# LITERACY AND NUMERACY TEST FOR INITIAL TEACHER EDUCATION STUDENTS

## Literacy

## Practice Test

## Questions

**Literacy and Numeracy Test for Initial Education Students**

**Literacy Practice Test**

**Test information and instructions**
Please note:

- This is the PDF version of the online literacy practice test. Some functionality, in the actual online test, such as the hyperlinking discussed in tutorial question 4, is only partly simulated in this PDF.

- While this is a practice test, the instructions below are based on those for the actual online test.
- You are advised to time yourself to provide the best simulation of the actual test.

Following the Tutorial, there are 65 questions in the literacy test; you have 120 minutes to complete the test.  You do not have to use the full 120 minutes. If you have finished the literacy test earlier than the scheduled time, please indicate this to your test supervisor who will ensure you have completed all testing procedures.  After you have logged out, you will **not** be able to return to the test. You are allowed to use a pen and scrap paper. No other items are permitted in the test room unless you have been granted reasonable adjustments.
You are now going to do a short tutorial and some literacy practice questions to help you navigate the test.  You can click on 'Start test' to continue.

**Tutorial**

**1**

For multiple-choice questions, you need to click on one of the options.

You can change your answer by clicking on a different option.

How many literacy questions are there?

    A. 10
    B. 20
    C. 30
    D. 65

The number of questions is shown in a drop down panel at the top of the screen. When you have answered a question, the box containing the question number will change to black. You can use the panel at the top of the screen to go back and change an answer, or answer a question you have missed.

The questions are presented in sets with a common theme or text. The name of the set of questions is shown underneath the panel of question numbers at the top of the screen. For example, this set is called Tutorial. The number of questions in each set is also shown at the start of the question prompt region. For example, Tutorial: question 1 of 4.

## 2

For this type of multiple-choice question, you need to click on one option in each row. You can change your answer by clicking on a different option. If you miss any rows a pop-up box will alert you that the answer to the question is incomplete.

Are the statements below true or false?

Click on 'True' or 'False' for each statement.

| Statement | True | False |
|---|---|---|
| For this kind of question you need to click one answer in each row. | T | F |
| The question number will change to black only if you have clicked an option in **every** row. | T | F |

## 3

For questions with an answer space, you need to type your answer. Some questions require you to type one word; some questions require you to type a number. You can change your answer by deleting it and entering a new answer.

When you have answered a question, what colour does the box containing the question number change to in the top panel?

[          ]

The literacy questions assess two different aspects of literacy.

- Technical skills of writing questions assess spelling, grammar and syntax, vocabulary or text organisation. These questions are based on a theme or a short text.
- Reading questions are based on longer texts. It is strongly recommended that you read the full text before starting to answer the reading questions. There may be eight or more questions about one reading text.

Some texts extend below the screen. If so, there will be a reminder at the bottom of the screen, 'Scroll to read more'. Use the scroll bar to read the rest of the text.

If a question refers to a specific part of the text, words in the question may be hyperlinked to the relevant part of the text. You can click on the words in the question and the relevant part of the text will be highlighted.

Answer the question and then click on 'Next' to continue.

**4**

Click on the hyperlinked words below to highlight the relevant part of the text. (In this PDF version, after clicking on the hyperlink, the focus will jump only to the relevant page of the text, not the specific paragraph as in the actual test, and highlighting of the text will not be evident.)

The text strongly recommends that you do something *before starting to answer the reading questions*.

What is strongly recommended?

    A. editing the full text
    B. reading the full text
    C. copying the full text
    D. evaluating the full text

**End of Tutorial**
**You are about to commence the literacy practice test**

**Supporting Students**

*This document was produced by a primary school teacher for his colleagues after he attended a professional development workshop.*

Students with hearing or vision difficulties may require extra support in the classroom. In some cases, this may simply mean reconfiguring seating arrangements in class; in others, technological devices can help. Each student with hearing or vision difficulties should be assessed individually to ensure that their specific needs are met; it is vital that all students are given the opportunity to achieve their full potential at school. A number of organisations are available to support students, their families and their schools (look at the bottom of the document).

The tables below outline some of the equipment that is available to mitigate potential problems raised by a student's hearing or vision difficulty. Our school will need to consider which of these we can/should provide.

**Hearing**

| Equipment | What it does | How it can help | Things to consider |
|---|---|---|---|
| **Soundfield system** | • Amplifies speech through speakers set up around the room<br>• Connects with personal FM systems of students with hearing difficulties | • Allows students with hearing difficulties to hear the voice of the teacher and other students clearly<br>• Improves communication<br>• Reduces background noise | • Can be expensive<br>• May not be suitable for some outdoor areas<br>• Benefits for all students, including those with hearing difficulties by minimising distractions and increasing focus |
| **Alerting devices** | • Flash and/or vibration instead of noise | • Ensures that students are aware of school bells or announcements over PA system | • May not be practical in outdoor areas<br>• May be possible to combine with students' mobile phones |
| **Audio induction loop (hearing loop)** | • Connects audio from a microphone to student's hearing aids via | • Improves communication, particularly when most information | • Can be expensive<br>• Highly effective within certain areas |

| Equipment | What it does | How it can help | Things to consider |
|---|---|---|---|
| | a magnetic, wireless signal<br>• Requires installation of a loop of wire around a specific area which transmits the magnetic signal to the hearing aid | comes from one source (eg. teacher)<br>• Reduces background noise | • Not all areas of the school can be covered easily (eg. some outdoor areas) |
| **Interactive whiteboards and visual resources** | • Can be used for captioned documentaries and online videos | • Teacher notes can be prepared in advance; notes from whiteboard are visible in class and can also be printed | • Commonly used/available in classrooms already; consideration of using them to support particular students is needed<br>• Teacher training on using them to provide information to students with hearing difficulties<br>• Not all classrooms have them/some are not working properly |
| **Captioning software** | • Converts teachers' speech into text on the student's computer | • Provides same classroom information to all students, in a different format | • Can be expensive<br>• Technical support<br>• Accuracy of transcription should be monitored |

**Vision**

| Equipment | What it does | How it can help | Things to consider |
|---|---|---|---|
| **Large print keyboard** | • May have coloured keys for easier identification | • Faster, more accurate typing | • Easy to install<br>• Relatively cheap<br>• Portable |
| **Computers linked to interactive whiteboards** | • Transmits content from the whiteboard to students' laptops or tablets; students can zoom in. | • Students with vision difficulties have access to all information on whiteboard | • Can be expensive<br>• Technical support may change depending on students' devices |
| **Magnifiers** | • Magnifies writing and images<br>• Some can also read text aloud | • Particularly useful for images or diagrams that cannot be easily described in words<br>• Some provide illumination for use in low light | • Easily portable<br>• May not be needed depending on students' access to digital magnifiers and computers |
| **Braille embossers** | • Transforms digital text into braille using printer | • Allows students to produce their own notes in braille | • Can be expensive<br>• Often easily portable<br>• Can perform operations other than typing words (eg. maths equations)<br>• Can be noisy |
| **Simulation glasses** | • Gives sighted people an impression of how people with visual | • Allows staff and students to gain a better understanding of some experiences of people with | • A staff activity first; application in classrooms will require more consideration |

| Equipment | What it does | How it can help | Things to consider |
|---|---|---|---|
| | difficulties see the world | vision difficulties | |

- Australian Hearing: hearing.com.au
- Aussie Deaf Kids: aussiedeafkids.org.au
- Royal Institute for Deaf and Blind Children: ridbc.org.au
- Vision Australia: visionaustralia.org
- Australian Curriculum website: australiancurriculum.edu.au (particularly 'Students with disability' section)
- Department of Education in each Australian state and territory has further information

**1**

The ultimate intention of using the simulation glasses is to

    A. provide all students with more engaging learning activities.
    B. increase staff and student empathy towards students with vision difficulties.
    C. help students with vision difficulties experience physical activities they usually can't do.
    D. minimise differences between people with vision difficulties and people without vision difficulties.

