

Task 2 Model answer

Few would argue that technologies developed in recent years have had a significant impact on the way books and music are shared. The Internet enables very cheap, or even completely free, access to words and sounds.

For many people this is a very negative development. Firstly, they make the point that downloading words and music without paying is morally wrong – it is, after all, a form of stealing, just as much as if someone had shop-lifted a CD. Secondly, they claim that if nobody actually buys music or books then the people who produce them, for example, novelists, journalists or musicians, will no longer be able to make a living from such work. Eventually new work will stop being created, no one will perform live and whole industries will cease to function. They say that eventually the only way to make money from writing and music will be through things like celebrity endorsements, and mediocrity will flourish.

I believe, however, that freer access to books and music on the Internet is a liberating development, allowing more people to enjoy what was once the preserve of the few. It is particularly good that young people can freely experience a wide range of music and writing. I feel the only way to prevent accessing books and music is by stricter monitoring and harsher penalties and that this would be extremely damaging, because it would increase surveillance and control. I believe it would stifle creativity and undermine creative industries much more than free access is said to do now. I believe writers and musicians will find a way of benefiting from the new situation and good artists will be able to make a living as they always have done.

Test 5

Test 5 LISTENING

SECTION 1

- 1 weekend(s) 2 plasdeco 3 clear
4 late/unreliable 5 cheaper 6 messy
7 designs 8 expensive 9 painting
10 ladder(s)

SECTION 2

- 11 B 12 C 13 A 14 B 15 C
16 C 17 I 18 H 19 D 20 G

SECTION 3

- 21 D 22 B 23 A 24 H 25 F
26 E 27/28 B/E 29/30 A/C

SECTION 4

- 31 common 32 woodland/woods/forest(s) 33 tail
34 grey/gray 35 humans/people 36 memory
37 hearing 38 birds 39 year 40 water

Test 5 READING

READING PASSAGE 1

1	F	PARAGRAPH 2 tells that '... in a coral-reef fishery the physical accessibility of the reef opens up opportunities for direct participation by women ...'
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2	T	PARAGRAPH 2 goes on to say that by being able to directly participate in coral-reef fishing, the independence and importance of women are enhanced.
3	T	PARAGRAPH 2 shows that the coral-reef enables to acquire important skills and knowledge for later life.
4	T	PARAGRAPH 3 confirms that on Ulithi Atoll 'women have a distinct role, and rights, in the distribution of fish catches.'
5	NG	While the passage notes in PARAGRAPH 3 that the canoes are 'made from mahogany logs from nearby Yap Island ...', it does not specify where the canoes are actually constructed.
6	F	PARAGRAPH 3 tells us that reef fisheries give women greater control over the household income and allow them to in negotiate for loans or credit.
7	F	PARAGRAPH 4 says that coral reef fisheries are 'relatively stable compared with other fisheries, or land-based agricultural production.'
8	sea cucumbers	PARAGRAPH 5 'In Palau, sea cucumbers growing on the reef are seldom eaten during good weather in an effort to conserve their populations.'
9	agricultural	PARAGRAPH 6 '... in coastal communities in northern Mozambique, reef harvests provide key sources of food and cash when agricultural production is low ...'
10	scuba diving	PARAGRAPH 7 'In the Caribbean alone, tours based on scuba-diving ...'
11	communi-cations	PARAGRAPH 7 'The upgrading of roads and communications ... may also bring benefits to local communities.'
12	sustain-ability	PARAGRAPH 7 'There is growing recognition that sustainability is a key requirement ...'
13	conflict	PARAGRAPH 8 'Where tourism development has not been carefully planned ... conflict has sometimes arisen between tourism and local, small-scale fishers.'

READING PASSAGE 2

14	v	The theme of PARAGRAPH A is that '... in order to learn science, people often have to change the way they think in ordinary situations ...'
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15	ii	PARAGRAPH B illustrates the problem of superficial understanding by explaining how students can learn information but be unable to apply it.
16	vi	PARAGRAPH C explains Piaget's idea that learning results from conflicts between existing concepts and new information which challenges them.
17	i	PARAGRAPH D shows that 'discovery learning' had initially been seen as a lone learner being challenged to re-think, but later the role peers can play in learning had been proposed.
18	ix	PARAGRAPH E outlines a study in which it was found that <i>'progress was ... observed ... in a second test given around four weeks after the group work.'</i>
19	viii	PARAGRAPH F describes a study which investigated whether the exchange of ideas in pair work could aid learning.
20 and 21	B and D	PARAGRAPH C According to Piaget, learning takes place when pupils are actively engaged in solving problems that challenge their current thinking (B). Although the teacher is important (as in A), it is the inner dynamics of the pupil's thinking which is key. Young children – according to Piaget – do not always accept the need to change their ideas in the face of new and conflicting information: they may reject the new information to preserve their old way of thinking.(D) Repetition and consistency of input (C) is not mentioned and children's ability to help each other (E) was not noted by Piaget.
22 and 23	A and E	PARAGRAPH E <i>'Howe compared the progress of 8–12 year-old children in understanding what influences motion down a slope.'</i> (A) Howe and colleagues created two groups according to a pre-test; a post test was given immediately after the sessions and another four weeks later. (E) The children did not work in mixed-ability groups (B); the talkativeness of the children is not mentioned (C); the teacher was not actively involved (D).

