards as girls.
- By 2000, 75% of all 11 year-olds reached the required writing standards.
- Junior boys' spelling equals that of girls.
- 93% of Key Stage pupils spelt words correctly.
- The spelling of younger children is improving.
- Writing standards were met by over half the students.
- Junior girls are better at spelling than boys.
- 80% of 11 year-olds failed to spell environment.

4 marks

END OF TEST

4 marks

Answer Sheet

Spelling

1. anxiety
2. exaggerated
3. exhaustive
4. justifiably
5. omitted
6. implementation
7. mathematical
8. perpetrator
9. commemorative
10. relieved

Punctuation

This is an extract from Brookdale School's newsletter.

Do you have some spare time?

Are you willing to give the school a helping hand?

We are looking for volunteers from the community to join us in enhancing the opportunities and experiences of Brookdale School's children. There are various ways in which you could help: as a paired reader; as a sports coach or referee; as a chaperone on outings; by sharing a specialist knowledge you have.

The paired reading scheme has been running at Brookdale for two years, during which time over one hundred children have benefitted from the help given to them by volunteers. The scheme operates every morning from 9.00 to 9.30 a.m. Helpers elect to come as many mornings as they feel able and full guidance and training are given. Pupils' responses have been almost wholly positive. One twelve year-old recently said, "I thought I'd never be able to read, but thanks to Mrs Davis, who's been helping me for eight months, I've just read 'The Magician's Nephew' and 'The Silver Chair' all on my own."

Grammar A

1. having been appointed to the staff.
2. take effect from 1 September.
3. hope to attend
4. are looking forward to meeting you then.
5. an opportunity to develop your skills as a teacher.

Grammar B

1. Where in the curriculum do students currently gain ICT experience?
2. an opportunity to clarify your needs and goals and consider existing practice.
3. enhance pupils' interest and skills and may lead to new initiatives with other departments.

Grammar C

1. Some of you may have heard of Young Enterprise, or may have taken part in the scheme.
2. 70,000 pupils participated in Young Enterprise across the UK.
3. these kinds of schemes present so many unique opportunities.

Comprehension A

Boys beginning to do better.

Comprehension B

Fighting the subculture of underachievement.

Comprehension C

Extra-curricular influences can affect boys' learning.

Boys have no respect for their successful peers.

Girls are better readers than boys.

Comprehension D

There is a contrary culture that opposes hard work or enthusiasm.

There is a non-conformist culture that is anathema to hard work or enthusiasm.

Comprehension E

Junior boys' spelling equals that of girls.

The spelling of younger children is improving.

Writing standards were met by over half the students.

80% of 11 year-olds failed to spell environment.

Commentary

Spelling

1. Anxiety

This is an example of a word best learnt by heart. Remember 'anx' plus the common ending 'iety'.

2. Exaggerated

Keep in mind the widely applicable rule of short stressed vowels (the 'a' of 'exa') being followed by a double consonant. Try the mnemonic 'I can exaggerate the sound g by doubling it'.

3. Exhaustive

Think of the word exhale and note the 'h'. In the word 'exhaust' the 'h' becomes silent. Add the suffix 'ive' to form the adjective.

4. Justifiably

Think of the root 'justify', lose the final 'y' and replace it with 'iably'.

5. Omitted

Start with the root 'omit'. Follow the double consonant rule. The short vowel 'i' means that the following consonant must be doubled.

6. Implementation

This is a word best learnt by heart remembering that words with 'implement' as their root are the only words in English that start 'imple'. Try the 'sounding-out strategy'. For example, Im-plem-entation. Careful pronunciation of the word will help you to spell it correctly.

7. Mathematical

Try careful pronunciation and the 'sounding-out strategy' - math-em-at-ic-al. There are no clear rules about the 'al' ending but it may be helpful to remember the mnemonic, 'algebra is a mathematical discipline'.

8. Perpetrator

Remember the stem 'perpetrate'. Drop the silent e and add 'or', which usually follows 'ct, 'at', 'it', 'ess' and 'rr'. It may be helpful to remember the mnemonic, 'the pet rat was the perpetrator'.

9. Commemorative

This is a word best learnt by heart remembering the double m and the prefix 'com' meaning 'with'.

10. Relieved

Remember the simple rule, 'i before e except after c'.

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 omissions are listed below.

Line 3

A question mark is required to complete the sentence. The inversion of the subject and verb at the beginning of the sentence indicates the question.

Line 4 & Line 5

It would be a mistake to capitalise 'volunteers', 'community', 'opportunities' or 'experiences' because they are all common nouns.

'Volunteers', 'opportunities' or 'experiences' do not require apostrophes because neither possession nor omission is involved.

Line 5

An apostrophe needs to be inserted before the 's' at the end of 'Schools' to indicate that the children belong to Brookdale School.