**2**

According to the text, what is the main advantage of a soundfield system over an audio induction loop system?

    A. Soundfield systems are easier to maintain.
    B. Soundfield systems are cheaper than audio induction loop systems.
    C. Soundfield systems are easier to install than audio induction loop systems.
    D. Soundfield systems can help more students than audio induction loop systems.

**3**

Which of the following pieces of equipment has **only** advantages listed in the 'Things to consider' column?

    A. soundfield system (Hearing)
    B. interactive whiteboards and visual resources (Hearing)
    C. large print keyboard (Vision)
    D. braille embossers (Vision)

**4**

Which information is provided in the list at the end of the text?

    A.  sources of further information on the topic
    B.  a list of professional development workshop dates for teachers
    C.  information on where to purchase specialist equipment
    D.  a list of schools with special facilities for students with hearing or vision difficulties

**Job Application**

Below is a recently advertised graduate position.

A number of new teachers are considering how to respond to the Selection Criteria.

**Generalist (Primary Classroom) – Graduate Position**
**Palomar Primary School**

Selection Criteria

**SC1** Demonstrated understanding of initiatives in student learning, including the Principles of Learning and Teaching P-12 and Assessment and Reporting Advice, and the capacity to implement curriculum programs consistent with their intent.

**SC2** Demonstrated understanding of how students learn and ability to implement effective classroom teaching strategies, including differentiation of learning activities where appropriate.

**SC3** Demonstrated ability to monitor and assess student learning and use data to inform teaching for improved student learning.

**SC4** Demonstrated high-level written and verbal communication skills, high-level interpersonal skills including a capacity to develop constructive relationships with students, parents and other staff and the ability to work with colleagues to continually improve teaching and learning.

**SC5** Demonstrated commitment and capacity to actively contribute to a broad range of school activities and a commitment to ongoing professional reflection and learning to enable further development of skills, expertise and teaching capacity.

For full position/role description, see the school website www.palomarps.edu.au

Applications close 5 pm, 4 November.

**5**

Leon will graduate from his teaching course at the end of the year. He feels positive about most curriculum areas, but is less confident about Science, and has decided to join the Australian Science Teachers Association, which organises conferences and provides advice about curriculum plans and resources.

Under which Selection Criterion should Leon refer to this decision?

    A. SC2
    B. SC3
    C. SC4
    D. SC5

**6**

As part of his teaching professional experience placement, Steven, together with his supervising teacher, conducted evaluations of students' reading skills. Based on these results, Steven developed reading lists and selected specific literacy activities to carry out with small groups of students.

Steven's activity in this program can best be linked to

- A. a high level of interpersonal skills.
- B. the ability to use data to inform teaching.
- C. a commitment to ongoing professional reflection.
- D. a willingness to contribute to extracurricular school activities.

## Risk Management

*The following risk management plan is for an athletics event.*

| Athletics Event Risk Management Plan | |
|---|---|
| *Name of principal*: Bernadette Sanders<br><br>*Description and location of excursion*: Track and field athletics event at the Olympus Athletics Centre<br><br>*Date(s) of excursion*: 08/03/2019 | *Group/class*: Years 2 - 6<br><br>*Number in group/class*: approx. 400<br><br>*Name of excursion coordinator*: Benjamin Simons<br><br>*Contact number*: 0411 123 456 |

| Location | Hazard | Risk assessment (based on matrix) | Control measures | Who | When |
|---|---|---|---|---|---|
| Athletics centre | Equipment incorrectly stored | 6 | • Staff designated to equipment storage and maintenance | Teachers | During |
| | Uneven sections of track | 6 | • Event areas prepared and inspected | Teachers | Prior and during |
| General | Asthma / anaphylaxis | 1 | • Medical information to be collected with the permission form<br>• Children to bring inhalers<br>• First aid kits to include epinephrine auto-injectors<br>• Staff trained in emergency care<br>• Staff and students briefed on location of first aid area<br>• Staff to use walkie talkies or send runners to | All | Prior and during |

| | | | | | |
|---|---|---|---|---|---|
| | | | request medical assistance | | |
| | Animal bites and stings* | 6 | • Staff and students briefed on location of first aid area | Teachers and students | Prior and during |
| | Students misbehaving | 4 | • Staff to student ratio must meet the guidelines in the Sports and Physical Activity in School Safe Conduct Guidelines<br>• Students briefed on behaviour code of conduct<br>• Monitor student behaviour | Coordinator and students | Prior and during |
| Coach transport to excursion venue | Boarding and disembarking coach | 6 | • Monitor student behaviour | Teachers | During |
| | Vehicle accident | 3 | • Ensure vehicle operators hold appropriate licences and insurance<br>• Ensure seatbelts are worn | Coordinator Teachers | Prior and during |
| High jump site | Bar hitting high jumper | 3 | • Use straps to prevent bar falling onto mat | Teacher | During |
| | Students missing the mat | 3 | • Only students with prior practice at school may participate | Teacher | During |
| | Students hitting the | 3 | • Supervising teacher must | Teacher | During |

| | | | | | |
|---|---|---|---|---|---|
| | upright supports | | have experience and knowledge of safety rules for high jump | | |
| Long jump site | Sand in eyes | 5 | • Staff and students briefed on location of first aid area | Teacher | Prior and during |
| | Debris or objects in sand pit | 5 | • Check sand pit for debris and rake after each jump<br>• Rake to be moved away from the sand pit | Teacher | During |
| Shot put site | Shot hitting person | 4 | • Supervising teacher must have experience and knowledge of safety rules for shot put<br>• Only students with prior practice at school may participate<br>• No shots to be thrown back after throws/puts (must be walked back)<br>• Shoes must be worn<br>• Spectators and other competitors must remain in the safety area | Teacher | During |

| Running events | Trips and falls | 4 | • Tracks checked for hazards<br>• Hazards removed | Teacher | Prior and during |
|---|---|---|---|---|---|

*Plan prepared by*: Morris Lochlan

*Position*: Early Years coordinator

*Date*: 01/02/2019

*Prepared in consultation with*: School principal

*Communicated to*: All participating staff and volunteers

*First-aid officer*: Julie Mao

*If any student medical forms indicate serious **allergies** to animal bites and stings then hazard may belong in the asthma/anaphylaxis section.

| Risk Assessment Matrix | | | | |
|---|---|---|---|---|
| **How severe could an injury be from the hazard? (severity)** | **How likely is it that the hazard will result in an incident? (likelihood)** | | | |
| | Very likely | Likely | Unlikely | Very unlikely |
| Death or permanent injury | 1 | 1 | 2 | 3 |
| Long term illness or injury | 1 | 2 | 3 | 4 |
| Medical attention & several days off | 2 | 3 | 4 | 5 |
| First aid needed | 3 | 4 | 5 | 6 |
| **Legend** | | | | |
| 1 and 2 | Extreme risk; deal with the hazard immediately | | | |
| 3 and 4 | Moderate risk; deal with the hazard as soon as possible | | | |
| 5 and 6 | Low risk; deal with the hazard when able | | | |

| Likelihood descriptor | Rating |
| --- | --- |
| Almost certain to occur (90% probability) or has occurred in the last year at the school and is highly likely to occur again within 12 months. | Very likely |
| Likely to occur within the next 12 months (greater than 50% probability) or has occurred in the last year at another school. | Likely |
| Could occur but not likely to occur in a given year (less than 30% probability) or has occurred within three years at the school or another school. | Unlikely |
| May occur in exceptional circumstances (less than 1% probability) or has rarely occurred within the education sector. | Very unlikely |

**7**

Who is responsible for first aid?

