The Punctuation Supplement

Self study support material for the QTS Literacy Skills Test

Creative Openings
Consultancy

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Second (expanded) Edition – May 2016

The Punctuation Supplement

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Introduction

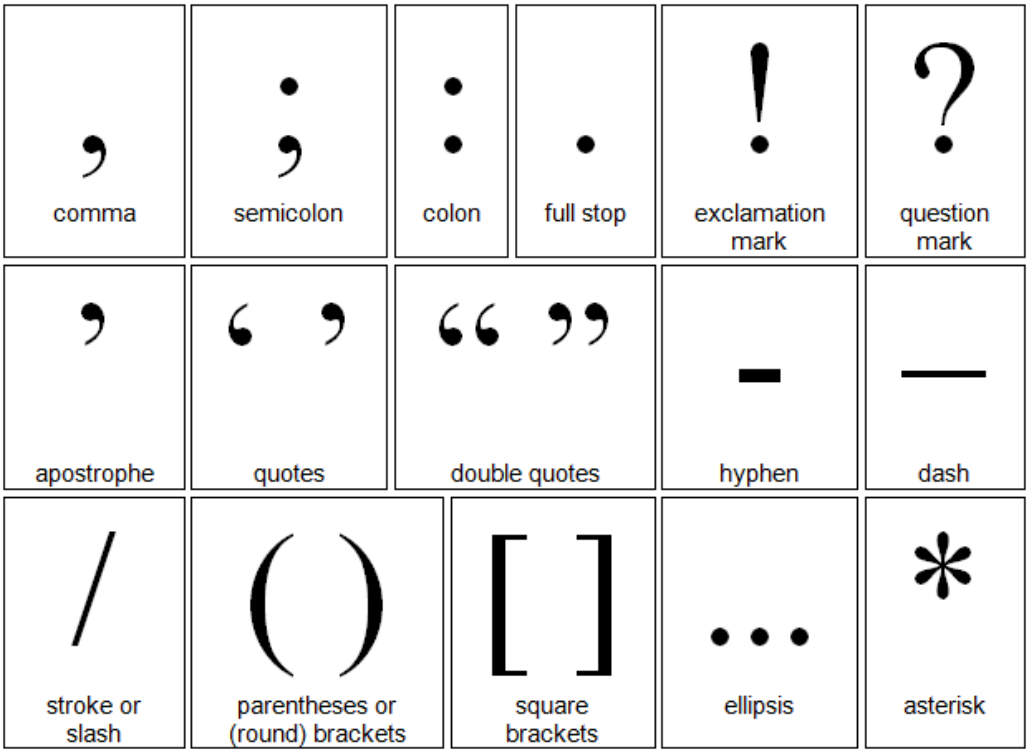
In this booklet there are twenty punctuation pieces for practice, discussion and self study.

The first ten pieces started life in the Emergency Pack – they are the 'Workout' pieces. The items in section 3 are just as in the real QTS Literacy Skills Test with 15 items of punctuation having been omitted - you have to decide what they are and where they go.

Please note that all the passages do not necessarily contain instances of all the possible English punctuation marks. However, if there is a focus on the use of a specific punctuation mark in an exercise this will be noted at the top of the passage.

The solutions to each of the passages are on the page following with the correct punctuation marked in red so that you can check your score and, more importantly, monitor your progress and see if there are any particular areas that you are having trouble with.

If you are gripped by a passion to learn more about punctuation you can do no better that to read Lynne Truss' 2003 book '*Eats Shoots & Leaves*'. This combines erudition with education and entertainment on the matter of the nation's relationship with the dots and commas that we use to clarify meaning in our writing



"Know your enemy!" English punctuation marks

Before you do anything else read these two letters …

and spot the difference.

Passage A

Dear Jack,

I want a man who knows what love is all about. You are generous, kind, thoughtful. People who are not like you admit to being useless and inferior. You have ruined me for other men. I yearn for you. I have no feelings whatsoever when we're apart. I can be forever happy – will you let me be yours?

Jill

Passage B

Dear Jack,

I want a man who knows what love is. All about you are generous, kind, thoughtful people who are not like you. Admit to being useless and inferior. You have ruined me. For other men I yearn! For you I have no feelings whatsoever. When we're apart I can be forever happy. Will you let me be?

Yours,

Jill

From Eats, Shoots & Leaves*, Lynne Truss, Profile Books, 2003.*

Why DO we need to use punctuation?

Section 1

Basic Punctuation revision

Punctuation in the test

In the QTS Literacy Skills Test you will be expected to know how to place 15 missing items of punctuation accurately into a passage. The diagram on page 2 shows, pictorially, the variety if punctuation marks commonly used in English writing. Here are some details that will be helpful.

Full stop (.)

This is the basic unit of punctuation – it marks the end of a sentence – the end of one idea.

It is important to check that each of the sentences in the test piece has a full stop at the end – if not put it in. As you read the passage look carefully, but also listen the how the sentence is working – your instinct will tell you where the sentence ends – trust it.

For example: where would you put the full stops?

This morning in assembly we will be announcing the winners of the inter-house rounders cup each member of the winning team (Gold) will receive their medals

In this example there is also a capital letter missing. Read the whole thing through.

Ask yourself:

What are the pieces of information in this writing?

Where does one idea end and the other begin?

This is a simple example but the same principle should be applied to more complex sentences.

Colon (:)

Colons precede a list, an explanation or an example. You do not put a space before a colon, but you do need a space after one.

For example:

"There are two main shopping areas in Nottingham: Broadmarsh Centre and Victoria Centre."

Comma (,)

Commas point out brief pauses in a complex sentence or separate items in long lists. They are useful for breaking up long sentences, but only to show a natural break. You do not put a space before a comma, but you do put one after.

For example:

There were a lot of people in the room, teachers, students and parents. The teachers were sitting, the students were listening and the parents were just worrying.

Note - We don't usually put a comma before the word 'and' when it comes before the last item in a list.

Semicolon (;)

Semicolons have several uses. One of these is to separate two sentences that would otherwise be joined with a word such as 'and', 'because', 'since', 'unless' or 'while'. You do not put a space before a semicolon, but you do need a space after one.

For example:

"I'm looking forward to our next lesson**;** I'm sure it will be a lot of fun."

Semi colons are also used to separate the items of a list – when these items are large and weighty. In this circumstance they are frequently used in conjunction with a colon. Good examples of this use can be seen in the passage for Comprehension 16, page 64 of the Comprehension Supplement. An example of this can also be seen in Practice Test 2.

