**Paper 2 Practice Paper #3**

Q1) Read again the first part of Source A from lines 1 to 16.

* Choose four statements below which are true.
* Shade the circles in the boxes of the ones that you think are true.
* Choose a maximum of four statements.
* If you make an error cross out the whole box.
* If you change your mind and require a statement that has been crossed out then draw a circle around the box. [4 marks]

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| --- | --- |
| The inscription on the door says Infant School of Training. |  |
| They were invited to enter the Kinder Garten. | T |
| The writer was not particularly interested in the methods of education used. |  |
| The first thing they noticed in the Kinder Garten was the toys were replaced with books. | T |
| The street sweeper was invited into the Kinder Garten. |  |
| The writer says two year olds can keep themselves occupied. |  |
| ‘Finished’ dolls and animals were not used in the Kinder Garten | T |
| The children made their own lessons. | T |

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Q2) You need to refer to Source A and Source B for this question.

Both sources describe different ways of educating young children.

Use details from both sources to write a summary of what you understand about the different ways children are educated. [8 marks]

* The writer of Source A describes what he experiences inside a Kinder Garten and the writer of Source B argues her opinions about changes to education for young children.
* Source A includes descriptions of the activities that children take part in ("the most simple and inexpensive things were used, and that the children made their own lessons") and discusses how children seem interested in everything they do (“every faculty of body and mind is properly educed”). The writer goes on to describe different games and activities that the children take part in and provides us with his opinions on each of them (“The ball is used also in the movement games and gymnastic exercises”, “they afford endless amusement to the children.”). The writer refers to how we all understand children (“Every one knows how fond children are of cutting with scissors”) to explain how the Kinder Garten takes advantages of these stereotypes (“makes paper-cutting a very interesting branch of education”) and describes the children’s reactions to these activities (“how the little fellow rejoices when he has discovered that secret.”) Finally, the writer describes how the children are all keen to be involved and to be active: “Not the least pleasing feature of the Kinder Garden is to watch the earnestness and delight with which the children enter into their occupations.”
* Source B is more critical of the status quo and argues that changes are needed to the education system, She explains what classrooms now look like: “every surface festooned with alphabet charts, bar graphs, word walls, instructional posters,” implying there are a lot of demands on both teachers and students, and goes on to explain how education has changed: “Much greater portions of the day are now spent on what’s called “seat work””, “a teacher carefully controls the content and pacing of what a child is supposed to learn.”
* The writer uses an example study to show how expectations on students and teachers have risen dramatically: “the percentage of teachers expecting children to know how to read by the end of the year had risen from 30 to 80 percent”, and explains how the focus of education has shifted (“more time spent with workbooks and worksheets, and less time devoted to music and art”), and she argues more students are now not moving to the next grade because of higher expectations: “A study out of Mississippi found that in some counties, more than 10 percent of kindergartners weren’t allowed to advance to first grade.” She goes on to explain how teachers have told that children seem “less inquisitive and less engaged than the kids of earlier generations,” implying that these changes are not having the desired effect and argues “the fact that young children are gaining fewer skills, not more.”
* The writer argues that schools must not focus so much on reading and writing but on speaking and listening skills: “The real focus in the preschool years should be not just on vocabulary and reading, but on talking and listening” and warns ignoring this will be a major issue for education in the future: “We neglect vital teacher-child interactions at our peril.”
* The attitudes in Source A are very positive about the kinder garten and full of praise for its methods, whereas Source B is incredibly critical of changes to the education system and provides some alternatives instead.

Q3) You now need to refer only to Source B from lines 1 to 18.

How does the writer use language to argue her opinions on education? [12 marks]

* The writer begins her article with an imperative sentence: "Step into an American preschool classroom today", creating an image of a classroom in our heads and then adds: "you are likely to be bombarded with what we educators call a print-rich environment". The aggressive verb 'bombarded' implies the walls of the classroom are covered in different materials and are overwhelming, given the associations of 'bombarded' with war and violence. It's not a positive connotation she is trying to give off here.
* She goes on to add: "every surface festooned with alphabet charts, bar graphs, word walls, instructional posters, classroom rules, calendars, schedules, and motivational platitudes—few of which a 4-year-old can “decode,” the contemporary word for what used to be known as reading." The huge list here adds to this sense of being overwhelmed and surrounded by information, and the irony being that "few of which a 4-year-old can decode" or read! Not only is this information everywhere, it is also pretty pointless. She puts "decode" in quotation marks to imply that it is a buzz word used in education that means being able to read something, which implies all sorts about the writer's opinions on the current state of education.
* To help engage the reader, the writer tries to relate this experience of being in this new type of classroom to her readers, many of whom may not be teachers and therefore not familiar with such an environment: "Because so few adults can remember the pertinent details of their own preschool or kindergarten years, it can be hard to appreciate just how much the early-education landscape has been transformed over the past two decades." The verb 'transformed' helps to accentuate how much education has changed since her readers were in school themselves.
* Again, the writer uses quotation marks to highlight 'buzz words' or terms used in education: "Much greater portions of the day are now spent on what’s called “seat work” (a term that probably doesn’t need any exposition)" and the parentheses her explain that "seat work" is what it sounds like - children sat in their places and listening.
* The writer goes on to imply that new teaching styles are restrictive and controlled, which implies a lack of freedom and creativity: "a form of tightly scripted teaching known as direct instruction, formerly used mainly in the older grades, in which a teacher carefully controls the content and pacing of what a child is supposed to learn." The alliteration 'carefully controls the content' and the adverb 'tightly' help to accentuate this sense of restriction for the reader.