    A. Bernadette Sanders
    B. Julie Mao
    C. Benjamin Simons
    D. Morris Lochlan

**8**

According to the text, which of the following hazards was assessed as having the highest risk?

    A. Trips and falls
    B. Bar hitting high jumper
    C. Sand in eyes
    D. Shot hitting person

**9**

Assume that the hazard *Sand in eyes* requires only first aid.

Which likelihood was selected in the Risk Assessment Matrix to determine the overall Risk Assessment number for this hazard?

    A. Very likely
    B. Likely
    C. Unlikely
    D. Very unlikely

**10**

Which hazard requires control measures *During* but **not** *Prior* to the event?

    A. Students misbehaving
    B. Boarding and disembarking coach
    C. Sand in eyes
    D. Trips and falls

**11**

Who is required to have prior experience for the high jump activity?

    A. only students
    B. only teachers
    C. students and teachers
    D. students, teachers and the coordinator

**12**

Shading is used in the Risk Assessment Matrix to

    A. group the cells by levels of risk.
    B. make it easier to follow the columns and rows.
    C. emphasise the numbers that represent low risk.
    D. make the presentation of the information more appealing.

*The following text presents a school's policy regarding complaints.*

**Complaints Policy**

**Highwater Hills Secondary College**

**Rationale:**

A collective and professional approach to handling complaints will help to build open and trusting relationships between all members of the school community. The process will allow for positive communication and the timely resolution of problems.

**Intentions:**

1. to implement a complaints process that reflects the school's values and vision
2. to develop a complaints process in consultation with all school stakeholders
3. to implement a process that all members of the school community are aware of and understand

**Implementation:**

We encourage all members of the school community to remember the following:

1. Complaints can be made to the school in writing, via telephone or in person. Ask to speak to the Principal or to office staff. Complaints that cannot be dealt with by school personnel will be referred to the appropriate authority.
2. The person making the complaint will be kept apprised of the progress of the complaint at all times.
3. Details of complaints and investigations will be stored in a secure and confidential place.
4. The school will work to minimise any adverse effects of the complaints process, including but not limited to stress, tension within the school community and an increased workload for staff involved in the process.

**Evaluation:**

This policy will be reviewed as part of the school's three-year review cycle.

**13**

Below are four versions of a sentence about the policy.

Which version has the best punctuation?

A. As teachers and parents have, previously, stated it is not acceptable for new policies simply to be announced with no possibility for input.
B. As teachers and parents have previously stated it is not acceptable, for new policies simply to be announced with no possibility for input.
C. As teachers and parents have previously stated; it is not acceptable for new policies simply to be announced with no possibility for input.
D. As teachers and parents have previously stated, it is not acceptable for new policies simply to be announced with no possibility for input.

**14**

If the sentence below contains an error, correct the error by typing the word as it should appear (type **only one word**); if there is no error, type **N**.

*It is hardly necessary to reiterate that this school has a excellent record of supporting its students.*

[                    ]

**15**

In which of the four sections of the policy would the following sentence be most appropriate?

*The school's leadership group will determine who will conduct an investigation into the complaint.*

    A.  Rationale
    B.  Intentions
    C.  Implementation
    D.  Evaluation

**16**

If the sentence below contains a spelling error, correct the error by typing the word as it should appear (type **only one word**); if there is no error, type **N**.

*Determining how to handle complaints can sometimes be quite a challenge and I am sure that everyone will appresciate clarity around this.*

[                    ]

**17**

A word has been left out of the following sentence.

*Unfortunately, we have had _____ responses than we were expecting.*

Which one of the following words best completes the sentence?

    A.  less
    B.  fewer
    C.  smaller
    D.  insufficient

**Indigenous Pedagogies**

*The following selection of short extracts is from a book chapter, titled 'Yarning up Indigenous pedagogies: A dialogue about eight Aboriginal ways of learning', by Tyson Yunkuporta and Melissa Kirby.*

*.....*

**Tyson**

This chapter will be a yarn[1] rather than an essay, because this is a more appropriate and effective way for us to share and convey this knowledge. This is because the narrative and yarning modalities of our oral culture have been the keys to our thinking, learning, doing, knowing and being for many thousands of years. The western academy shouldn't have a problem with this 'written yarn' genre as an emerging form of Indigenous academic expression. After all, their own higher learning traditions are grounded in the same thing – Plato and all those original Greek thinkers used to write their scholarly works as dialogues. If this kind of interface between oral and print modes is the foundation of western thought, then as teachers and students we should engage with it, particularly in this age of information technology when the means of communication demand this kind of interaction once again. The fact that these western dialogical forms, both new and ancient, are a good match with our Aboriginal yarning modalities – well, that's just a bonus.

…..

**Melissa**

It can be said that we all yarn in some respect at any given time; however, real and authentic yarning usually takes place with people whom you respect and trust. It's overwhelming how yarning is a transformation for oneself. Often we hold these thoughts, processes and images in our head for days just to have that one important yarn. How is it that we can retain so much information? Looking at the eight-way diagram for this chapter [below], the boomerang, the story-sharing element is the starting point for memory, and for conversation in any shape or form. It works for us, and it works for our students whom we teach.
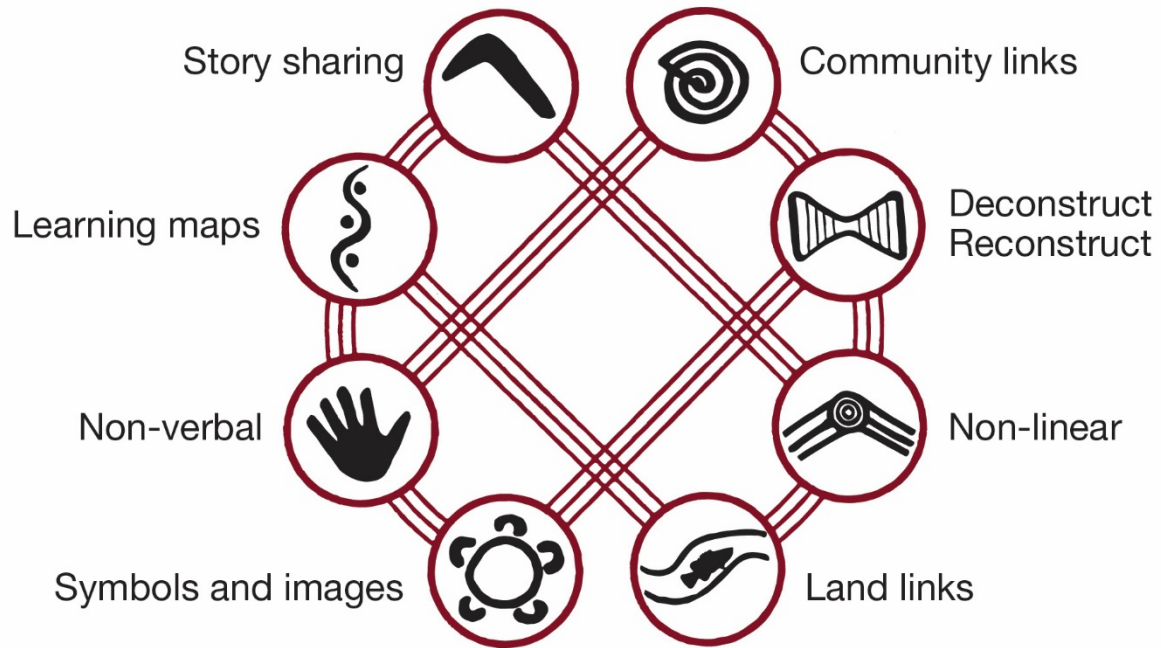
Source: Two Way Teaching and Learning, ACER, 2011

*The eight-way framework diagram*

…..

