



IESOL Assessment Reading

RQF Level: Level 3

(CEFR Level: C2)

Candidate Booklet – Reading

SAMPLE VERSION 3

The following details must be completed:

Candidate Name: _____

Candidate Date of Birth: _____ DD / MM / YYYY

Centre Name: _____

Examination Date & Time: _____ DD / MM / YYYY _____ HH:MM

INSTRUCTIONS FOR CANDIDATES:

- Do NOT turn over the page until instructed.
- This examination is made up of 3 TASKS.
- Answer all the questions
- If you change your mind about an answer, initial your corrections.
- Use only black or blue PEN.
- ONLY monolingual English dictionaries are allowed.

Time allowed: 55 minutes

Total marks available: 22

GA USE ONLY:

Reading Task 1

Read the article and circle the best option to complete the text – a, b, c, or d. An example has been done for you.

Not so many more fish in the sea

The Pacific bluefin tuna is, as one of our team often says, “a wicked cool fish.” They are one of the **0)** _____ bony fish in the sea, capable of growing to a staggering ten feet in length and over 1,000 pounds! These ocean giants take up to five years to mature, and can live into their mid-20s.

Like wolves, Pacific bluefin tuna are apex predators. **1)** _____ animals can eat these fish (besides humans, that is). The tuna, in turn, feed on squid, crabs, and a variety of fish, including other tuna. To **2)** _____ these prey, and to migrate tens of thousands of miles across the ocean to feed and spawn, Pacific bluefin are built for speed. They can reach speeds of up to 30 miles per hour.

The fact that Pacific bluefin tuna are slow-growing and long-lived makes them particularly **3)** _____ to overfishing. Hunted on both sides of the Pacific, bluefin tuna are considered a delicacy by the Japanese. Japan is responsible for more than half of the total catch of Pacific bluefin and consumes 80% of it. All this fishing pressure has caused a staggering 97.4% **4)** _____ in the population of Pacific bluefin tuna.

As the number of adult Pacific bluefin tuna dwindles, more and more juvenile tuna are caught for consumption. A full 97.6% of all Pacific bluefin tuna caught are younger than two years of age. This means that tuna are being taken from the ocean before they have a chance to reproduce. If something doesn't change soon, this threat could be a recipe for extinction.

Fishing efforts for Pacific bluefin tuna have only increased, but with so few fish remaining – just 2.6% of the fish's **5)** _____ population – fewer are left to be caught. Existing legal protections regulating tuna catch by other nations or by international fishery management organisations are weak. So weak, in fact, that if fishing continues at the levels allowed under the current **6)** _____, there is only a 0.1% chance of rebuilding Pacific bluefin tuna to healthy levels by 2024. There is no doubt that the Pacific bluefin tuna is on the road to extinction. The only question is whether we can turn it around in time.

- | | | | | |
|-----------------|---------------|---|-------------------|--------------|
| Example: | a) smallest | <input checked="" type="radio"/> b) largest | c) most common | d) strangest |
| 1. | a) Very few | b) A number of | c) Many other | d) Further |
| 2. | a) avoid | b) recognise | c) catch | d) escape |
| 3. | a) attractive | b) resistant | c) vulnerable | d) common |
| 4. | a) ratio | b) increase | c) representation | d) decline |
| 5. | a) historic | b) current | c) global | d) local |
| 6. | a) government | b) regulations | c) assumptions | d) tactics |

(6 marks)

Reading Task 2

Read the text and answer the questions below. Circle the correct option, a, b, c, or d. An example has been done for you.

In Defence of the Dog

Professor John Bradshaw is a scientist – founder and director of the Anthrozoology Institute at the University of Bristol – who has devoted the last 25 years to studying the domestic dog and has just written the most fantastic book, *In Defence of the Dog*. Bradshaw is not interested in canine hearsay. He does not peddle opinions. His style is tolerant, clear and benign and he is interested only in what science can support. His book is a revelation – a major rethink about the way we understand our dogs, an overturning of what one might call traditional dogma.

The first idea to bite the dust is so huge and entrenched that some owners will struggle to adjust. We have had it drummed into us by trainers such as Cesar Millan that because dogs are descended from wolves (their DNA is almost identical), they behave like wolves and can be understood as "pack" animals. Their received thinking has been that dogs seek to "dominate" and that our task is to assert ourselves as pack leaders – alpha males and females – and not allow dogs to get the upper paw, or give treats for good behaviour. Bradshaw has no quarrel about DNA. His argument is that scientists have been studying the wrong wolves and jumping to the wrong conclusions. He says: "People have been studying American timber wolves because the European wolf is virtually extinct. And the American timber wolf is not related at all closely to the ancestry of the domestic dog."

Bradshaw's hypothesis is that domestic dogs were descended from a separate, more sociable wolf but that "whatever the ancestor of the dog was like, we don't have it today". The wolves alive now are unreliable specimens, necessarily rough diamonds, who have been able to "survive the onslaught we have given them". And here is the rub: new research – including work with Indian village dogs – shows that dogs "do not set up wolf-type packs. They don't organise themselves in the way wolves do". Dogs are not striving, in other words, for household domination. Bradshaw believes our relationship with dogs has been sadly distorted. He writes: "The most pervasive and pernicious idea informing modern dog training techniques is that the dog is driven to set up a dominance hierarchy wherever it finds itself." He explains that apparently dominant dogs are usually "anxious" rather than "ambitious". He says: "They don't want to control people, they want to control their own lives. It is what we are all aiming for – to keep control of our own lives. It is a fundamental biological urge."