Line 6

A colon is needed after the word 'help' because a list of examples is about to follow. The colon introduces this list.

An apostrophe is not needed before or after the 's' in 'ways' because neither possession nor omission is involved.

Line 5 & Line 6

It would be incorrect to capitalise 'children', 'reader', 'sports' or 'coach' because all of these are common nouns.

Line 7

A semicolon is needed after 'outings' because it follows the pattern of separating items in a list as after 'reader' and 'referee'.

No other capital letters are required in this line since none of the nouns is a proper noun.

An apostrophe before or after the 's' in 'outings' is unnecessary because neither possession nor omission is involved.

You may be tempted to insert a comma after 'coach' but this is unnecessary because of the use of the word 'or'.

Line 9

'Brookdale' is the only proper noun in this line and therefore, is the only noun that must start with a capital letter.

An apostrophe before or after the 's' in 'years' cannot be justified because neither possession nor omission is involved.

It would be incorrect to capitalise 'reading' or 'scheme' because neither of these words is a proper noun.

Line 12

A capital 'h' is required for 'helpers' because it is at the beginning of a new sentence. This could be easily missed because of the punctuation of 'a.m.'

Line 13

An apostrophe is required after the 's' in 'Pupils' to indicate that the responses belong to the pupils (plural).

Line 14

A sentence break (full-stop) is needed after 'positive' because there is a significant break in sense.

A capital 'O' is therefore needed to start the new sentence.

A comma is required after the word 'said' because a direct quotation follows.

Line 15

An apostrophe is required before the 's' in 'whos' because this is a contraction of 'who is'.

A comma is required after 'months' to match the comma after 'Davis' and complete the subordinate clause, 'who's been helping me'.

An apostrophe is needed after the 'l' in 'Ive' to indicate the contraction 'I have'.

Line 16

It may be a temptation to insert a comma before 'The Magician's Nephew' as with direct speech. This is not necessary.

A single inverted comma is needed before the title of the book 'The silver Chair'.

A capital 's' is required at the start of 'silver' because it is part of the title of a book.

Grammar: general advice

These questions 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 empty 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

Correct answer: B '...having been appointed to the staff.'

The person is being congratulated on an appointment that 'has been made' (present perfect passive) in a letter after the event.

Option A

This option is written in the present continuous passive. This is incorrect because the appointment is in the past.

Option C

This option uses the contraction 'you're' (you are) plus 'having been' and, as such, does not form any tense in English.

Option D

This sentence is also in the present continuous tense as option A. However, an additional unnecessary 'you' has also been inserted.

Question 2

Correct answer: C '...take effect from 1 September.'

To 'take effect' means to come into being or to become operative.

Option A

This option is incorrect because 'affective' relates to emotion and affection. This is a confusion of the words 'affect' and 'effect'.

Option B

This is a confusion of the words 'effect' and 'affect'. 'Will become affected' means that on this date, the appointment will have an impact imposed upon it by one or more other influences. In the context of the rest of the text, this is an incorrect answer.

Option D

This is an impossible word combination. 'Affect' cannot be used as a noun as 'effect' can. This is therefore confusion between the words 'affect' and 'effect'.

Question 3

Correct answer: B ‘...hope to attend’

The operative verb of the previous sentence is ‘I hope’. Option B therefore maintains consistency in tense.

Option A

This option employs the simple future tense, which is inconsistent with the rest of the letter.

Option C

This option uses the future continuous, which is inconsistent with the rest of the letter.

Option D

This option would be correct if it included the word ‘are’ before ‘hoping’ to form the present continuous.

Question 4

Correct answer: C ‘...are looking forward to meeting you then.’

‘The Governing Body and I’ is the first person plural subject (‘we’). It therefore needs a plural form of the verb ‘to be’ (‘are’) to form the present continuous tense.

Option A

This option uses the correct tense but the first person singular form of the verb ‘to be’ (‘am’) to form the present continuous tense.

Option B

This option uses the future continuous tense which is inconsistent with the rest of the letter.

Option D

This option uses the correct tense but the third person singular form of ‘to be’ (‘is’) to form the present continuous tense.

Question 5

Correct answer: C ‘...an opportunity to develop your skills as a teacher.’

This is the only option that follows the stem of the sentence and the convention of the list, i.e. ‘an opportunity’.

Option A

This is incorrect because of the use of the definite article 'the'. This implies that there is only one development. It is also inconsistent with the stem and the convention of the list that mentions 'a broadening'.

Option B

This option uses the future continuous tense 'will be developing'. This is inconsistent with the stem, which uses the future simple, for example 'will be professionally rewarding'.

Option D

This option uses the definite article. This implies that there is only one opportunity. This is inconsistent with the rest of the list, for example, 'a broadening'.