For example:

[The ECM agenda] covered four main areas**:** supporting parents and carers**;** early intervention and effective protection**;** accountability and integration**;** and workforce reform.

Brackets (…..)

Used within a sentence to separate or help to emphasise distinct pieces of important and related information. In the test look out for a missing bracket – if you see one in the passage make sure that you find its twin and put it in if it’s not there. You will be able to see where the bracket should go because of the sense of the sentence.

For example:

The children always go outside for playtime (unless the weather is very bad and they are looked after by teams consisting of teachers and classroom assistants.

Where would you put the second bracket? – explain to yourself why.

Question Mark (?)

Used at the end of a sentence to denote a direct question – it acts as a full stop, so the next sentence should begin with a capital letter. Make sure when you read the passage that you spot sentences that are direct questions and check that the ? placed at the end.

For example:

Can the children go out at playtime today?

Take care with sentences like this:

She asked the head teacher if the children were going to be able to go out.

This does not need a ? – because it is not a direct question.

Exclamation mark. (!)

The exclamation mark is used in speech usually in the same way as the question mark is. It is the punctuation mark that shows that the words have been shouted – "Help!". In speech, as in the case if the question mark, the exclamation mark sits inside the closing pair of speech marks.

"Help!" she shouted.

"OK I'm on my way!"

Commonly these marks are over-used but, in the right place, they are appropriate and effective.

Apostrophes. (')

The Oxford Companion to English Literature states sagely that "There never was a golden age in which the rules for the possessive apostrophe were clear cut and well known, understood and followed by most educated people."

Apostrophes are one of the most misunderstood punctuation marks and are very frequently misused. Many people become confused when dealing with plural nouns - Apostrophes have important two uses – but they DO NOT make nouns plural – so to see banana's, apple's and pear's on the greengrocery counter is one example of the misuse of apostrophes.

What are they for?

1 – They are used to show the omission of a letter in a *contraction.* There are dozens of these on English, we use them all the time, both in speech and in writing.

For example:

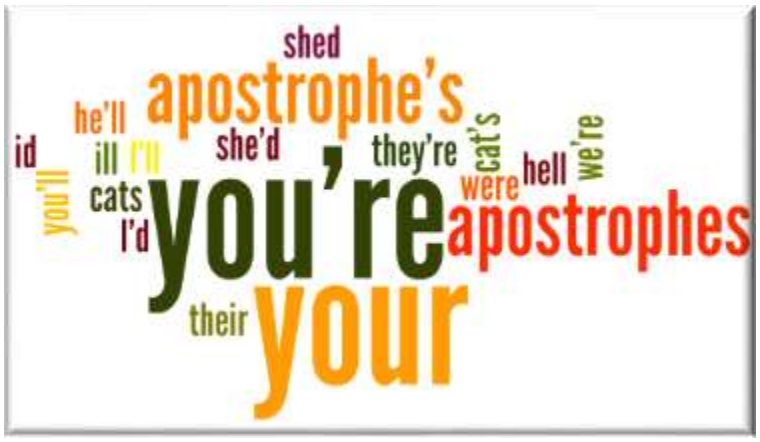
She will – she'll; He will – he'll; would not – wouldn't … and so on.

There is often confusion between 'your' and 'you're' – simply because two words with very different meanings sound the same.

"Please drink **your** tea."

"**You're** going to be late!"

2 – They are used to show possession – and this is where it can get complicated. The correct ways of using apostrophes are deconstructed and explained in a PowerPoint presentation which can be downloaded from:



http://www.steveslearning.com/WEBPROTECT-qtspunctuation.htm

in summary:

The cat's tail is fluffy.	(one cat, its own tail)	SINGULAR
The cats' tails are fluffy.	(many cats, each with a tail)	PLURAL

You can look at it like this:

In the sentence '*My cat has a tail*.' The relationship between the cat and its tail is signified by the verb '*has*'.

If we shorten this, as we frequently do to '*My cat's tail*.' we need something to show the relationship between the cat and its tail – this is what the apostrophe is doing.

But if I have more than one cat, the shortened version is '*My cats' tails*.' with the apostrophe after the s.

Inverted commas ('.....')

In the context of this test you need to be able to spot where a phrase or a word has been placed in inverted commas for emphasis – they always come in pairs, so if you spot one you need to check where the other one should be.

For example:

A dialogue box will appear. Press 'Reset' and 'OK' and the text will reappear.

Speech marks ("....")

Speech marks are used to separate direct speech (the words that people are actually saying) from the rest of a text. This enables the reader to distinguish between the different speakers and 'hear' what they say in the context of the text.

"How old are you next birthday?"

"I will be 18."

This also shows that each new chunk of speech begins on a new line.

Section 2

Punctuation Work-outs

This section contains 10 pieces of prose with a great many missing pieces of punctuation – the actual number of missing pieces is noted at the top of each exercise. However, in this section, the number is less important than the practice it gives you of seeing what is missing and where it should go.

Technique

Punctuation exits to illuminate and clarify the meaning of a text, it is not, as some people may think, simply there for decoration.

Avoid the dreaded 'Comma-itis'

The tendency of most people is to put far too many commas into the piece. This comes from a slight misunderstanding about what a comma does. Commas are small but powerful pieces of punctuation and, as we see on page 5, can have a great impact, they can save lives!

A comma, essentially, separates two clauses, clauses are units of words, consisting of a subject and a finite form of a verb. So, you can see that a comma is powerful in making meaning, it is not something that you put into a long sentence simply because it's long (Cambridge Dictionary.org).

One whole sentence at a time

One of the key skills in the punctuation section is to be able to recognise where the sentence boundaries are. So the approach is this:

First – find where the next full stop is.

Then – re-read the whole sentence to yourself.

Then – you will be far clearer as to where the clauses are that comprise the sentence and much less likely to sprinkle the piece with unwanted commas.

Then – look at what other pieces of punctuation are needed in order for the sentence to make sense

Do this for each of the sentences in the piece and you'll be far more accurate than if you look at the exercise word by word.

2.1 Vocal Pitch

From *A Little Book of Language* by David Crystal (p25) Yale University Press, 2010

NB – This exercise is about seeing, hearing and reading where the sentence boundaries are and where there are breaks within compound and complex sentences. Therefore I have left two semi-colons (;) in the text and the one apostrophe of omission.