But Bradshaw is far from suggesting we slacken in our efforts to train our dogs: he favours humane, reward-based training. The latest science shows that dogs learn to "please their owners". It is wonderful to hear this: it makes one feel fantastically upbeat about being a dog owner (and it is a relief to drop all thoughts of a primitive power struggle).

Bradshaw first went to the dogs – in the best sense – because of his interest in "the science of smell. I used to study ants, wasps, moths... then I thought: why not broaden this out?" When he started out, a quarter of a century ago, he was in an unglamorous minority. Now canine science is a "huge industry – with 200-300 people working worldwide". Dogs are now used not only for narcotics but to help epileptics (able to alert them when they are on the edge of a seizure) and to sniff out everything from bedbugs to shark's fins and even certain kinds of cancer. Bradshaw, in his book, follows the dog's nose brilliantly. He urges us to show "manners" and be aware of our dog's sense of smell.

For anyone interested in dog emotion, *In Defence of Dogs* is also a sentimental and at times surprising education. The first shocker is this: dogs do not experience guilt. So is the look Lily gives us when discovered illegally on the sofa (creeping off, flashing the whites of her eyes) not guilt? Bradshaw explains she may know to associate that basking on the sofa leads to owner disapproval but that is not the same as feeling guilt, or as having the mental equipment to differentiate between right and wrong. Less surprising is Bradshaw's sense that dogs may be capable of jealousy (when I give my husband a hug, Lily wants to be part of the action). But dog jealousy is not of the all-consuming, Othello sort: "They may be able to feel jealousy in the moment but don't obsess about it or trawl Facebook for evidence."

Bradshaw's most incredible – and gratifying – assertion is that dogs are more interested in people than in other dogs. This is not sappy wishful thinking but the result of studying "co-evolution, the two species evolving towards each other". We forget that play between species, enjoyed by dogs and humans, is very rare. The family feeling that wolves display has been replaced in dogs by "an intense need to bond with people". Bradshaw says that from the moment puppies open their eyes, they start to bond with people "completely, spontaneously and as hard as they can".

He writes about love (science plays safe and calls it "attachment") but in answer to the question: does your dog love you? replies: 'Of course!' The positive hormone, oxytocin, is triggered by love, and dogs experience a surge of oxytocin during friendly interactions with people." And, he explains, "Dogs really do miss their owners when separated from them." Of an estimated eight million dogs in the UK, it is thought that more than half a million are suffering from separation stress.

Bradshaw is determined to make "It's a dog's life" into a positive statement. We talk about the future – and his sense that there is an urgent need to reform pedigree breeding if dogs are to have a healthy future. We talk about the past – and the dogs from his own life; and about his present Labrador, Murphy. We talk, too, about how good dogs are at reading our body language – and he makes one determined to read theirs correctly (he is a close student of every twitch of ear and tail). I ask about his title: do dogs really need defending? "They need defending from people who persist in the old methods and don't take any notice of science."

Example: John Bradshaw is:

- a) a dog trainer.
- b) a scientist.
- c) an anthrozoology student.
- d) a book publisher.

1) *In Defence of the Dog* can be best described as:

- a) an emotional account by a dog owner.
- b) aiming to entertain and amuse.
- c) intended to serve as a dog training guide.
- d) both educational and informative.

2) Bradshaw's hypothesis states that:

- a) the real ancestor of domestic dogs needs to be discovered and their behaviour studied.
- b) researchers formed their conclusions on canine behaviours based on incorrect evidence.
- c) the conclusions of researchers have been distorted by dog trainers.
- d) Indian village dogs should not be perceived as representative of a domestic dog.

3) Dog trainers such as Cesar Millan reject the idea that:

- a) dogs are pack animals.
- b) dogs will naturally try to dominate.
- c) dog training should be reward based.
- d) dogs respond well to a strong leader.

4) According to recent research:

- a) dogs are capable of distorting human relationships.
- b) dogs tend to follow a hierarchy within a group and aim to get to the top.
- c) dogs traditionally perceived as dominant are simply nervous.
- d) ambitious dogs respond better to training.

5) According to John Bradshaw, dog training:

- a) is more difficult than we previously thought.
- b) should focus on rewarding good behaviour.
- c) should be undertaken by professional trainers.
- d) can be compared to a form of a power struggle.

6) The author of the book states that dogs are capable of feeling:

- a) guilt, jealousy and love.
- b) guilt but not jealousy.
- c) only a limited kind of jealousy.
- d) none of the above emotions.

7) The statement that dogs prefer humans to other dogs:

- a) is contradicted by scientific research.
- b) is an example of wishful thinking on the part of dog owners.
- c) is mostly true for young dogs and puppies.
- d) is true and backed by evolutionary research.

