

PASSAGE 2

Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what record will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time-not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying - and the consequent improvement in pupil happiness- is surely a worthwhile objective.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a **35** which makes the school's attitude towards bullying quite clear. It should include detailed **36** as to how the school and its staff will react if bullying occurs. In addition, action can be taken through the **37** This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion. On its own, however, it is insufficient to bring about a permanent solution. Effective work can also be done with individual pupils and small groups. For example, potential **38** of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective. Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere **39**

PASSAGE 3

From the maze of conflicting statements and heated articles on the subject, three main positions about the potential of camera art emerged. The simplest, entertained by many painters and a section of the public, was that photographs should not be considered 'art' because they were made with a mechanical device and by physical and chemical phenomena instead of by human hand and spirit; to some, camera images seemed to have more in common with fabric produced by machinery in a mill than with handmade creations fired by inspiration. The second widely held view, shared by painters, some photographers, and some critics, was that photographs would be useful to art but should not be considered equal in creativeness to drawing and painting. Lastly, by assuming that the process was comparable to other 50 techniques such as etching and lithography, a fair number of individuals realized that camera images were or could be as significant as handmade works of art and that they might have a positive influence on the arts and on culture in general.

Complete the summary using the list of words, **A-G**, below.

A inventive	C beneficial	E mixed	G inferior
B similar	D next	F justified	

Camera art

In the early days of photography, opinions on its future were **31**..... , but three clear views emerged. A large number of artists and ordinary people saw photographs as **32**..... to paintings because of the way they were produced. Another popular view was that photographs could have a role to play in the art world, despite the photographer being less **33**..... . Finally, a smaller number of people suspected that the impact of photography on art and society could be **34**..... .