Q4) For this question, you need to refer to the whole of Source A, together with the whole of Source B.

Compare how the writers convey their different perspectives on education.

In your answer, you could:

* compare their different perspectives on educating young people
* compare the methods the writers use to convey their perspectives
* support your response with references to both texts.

[16 marks]

* Source A and Source B present very different perspectives on education: Source A is predominantly positive and full of praise for the methods of education witnessed in the Kinder Garten, describing in detail the different activities and methods the writer witnesses and how the children react to these activities, whereas Source B is highly critical of the changes to preschool education and argues there needs to be a greater focus on talking and listening rather than reading and writing.
* Because both writers have completely different perspectives, the use of language employed by both is completely different as well. Source A provides detailed descriptions of the activities the children engage in (“the most simple and inexpensive things were used, and that the children made their own lessons”, “ The second gift consists of a ball-cube cylinder, stick, and string.”) Additionally, the writer explains how the children respond to these tasks and games and how it affects their learning (“whilst he is amused and delighted, every faculty of body and mind is properly educed”, “so diversified that they afford endless amusement to the children.”) The writer appeals to his readers – who are likely to not be teachers themselves – by providing stereotypical examples of how young children might behave, “    If ever the reader has nursed a fine spirited two-year old baby, he will have found out how necessary it is to find something for it to do,” and then adds how the kinder garten is able to get around these types of behaviour: “It is impossible for us to do justice to those little architects in words.” Here the writer refers to the children as ‘little architects’, using the metaphor to imply the children are very adept at making their own models and includes the hyperbole “impossible for us to do justice” to emphasise how good the work of the children is.
* In contrast, Source B tends to rely more on statistics to add weight to the writer’s argument: “One study… found that the percentage of teachers expecting children to know how to read by the end of the year had risen from 30 to 80 percent”; “The researchers also reported more time spent with workbooks and worksheets, and less time devoted to music and art.” Rather than simply explaining her opinions, the writer uses the authority of an independent and in-depth study to provide evidence in favour of her opinions.
* Moreover, the writer of Source B tends to use quotation marks when referring to new common terms in education like “seat work” and “decode” to imply that she disagrees profoundly with these ideas and indirectly questions their significance and integrity.
* Like the writer of Source A, the writer of Source B also tries to make her article relevant to parents, but rather than talk about the general behaviours of young children, she is trying to help them to detach themselves from their own school experiences in relation to what school is like now: “Because so few adults can remember the pertinent details of their own preschool or kindergarten years, it can be hard to appreciate just how much the early-education landscape has been transformed over the past two decades.”
* As well as putting forward her own opinions on changes to pedagogy, the writer argues that the changes that have occurred have actually damaged rather than improved students’ skills: “by the time they were in first grade their attitudes toward school were deteriorating. And by second grade they performed *worse* on tests measuring literacy, language, and math skills.” She cities “. A major evaluation of Tennessee’s publicly funded preschool system, published in September,” which is relevant and recent, adding further authority to what she is arguing. Additionally, she directly quotes Robert Pianta, “one of the country’s leading child-policy experts,” who “cautions that there is “no evidence whatsoever” that our early-learning system is suited” to the task of improving students’ reading and writing skills.
* In Source A the writer bases their article on what they see first hand and provides the students’ responses as evidence of the strategies’ impact: “. There is no weariness, scolding, nor punishment, but the whole are intelligent and happy.” The list of negative nouns ‘weariness,’ ‘scolding’ and ‘punishment’ might be what the writer would have expected to see in a school, but instead found children who are ‘intelligent’ and ‘happy’, the adjectives helping to accentuate how pleased the writer is with the school.
* Whereas in Source B, the writer refers to an anecdote involving her own son as a way of backing up her argument: “They might conclude, as my young son did, that pigs produce ham, just as chickens produce eggs and cows produce milk.” By doing so it helps the writer to sound on the same wavelength as parents reading the article, that she has also has children who have been through the same experiences as their children.