

QTS – Comprehension Test Answers

PASSAGE 1 – TASK A)

Spelling policy

The other options are relevant to particular parts of the passage. However, *Spelling policy* is the best heading since the entire passage is on this subject. Spelling policy summarises the content of the passage.

PASSAGE 1 – TASK B)

- *Memory aids are a useful technique for teaching spelling.*

- *Memory aids are a successful technique for teaching spelling.*

The words *useful* and *successful* are synonyms for the word “effective” – thus these are the two correct answers.

PASSAGE 1 – TASK C)

SECOND PARAGRAPH - *Spelling programmes*

THIRD PARAGRAPH - *Parental involvement*

The other options are less effective summaries of the second and third paragraphs. *Spelling log* is just one of the subjects discussed in the second paragraph. The paragraph as a whole concerns *spelling programmes*. The importance of *parental involvement* is clearly highlighted in the third paragraph. Whilst *teaching spelling* is also relevant the key subject described within the third paragraph is *parental involvement*.



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PASSAGE 1 – TASK D)

- Primary school teachers MOST

- Parents of primary school children MOST

The passage focuses on spelling and how both teachers and parents can develop spelling policies. The phrase *primary school teachers* and the words *teachers* and *parents* come up several times. That's a good sign of who the intended audience is.

PASSAGE 2 – TASK A)

The prioritisation of information and communication technology

This is the most appropriate sub-heading for the final paragraph. The other options do not capture the content of the final paragraph as effectively. The final line of the paragraph is concerned with *ICT* implementation. However the *whole* paragraph concerns the school's ICT target and how the previous head teacher prioritised this, including ICT implementation using *a dedicated ICT laboratory and investing in computerized white boards for each classroom.*

PASSAGE 2 – TASK B)

PARAGRAPH 1

Key skills and curriculum planning took account of individual learning styles and development needs.

This is an effective summary of the first paragraph. Consider the specific points that each part of the paragraph is making, as follows; *the aim was to deliver Key Skills...accommodate the different learning styles... to address each child's development needs.*



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PARAGRAPH 2

The school set and met high targets for both Key Stage 1 and Key Stage 2.

This is an effective summary of the second paragraph, which starts by explaining its main subject is about target setting and then builds on this point by specifying how the school has met such targets.

As follows; *...the school has demonstrated strength in setting challenging targets at both Key Stage 1 and Key Stage 2... achievement at Key Stage 2 was above the national target, and Key Stage 1 results were above those of comparable local schools.*

PASSAGE 2 – TASK C)

- Key Stage 1 results improved for three years consecutively.
- Key Stage 1 results were better than those of equivalent schools.
- The national target for Key Stage 2 was below the school's results.
- Pupils' results have not always been consistent during the time period under consideration.

The second half of the passage refers to several targets which the school has achieved. To answer the question these need to be picked apart and then “tested” to see if they match against any of the statements in the question. Three of the four correct four statements are found in the following parts of the passage; *...achievement at Key Stage 2 was above the national target, and Key Stage 1 results were above those of comparable local schools... the school has now improved its Key Stage 1 results for three years in a row.* The fourth *Pupils' results have not always been consistent during the time period under consideration* is slightly trickier but does follow from this part of the passage; *although its pupils' performance has varied during the period under review.*



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PASSAGE 2 – TASK D)

- ICT had been a priority for the previous head teacher.

- ICT had been made part of the wider curriculum.

Another target that the school has achieved is a wider application of information and communication technology (ICT) to support the learning process. The previous head teacher had prioritized the application of ICT across the full curriculum, starting with the provision of several new computers in each classroom. The new head has continued this process by establishing a dedicated ICT laboratory and investing in computerized white boards for each classroom.



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