Grammar B

Question 1

Correct answer: A 'Where in the curriculum do students currently gain ICT experience?'

This is the correct option because it continues the convention of the list by asking a question in the present simple tense.

Option B

This option does not follow the tense convention of the list. Instead of the present simple tense, the question is in the imperfect tense. There is also no subject-verb agreement. 'Students' needs a plural form of 'to be' ('were' not 'was'). It may be helpful to remember that the word 'currently' can only be used with present tenses.

Option C

This option does not follow the tense convention of the list. Instead of the present simple tense, it uses the present perfect and there is no subject-verb agreement. 'Students' needs a plural form of 'to have' ('have' not 'has'). Remember 'currently' can only be used with present tenses.

Option D

This option uses the simple future tense instead of the present simple. Remember 'currently' can only be used with present tenses.

Question 2

Correct answer: B ‘...an opportunity to clarify your needs and goals and consider existing practice.’

This is the only option that maintains consistency between verb form and usage (‘to clarify.....and consider’).

Option A

This option has an inconsistency of verb forms (‘for clarifying..... and consider’). For this option to be correct we would have to change ‘consider’ to ‘considering’.

Option C

This option has an inconsistency between verb forms (‘to clarify..... and considering’). To achieve consistency we would have to change ‘considering’ to ‘consider’.

Option D

This option mixes the noun ‘clarification’ with the base verb ‘consider’. In order for this option to be correct, we would need to change ‘consider’ to ‘consideration of’.

Question 3

Correct answer: A ‘...enhance pupils’ interest and skills and may lead to new initiatives with other departments.’

This is the only option with tense consistency with the stem. The modal verb ‘may’ plus ‘lead’ logically follow ‘will enhance’.

Option B

In this option the auxiliary verb in the present continuous ‘are’ (‘leading’) does not agree with the singular subject ‘integration’.

Option C

This option omits the auxiliary (‘is’) before ‘leading’, which would form the present continuous tense.

As such, it makes no sense in English.

Option D

This option is inconsistent with the sentence stem. ‘Will’ plus ‘-ing’ does not form any tense in English.

Grammar C

Question 1

Correct answer: C ...‘Some of you may have heard of Young Enterprise, or may have taken part in the scheme.’

This is the only option that employs the correct use of ‘have’ after the modal verb ‘may’.

Option A

This option, ‘may of’, is a verbal error that can sometimes creep into writing due to the pronunciation ‘may’ve’.

Option B

The verbs in both clauses of this sentence are incorrect. ‘May’ and ‘could’ should be followed by ‘have’ not ‘of’.

Option D

The second clause includes an impossible word combination ‘may of have’.

Question 2

Correct answer: D ‘...70,000 pupils participated in Young Enterprise across the UK.’

This option is in the past simple (participated). This option conveys an event completed in the past over a finite period. This is consistent with the stem (last year).

Option A

This option is written in the present perfect (‘have participated’). This conveys an event in the more immediate past and is therefore not consistent with the stem (‘last year’). You may find it helpful to see what would happen if you replaced the words ‘last year’ with ‘this year’. In this instance, option A would be correct because it would link to the more immediate past (up to the present time).

Option B

This sentence structure suggests the construction of the passive voice. However, ‘were participated in’ does not exist in English since ‘to participate’ can only be active.

Option C

This uses the incorrect form of the auxiliary verb to form the past continuous tense.

'70,000 pupils' is a plural subject and therefore needs a plural form of the auxiliary ('were' not 'was').

Question 3

Correct answer: C '...these kinds of schemes present so many unique learning opportunities.'

This option has agreement between the determiner, 'these' (plural) and the two subject nouns, 'kinds of schemes' (plural).

Option A

The word 'scheme' is incorrect. It should be plural to match 'these kinds' and the third person plural form 'present'.

Option B

This option displays a lack of agreement between the determiner, nouns and the verb. It should either read:

'**these** kinds of schemes present' or

'**this** kind of scheme presents'.

Option D

The verb 'presents' is in the third person singular and therefore does not agree with 'these kinds of schemes' (plural).

Comprehension A

General advice:

Do not pretend to be a journalist who might choose the 'snappiest' heading.

Ask yourself, 'If I wanted someone who has not read this to know what it is about, which one would I choose?'

Select the heading that most clearly and fully represents the text (or the section of the text to which you have been directed). If an option only deals with one aspect of the text, or it is vague or misleading, look for one that better reflects the overall picture.

The best option would therefore be, '**Boys beginning to do better**'.

Comprehension B

To answer this question, you should concentrate on the main idea and the development of that idea. The best answer would therefore be, **'Fighting the subculture of underachievement'**.