You therefore need to find: 10 commas, 2 dashes, 10 full stops and 14 capital letters (10 at the beginnings of sentences and four to signify proper nouns) – oh, and one sneaky paragraph break!

most men when they're talking make their vocal folds vibrate at around 120 times a second when the intonation of their speech falls the speed reduces to maybe around 90 vibrations per second; and when it rises the vibrations might go as high as 350 a second some men with bass voices can go down very low indeed with the vocal folds vibrating extremely slowly around 40 or 50 times per second you can see a man called tim storms on you tube make his voice go down so low to around 8 vibrations per second that you can't even hear it any more but the vibrations are still there he puts his mouth by a cup of water and you can see the vibrations from his vocal folds making the surface of the water move most women have higher voices than men when they are talking they make their vocal folds vibrate around 200 times per second when the intonation falls their vibrations go down to around 150 a second; and when it rises they can go up to around 1,000 the pitch of soprano singers can go much higher than that reaching 1,500 or more vibrations a second

Vocal Pitch

Solution

Most men, when they're talking, make their vocal folds vibrate at around 120 times a second. When the intonation of their speech falls, the speed reduces to maybe around 90 vibrations per second; and when it rises, the vibrations might go as high as 350 a second. Some men with bass voices can go down very low indeed, with the vocal folds vibrating extremely slowly, around 40 or 50 times per second. You can see a man called Tim Storms on You Tube make his voice go down so low – to around 8 vibrations per second – that you can't even hear it any more. But the vibrations are still there. He puts his mouth by a cup of water, and you can see the vibrations from his vocal folds making the surface of the water move.

NP

Most women have higher voices than men. When they are talking, they make their vocal folds vibrate around 200 times per second. When the intonation falls, their vibrations go down to around 150 a second; and when it rises they can go up to around 1,000. The pitch of soprano singers can go much higher than that, reaching 1,500 or more vibrations a second.

2.2 Extract from Coraline

by Neil Gaiman

There are 28 omissions

Chapter One

Coraline discovered the door a little while after they moved into the house

It was a very old house -- it had an attic under the roof and a cellar under the ground and an overgrown garden with huge old trees in it

Coralines family didnt own all of the house it was too big for that**.** Instead they owned part of it

there were other people who lived in the old house

miss Spink and miss Forcible lived in the flat below Coralines, on the ground floor they were both old and round, and they lived in their flat with a number of ageing highland terriers who had names like hamish and Andrew and Jock once upon a time Miss spink and Miss Forcible had been actresses as Miss Spink told Coraline the first time she met her

You see, Caroline," Miss Spink said getting Coralines name wrong, "Both myself and Miss Forcible were famous actresses, in our time. We trod the boards, luvvy. Oh, don't let Hamish eat the fruit cake, or he'll be up all night with his tummy

"Its Coraline. Not Caroline. coraline," said Coraline

Coraline

Solution

Chapter One

Coraline discovered the door a little while after they moved into the house.

It was a very old house -- it had an attic under the roof and a cellar under the ground and an overgrown garden with huge old trees in it.

Coraline's family didn't own all of the house, it was too big for that. Instead they owned part of it.

There were other people who lived in the old house.

Miss Spink and Miss Forcible lived in the flat below Coraline's, on the ground floor. They were both old and round, and they lived in their flat with a number of ageing highland terriers who had names like Hamish and Andrew and Jock. Once upon a time Miss Spink and Miss Forcible had been actresses, as Miss Spink told Coraline the first time she met her.

"You see, Caroline," Miss Spink said, getting Coraline's name wrong, "Both myself and Miss Forcible were famous actresses, in our time. We trod the boards, luvvy. Oh, don't let Hamish eat the fruit cake, or he'll be up all night with his tummy."

"It's Coraline. Not Caroline. Coraline," said Coraline.

2.3 The Ariel Trust

In each of these exercises there are 15 omissions

Exercise 1

What is the HEARTS project

HEARTS the HEalthy Adolescent Relationship training Study is a research project evaluating Ariel Trust's 'Face-Up programme the Big Lottery Fund has commissioned the Dartington Social Research Unit to carry out this evaluation within the UKwide Realising Ambition project details of the realising Ambition project can be found at

http://www.catch-22.org.uk/programmes-services/ realising-ambition

In the first stage of the HEART research project we are interested to know more about how Face-up is used in the classroom and what teachers and pupils think about the resource this is your opportunity to let us know what has worked well and what could be improved.

Exercise 2

Dartington Social research Unit

the evaluation is being run by the Dartington social Research Unit DSRU) an independent charity that seeks to increase the use of evidence to improve outcomes for children and young people the DSRU has considerable experience of conducting research with children young people families and schools Working on the HEARTS project are Dr. Nick Axford Principal Investigator) Dr. Sarah Heilmann (Research Manager) and Lucy Brook (Research Coordinator

For more information: www.dartington.org.uk

The Ariel Trust

Solutions

Exercise 1

What is the HEARTS project?

HEARTS, the HEalthy Adolescent Relationship Training Study, is a research project evaluating Ariel Trust's 'Face-Up' programme. The Big Lottery Fund has commissioned the Dartington Social Research Unit to carry out this evaluation within the UK-wide Realising Ambition project. Details of the Realising Ambition project can be found at:

http://www.catch-22.org.uk/programmes-services/ realising-ambition

In the first stage of the HEART research project we are interested to know more about how 'Face-Up' is used in the classroom and what teachers and pupils think about the resource. This is your opportunity to let us know what has worked well and what could be improved.

Exercise 2

Dartington Social Research Unit

The evaluation is being run by the Dartington Social Research Unit (DSRU), an independent charity that seeks to increase the use of evidence to improve outcomes for children and young people. The DSRU has considerable experience of conducting research with children, young people, families and schools.

NP

Working on the HEARTS project are: Dr. Nick Axford (Principal Investigator), Dr. Sarah Heilmann (Research Manager), and Lucy Brook (Research Coordinator).

