Cambridge IELTS 2

Examination papers from the
University of Cambridge
Local Examinations Syndicate

Contents

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing whether candidates are ready to study or train in the medium of English. IELTS is owned by three partners, The University of Cambridge Local Examinations Syndicate, the British Council and IDP Education Australia (through its subsidiary company IELTS Australia Pty Limited). The main purpose of this book of Practice Tests is to give future IELTS candidates an idea of whether their English is at the required level. Further information on IELTS can be found in the IELTS Handbook available free of charge from IELTS centres.

WHAT IS THE TEST FORMAT?

IELTS consists of six modules. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules according to whether a candidate is taking the Academic or General Training version of the test.

Academic	General Training
For candidates taking the test for entry to undergraduate or postgraduate studies or for professional reasons	For candidates taking the test for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes

The test modules are taken in the following order.

Listening
4 sections, 40 items
30 minutes

Academic Reading		General Training Reading
3 sections, 40 items	OR	3 sections, 40 items
60 minutes		60 minutes

Academic Writing		General Training Writing
2 tasks	OR	2 tasks
60 minutes		60 minutes

Speaking
10 to 15 minutes

Total test time
2 hours 45 minutes

Listening

This is in four sections, each with 10 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a monologue.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end to transfer answers to the answer sheet.

Academic Reading

There are three reading passages, of increasing difficulty, on topics of general interest and candidates have to answer 40 questions. The passages are taken from magazines, journals, books and newspapers. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes – yes, no, not given.

General Training Reading

Candidates have to answer 40 questions. There are three sections of increasing difficulty, containing texts taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the training context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes – yes, no, not given, or true, false, not given.

Academic Writing

There are two tasks and it is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words and 40 minutes on Task 2 – 250 words. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to look at a diagram or table and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, describe the stages of a process, describe an object or event, explain how something works.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

General Training Writing

There are two tasks and it is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words and 40 minutes on Task 2 – 250 words. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

Speaking

This consists of a conversation between the candidate and an examiner and takes between 10 and 15 minutes. There are five sections:

1 Introduction
   The examiner and candidate introduce themselves and the candidate is encouraged to talk briefly about their life, home, work and interests.
2 Extended discourse
   The candidate is encouraged to speak at length about some familiar topic of general interest or of relevance to their culture, place of living or country of origin. This will involve explanation, description or narration.
3 Elicitation
   The candidate is given a task card with some information on it and is encouraged to take the initiative and ask questions either to elicit information or to solve a problem.
4 Speculation and Attitudes
   The candidate is encouraged to talk about their future plans and proposed course of study. Alternatively the examiner may choose to return to a topic raised earlier.
5 Conclusion
   The interview is concluded.

Candidates are assessed on their ability to communicate effectively with native speakers of English. The assessment takes into account evidence of communicative strategies and appropriate use of grammar and vocabulary.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability IELTS provides a score, in the form of a profile, for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

*9 **Expert User** – Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*

*8 **Very Good User** – Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.*

*7 **Good User** – Has operational command of the language, though occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.*

*6 **Competent User** – Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.*

*5 **Modest User** – Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.*

*4 **Limited User** – Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.*

*3 **Extremely Limited User** – Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.*

*2 **Intermittent User** – No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.*

*1 **Non User** – Essentially has no ability to use the language beyond possibly a few isolated words.*

*0 **Did not attempt the test**. – No assessable information.*

Most universities and colleges in the United Kingdom, Australia, New Zealand and Canada accept an IELTS Overall Band Score of 6.0 or 6.5 for entry to academic programmes. IELTS scores are increasingly being recognised by Universities in the USA.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer key is on pages 146–167.

Each item in the Listening and Reading tests is worth one mark. There are no half marks. Put a tick (✓) next to each correct answer and a cross (✗) next to each wrong one. Each tick will equal one mark.

Single letter/number answers
- For questions where the answer is a single letter or number, you should have written **only** one answer. If you have written more than one, the answer must be marked wrong.

Longer answers
- Only the answers given in the Answer key are correct.
- Sometimes part of the correct answer is given in brackets. Words in brackets are optional – they are correct, but not necessary.
- Alternative words or phrases within an answer are indicated by a single slash (/).
- Sometimes there are alternative correct answers to a question. In these cases the possible answers are separated by a double slash (//). If you have written any one of these possible answers, your answer is correct.
- You will find additional notes about individual questions in the Answer key.

Spelling
- Most answers require correct spelling. Where alternative spellings are acceptable, this is stated in the Answer key.
- Both US and UK spelling are acceptable.