**Tyson**

To begin with, this yarning way of learning belongs in the 'story sharing' part of the diagram, which is not about Dreaming stories as token content, but our way of sharing yarns and stories, which is a distinct pedagogy all on its own. All these eight pedagogies – they aren't about Aboriginal knowledge as content, but Aboriginal knowledge as processes. And our key pedagogy is narrative-based. These stories aren't just one-way either – they involve substantive communication back and forth.

…..

**Melissa**

… These epistemologies[2] allow for self-reflection as a person, not just as an educator. It's not something that happens all at once – there are necessary steps and we must be patient with this process. Following protocol and local law means you respect Country and the people who lived before us, as well as those who sit alongside us.

…..

**Tyson**

People following this yarn might notice that we have spent nearly half our allotted time/space just in establishing the yarn and situating the learning in terms of people and place. This is our way. But it is hard to do in mainstream education, because most of what we study is presented in a way that is disconnected from Country and people. There is no context of land and community for all those memorisable facts floating around in space. So I think that a good way to slow down and connect the

listeners or readers to this knowledge now would be to talk up 'land links' and 'community links' as pedagogies, and show how to implement them as pedagogies, and show how to implement them as daily Aboriginal perspectives in learning. First up, in our way, the first questions we ask are, 'Who are you and where are you from?' This is because you can't learn or know anything without linking it relationally to people and place – that's community links and land links. So, who are these people listening on this yarn, and where are they from? They might ask themselves those questions.

........

**Melissa**

… You don't have to understand it all right away – just be looking, comparing, thinking. Everyone can bring their own cultural perspectives alongside this eight-ways diagram in a process which builds on identity in relation to *place* and *people*.

…..

**Tyson**

... A genuine Aboriginal perspective can bring Aboriginal community and place-based learning orientations to the study of mainstream content, no matter what the theme is. So never mind bolting-on a lesson on hunting and gathering if you are doing a unit on food production – rather, embed a local place-based approach to learning throughout the whole unit of work.

At a basic level, you might incorporate the cultural concept of an Aboriginal sense of direction into both teaching and classroom management. Once your students understand directionality as a key part of Aboriginal place-based cultures, you have an Aboriginal perspective in play every time you ask them to 'look west towards the whiteboard', or to 'line up at the south door'. If you are teaching about crop rotation in Britain, it really does help just to be able to point out the direction of that island to the students, so they know they're learning about something real, from a real place.

[1] *Yarn* means talk or chat.

[2] *Epistemologies* means theories of knowledge.

**18**

Does paragraph 1 emphasise similarities between the two ideas listed in each of the rows below?

Click on 'Yes' or 'No' for each row.

| Ideas | Yes | No |
| --- | --- | --- |
| Indigenous and western academic expression | Y | N |
| essay and dialogue forms | Y | N |

**19**

In paragraph 2, which benefit of yarning does Melissa emphasise?

    A.  understanding of fictional narratives
    B.  improved verbal skills
    C.  increased social standing
    D.  profound personal change

**20**

Which element from *The eight-way framework diagram* best relates to the last paragraph of the text?

    A.  land links
    B.  story sharing
    C.  community links
    D.  symbols and images

**21**

*At a basic level, you might incorporate the cultural concept of an Aboriginal sense of direction into both teaching and classroom management.*

Which of the following is closest in meaning to the word *incorporate* as it is used in the sentence above?

    A.  assist
    B.  initiate
    C.  integrate
    D.  consolidate

**22**

The text implies that Indigenous pedagogies may be misunderstood by mainstream educators. What kind of misunderstanding is identified?

    A.  confusing ancient and modern communication
    B.  substituting place-based learning for memorisation of facts
    C.  teaching Aboriginal subject matter rather than an Aboriginal approach to learning
    D.  ignoring current Aboriginal practice and focusing only on hunter gatherer traditions

**School Expo**

The following questions relate to a proposed school expo.

**23**

*School expos are also a great opportunity to showcase your students' greatest achievements.*

Would the following phrases be preceded by 'i.e.' or 'e.g.' when added to the end of the sentence above?

Click on 'i.e.' or 'e.g.' for each phrase.

| Phrase | i.e. | e.g. |
| --- | --- | --- |
| those in which they have challenged themselves to present their best efforts. | I | E |
| photos of the high ropes course at camp. | I | E |
| stories written and illustrated by the students themselves. | I | E |

**24**

If the sentences below contain an error, correct the error by typing the word as it should appear (type **only one word**); if there is no error, type N.

*It is crucial that as a staff we demonstrate a united determination to participate in this expo. Although it would dissappoint the community not to proceed at this juncture, it is a decision that must be confronted if we are not all totally committed to the project.*

[ ]

**Duty of Care Policy**

The sentences that follow relate to a school's draft duty of care policy.

**25**

A word has been left out of the second sentence.

*A teacher's duty of care is not restricted to school activities. The duty _____ applies to situations both before and after school where a teacher can be deemed to have 'assumed' the teacher-student relationship.*

Which one of the following words **best** completes the sentence?

    A. also
    B. rarely
    C. mostly
    D. conversely

**26**

*Be alert and vigilant and intervene immediately if potentially dangerous behaviour is observed in the playground.*
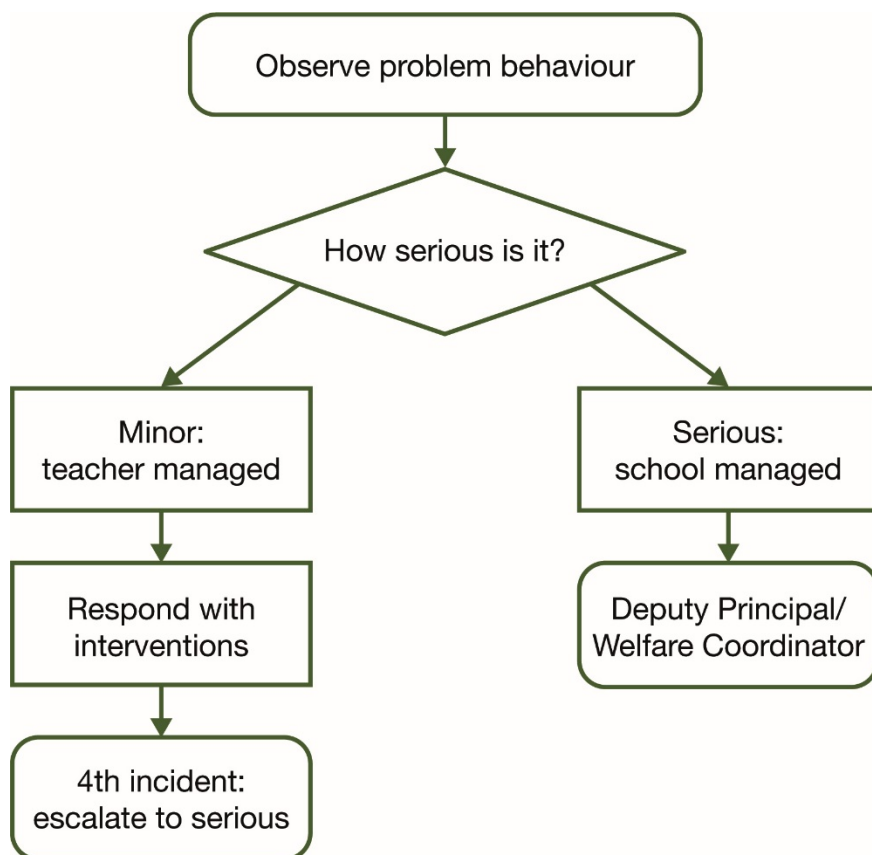
The policy writer wants to encourage swift action.