For more information: www.dartington.org.uk

2.4 Letter from a Birmingham Jail *(extract)*

Dr. Martin Luther King Jr, April 1963

There are 21 omissions

NB – this is an example of a written draft of speech and so there are some features of the punctuation that show the rhetorical devices used when it was delivered

In any nonviolent campaign there are four basic steps collection of the facts to determine whether injustices exist negotiation self purification; and direct action we have gone through all these steps in Birmingham there can be no gainsaying the fact that racial injustice engulfs this community birmingham is probably the most thoroughly segregated city in the United States its ugly record of brutality is widely known Negroes have experienced grossly unjust treatment in the courts there have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard brutal facts of the case on the basis of these conditions Negro leaders sought to negotiate with the city fathers but the latter consistently refused to engage in good faith negotiation

Letter from a Birmingham Jail *(extract)*

Solution

In any nonviolent campaign there are four basic steps: collection of the facts to determine whether injustices exist; negotiation; self purification; and direct action. We have gone through all these steps in Birmingham. There can be no gainsaying the fact that racial injustice engulfs this community. Birmingham is probably the most thoroughly segregated city in the United States. Its ugly record of brutality is widely known. Negroes have experienced grossly unjust treatment in the courts. There have been more unsolved bombings of Negro homes and churches in Birmingham than in any other city in the nation. These are the hard, brutal facts of the case. On the basis of these conditions, Negro leaders sought to negotiate with the city fathers. But the latter consistently refused to engage in good faith negotiation.

2.5 Learning Outside the Classroom – How far should you go?

Ofsted, Learning outside the classroom: How far should you go? (2008)

There are 30 omissions

During a science activity in the school garden two fascinated Year 3 pupils used a magnifying glass to explore various habitats Why does it live there asked one girl when she discovered a woodlouse under a stone. She and her partner considered various possibilities: The stone protects it.' It doesn't want the sun.' they recorded their ideas and later compared them with other pupils responses. Through direct observation and experimentation these pupils were able to arrive at sound conclusions based on evidence fulfilling an important requirement of the National Curriculum programme of study for science on a residential visit Year 6 pupils confronted their fears as they crawled for some time, in pitch darkness, through a warren of underground passageways they relied on adult instructions and the encouragement of friends who were also nervous to reach the end One girls responses encapsulated those of many. Arriving back in the daylight she was delighted at what she had achieved her belief in herself rocketed and she soon went back underground, this time without adult help the experience developed the pupils confidence and trust in each other while also honing their skills in giving precise and encouraging instructions

Learning Outside the Classroom – How far should you go?

Solution

During a science activity in the school garden, two fascinated Year 3 pupils used a magnifying glass to explore various habitats. ‘Why does it live there?’ asked one girl, when she discovered a woodlouse under a stone. She and her partner considered various possibilities: ‘The stone protects it.’ ‘It doesn’t want the sun.’ They recorded their ideas and later compared them with other pupils’ responses. Through direct observation and experimentation, these pupils were able to arrive at sound conclusions based on evidence, fulfilling an important requirement of the National Curriculum programme of study for science.

On a residential visit, Year 6 pupils confronted their fears as they crawled for some time, in pitch darkness, through a warren of underground passageways. They relied on adult instructions and the encouragement of friends, who were also nervous, to reach the end. One girl’s responses encapsulated those of many. Arriving back in the daylight, she was delighted at what she had achieved. Her belief in herself rocketed and she soon went back underground, this time without adult help. The experience developed the pupils’ confidence and trust in each other, while also honing their skills in giving precise and encouraging instructions.

2.6 'One student had a shrine to Caroline Lucas in their room'

Young people are joining the green party in droves – but is it really the voice of youth

Adapted from an article by Natalie Gill found at Http://www.theguardian.com/education/2015/apr/09/green-party-voice-of-youth accessed 10/04/15

There are 33 omissions.

Many university societies exist solely to occupy students between lectures but Students for Caroline isnt your average society its members are infatuated with their local Green party MP Caroline Lucas - and are desperate to get her re elected next month

A national green surge has been widely reported and nowhere is it clearer than in the partys only MPs constituency Brighton Pavilion which heaves with university students

Caroline is a big part of the Greens strength here," says Juliet Grenville 21 a society member and master's student at the university of Sussex. Everyone adores her. When we were canvassing, we saw someone with a shrine to her in their accommodation.

And its easy to see why Lucas the partys former leader, is so popular with students. When we meet in her parliamentary office she's modest clearly cares about young people and is delighted by the green surge on campuses

A shrine is probably taking it a little far," she laughs. I imagine they might have said that in irony

‘One student had a shrine to Caroline Lucas in their room’

Solution

Many university societies exist solely to occupy students between lectures. But Students for Caroline isn’t your average society. Its members are infatuated with their local Green party MP – Caroline Lucas – and are desperate to get her re-elected next month.

A national Green surge has been widely reported, and nowhere is it clearer than in the party’s only MP’s constituency, Brighton Pavilion, which heaves with university students.

“Caroline is a big part of the Greens’ strength here,” says Juliet Grenville, 21, a society member and master’s student at the University of Sussex. “Everyone adores her. When we were canvassing, we saw someone with a shrine to her in their accommodation.”

And it’s easy to see why Lucas, the party’s former leader, is so popular with students. When we meet in her parliamentary office, she’s modest, clearly cares about young people and is delighted by the Green surge on campuses.

“A shrine is probably taking it a little far,” she laughs. “I imagine they might have said that in irony.”

2.7 Ofsted is playing to Michael Gove's agenda

by scaremongering about bright children. The facts tell a different story.

There are 34 omissions

More than four in 10 (41% of the most able children who go to grammar schools fail to achieve their full potential is that a scandal it sounds deplorable, since grammar schools are designed to get the best out of the cleverest they don't have much excuse for failing such children but it depends on what you mean by most able", "achieve and "potential"

The equivalent figure for comprehensive schools 65% was highlighted this week by michael Wilshaw, the chief inspector of schools, launching an Ofsted report on whether the most able" pupils are "doing as well as they should in our non-selective secondary schools in Wilshaw's view, that 65% "failure rate is certainly a scandal. Comprehensives, he declared, "are failing to nurture scholastic excellence" and this outcome largely attributable to mixed ability teaching was "unacceptable in an increasingly competitive world" ofsted's definition of "most able is children who achieve level 5 or above for both reading and maths in Sats tests at age 11 to fulfil "potential, they should get an A* or A in both English and maths at GCSE five years later. Its "unacceptable" 65% is the proportion of those achieving the first who don't achieve the second it does not tell us what proportion of those who got top results in GCSE had done badly in their Sats at 11 we therefore know how often comprehensives supposedly make sows ears out of silk purses, but not how often they achieve the reverse

Ofsted is playing to Michael Gove's agenda

Solution

More than four in 10 (41%) of the most able children who go to grammar schools fail to achieve their full potential. Is that a scandal? It sounds deplorable, since grammar schools are designed to get the best out of the cleverest. They don't have much excuse for failing such children. But it depends on what you mean by "most able", "achieve" and "potential".