Writing

Obviously it is not possible for you to give yourself a mark for the Writing tasks. For Tests 1, 2 and 4 and GT Test A we have provided *model answers* (written by an examiner) at the back of the book. It is important to note that these show just one way of completing the task, out of many possible approaches. For Test 3 and GT Test B we have provided *sample answers* (written by candidates), showing their score and the examiner's comments. We hope that both of these will give you an insight into what is required for the Writing module.

HOW SHOULD YOU INTERPRET YOUR SCORES?

In the Answer key at the end of the each set of Listening and Reading answers you will find a chart which will help you assess if, on the basis of your practice test results, you are ready to take the IELTS exam.

In interpreting your score, there are a number of points you should bear in mind.

Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the modules and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules.

However, institutions considering your application are advised to look at both the Overall Band and the Bands for each module. They do this in order to see if you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening comprehension might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your papers you should have some idea of whether your Listening and Reading skills are good enough for you to try the real IELTS test. If you did well enough in one module but not in others, you will have to decide for yourself whether you are ready to take the proper test yet.

The Practice Tests have been checked so that they are about the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Test papers will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Sample answers or model answers are provided for the Writing tasks. The sample answers were written by IELTS candidates; each answer has been given a band score and the candidate's performance is described. Please note that the examiner's guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The model answers were written by an examiner as examples of very good answers, but it is important to understand that they are just one example out of many possible approaches.

Test 1

SECTION 1   *Questions 1–10*

Questions 1–5

Complete the form below.
*Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.*

VIDEO LIBRARY APPLICATION FORM

Example	*Answer*
Surname:	**Jones**

First names:	Louise Cynthia
Address:	Apartment 1, 72 **(1)** .... Street
	Highbridge
Post code:	**(2)** ....
Telephone:	9835 6712 (home)
	(3) .... (work)
Driver's licence number:	**(4)** ....
Date of birth:	Day: 25th Month: **(5)** ....Year: 1977

Questions 6–8

*Circle **THREE** letters **A–F**.*

What types of films does Louise like?

A Action
B Comedies
C Musicals
D Romance
E Westerns
F Wildlife

Questions 9 and 10

*Write **NO MORE THAN THREE WORDS** for each answer.*

 9 How much does it cost to join the library?

.……………………………………………

10 When will Louise's card be ready?

.……………………………………………

SECTION 2   *Questions 11–20*

Questions 11–13

Complete the notes below
*Write **NO MORE THAN THREE WORDS** for each answer.*

Expedition Across Attora Mountains

Leader: Charles Owen

Prepared a   **(11)** .... for the trip

Total length of trip   **(12)** ....

Climbed highest peak in **(13)** ....

Questions 14 and 15

*Circle the correct letters **A–C**.*

14   What took the group by surprise?

   A   the amount of rain
   B   the number of possible routes
   C   the length of the journey

15   How did Charles feel about having to change routes?

   A   He reluctantly accepted it.
   B   He was irritated by the diversion.
   C   It made no difference to his enjoyment.

Questions 16–18

*Circle **THREE** letters **A–F**.*

What does Charles say about his friends?

A   He met them at one stage on the trip.
B   They kept all their meeting arrangements.
C   One of them helped arrange the transport.
D   One of them owned the hotel they stayed in.
E   Some of them travelled with him.
F   Only one group lasted the 96 days.

Questions 19 and 20

*Circle **TWO** letters A–E.*

What does Charles say about the donkeys?

A   He rode them when he was tired.
B   He named them after places.
C   One of them died.
D   They behaved unpredictably.
E   They were very small.

SECTION 3   *Questions 21–30*

Questions 21–25

Complete the table below.
*Write **NO MORE THAN THREE WORDS** for each answer.*

	TIM	JANE
Day of arrival	Sunday	**(21)** ....
Subject	History	**(22)** ....
Number of books to read	**(23)**	**(24)** ....
Day of first lecture	Tuesday	**(25)** ....

Questions 26–30

*Write **NO MORE THAN THREE WORDS** for each answer.*

26 What is Jane's study strategy in lectures?

    ……………………………………………

27 What is Tim's study strategy for reading?

    ……………………………………………

28 What is the subject of Tim's first lecture?

    ……………………………………………

29 What is the title of Tim's first essay?

    ……………………………………………

30 What is the subject of Jane's first essay?

    ……………………………………………

SECTION 4   *Questions 31–40*

Questions 31–35

Complete the table below.
*Write **NO MORE THAN THREE WORDS** for each answer.*

Course	Type of course: duration and level	Entry requirements
Physical Fitness Instructor	*Example* **Six-month certificate**	None
Sports Administrator	**(31)**	**(32)** .... in sports administration
Sports Psychologist	**(33)**	Degree in psychology
Physical Education Teacher	Four-year degree in education	**(34)** ....
Recreation Officer	**(35)**	None

Questions 36–40

Complete the table below.
*Write the appropriate letters **A–G** against Questions 36–40.*

Job	Main role
Physical Fitness Instructor	**(36)** ....
Sports Administrator	**(37)** ....
Sports Psychologist	**(38)** ....
Physical Education Teacher	**(39)** ....
Recreation Officer	**(40)** ....