To emphasise this, which word should be bolded?

    A. alert
    B. dangerous
    C. potentially
    D. immediately

**Intervention Guidelines**

This diagram and the related tables describe a school's intervention guidelines for problem behaviours.

```
          ┌─────────────────────────────┐
          │  Observe problem behaviour  │
          └─────────────────────────────┘
                        │
                        ▼
                   ╱─────────╲
                 ╱  How serious ╲
                ╲    is it?     ╱
                   ╲─────────╱
              ╱                  ╲
             ▼                    ▼
   ┌──────────────────┐   ┌──────────────────┐
   │     Minor:       │   │     Serious:     │
   │  teacher managed │   │  school managed  │
   └──────────────────┘   └──────────────────┘
             │                    │
             ▼                    ▼
   ┌──────────────────┐   ┌──────────────────┐
   │   Respond with   │   │ Deputy Principal/│
   │   interventions  │   │Welfare Coordinator│
   └──────────────────┘   └──────────────────┘
             │
             ▼
   ┌──────────────────┐
   │   4th incident:  │
   │ escalate to serious│
   └──────────────────┘
```

| Minor incidents | Serious incidents |
|---|---|
| • Disruptive behaviour<br>• Rudeness<br>• Physical contact<br>• Dishonesty<br>• Refusal to work<br>• Petty stealing<br>• Cheating/plagiarism | • Fighting<br>• Bullying<br>• Drugs/alcohol/weapons<br>• Verbal abuse<br>• Safety breaches<br>• Sexual harassment<br>• Extreme defiance of authority<br>• Serious stealing |

**Possible interventions**

- Redirection of behaviour/focus
- Verbal warning
- Re-teaching of appropriate behaviour
- Discussion with student
- Time-out in classroom/buddy classroom
- Call or note to parent/carer

- Community service: cleaning yard/room/tuckshop/ working for teacher or office staff
- Writing apology/journal entry/reflection
- Relaxation exercise/mindfulness group

**Deputy Principal & Welfare Coordinator**

1. Document incident at office
2. Consult student record
3. Discussion with student
4. Discussion with parent/carer
5. Provide feedback to teacher

☺ Every day is a new beginning. ☺

## 27

According to the text, if a student is involved in a fight at school, who is responsible for informing their parent or carer?

A. the teacher
B. the student
C. the Principal
D. the Deputy Principal or Welfare Coordinator

## 28

According to the text, in which of the following circumstances might a student's record be consulted?

A. The student is caught lying.
B. The student is being verbally abusive.
C. The student has refused to work on two occasions.
D. The student cheated on a test and plagiarised an essay.

## 29

According to the text, when should an incident of a student being rude to a teacher be documented at the office?

A. immediately
B. when it happens three times
C. when it happens four times
D. not at all because it is a minor incident

**30**

What is the slogan *Every day is a new beginning* trying to encourage?

    A. the idea that students can improve
    B. accurate documentation at the office
    C. more involvement by the Welfare Coordinator
    D. careful recording of incidents by teachers

**31**

According to the text, when might a minor behavioural incident be escalated to serious?

    A. anytime it occurs
    B. when it disrupts students
    C. when three interventions have been ineffective
    D. when it interrupts teacher interaction with other students

**Mall Music**

*In the following passage, the narrator reflects upon his early days in Australia.*

I discovered that soap operas were excellent learning aids: their plots universal and repetitive, the histrionic acting transpicuous[1]; I could concentrate on the colloquial dialogues. I watched the cast of *Sons and Daughters* squabble and *The Young Doctors* flirt with the nubile nurses. I sat in front of the TV and repeated the dialogue line by line. I copied the rhythm, the idioms and the tone. I discovered that to learn to speak is to learn to listen.

I couldn't formulate sentences quickly enough to converse at normal speed, so I took to planning for a conversation like for a game of chess; the first 'hello' was the opening gambit. I anticipated all the possible responses from my opponent and devised my replies accordingly. Preparing such a script gave me the semblance of a spontaneous speaker in common situations like asking for directions or ordering fast food. But I was still utterly useless when talking to girls, who always came up with startling lines that reduced me to a stammering idiot. When I did finally think of a witty response, it was usually hours after they had left.

No English teacher in Hong Kong had ever mentioned the prosodic characteristics of the language. It has its own distinctive pitch, melody, tempo and tones. Even meaningful noises, like a grunt for admiration or contempt, are all different in English and Chinese.

Curiously, dozing in a busy shopping mall helped me to tune in to this. In the never-never land between wakefulness and sleep, vowels and consonants receded while the musical quality of English became prominent; its intonations tintinnabulated like glass bells, its distinct rhythm became a drumbeat I could clap to.

My relationship with English became a lot friendlier once I started to learn not just grammar and vocabulary, but also to listen to its music.


1. Transpicuous: an uncommonly used word that means transparent, clear, or easy to understand.

**32**

What aspect of soap operas allowed the narrator to improve his linguistic skills?

    A. their variety
    B. their intensity
    C. their popularity
    D. their predictability

**33**

The phrase *opening gambit* refers to

    A. charm.
    B. strategy.
    C. curiosity.
    D. vulnerability.

**34**

In paragraph 2, what does the narrator suggest was his greatest shortcoming in conversation?

    A. a lack of intellectual peers
    B. the unpredictability of others
    C. a shortage of interesting ideas
    D. his limited knowledge of social customs

**35**

Which of the following phrases could replace *tintinnabulated* without changing the literal meaning of the sentence?

    A. were rare
    B. looked a bit
    C. made sounds
    D. seemed fragile

**36**

What is the main point made in the text about the musical quality of language?

    A. It conveys mood but not meaning.
    B. It varies from language to language.
    C. It is present in some languages but not others.
    D. It illustrates social relationships rather than meaning.

**School Science Week**

A Year 9 Science teacher is proofreading an email she intends to send to her principal regarding her idea for an annual school 'Science Week'.

---

**37**

*Dear Ms Faraday,*

*I am writing to let you know that I came away from our last staff meeting quite inspired, and have **heeded** what you said about not being afraid to approach you with any 'crazy ideas' we may have.*

Which phrase has the closest meaning to the underlined word?

    A. weighed up
    B. taken seriously
    C. wondered about
    D. been concerned by

---

**38**

A word has been left out of the following sentence.

*Over the weeks and months prior to the start of Science Week, students could explore the theme by _____ inquiries and developing projects.*

Which word should the teacher use to complete the sentence?

    A. committing
    B. conducting
    C. perceiving
    D. reaching

---

**39**

If the sentence below contains a spelling error, correct the error by typing the word as it should appear (type **only one word**); if there is no error, type **N**.