The equivalent figure for comprehensive schools, 65%, was highlighted this week by Michael Wilshaw, the chief inspector of schools, launching an Ofsted report on whether "the most able" pupils are "doing as well as they should in our non-selective secondary schools". In Wilshaw's view, that 65% "failure rate" is certainly a scandal. Comprehensives, he declared, "are failing to nurture scholastic excellence" and this outcome, largely attributable to mixed ability teaching, was "unacceptable in an increasingly competitive world".

NP

Ofsted's definition of "most able" is children who achieve level 5 or above for both reading and maths in Sats tests at age 11. To fulfil "potential", they should get an A* or A in both English and maths at GCSE five years later. Its "unacceptable" 65% is the proportion of those achieving the first who don't achieve the second. It does not tell us what proportion of those who got top results in GCSE had done badly in their Sats at 11. We therefore know how often comprehensives supposedly make sows' ears out of silk purses, but not how often they achieve the reverse.

2.8 Wilfred Owen's Shrewsbury home granted Grade II listing

Maev Kennedy

Monday 29 December 2014 00.02 GMT Last modified on Tuesday 30 December 201413.26 GMT

There are 44 omissions

An edwardian redbrick semi-detached house on the outskirts of shrewsbury is being honoured on Monday with a Grade II listing not for its modest architectural qualities but for the man who spent his last two days of leave there in 1918 before returning to France and death in the trenches

wilfred owen one of the most famous of the first world war poets was killed in action on 4th November just days before the Armistice it was at the house, 69 Monkmoor Road, that his parents learned of his death as the bells of Shrewsbury abbey were ringing to hail the end of the war

He was already writing poetry when his family moved to the newly built house in 1910, when he was 17 the house has remained remarkably unchanged including the bedroom where Owen set up his writing desk

Roger Bowdler director of designation at english heritage said: "The house is little altered, and he would still feel at home in his attic bedroom it was his last real home and is a tangible link to one of one of our greatest war poets

Most of his best known poems were published in a single volume two years after his death and edited by his friend and mentor siegfried sassoon they included poems which became some of the most famous memorials to the war including Anthem for Doomed Youth, and Dulce et Decorum Est with its savage description of a man dying of gas poisoning and the lines My friend, you would not tell with such high zest/To children ardent for some desperate glory/The old Lie; Dulce et decorum est/Pro patria mori

His memorial in the grounds of Shrewsbury Abbey commissioned for the centenary of his birth in 1993 bears another quotation: "I am the enemy you killed, my friend

Heritage minister, Ed Vaizey, said the house deserved the listing, as Owens last home before his untimely death Wilfred Owen was one of the most profound and distinct voices of the first world war. His bleak and candid accounts of the horrors of war have shaped our understanding of life on the western front

Wilfred Owen's Shrewsbury home granted Grade II listing

Solution

An Edwardian redbrick semi-detached house on the outskirts of Shrewsbury is being honoured on Monday with a Grade II listing, not for its modest architectural qualities but for the man who spent his last two days of leave there in 1918, before returning to France and death in the trenches.

Wilfred Owen, one of the most famous of the first world war poets, was killed in action on 4th November, just days before the Armistice. It was at the house, 69 Monkmoor Road, that his parents learned of his death as the bells of Shrewsbury abbey were ringing to hail the end of the war.

He was already writing poetry when his family moved to the newly built house in 1910, when he was 17. The house has remained remarkably unchanged, including the bedroom where Owen set up his writing desk.

Roger Bowdler, director of designation at English Heritage, said: "The house is little altered, and he would still feel at home in his attic bedroom. It was his last real home and is a tangible link to one of one of our greatest war poets."

Most of his best known poems were published in a single volume two years after his death and edited by his friend and mentor Siegfried Sassoon. They included poems which became some of the most famous memorials to the war, including Anthem for Doomed Youth, and Dulce et Decorum Est, with its savage description of a man dying of gas poisoning and the lines: "My friend, you would not tell with such high zest/To children ardent for some desperate glory/The old Lie; Dulce et decorum est/Pro patria mori."

His memorial in the grounds of Shrewsbury Abbey, commissioned for the centenary of his birth in 1993, bears another quotation: "I am the enemy you killed, my friend."

Heritage minister, Ed Vaizey, said the house deserved the listing, as Owen's last home before his untimely death. "Wilfred Owen was one of the most profound and distinct voices of the first world war. His bleak and candid accounts of the horrors of war have shaped our understanding of life on the western front."

2.9 Inspecting Drama

The following is an extract from an Ofsted document (HMI 756) 2002

There are 36 omissions

Inspectors or evaluators in schools should have a good understanding of the key characteristics of the school and its pupils the achievement of individuals and the different groups of pupils in the school must be evaluated to judge how effectively their needs are met credit should be given where against the odds pupils achieve well even though they may not have reached the levels of attainment expected for their age

As an evaluator you must be thoroughly familiar with the specific requirements for drama in the National Curriculum you will need to consider how successfully the subject contributes to pupils spiritual moral social and cultural development and how effectively it helps to prepare pupils for adult life in a culturally and ethnically diverse society

When evaluating drama you should consider how well planning and teaching take account of the following principles of inclusion

• setting suitable learning challenges

• responding to pupils' diverse learning needs;

• overcoming potential barriers to learning and assessment for individuals and groups of pupils

• promoting racial equality

You need to be informed about the responsibilities and duties of schools regarding equal opportunities particularly in respect of discrimination on grounds of gender race and disability these are covered by the sex discrimination Act 1975, the Race Relations act 1976, the Race Relations Amendment) Act 2000, and the Special Educational Needs and Disability Act 2001, and their respective Codes of Practice these Acts underpin national policies on inclusion, on raising achievement and on the important role schools have in fostering better personal, community and race relations, and in addressing and preventing racism

In many schools you will find additional resources and initiatives aimed at promoting educational inclusion you must know about any nationally funded or local initiatives in which the school is involved so that you can assess their effectiveness there is guidance on this in the OFSTED publication Inspecting New Developments in the Secondary Curriculum 11–16 with guidance on self-evaluation (published 2001

Solution

Inspectors or evaluators in schools should have a good understanding of the key characteristics of the school and its pupils. The achievement of individuals and the different groups of pupils in the school must be evaluated to judge how effectively their needs are met. Credit should be given where, against the odds, pupils achieve well even though they may not have reached the levels of attainment expected for their age.