MAIN ROLES

A the coaching of teams

B the support of elite athletes

C guidance of ordinary individuals

D community health

E the treatment of injuries

F arranging matches and venues

G the rounded development of children

READING

READING PASSAGE 1

*You should spend about 20 minutes on **Questions 1–13** which are based on Reading Passage 1 below.*

AIRPORTS ON WATER

River deltas are difficult places for map makers. The river builds them up, the sea wears them down; their outlines are always changing. The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations. An island six kilometres long and with a total area of 1248 hectares is being created there. And the civil engineers are as interested in performance as in speed and size. This is a bit of the delta that they want to endure.

The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete. The giant dumper trucks rumbling across it will have finished their job by the middle of this year and the airport itself will be built at a similarly breakneck pace.

As Chek Lap Kok rises, however, another new Asian island is sinking back into the sea. This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport. Chek Lap Kok was built in a different way, and thus hopes to avoid the same sinking fate.

The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge: the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even: different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second.

The differences are both political and geological. Kansai was supposed to be built just one kilometre offshore, where the seabed is quite solid. Fishermen protested, and the site was shifted a further five kilometres. That put it in deeper water (around 20 metres) and above a seabed that consisted of 20 metres of soft alluvial silt and mud deposits. Worse, below it was a not-very-firm glacial deposit hundreds of metres thick.

The Kansai builders recognised that settlement was inevitable. Sand was driven into the seabed to strengthen it before the landfill was piled on top, in an attempt to slow the process; but this has not been as effective as had been hoped. To cope with settlement, Kansai's giant terminal is supported on 900 pillars. Each of them can be individually jacked up, allowing wedges to be added underneath. That is meant to keep the building level. But it could be a tricky task.

Conditions are different at Chek Lap Kok. There was some land there to begin with, the original little island of Chek Lap Kok and a smaller outcrop called Lam Chau. Between them, these two outcrops of hard, weathered granite make up a quarter of the new island's surface area. Unfortunately, between the islands there was a layer of soft mud, 27 metres thick in places.

According to Frans Uiterwijk, a Dutchman who is the project's reclamation director, it would have been possible to leave this mud below the reclaimed land, and to deal with the resulting settlement by the Kansai method. But the consortium

that won the contract for the island opted for a more aggressive approach. It assembled the world's largest fleet of dredgers, which sucked up 150m cubic metres of clay and mud and dumped it in deeper waters. At the same time, sand was dredged from the waters and piled on top of the layer of stiff clay that the massive dredging had laid bare.

Nor was the sand the only thing used. The original granite island which had hills up to 120 metres high was drilled and blasted into boulders no bigger than two metres in diameter. This provided 70m cubic metres of granite to add to the island's foundations. Because the heap of boulders does not fill the space perfectly, this represents the equivalent of 105m cubic metres of landfill. Most of the rock will become the foundations for the

airport's runways and its taxiways. The sand dredged from the waters will also be used to provide a two-metre capping layer over the granite platform. This makes it easier for utilities to dig trenches – granite is unyielding stuff. Most of the terminal buildings will be placed above the site of the existing island. Only a limited amount of pile-driving is needed to support building foundations above softer areas.

The completed island will be six to seven metres above sea level. In all, 350m cubic metres of material will have been moved. And much of it, like the overloads, has to be moved several times before reaching its final resting place. For example, there has to be a motorway capable of carrying 150-tonne dump-trucks; and there has to be a raised area for the 15,000 construction workers. These

are temporary; they will be removed when the airport is finished.

The airport, though, is here to stay. To protect it, the new coastline is being bolstered with a formidable twelve kilometres of sea defences. The brunt of a typhoon will be deflected by the neighbouring island of Lantau; the sea walls should guard against the rest. Gentler but more persistent bad weather – the downpours of the summer monsoon – is also being taken into account. A mat-like material called geotextile is being laid across the island to separate the rock and sand layers. That will stop sand particles from being washed into the rock voids, and so causing further settlement. This island is being built never to be sunk.

Questions 1–5

Classify the following statements as applying to
  A *Chek Lap Kok airport only*
  B *Kansai airport only*
  C *Both airports*

*Write the appropriate letters **A–C** in boxes 1–5 on your answer sheet.*

Example	*Answer*
built on a man-made island	**C**

1   having an area of over 1000 hectares

2   built in a river delta

3   built in the open sea

4   built by reclaiming land

5   built using conventional methods of reclamation

Questions 6–9

Complete the labels on Diagram B below.
Choose your answers from the box below the diagram and write them in boxes 6–9 on your answer sheet.