*During Science Week, I envisage that students, where appropriate and practicable, will exhibit their work throughout the school and even hold informal learning sessions or hands-on demonstrations.*

**40**

A word has been left out of the following sentence.

*My colleagues who teach other subject areas may well be interested in making Science Week part of their _____ education as well.*

Select the word that correctly completes the sentence.

    A. students
    B. student's
    C. students'
    D. students's

**Satisfaction and Employability**

*The following passage is from the Department of Education and Training Annual Report 2017–2018. This extract reports on three types of tertiary education: higher education, which is university-level study that results in the award of a degree; vocational education and training (VET), which includes non-degree courses that teach skills and knowledge relevant to workplaces; and, Apprenticeships and Traineeships.*

The quality of Australia's tertiary education sectors may be viewed through the satisfaction levels of those that use it, i.e. students and employers, and ultimately the employability of its graduates.

Higher education undergraduates continue to have relatively high employability and earnings compared to those without post-secondary qualifications, with 87 per cent of undergraduates employed within four months of completing their degree in 2017. This is a slight increase from 2016, which is consistent with the overall labour market.

2017 results show that since the Global Financial Crisis it has taken graduates longer to establish themselves in their careers, noting that graduate labour market outcomes improved substantially over the first three years after graduation. In 2014, 67.5 per cent of undergraduates were in full-time employment four months after graduation. Three years later, 89.3 per cent of the same cohort of graduates had found full-time work. The increase in the full-time employment rate of 21.8 percentage points in the three years following graduation is the largest ever recorded. Coming off the low point in the graduate labour market in 2014, this suggests that the cohort most affected by the poor graduate labour market is recovering.

VET satisfaction results remain strong, with 87.3 per cent of 2016 graduates surveyed by the National Centre for Vocational Research (NCVER) in 2017 satisfied with the overall quality of the training they received, which was an increase of 1.3 percentage points from the previous year. Employment outcomes are also strong for VET graduates, with 77.7 per cent of graduates employed.

Throughout 2017–18 the department bedded down the VET Student Loans (VSL) program, which commenced in January 2017 to replace the VET FEE-HELP scheme. VSL offers income contingent loans to support eligible students studying certain diploma level and above VET qualifications; it offers protection for students and focuses on courses that address industry needs, creating better opportunities for employment. While 63 per cent of students studying for business related reasons fell short of the 80 per cent target in its first year, the new VSL program has led to a drop in unscrupulous provider activity. Unit completion rates for VSL-assisted students in 2017 were more than 17 percentage points higher than the rate achieved under the VET FEE-HELP scheme in 2016.

VET students are also supported to undertake their study through the Trade Support Loans program, which helps eligible Australian Apprentices to meet everyday costs while they undertake their training. In 2017–18, 51,920 Australian Apprentices took up a Trade Support Loan, exceeding the target of 45,000.

In 2017, over 80 per cent of employers (more than 8,000) surveyed by NCVER were satisfied that nationally recognised training provides employees with the skills they require for the job, which has remained around this level since the last survey in 2015. While the survey identified that just under 80 per cent of employers were satisfied with apprenticeships and traineeships, results for this measure have historically varied. The decline between 2015 and 2017 should not be considered to represent a trend.

The Australian Apprenticeships Incentives Program (AAIP) exceeded its target with 60,880 employers receiving payments in 2017–18. AAIP contributes to the development of a highly skilled and relevant Australian workforce that supports economic sustainability and competitiveness. It targets priority occupations and those on the national skills needs list.

**VET graduates who were satisfied with the overall quality of their training**
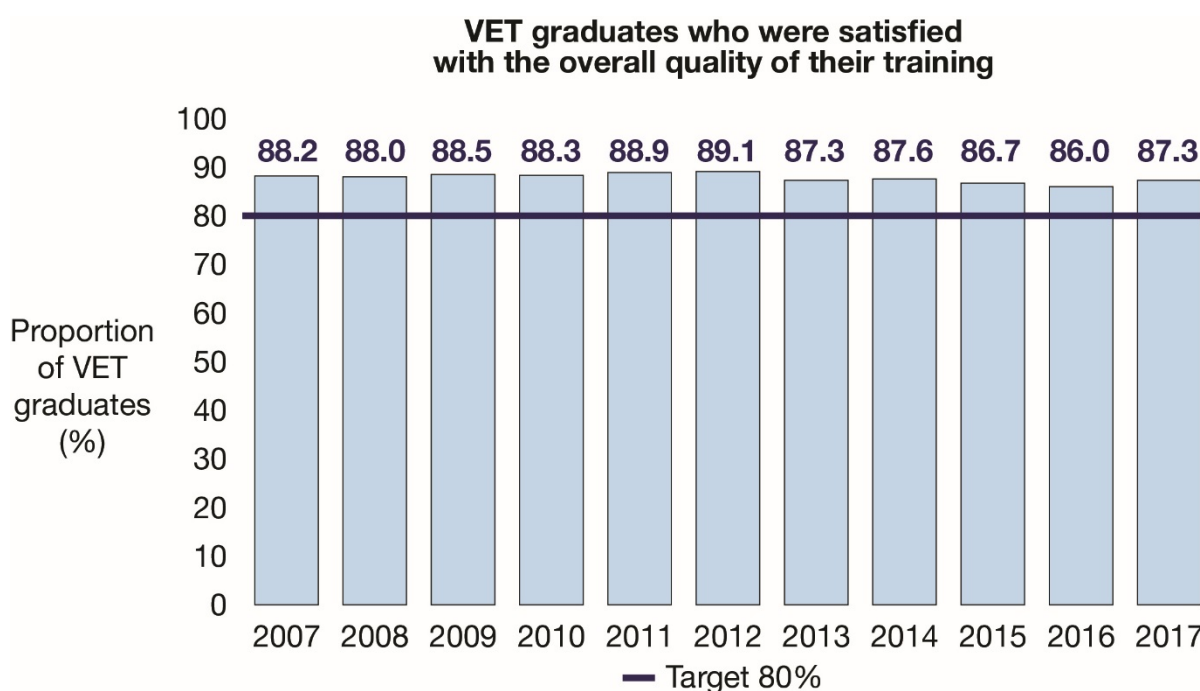


Source: National Centre for Vocational Education Research

**41**

What does paragraph 2 associate with the increase in higher education graduates' employment rates between 2016 and 2017?

    A. improvements in course quality
    B. greater student satisfaction
    C. low wage growth
    D. demand for workers

**42**

Are the ideas listed below implied by paragraph 3?

Click on 'Yes' or 'No' for each idea.

| Idea | Yes | No |
| --- | --- | --- |
| 2017 graduates are less employable than 2014 graduates. | Y | N |
| Low graduate employment rates in 2014 were caused by the economy. | Y | N |
| All graduates may have to wait up to three years to find full-time employment. | Y | N |

**43**

The report associates the VET Student Loans (VSL) program with an increase in

- A. enrolments.
- B. provider numbers.
- C. student satisfaction.
- D. unit completion rates.

**44**

*While the survey identified that just under 80 per cent of employers were satisfied with apprenticeships and traineeships, results for this measure have historically varied. The decline between 2015 and 2017 should not be considered to represent a trend.*

This suggests that the decline between 2015 and 2017

- A. was predicted.
- B. is disappointing.
- C. should be treated with caution.
- D. is significant.

**45**

Are the statements listed below supported by the graph that accompanies the text?

Click on 'Yes' or 'No' for each statement.

| Statement | Yes | No |
|---|---|---|
| VET graduate satisfaction levels have increased over time. | Y | N |
| VET graduate satisfaction levels peaked in 2012. | Y | N |
| VET graduate satisfaction levels have exceeded the target every year since 2007. | Y | N |

**School Dance**

The sentences that follow come from an article in a school magazine.