As an evaluator, you must be thoroughly familiar with the specific requirements for drama in the National Curriculum. You will need to consider how successfully the subject contributes to pupils' spiritual, moral, social and cultural development, and how effectively it helps to prepare pupils for adult life in a culturally and ethnically diverse society.

When evaluating drama, you should consider how well planning and teaching take account of the following principles of inclusion:

• setting suitable learning challenges;

• responding to pupils' diverse learning needs;

• overcoming potential barriers to learning and assessment for individuals and groups of pupils;

• promoting racial equality.

You need to be informed about the responsibilities and duties of schools regarding equal opportunities, particularly in respect of discrimination on grounds of gender, race and disability. These are covered by the Sex Discrimination Act 1975, the Race Relations Act 1976, the Race Relations (Amendment) Act 2000, and the Special Educational Needs and Disability Act 2001, and their respective Codes of Practice. These Acts underpin national policies on inclusion, on raising achievement and on the important role schools have in fostering better personal, community and race relations, and in addressing and preventing racism.

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2.9 History trip

The following is a letter to parents and carers about a history department outing

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There are 40 omissions

Dear parents/carers

this years joint history/science department field course will be to Harlech Castle in Wales

History
the history students will be spending three days in the town of Harlech visiting the castle meeting with members of the castles education outreach team and studying aspects of the history of this fascinating iconic and significant building

study sessions will look at the following issues how the castle came to be sited here what life was like living inside the walls of this great building; how it was defended and, for the older pupils there will be an exploration of the politics of the late 13th century and the key figures of influence in that period

Wikipedias description of the castle.

Harlech Castle located in Harlech Gwynedd Wales is a medieval fortification, constructed atop a spur of rock close to the Irish Sea it was built by Edward I during his invasion of Wales between 1282 and 1289 at the substantial cost of £8,190."

Science
The science focus will be on the ecology of the nearby Glaslyn Marshes a SSSI near to Porthmadog the students will be looking at the impact of human activity on water quality; investigating the range of plant species in the area the nature and scale of habitat change in the estuary and they will be gathering data on the populations of aquatic invertebrates some of the students will be given the opportunity to take part in the capture ringing and release of wildfowl and waders on the estuary this will be under the close guidance of members of the north wales Wildlife trust and the british Trust for ornithology.

From the NWWT website.

Traeth Glaslyn is a large estuarine site to the east of Porthmadog, part of the Glaslyn Marshes SSSI. It is especially interesting because it provides a good example of serial succession - the habitat changes from brackish open water through mudflats marshes and wet grassland to damp alder carr excellent views of estuarine birds can be had throughout the year particularly good for winter wildfowl."

History trip

Solution

Dear parents/carers,

This year's joint history/science department field course will be to Harlech Castle in Wales.

History
The history students will be spending three days in the town of Harlech visiting the castle, meeting with members of the castle's education outreach team and studying aspects of the history of this fascinating, iconic and significant building.

Study sessions will look at the following issues: how the castle came to be sited here; what life was like living inside the walls of this great building; how it was defended and, for the older pupils, there will be an exploration of the politics of the late 13th century and the key figures of influence in that period.

Wikipedia's description of the castle.

"Harlech Castle, located in Harlech, Gwynedd, Wales, is a medieval fortification, constructed atop a spur of rock close to the Irish Sea. It was built by Edward I during his invasion of Wales between 1282 and 1289 at the substantial cost of £8,190."

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From the NWWT website.

"Traeth Glaslyn is a large estuarine site to the east of Porthmadog, part of the Glaslyn Marshes SSSI. It is especially interesting because it provides a good example of serial succession - the habitat changes from brackish open water, through mudflats, marshes and wet grassland to damp alder carr. Excellent views of estuarine birds can be had throughout the year, particularly good for winter wildfowl."

2.10 Safeguarding in schools: best practice

Published by Ofsted: September 2011, Reference no: 100240

There are 20 missing items of punctuation

There is no reason why good practice in safeguarding should not be a feature of every school the practice described here is replicable with a sensible awareness of the local context – in every school it complies with requirements and often moves beyond them it is not seen as a burden but as a reasonable and essential part of the fabric of the school; it pays attention to the meticulous and systematic implementation of policies and routines it involves every member of the school community in some way and it has a sharp eye on the particular circumstances and needs of all pupils especially the most vulnerable inspection and regulation have helped to focus minds on the need to ensure that all appropriate steps have been taken to guarantee and promote children's safety this report seeks to distil the best practice seen in the best schools – the 19% of schools which were judged to be outstanding in their safeguarding procedures in 2009/10 it addresses the question What can schools with some way to go learn from the best' Evidence from this group of schools has been augmented with more detailed evidence taken from a small sample of schools visited by hmi with a view to investigating further the features of successful practice in effective schools

Safeguarding in schools: best practice

Solution

There is no reason why good practice in safeguarding should not be a feature of every school; the practice described here is replicable – with a sensible awareness of the local context – in every school. It complies with requirements and often moves beyond them; it is not seen as a burden but as a reasonable and essential part of the fabric of the school; it pays attention to the meticulous and systematic implementation of policies and routines; it involves every member of the school community in some way; and it has a sharp eye on the particular circumstances and needs of all pupils, especially the most vulnerable.

NP

Inspection and regulation have helped to focus minds on the need to ensure that all appropriate steps have been taken to guarantee and promote children's safety. This report seeks to distil the best practice seen in the best schools – the 19% of schools which were judged to be outstanding in their safeguarding procedures in 2009/10. It addresses the question: 'What can schools with some way to go learn from the best?' Evidence from this group of schools has been augmented with more detailed evidence taken from a small sample of schools visited by **HMI** with a view to investigating further the features of successful practice in effective schools.

Section 3

QTS Test format punctuation exercises

Each exercise has **15** missing items of punctuation. The solution to each exercise is on the page following.