24	discovery learning	PARAGRAPH D <i>'Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed "discovery learning".'</i>
25	teacher	PARAGRAPH D <i>'Discovery learning initially took what is now considered the 'lone learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning ...'</i>
26	peers/ friends	PARAGRAPH D <i>'... it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change.'</i>

READING PASSAGE 3

27	D	PARAGRAPH 2 emphasises the fascination monumental ruins hold for us and our wonder at the mysteries they hold. This might be termed a 'romantic' appeal.
28	C	PARAGRAPH 3 <i>'This suspicion of unintended ecological suicide (ecocide) has been confirmed ... by archaeologists, climatologists, historians, paleontologists, and palynologists (pollen scientists).'</i>
29	A	PARAGRAPH 4 notes that many civilisations <i>'declined rapidly after reaching peak numbers and power ...'</i>
30	Y	PARAGRAPH 5 <i>'Today many people feel that environmental problems overshadow all the other threats to global civilisation.'</i>
31	Y	PARAGRAPH 5 notes the build up of toxic substances as one of four new environmental threats.
32	N	PARAGRAPH 5 shows that there is much debate about the seriousness of the current environmental problems.
33	NG	The passage states in PARAGRAPH 6 that: <i>'We differ from past societies in some respects that put us at lower risk than them ... We also differ from past societies in some respects that put us at greater risk than them'</i> but it does not compare individual societies past and present.

34	Y	The final sentence of PARAGRAPH 6 warns us that we can learn lessons from the past but we must be careful about the comparisons.
35	C	PARAGRAPH 2 'The monumental ruins left behind by those past societies hold a fascination for all of us.'
36	A	PARAGRAPH 4 '... it [is] tempting to draw analogies between the course of human societies and the course of individual human lives... But that metaphor proves erroneous for many past societies ...'
37	F	PARAGRAPH 5 'These environmental problems include the same eight that undermined past societies, plus four new ones ...'
38	D	PARAGRAPH 6 '... some of those [differences] often mentioned include our powerful technology (i.e. its beneficial effects) ... We also differ from past societies in some respects that put us at greater risk than them: again, our potent technology (i.e. its unintended destructive effects) ...'
39	E	PARAGRAPH 6 'We shouldn't be so naïve as to think that study of the past will yield simple solutions, directly transferable to our societies today.'
40	A	Only A sums up the argument. The issues mentioned in B, C and D are either not referred to in the passage or form only a small part of the argument.

Test 5 WRITING

Task 1 Model answer

The graph shows the average weather conditions in one region of East Africa. It shows that there are significant differences in the average monthly precipitation and some variation in temperature. The range of rainfall figures is very large across the year (from approximately five to 280 millimetres) whereas the temperature only fluctuates by three degrees, from 20.5–23.5°C.

Broadly speaking, in this region periods of high rainfall tend also to be periods of slightly hotter weather, with two noticeable peaks in the year. Temperatures are fairly high in March and April (just over 23°C), which coincides with a time of very heavy rainfall (with a top figure of 280mm in April). Both rainfall and temperature figures fall in the middle of the year (to a yearly low of 20.5°C, and just five mm of rain in July).

The exception to this pattern – of warmer weather being damper – is January/February and September where there are relatively high temperatures (22–23°C) but low rainfall (less than 20mm).

Task 2 Model answer

I strongly agree with the suggestion that humankind should consume less meat and instead have more vegetables in their diet, and I believe that a number of steps can be taken to persuade people to do this.

Firstly, I feel that education has a major role to play in bringing about this change of lifestyle. A well-informed minority of the world's population may be fully aware of the fact that it is much cheaper and more environmentally sound to eat vegetables, thereby cutting out one whole stage of production, rather than consuming the animals which graze on vegetation. However, I believe that the majority are not conscious of this. Figures should be made widely available showing the savings to be made from this option – both financial and ecological. From a young age, children should also be taught this as an essential part of the curriculum and to set an example, school meals should be redesigned to reflect a shift from meat to vegetables.

A second measure would be financial. Taxes can be put on meat to make it a luxury item to be eaten fairly rarely, at most three or four times a week, rather than two or three times a day as is the practice in many parts of the developed world. There is, however, a danger in too much interference in people's choice. It is often the case that resistance builds up against lecturing and fiscal penalties, meaning that people will react by ignoring all the advice. Perhaps a compromise position would be to encourage less wastage in food production and retail, particularly in the developed world. Huge amounts of perfectly usable food are thrown away by households and restaurants and supermarkets. Less wastage would mean less food production in the first place.

Test 6

Test 6 LISTENING

SECTION 1

- 1 Moonfleet 2 fields 3 shops
4 summerhouses 5 river 6 dining
7 sea 8 garden 9 parking 10 agent

SECTION 2

- 11 A 12 B 13 C 14 B
15/16 B/D 17/18 A/C 19/20 B/E

SECTION 3

- 21 A 22 B 23 A 24 C 25 B
26 B 27 B 28 A 29 D 30 C

SECTION 4

- 31 (very) thin 32 court documents
33 high-quality 34 buried 35 thickness
36 bleached/whitened 37 dialect 38 baseline
39 evolution 40 trade routes