Comprehension C

You will need to select the three options that accurately represent the information and which 'fit' the stem. Accuracy is particularly important. When you have selected your answers, check them against the stem and the text.

Boys have difficulty in understanding and using methodology.

Avoid making assumptions. At no point in the text does it say that boys have difficulty understanding and using methodology. This option should not be chosen.

Boys are unable to spell as well as girls.

This sentence is incorrect. The text states that boys have caught up with girls in spelling. This option should not be chosen.

Boys do not give credence to academic success.

Read the penultimate sentence in paragraph 3. It says that boys recognise the importance of academic success. This option should not be chosen.

Extra-curricular influences can affect boys' learning.

This sentence conveys information about boys' underachievement given in the text. Read the first sentence of the final paragraph, it says: 'powerful forces, largely beyond the control of teachers, may shape attitudes towards learning..'. Within the context of the entire text, it is clear that it refers to boys' attitudes. This option should be chosen.

Boys have no respect for their successful peers.

This sentence is supported by the final sentence in paragraph 3. 'Boys gain little credibility among their peers by being seen to be successful'. This option should be chosen.

Strong, ebullient teachers do not teach boys.

There is no evidence to support this sentence. Do not be misled by the fourth sentence in paragraph 3. This only says that boys benefit from such teaching. This option should not be chosen.

Boys are not influenced by their teachers.

Read the fourth sentence in paragraph 3. It says that boys benefit from strong and enthusiastic teaching. Read the last sentence of the text, which says, 'teachers have a major influence on the attitudes, success or failure of their pupils'. This option should not be chosen.

Girls are better readers than boys.

Read the end of the fourth sentence in paragraph 2, 'girls continue to beat them'. This option should be chosen.

Boys gain credibility amongst their peers by being seen to succeed.

This sentence is directly contradicted by the final sentence in paragraph 3. This option should not be chosen.

Comprehension D

Concentrate on the best meaning in the context of the article. Look out for words that appear similar, which may be related to a context not mentioned in the passage.

"..there is an inverse culture that acts as a deterrent to hard work or enthusiasm" (paragraph 3)

There is a native culture that encourages hard work or enthusiasm.

This sentence is directly contrary to the meaning of the quotation from the passage. This option should not be chosen.

There is a conformist culture that is conducive to hard work or enthusiasm.

This sentence directly contradicts the text where it says that the 'culture' has an adverse effect on hard work rather than a supportive effect. This option should not be chosen.

There is a contrary culture that opposes hard work or enthusiasm.

'Contrary' means the same as 'inverse' in this context and 'opposes' means the same as 'acts as a deterrent'. This option should be chosen.

There is a negative culture that motivates hard work or enthusiasm.

You may be tempted to choose this option because the text implies that the culture is negative. However, the word 'motivates' contradicts the sentiment of the quotation. This option should not be chosen.

There is a compliant culture that hinders hard work or enthusiasm.

You may be tempted to consider this option because 'hinders' means the same as 'acts as a deterrent'. However, note that 'compliant' suggests that the culture is cooperative with the culture of learning. This option should not be chosen.

There is a non-conformist culture that is anathema to hard work or enthusiasm.

'Non-conformist', in the context of this passage, conveys the meaning of 'inverse'. 'Anathema' conveys the sense of an impediment. This option should be chosen.

Comprehension E

Take care to avoid selecting points that are simply details, even though they may appear in the text. Avoid statements that leave out important information, or which give the wrong information.

Junior boys have reached the same literacy standards as girls.

Read paragraph 2. It says that girls are better at reading than boys. This option should not be chosen.

By 2000, 75% of all 11 year-olds reached the required writing standards.

Read the beginning of paragraph 2. This refers to standards of literacy, not standards of writing. Be careful to read the text closely. This option should not be chosen.

Junior boys' spelling equals that of girls.	This option is supported by the first sentence, 'A recent analysis of tests has found that junior boys have made a marked improvement in their spelling and have caught up with girls.' This option should be chosen.
93% of Key Stage pupils spelt words correctly.	Careful reading of the text shows that this refers to Key Stage 2. The 93% refers to the words and not the pupils. This option should not be chosen.
The spelling of younger children is improving.	Read the first paragraph, 'There was also a marked improvement in younger children's spelling'. This option should be chosen.
Writing standards were met by over half the students.	Read the second paragraph, 'Just over half of students tested are writing at a level commensurate with Key Stage 2 standards.' This option should be chosen.
Junior girls are better at spelling than boys.	Read the first sentence, 'A recent analysis of tests has found that junior boys have made a marked improvement in their spelling and have caught up with girls.' This option should not be chosen.
80% of 11 year-olds failed to spell environment.	Read the first paragraph, '80% of 11 year-olds failed to spell environment.' This option should be chosen.