

**Time: 2 hours**  
**Section A: Reading**

**Read the text below and answer Questions 1–3 on the question paper.**

*This text is from an autobiography by Frank McCourt who describes teaching in America in the 1960s. McCourt is discussing the tactics of some of the other teachers with his friends.*

**Text 1**

5 There is talk along the bar about certain efficient teachers and we agree we don't like them and the way their classes are so organized they hum from bell to bell. In these classes there are monitors for every activity, every part of the lesson. There is the monitor who goes immediately to the board to write the number and title of the day's lesson, Lesson #32, Strategies in Dealing with the Dangling Participle. Efficient teachers are known for their strategies, the darling new word at the Board of Education.

10 The efficient teacher has rules for taking notes and the organization of the notebook and there are notebook monitors who roam around the classroom to check for the proper form, top of page filled with student's name, homeroom class, title of course and date with the month written out so the student will have practice in writing out because there are too many people in this world that we live in, business people and others, who are too lazy to write out the months. There are to be prescribed margins and no scribbling. If the notebook doesn't adhere to the rules the monitor will enter demerits on the student's card and when the report card time rolls around there will be suffering and no mercy.

15 Homework monitors collect and return assignments, attendance monitors preside over the little cards in the attendance book and collect excuses for absences and lateness. Failure to submit written excuses leads to further suffering and no mercy.

20 Some students are known for their skill in writing excuse notes from parents and doctors and they'll do it in return for favors in the cafeteria or the far reaches of the basement.

25 Monitors who take blackboard erasers to the basement to knock out the chalk must first promise they're not taking this important job to sneak a smoke or make out with the boy or girl of their choice. The principal is already complaining there is too much activity in the basement and he'd like to know what's going on there.

30 There are monitors to distribute books and collect receipts, monitors to put everything in the room in alphabetical order, monitors to carry the trash can along the aisles in the war against litter, monitors who decorate the room to make it so bright and cheerful the principal brings in visitors from Japan and Liechtenstein.

**Read the text below and answer Questions 4–7 on the question paper.**

*This text is from Chapter 1 of a non-fiction guide for teachers called 'How to be an amazing teacher', written by Caroline Bentley-Davies.*

## Text 2

5 People decide to become teachers for a whole host of reasons. Some know from an early age that they have a vocation. Their desire to pass on information and instruct others can be overwhelming. Younger siblings and soft toys have been lined up and practised on from the tenderest of ages. For these individuals the road to teaching is well planned and rigorously signposted. Others come to it much later in life, deciding that the corporate world has a poverty of fulfilment, despite its obvious material trappings. Others are cast adrift on the sea of careers and eventually try teaching as one of many possible suitable choices, surprising themselves by enjoying and committing to a career they didn't visualise themselves ever undertaking. It doesn't matter how you decided to become a teacher; what matters is that you did and that while you are teaching you continually seek to become the best teacher you can. Sounds easy enough, doesn't it?

15 Watching an amazing teacher is like watching any specialist: they make it look effortless and straightforward when in fact it takes an immense amount of skill and split-second decision making to make it happen. An amazing teacher commands the complete attention of their class (not an easy task when thirty-one or more individuals have many more exciting activities on their minds). An amazing teacher notices and responds to students as individuals, noticing perhaps that Ian is rather quiet today, or that Millie isn't trying her hardest or that Michael lacks confidence with a particular task. An amazing teacher addresses these issues directly or makes a mental note to have a quiet word with the student or check with their form tutor so that barriers to learning are broken down. If you have been taught by an amazing teacher you will know what it is like to be encouraged, to be pushed, to be challenged and to feel supported that with their guidance you can achieve your very best.

25 Developing the skills of an amazing teacher takes time. It also takes effort and the ability to reflect and be honest about your performance and your qualities. Becoming an amazing teacher is not all about length of service. We have all experienced in many different areas of life the lacklustre individual who claims expertise or even 'excellence' purely because they have been doing the same job for over twenty years. But twenty years of doing the job isn't the same as twenty years of experience. It all depends on whether the individual has thought and reflected on what they have done – or whether they are just repeating the same year twenty times over.

35 The same is true in developing the skills and characteristics of an amazing teacher; we have to be willing to think and sometimes even rethink the way we go about something. Some amazing teachers are in their first few years of teaching. Some teachers have become an amazing teacher after a much longer period. What is evident

about all really exceptional teachers is that they *still* believe there is plenty left for them to learn and set about doing this.

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In defining the essence of an amazing teacher I think it helps to think about the five Es: enthusiasm, expertise, empathy, empowerment and enterprise. These reflect the key attributes that an amazing teacher has in abundance. Developing and refining these skills takes time, hard work and commitment. You may feel that some of these come more naturally to you than others, but the ones you struggle with most are actually the ones to start with.























**Section B: Transactional Writing**  
**Answer ONE question. You should spend about 45 minutes on this section.**

**EITHER**

**\*8** One of your relatives is thinking of becoming a teacher. Write a letter to him/her in which you share your thoughts about whether you think the job will suit them.

In your letter you could:

- explain your thoughts about what teaching is like as a career
- describe what makes an effective teacher
- explain any challenges that you think they might face

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

**OR**

**\*9** Your school has a vacancy for several new teachers. Write an article for a local newspaper explaining what it would be like for new teachers to work at your school.

You could write about:

- what is particularly good about your school
- what the benefits are in working there
- what students are looking for in a good teacher

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

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