3.1 Achievement in group work

From Literacy and Learning Through Talk*, Roy Corden, Open University Press, 2000, page 83*

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researchers in the USA have made great claims for the effectiveness of group work in enhancing motivation developing social skills and raising levels of academic achievement. Slavin (1983a devised a number of structured approaches to competitive-cooperative work such as TGT (team games tournaments) and STAD student-teams achievement divisions) The CLIP (cooperative learning implementation programme) (Robertson 1990) focused on collaborative learning and aimed to promote prosocial skills and academic achievement in the UK Mercer (1991) and Moore and Tweddle (1992) investigated the role of CAL (computer assisted learning) and explored its potential for pair and group work Slavin reports that his methods can develop social relations improve childrens self-esteem and increase student achievement Johnson and Johnson 1990: 71) make similar claims and offer evidence to suggest that group cooperative learning can promote higher achievement than an individual competitive approach

Achievement in group work

Solution

Researchers in the USA have made great claims for the effectiveness of group work in enhancing motivation, developing social skills and raising levels of academic achievement. Slavin (1983a) devised a number of structured approaches to competitive-cooperative work such as TGT (team games, tournaments) and STAD (student-teams achievement divisions). The CLIP (cooperative learning implementation programme) (Robertson 1990) focused on collaborative learning and aimed to promote prosocial skills and academic achievement. In the UK, Mercer (1991) and Moore and Tweddle (1992) investigated the role of CAL (computer assisted learning) and explored its potential for pair and group work. Slavin reports that his methods can develop social relations, improve children's self-esteem and increase student achievement. Johnson and Johnson (1990: 71) make similar claims and offer evidence to suggest that group cooperative learning can promote higher achievement than an individual competitive approach.

3.2 Mrs Norris

From Harry Potter and he Chamber of Secrets *J.K.Rowling, Bloomsbury, 1998*

What's going on here What's going on'

Attracted no doubt by Malfoy's shout Argus Filch came shouldering his way through the crowd. Then he saw Mrs Norris and fell back, clutching his face in horror

'My cat! My cat! Whats happened to Mrs Norris?' he shrieked

And his popping eyes fell on Harry.

'*You!* he screeched, '*You*! You've murdered my cat You've killed her! I'll kill you! I'll '

'*Argus!*'

Dumbledore arrived on the scene followed by a number of other teachers In seconds, he had swept past Harry, Ron and Hermione and detached Mrs norris from the torch bracket.

'Come with me, Argus,' he said to Filch. 'You too Mr Potter, Mr Weasley Miss Grainger.'

Lockhart stepped forward eagerly.

'My office is nearest, Headmaster – just upstairs – please feel free - '

'Thank you Guilderoy,' said Dumbledore.

Mrs Norris

Solution

‘What’s going on here**?** What’s going on**?**’

Attracted no doubt by Malfoy’s shout**,** Argus Filch came shouldering his way through the crowd. Then he saw Mrs Norris and fell back, clutching his face in horror**.**

‘My cat! My cat! What**’**s happened to Mrs Norris?’ he shrieked**.**

And his popping eyes fell on Harry.

‘*You!*’ he screeched, ‘*You*! You’ve murdered my cat**!** You’ve killed her! I’ll kill you! I’ll **…**’

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Dumbledore arrived on the scene**,** followed by a number of other teachers**.** In seconds, he had swept past Harry, Ron and Hermione and detached Mrs **N**orris from the torch bracket.

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Lockhart stepped forward eagerly.

‘My office is nearest, Headmaster – just upstairs – please feel free - ’

‘Thank you Guilderoy,’ said Dumbledore.

3.3 Safeguarding And Child Protection Policy

Extracted from http://www.dulverton.bexley.sch.uk/downloads/child%20protection%20policy%202014.pdf accessed 16/11/14

The safeguarding of children is everyones business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children This includes

- Preventing the impairment of children's health or development
- Protecting children from maltreatment
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care

The Children Act 1989 defines a child as being up to the age of 18 years it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. There are four categories of abuse

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

It is acknowledged that a child can be abused harmed or neglected in a family, institution or community setting by someone known to them or less commonly by a stranger this includes someone in a position of trust such as a teacher or other professional Safeguarding and the promotion of a childs welfare covers all aspects of the child's life and the school is committed to ensuring that all its actions in respect of a child are compatible with this aim If there are concerns about a childs welfare that do not meet the thresholds of child abuse the school will consider whether the Common Assessment Framework approach should be considered refer to London Borough of Bexley for details).

Solution

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes

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3.4 Archaeology field schools

Found at: https://www.ifrglobal.org/parents/letter-to-parents accessed 16th November 2014

Dear Parent

archaeology field schools offer an excellent opportunity for young students to explore the world around them while gaining a deeper understanding of the past, themselves and cultures other than our own they also offer students the chance to participate in basic research and experience first hand the challenges of adjusting research design to the realities of field conditions and unexpected discoveries archaeology field schools have a very low faculty-to-student ratio, so students get extensive and quality time with scholars. This translates into a deeper engagement with the intellectual processes involved in research and frequently, strong recommendation letters for students that are based on real acquaintance finally archaeology field schools involve physical labour in open environments taking students away from the virtual world and into more basic but healthy, personal contact with other humans

Does this sound like something your child may enjoy and benefit from

This letter includes information that will help you support your child in their pursuit of a summer of academic excellence, personal growth and learning that will engage all of their senses. It also provides general information about the Institute for Field Research programs. We encourage you to visit our individual program pages to evaluate which program may best serve the needs of your child.

Frequently a students decision to study abroad or attend a domestic field school can be more stressful for the parent than the child. You may have health and safety concerns, financial concerns, and concerns about the quality of the programs among others. Our programs take all of these matters very seriously and address them to the fullest extent possible.

Archaeology field schools

Solution

Dear Parent,

Archaeology field schools offer an excellent opportunity for young students to explore the world around them while gaining a deeper understanding of the past, themselves and cultures other than our own. They also offer students the chance to participate in basic research and experience first hand the challenges of adjusting research design to the realities of field conditions and unexpected discoveries. Archaeology field schools have a very low faculty-to-student ratio, so students get extensive and quality time with scholars. This translates into a deeper engagement with the intellectual processes involved in research and frequently, strong recommendation letters for students that are based on real acquaintance. Finally, archaeology field schools involve physical labour in open environments, taking students away from the virtual world and into more basic but healthy, personal contact with other humans.

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3.5 Pathologies

Extracted from 'Sightlines' *by Kathleen Jamie (pub. Sort Of Books, 2012). In this extract Kathleen is reflecting on her visit to a friend, Frank, who has been showing her round his pathology lab.*

Pestilence and disease. Its pretty grim. Who wants the privacy of their body invaded and bits cut out and chopped up and the remnants scraped into a polythene bag But we'll go a long way not to die. who wants their neighbour down the street or round the world to bleed into her stomach when a course of antibiotics will do the trick We need disease to dance us on our way we need to halt it if we are to live morally Twin truths like boxing hares

i drove home along the river Id fancied Id seen in the poor mans liver cells. The tide was in, no sandbanks. The inner body plumbing and landscapes and bacteria The outer world also had flown open like a door, and I wondered as I drove, and wonder still what it is that we are *just not seeing*?

