



Unit Number

U3051249/KC3T

Key Skills

Communication

Level 3 - Competition in Schools

Tuesday 22nd May 2007

Total Marks: 50

No. of Questions:

Time: 1 hour 30 minutes (including reading time)

Materials required for examination

This question paper

The source booklet

An answer booklet

A pen with black or blue ink

You may NOT use a dictionary

Instructions to Candidates

Do NOT open this test paper until you are told to do so by the supervisor.

In the boxes on the answer book, write your centre number, registration number, surname and initials. The paper reference is shown above.

If you use extra paper, make sure it has your name and registration number on it and is securely attached to your answer booklet.

At the end of the test, hand the test paper, the Answer Booklet(s) and all notes to the supervisor.

Marks will be awarded for accuracy of spelling, punctuation and grammar.

Information for Candidates

There are two parts to this test.

Part A (total 25 marks) consists of 4 short-answer questions.

Part B (total 25 marks) consists of 1 extended-answer question.

Read each question carefully and try to answer ALL the questions.

Advice to Candidates

You are reminded of the importance of clear and orderly presentation in your answers.

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Competition in Schools

Read Documents 1 to 3 then answer the questions which follow.

- Document 1 *Adapted from Blair puts competition back into school sports, Sarah Hall, The Guardian, 25 August 2004 and Barking and Dagenham Council website.*
- Document 2 *Adapted from A Visit to a Once and Future School – the Waldorf School of South West London, Diane Varty, The Waldorf School Website, 2005.*
- Document 3 *A range of comments taken from Competition in Sport, Xander Stephenson, The Adam Smith Institute, 2005 and Competitive classes 'cause disruption', BBC News Online, 10 June 2002.*

Part A: Short-answer questions

In this section you will be given marks for:

- identifying accurately, and comparing, the lines of reasoning and main points from the documents
 - synthesising the key information in a way that is relevant to the purpose.
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1 Using Documents 1 and 3, identify **four** reasons why competition is said to be good for children.

5 marks

2 Using Document 2, identify **three** ways in which Steiner schools avoid competition between children. To what extent does this approach differ from that outlined in Document 1?

7 marks

3 Identify the meaning of the images in Document 1 and in Document 2. Consider the extent to which each one supports the arguments put forward in the document in which it appears.

6 marks

4 Identify **two** arguments from Document 3 which suggest that competition may not be good for children. Consider the extent to which information from the other documents supports or opposes these views.

7 marks

Part A Total 25 marks

Part B: Extended-answer question

In this section you will be given marks for:

- using a format and style of writing that is appropriate to the purpose
 - organising the relevant information from all documents clearly and coherently
 - using your own words where appropriate
 - writing legibly using accurate spelling, punctuation and grammar.
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- 5 The King's School, Northalterton, Gloucestershire NN5 3BZ is considering introducing a non-competitive policy within the school to reduce rivalry in both academic work and sporting activities. The Headteacher, Mr James Sinclair, has asked you to write a formal report outlining the arguments for and against competition in schools and making recommendations as to what the school should do.

Your report should include:

- arguments for competition in sporting activities and in the classroom
- arguments against competition in sporting activities and in the classroom
- your recommendations as to what the school should do.

Your response should be based on information from the documents.

25 marks

End of test

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