

## THE CASE FOR MIXED-ABILITY CLASSES

### Questions 27–30

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27–30 on your answer sheet.

- 27 The writer describes the *Romeo and Juliet* lesson in order to demonstrate
- A how few students are interested in literature.
  - B how a teacher handles a range of learning needs.
  - C how unsuitable Shakespeare is for most teenagers.
  - D how weaker students can disrupt their classmates' learning.
- 28 What does the writer say about streaming in the third paragraph?
- A It has a very broad appeal.
  - B It favours cleverer students.
  - C It is relatively simple to implement.
  - D It works better in some schools than others.
- 29 What idea is suggested by the reference to Mount Qomolangma in the fifth paragraph?
- A students following unsuitable paths
  - B students attempting interesting tasks
  - C students not achieving their full potential
  - D students not being aware of their limitations
- 30 What does the word 'scaffolding' in the sixth paragraph refer to?
- A the factors which prevent a student from learning effectively
  - B the environment where most of a student's learning takes place
  - C the assistance given to a student in their initial stages of learning
  - D the setting of appropriate learning targets for a student's aptitude

## Questions 31–35

Complete the summary using the list of phrases, **A–I**, below.

Write the correct letter, **A–I**, in boxes 31–35 on your answer sheet.

### Is streaming effective?

According to Professor John Hattie of the Melbourne Education Research Institute, there is very little indication that streaming leads to **31** ..... . He points out that, in schools which use streaming, the most significant impact is on those students placed in the **32** ..... , especially where a large proportion of them have **33** ..... . Meanwhile, for the **34** ..... , there appears to be only minimal advantage. A further issue is that teachers tend to have **35** ..... of students in streamed groups.

- |                          |                              |                                    |
|--------------------------|------------------------------|------------------------------------|
| <b>A</b> wrong classes   | <b>B</b> lower expectations  | <b>C</b> average learners          |
| <b>D</b> bottom sets     | <b>E</b> brightest pupils    | <b>F</b> disadvantaged backgrounds |
| <b>G</b> weaker students | <b>H</b> higher achievements | <b>I</b> positive impressions      |

Test 3

Questions 36–40

Do the following statements agree with the views of the writer in Reading Passage 3?

In boxes 36–40 on your answer sheet, write

<b>YES</b>	<i>if the statement agrees with the views of the writer</i>
<b>NO</b>	<i>if the statement contradicts the views of the writer</i>
<b>NOT GIVEN</b>	<i>if it is impossible to say what the writer thinks about this</i>

- 36 The Vygotsky model of education supports the concept of a mixed-ability class.
- 37 Some teachers are uncertain about allowing students to take on MKO roles in the classroom.
- 38 It can be rewarding to teach knowledge which you have only recently acquired.
- 39 The priority should be to ensure that the highest-achieving students attain their goals.
- 40 Taking part in collaborative outdoor activities with teachers and classmates can improve student outcomes in the classroom.