8) John Bradshaw :

- a) is convinced that the future for domestic dogs is bright.
- b) has conducted research into 'separation stress' in dogs.
- c) is a supporter of pedigree breeding.
- d) aims to tackle common misconceptions regarding canine behaviour.

(8 marks)

Reading Task 3

Read the four texts and answer the questions below by indicating which text each question relates to: A, B, C, D, or None. Please note that there are two questions which do not refer to any of the texts.

An example has been done for you.

Text A – The Steve Jobs School in Amsterdam

The Steve Jobs School aims to be a new school model for a new era. Just like its namesake, the school encourages children to find their passions through learning and exploration. At Steve Jobs Schools all learning is self-guided, with each child receiving an iPad pre-loaded with educational apps and games. While parents can offer guidance, the children are encouraged to choose what they want to learn and when. This approach has been shown to increase attention, motivation, and improve learning. But not all learning is computer-based. Social skills are also honed through collaborative projects with other children.

Among the 10 promises the schools make to each child, which are displayed prominently, possibly the most important one is “We promise to always utilise the latest techniques to prepare you for tomorrow’s world.”

One of the most fascinating aspects of the Steve Jobs School model involves parent engagement. Every six weeks, the parents and coaches (they are not called teachers) meet to check their child’s progress and update the individual learning plan. Most importantly, parents use a personalised iPad app to track their child’s progress in real time, providing more detail than any report card or parent-teacher meeting ever could.

Text B – Egalia Pre-School in Stockholm, Sweden

For decades, mixed gender schools have been the norm in most Western countries, but Stockholm’s Egalia School takes the concept to a whole new level. This revolutionary school system is based on the principle of complete equality and aims to avoid any type of discrimination, including age, skill, class, race, disability, and gender.

Gender-specific names and labelling are avoided: instead of referring to ‘girls’ or ‘boys’ or ‘he’ and ‘she,’ the teachers use group names or the children’s’ first names. When reading books or telling stories, the teachers often change the roles and let the prince be saved by the princess or use gender-neutral characters. The aim of this system is to teach children to judge each other by their actions and personality instead of pre-conceived gender roles.

“It is important that the children learn the basis of democracy both in practice and theory in order to be good world citizens who do not discriminate,” says headteacher Lotta Rajalin. “A good self-belief is the basis for learning and development.”

Text C – Carpe Diem Schools in Ohio, Indiana, and Arizona

Carpe Diem Schools more closely resemble open-plan offices with cubicles than traditional classrooms. Instead of being separated into different classes by skill, students are allowed to work at their own individual level. Each student learns at their own pace using their computers in an open plan classroom. This means that they can accelerate or slow their learning without being held back or falling behind.

In addition to the software-based curriculum, they also work on team projects with other students and teachers in a more traditional classroom setting. Much of this involves research-based learning, where students are encouraged to make and learn from their mistakes. The students are offered opportunities to work directly with local colleges, community organisations, and real businesses to solve real-world problems.

Designed for the modern, millennial student who is more comfortable with technology than old-fashioned methods, the Carpe Diem schools in Arizona are outperforming all other schools in the state.

Text D – Waldorf School of the Peninsula

Despite being located in the very heart of Silicon Valley, the world's high-tech epicentre, the Waldorf School of the Peninsula takes a very low-tech approach to education. That's right—the employees of technology firms like Apple, eBay, Google, and Yahoo send their children to a school with no screen, tablet, or smartphone in sight.

The Waldorf School calls it “renaissance education.” But why are so many tech leaders insisting on schooling their kids without using technology in the classroom, or even at home? The idea is to reduce the distractions of modern media and create the physical and mental space for creativity and innovation, which are skills highly valued by start-ups in the tech scene.

Instead of relying on software to deliver their lessons, the Waldorf School believes in a more traditional teacher figure that cares about the class and individual students. All subjects are taught using creativity, arts, games, projects, and exploration. For example, certain maths principles are taught through knitting, languages are practised during games, and storytelling plays a central role.

Neither the teachers nor the parents are worried about the students lagging behind in their technology education. Technology is getting simpler and more intuitive every year, they claim, so students will easily catch up.

Which text describes a school that...?

Text

Example: ... does not use modern technology?

D

- | | | |
|----|---|-------|
| 1. | encourage parents to be involved in their children’s education. | _____ |
| 2. | is quite specific in the way the teachers address pupils. | _____ |
| 3. | believes that learners benefit from feeling self-confident. | _____ |
| 4. | aims to challenge some stereotypes of how people are perceived. | _____ |
| 5. | exposes the students to real-life challenges. | _____ |
| 6. | emphasises that parents should not be involved in their children’s education. | _____ |
| 7. | rejects the concept of a teacher in education. | _____ |
| 8. | acts on the assumption that technology is not always conducive to learning. | _____ |

(8 marks)

END OF READING ASSESSMENT

CANDIDATE DECLARATION:

I confirm that the work contained in this booklet is my own and I had no prior knowledge of the content of this examination.

I declare that I will not divulge to any person any information about the questions and/or tasks.

Signed:	
Dated:	DD / MM / YYYY