**46**

A word has been left out of the following sentence.

*The preparation for each dance was always _____ because Mrs Kinsella upheld such exacting standards; everyone complained but the results spoke for themselves.*

Which one of the following words correctly completes the sentence?

    A. interim
    B. onerous
    C. injudicious
    D. impracticable

**Garden club**

The student president of the high school garden club is drafting the annual report. It requires some editing.

**47**

If the sentence below contains an error, correct the error by typing the word as it should appear (type **only one word**); if there is no error, type N.

*They're has been ample evidence of our success and achievements throughout the year.*

**Student Report**

This question relates to a sample student report.

**48**

*Jennifer sets goals and works towards them with perseverance.*

Which word is closest in meaning to *perseverance*?

A. patience
B. resilience
C. fervour
D. persistence

**Australian Curriculum: Illustrations of Practice**

*The following three illustrations of practice are from the Aboriginal and Torres Strait Islander Histories and Cultures area of the Australian Curriculum. Some of the Australian Curriculum elements they relate to have also been included.*

These schools are participating in CSIRO's Science Pathways for Indigenous Communities Indigenous STEM Education Project[*]. Students learn science that links Aboriginal ecological knowledge through on-Country and classroom projects to the Australian Curriculum: Science. This approach to teaching is referred to as Two-way Science and provides a context for delivering the Australian Curriculum: Science.

**Illustrations of practice**

**Watiyawanu School**

Mt Liebig School is a Northern Territory government school located in a remote community 325 km west of Alice Springs on the traditional lands of the Pintupi-Luritja people. It has an enrolment of 60 students, of whom 100% are Aboriginal.

In this illustration, Years 3 to 6 students learn to recognise plants from a number of habitats near their community. They learn the Luritja names and traditional uses of these plants. They learn that the plants can be grouped in particular ways, and that Western science and Luritja ecological knowledge groupings are different. Students learn how to collect and label pressed specimens of plants for a herbarium and begin to understand how plant adaptations have helped them survive in their environment.

**Wiluna Remote Community School**

Wiluna is situated in the mid-west region of Western Australia on the edge of the Western Desert. Wiluna Remote Community School has a population of between 70 and 105 students. Most students are Wiluna Martu and the Aboriginal language of the area is Martu Wangka. However, most Martu at Wiluna speak Aboriginal English. Wiluna School also has students of both Fijian and Tongan ethnic origins.

In this illustration of practice, Years 2-4 students learn about the nganamarra (malleefowl), where it lives, how it builds its nests, and how to tell the difference between the tracks of the nganamarra, kalaya (emu) and patarta (bush turkey). The on-Country learning and classroom follow-up connect Aboriginal knowledge with the Australian Curriculum: Science.

**Leonora**

Leonora District High School is a Foundation to Year 12 government school located in the remote mining community of Leonora which is 840 kms north-east of Perth in Western Australia on the traditional lands of the Wankatja people. It has an enrolment of 97 students, of whom 73% are Aboriginal and Torres Strait Islander.

In Leonora community, cultural organisations bring traditional and cultural knowledge, and work alongside staff at the school, particularly local Aboriginal staff, to help make the curriculum relevant and engaging for students. It is a process of collaboration, cross-cultural communication and engagement. The result of this collaboration is that new ideas are introduced to students through a cross-cultural

lens so they become comfortable with the curriculum that is being taught to achieve learning outcomes.

In this illustration, educators from three composite classes (Years 1-2, Years 3-4 and Years 7-10) help to develop students' science inquiry skills through an investigation of an invertebrate and the Mamutjitji Dreaming story. Mamutjitji is a Ngalia language name for an invertebrate also known as the antlion, the larval form of the lacewing fly.

Students:

1. learn about the Mamutjitji, its life cycle, its environment and feeding habits
2. connect the antlion trap to the use of pit traps and use these traps to explore, identify and assess ground-invertebrate biodiversity in different habitats
3. connect the study of invertebrates to traditional practices of collecting Yililtu (honey ants) and Lungki (bardi grubs)
4. engage in committing learning to memory through visualisation and performance of traditional Ngalia Mamutjiitji song.

## Australian curriculum elements

### Learning Area Content

The following information provides the relevant Content Description/s (*in italics*) followed by the Elaboration/s from the Australian Curriculum: Science. Some connect across Year levels.

| Science understanding |
| --- |
| *Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)* \| Investigating Aboriginal and Torres Strait Islander peoples' systems of classifying living things and how these systems differ from those used by contemporary science \| recognising Aboriginal and Torres Strait Islander peoples' use of observable features to group living things (Year 3) |
| *Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)* \| Investigating Aboriginal and Torres Strait Islander peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited (Year 5) |

| Science inquiry skills |
| --- |
| *Represent and communicate observations and ideas in a variety of ways (ACSIS029)* (Year 1) \| Acknowledging and learning about Aboriginal and Torres Strait Islander peoples' ways of representing and sharing observations |
| *With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS231)* \| Acknowledging and using information from Aboriginal and Torres Strait Islander peoples to guide the formulation of investigable questions about adaptations (Year 5) |

| Science as a human endeavour |
| --- |
| *Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)* \| Investigating how Aboriginal and Torres Strait Islander |

> peoples' traditional ecological and zoological knowledge informs sustainable harvesting practices of certain species, such as dugongs and turtles (Year 5)

\* While this project is focused on regional and remote communities, it is important to note that most Indigenous students are enrolled in urban schools.

**49**

The main aim of paragraph 1 is to

    A.  provide a context for the text.
    B.  illustrate the ideas in the text.
    C.  give an example of the practices described in the text.
    D.  describe how the Australian Curriculum was developed.

**50**

Are the details listed below included in the second illustration of practice (Wiluna)?

Click on 'Yes' or 'No' for each detail.

| Detail | Yes | No |
| --- | --- | --- |
| students' year levels | Y | N |
| the language spoken by the students | Y | N |
| the geographic location of the school | Y | N |

**51**

Do the illustrations of practice listed below mention the study of animals?

Click on 'Yes' or 'No' for each illustration of practice.

| Illustration of practice | Yes | No |
| --- | --- | --- |
| Watiyawanu | Y | N |
| Wiluna | Y | N |
| Leonora | Y | N |

**Memories of Teachers**

*The following passage is an extract from Coming of Age as a Mexican American Woman by Frances Esquibel Tywoniak and Mario T.García.*

I especially remember my English classes with great affection. Part of my excitement about these classes had to do with my teachers. My freshman[1] English teacher, for example, was very lively. She was a round-faced twinkle-eyed woman who seemed to care about her students. For instance, she noticed that at first my mind would sometimes wander. I would daydream a bit because I was still getting over Peter. When she observed this, she would gently bring me back to reality in some wonderful creative way without making me feel guilty. 'If I could just have your attention, Frances,' she might say. Startled out of some reverie, I would look in her direction to find a knowing but gentle look of understanding on her face. Her smile made it seem all right.

In this way she won my trust and thereby won me over to her love of literature. In her class, Shakespeare came alive. Portia was a real person. So was Shylock. Even grammar was exciting. Grammar clarified and refined language. There was a reason for it. Adjectives and adverbs had a purpose. That purpose was the beauty of language.