Pathologies

Solution

Pestilence and disease. It's pretty grim. Who wants the privacy of their body invaded and bits cut out and chopped up and the remnants scraped into polythene bag? But we'll go a long way not to die. Who wants their neighbour down the street or round the world to bleed into her stomach when a course of antibiotics will do the trick? We need disease to dance us on our way; we need to halt it if we are to live morally. Twin truths, like boxing hares.

I drove home along the river I'd fancied I'd seen in the poor man's liver cells. The tide was in, no sandbanks. The inner body, plumbing and landscapes and bacteria. The outer world also had flown open like a door, and I wondered as I drove, and wonder still, what it is that we are *just not seeing*?

3.6 Cold Iron

From Cold Iron by Rudyard Kipling a short story in the collection Rewards and Fairies, Macmillan 1910.

When Dan and Una had arranged to go out before breakfast they did not remember it was Midsummer Morning. they only wanted to see the otter which old Hobden said had been fishing their brook for weeks; and early morning was the time to surprise him As they tiptoed out of the house into the wonderful stillness the church struck five. Dan took a few steps across the dew-blobbed lawn, and looked at his black footprints.

I think we ought to be kind to our poor old boots,' he said. 'they'll get horrid wet.'

It was their first summer in boots and they hated them so they took them off, and slung them round their necks, and paddled joyfully over the rippling turf where the shadows lay the wrong way, like evening in the east.

The sun was well up and warm, but by the brook the last of the night mist still fumed off the water. They picked up the chain of otters footprints on the mud, and followed it from the bank between the weeds and the drenched mowing while birds shouted with surprise

Cold Iron

Solution

When Dan and Una had arranged to go out before breakfast, they did not remember it was Midsummer Morning. They only wanted to see the otter which, old Hobden said, had been fishing their brook for weeks; and early morning was the time to surprise him. As they tiptoed out of the house into the wonderful stillness, the church struck five. Dan took a few steps across the dew-blobbed lawn, and looked at his black footprints.

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3.7 Dealing with bullies

Found at http://www.bullying.co.uk/advice-for-schools/advice-on-your-school-s-anti-bullying-policy/ accessed 14/11/14

The no-blame or support group method

In this method the victim or target of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had a teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing they were condoning the bullying.
The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group.

each pupil in the group then carries out their own solution so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.
A week or so later the group reconvenes to discuss progress and what has been achieved.
records are sometimes kept of the way this method is carried out but not always.
This strategy has often proved unpopular with parents some of whom have expressed concern to us about a lack of action from the school and a lack of punishment for the bullies these concerns should be considered in advance if using this method

Dealing with bullies

Solution

The no-blame or support group method

In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

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3.8 UK Youth Parliament (part 1)

From: http://www.bbc.co.uk/news/uk-politics-30041158 accessed 16th November 2014

Members of the UK Youth Parliament have taken part in their annual Commons debate, chaired by Speaker John Bercow.

The 11 to 18 year olds discussed the living wage, work experience, the voting age and other issues chosen by a ballot of 876488 young people. The event, in which 285 took part, marks the start of Parliament Week, an annual campaign to raise awareness about politics and democracy in the UK.

More than 100 events will take place nationwide over the coming week.
This year's focus will be on encouraging political engagement in young people.
More than 300 organisations including charities schools museums and community groups are involved in the programme of events

Alongside the timetabled events will be the launch of a campaign on social media entitled "Do Democracy. It will encourage young people to share and discuss the issues important to them by using the hash-tag #DoDemocracy".

A number of parliamentarians including the chairman of the Political and Constitutional Reform Select Committee Graham Allen, will take part in live Twitter Q&As during the week. Mr Allen's committee released a report on Friday which called for "substantial reforms to current electoral practice in order to re engage the public with politics and democracy

the publication of the report is intended to gather reaction from parliamentarians and members of the public

UK Youth Parliament (part 1)

Solution

Members of the UK Youth Parliament have taken part in their annual Commons debate, chaired by Speaker John Bercow.

The 11 to 18-year-olds discussed the living wage, work experience, the voting age and other issues chosen by a ballot of 876,488 young people. The event, in which 285 took part, marks the start of Parliament Week, an annual campaign to raise awareness about politics and democracy in the UK.

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The publication of the report is intended to gather reaction from parliamentarians and members of the public.

3.9 UK Youth Parliament (part 2)

Democratic crisis'

Mr Allen said that "our democracy is facing a crisis if people were not inspired to participate in the political process.

He said: Turnout for the last general election was only 65% almost 16 million voters chose not to participate - and millions of people are not even registered to vote. This is not an acceptable state of affairs for a modern democracy.

The report invites responses to proposals for the parties to include in their manifesto plans for reforms including compulsory voting in certain elections online voting, and votes for 16 and 17-year olds

Also suggested are further decentralisation and devolution so "the electorate can engage much more in deciding their own affairs, and "reforming party structures to better engage with the public.

The cross party committee has also suggested making polling day for general elections a public holiday to encourage turnout.

the UK Youth Parliament met for their sixth annual Commons debate to discuss issues selected by their own representatives, including the living wage, creating opportunities for better work experience, whether exam re sits should be permitted for english and Maths, how to improve mental health services, and votes for 16 and 17-year-olds.

UK Youth Parliament (part 2)

Solution

'Democratic crisis'

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3.10 UK Youth Parliament (part 3)

'To the top

Opening the session, leader of the House of Commons William Hague said details of Fridays proceedings would be sent to all government ministers to reflect upon.

"They are going to read them, whether they like it or not he said Reflecting on his own political career, which began at 16 when he gave a speech to the Conservative Party conference, Mr Hague told delegates that they could go to the very top" irrespective of their background. "Today the floor of the House is yours, he said.

Among other events during Parliament Week, on Monday there will be a Young People's Question Time, chaired by Krishnan Guru-Murthy of Channel 4 News and featuring Kwasi Kwarteng and Diane Abbott among its line-up of panellists

Later events in the week include among other things, a musical recital, a discussion over how a non-party political Scottish Parliament could work and a broad consideration of "politics and the North.

UK Youth Parliament (part 3)

Solution

'To the top'

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