I found that I was responding to both close teacher direction and to being given latitude to work on my own. One teacher to whom I responded very well and whom I very much admired was Miss Julien, another one of my English teachers. She was rumoured to be a Communist. I didn't know what a Communist was. What I did know was that she was a wonderful teacher. She ran her classes very differently. She would have us do our work independently and look up the answers and figure things out on our own. She didn't spoon-feed us. Grammar drill sheets with correct answers didn't count.

'Teach yourselves,' she would say. 'Learn how to learn.'

She wanted to know what we were thinking. What counted, she said, was our ability to write with clarity.

I responded to her encouragement, as did the other students. There was no fooling around in Miss Julien's class.

[1] *Freshman* is a reference to the author's first year of high school.

**52**

In paragraph 1, what problem did the narrator's English teacher help her with?

    A. concentration
    B. over-excitement
    C. a personal relationship
    D. other students distracting her

**53**

How did the *English teacher* first win the narrator's trust?

    A.  with persuasion
    B.  with understanding
    C.  by insisting on compliance
    D.  by treating everyone equally

**54**

In paragraph 2, what made grammar exciting for the narrator?

    A.  learning its history
    B.  competing with classmates
    C.  using it to impress her teacher
    D.  learning how it improved expression

**55**

*Grammar drill sheets with correct answers didn't count.*

Miss Julien adopted this approach because she

    A.  did not believe in only one right answer.
    B.  did not believe in traditional grammatical rules.
    C.  thought books were more accurate than drill sheets.
    D.  wanted students to work things out for themselves.

**56**

Which of the following aspects did Miss Julien most value in her students' writing?

    A.  a literary tone
    B.  clear meaning
    C.  a flamboyant style
    D.  grammatical correctness

**57**

Historic literature and grammar are both discussed in the **same** paragraph.

Which interpretation of why they are discussed **together** is most in keeping with the narrator's opinions?

    A.  Both are a luxury.
    B.  Both are unnecessary.
    C.  Both can be considered difficult or dull by students.
    D.  Both are usually taught later in high school.

**Activity Brainstorm**

A group of young people is coming up with ideas for possible activities that their local youth group will organise later in the year.

The young people's ideas so far are written out below.

1. Outdoor Activities
   o high ropes course
   o bushwalking
   o kayaking
2. Sporting Activities
   o lightning carnival
   o charity fun run
3. Cultural Activities
   o art exhibition
   o play or musical
   o time capsule

**58**

The young people have thought of three new activities:

- tree planting
- volunteering at a local retirement home
- litter collecting

Which of the following headings would be appropriate for these activities?

A. Environmental Activities
B. Community Service Activities
C. Fundraising Activities
D. Physical Activities

**59**

The local council provides small grants to community groups and the youth group is writing to the council to apply for one of these grants.

Which word in the following paragraph of the application needs to be changed?

*Our youth group is proposing to organise an activity later this year. We are making an application for this grant because our group will not be able to bare the cost alone and needs additional financial support.*

A. proposing
B. application
C. bare
**D.** financial

**60**

If the sentence below contains a spelling error, correct the error by typing the word as it should appear (type **one word only**); if there is no error, type **N**.

*We sincerly hope that you will consider our proposal because we think it will have many benefits for our youth group and the entire community.*

[          ]

**The School and Society**

*This passage by John Dewey, a philosopher and educational reformer, was first published in 1900.*

Some years ago I was looking about the school supply stores in the city, trying to find desks and chairs which seemed thoroughly suitable from all points of view—artistic, hygienic, and educational—to the needs of the children. We had a good deal of difficulty in finding what we needed, and finally one dealer, more intelligent than the rest, made this remark: 'I am afraid we have not what you want. You want something at which the children may work; these are all for listening.' That tells the story of the traditional education. If we put before the mind's eye the ordinary schoolroom, with its rows of ugly desks placed in geometrical order, desks almost all of the same size, with just space enough to hold books, pencils and paper, and add a table, some chairs, the bare walls, and possibly a few pictures, we can reconstruct the only educational activity that can possibly go on in such a place. It is all made 'for listening'—for simply studying lessons out of a book is only another kind of listening; it marks the dependency of one mind upon another. The attitude of listening means, comparatively speaking, passivity.

There is very little place in the traditional schoolroom for the child to work. The workshop, the laboratory, the materials, the tools with which the child may construct, create, and actively inquire, and even the requisite space, have been for the most part lacking. They are what the educational authorities who write editorials in the daily papers generally term 'fads' and 'frills.'

We can also examine the uniformity of method and curriculum. If everything is on a 'listening' basis, you can have uniformity of material and method. There is next to no opportunity for adjustment to varying capacities and demands.

It is in response to this approach that the curriculum has been developed from the elementary school up through the college. There is just so much desirable knowledge, and there are just so many needed technical accomplishments in the world. Then comes the mathematical problem of dividing this by the six, twelve, or sixteen years of school life. Now give the children every year just the proportionate fraction of the total, and by the time they have finished they will have mastered the whole.

If we take an example from an ideal home, where the parent is intelligent enough to recognize what is best for the child, and is able to supply what is needed, we find the child learning through the activity of the family. Inquiries arise, topics are discussed, and the child continually learns. The child participates in the household occupations, and thereby gets habits of industry, order, and regard for the rights and ideas of others, and the fundamental habit of subordinating his activities to the general interest of the household. Participation in these household tasks becomes an opportunity for gaining knowledge. The ideal home would naturally have a workshop where the child could work out his constructive instincts. The life of the child would extend out of doors to the garden, surrounding fields, and forests.

Now, if we generalize all of this, we have the ideal school. There is no mystery about it, no wonderful discovery of pedagogy or educational theory. It is simply a question of doing systematically and in a large, intelligent, and competent way what for various reasons can be done in most households only in a comparatively meagre

and haphazard manner. In the first place, the ideal home has to be enlarged. The child must be brought into contact with more adults and more children in order that there may be the freest and richest social life. Moreover, the occupations and relationships of the home environment are not specially selected for the growth of the child. Hence the need of a school. Learning?—certainly, but living primarily, and learning through and in relation to this living. When we take this approach, we do not find that the child is primarily a listening being; quite the contrary.

He is already running over, spilling over, with activities of all kinds. He is not a purely latent being whom the adult has to approach with great skill in order gradually to draw out some hidden germ of activity. The child is already intensely active.

**61**

According to the text, do schools have the advantages listed below over a home learning environment?

Click on 'Yes' or 'No' for each advantage.

| Advantage | Yes | No |
| --- | --- | --- |
| a primary focus on children's development | Y | N |
| a more systematic approach to learning | Y | N |
| more opportunities for students to develop habits of organisation and hard work | Y | N |

**62**

Are the writer's views about *uniformity* in education consistent with the statements listed below?

Click on 'Yes' or 'No' for each statement.

| Statement | Yes | No |
| --- | --- | --- |
| Uniformity trades individuality for convenience. | Y | N |
| Uniformity emphasises knowledge at the expense of exploration. | Y | N |
| Uniformity is the best way to achieve equality of learning opportunities between students. | Y | N |

**63**

The writer presents the traditional approach to education as

    A.  idealistic.
    B.  formulaic.
    C.  responsive.
    D.  hypocritical.

**64**

Paragraph 5 describes a process of education that the writer would probably view as

    A.  no different in essence to school.
    B.  confusing.
    C.  grounded in common sense.
    D.  conscientious but misguided.

**65**

In this text, the writer

    A.  defends the wisdom of allowing children to choose how they spend their day.
    B.  questions the need for specially trained teachers to provide education for children.
    C.  argues that teachers and other adults rarely have the necessary skills to educate children properly.
    D.  rejects the idea that children's natural abilities can only be realised through the traditional education system.