***NB** There are more words/phrases than spaces, so you will not use them all.*

DIAGRAM A
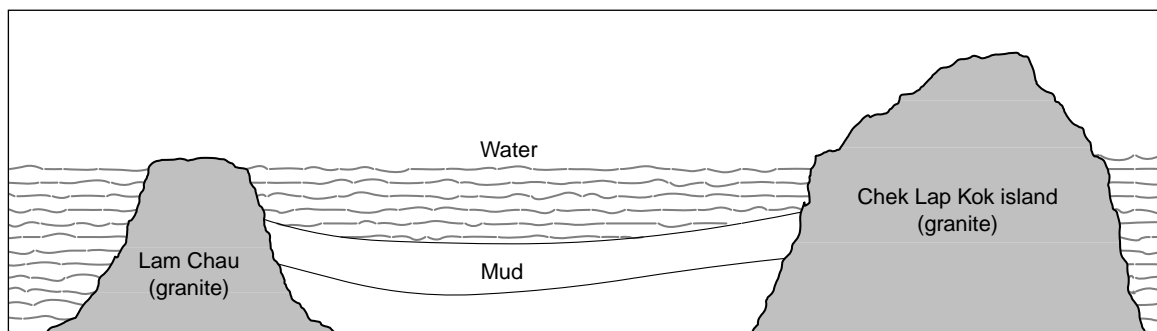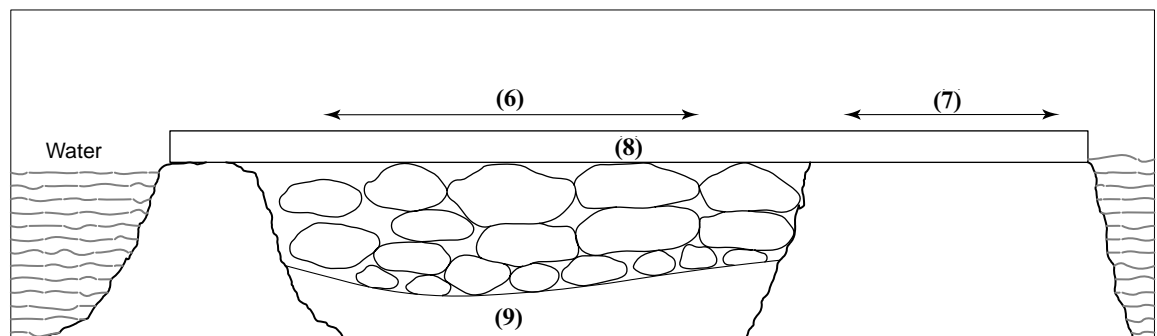*Cross-section of the original area around Chek Lap Kok before work began*

Water

Chek Lap Kok island
(granite)

Lam Chau
(granite)

Mud

DIAGRAM B
Cross-section of the same area at the time the article was written

(6)

(7)

Water

(8)

(9)

granite	runways and taxiways
mud	water
terminal building site	stiff clay
sand	

Questions 10–13

Complete the summary below.
Choose your answers from the box below the summary and write them in boxes 10–13 on your answer sheet.

NB   There are more words than spaces, so you will not use them all.

	Answer
When the new Chek Lap Kok airport has been completed, the raised area and the … (*Example*) … will be removed.	**motorway**

The island will be partially protected from storms by … **(10)** … and

also by … **(11)** … . Further settlement caused by … **(12)** … will be

prevented by the use of … **(13)** … .

construction workers	coastline	dump-trucks
geotextile	Lantau Island	motorway
rainfall	rock and sand	rock voids
sea walls	typhoons	

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–27** which are based on Reading Passage 2 on the following pages.*

Questions 14–18

*Reading Passage 2 has six paragraphs **A–F**.*
*Choose the most suitable headings for paragraphs **B–F** from the list of headings below.*
*Write the appropriate numbers (**i–ix**) in boxes 14–18 on your answer sheet.*

***NB** There are more headings than paragraphs, so you will not use them all.*

List of Headings

i	Ottawa International Conference on Health Promotion
ii	Holistic approach to health
iii	The primary importance of environmental factors
iv	Healthy lifestyles approach to health
v	Changes in concepts of health in Western society
vi	Prevention of diseases and illness
vii	Ottawa Charter for Health Promotion
viii	Definition of health in medical terms
ix	Socio-ecological view of health

Example	*Answer*
Paragraph A	**v**

14   Paragraph **B**

15   Paragraph **C**

16   Paragraph **D**

17   Paragraph **E**

18   Paragraph **F**

Changing our Understanding of Health

A
The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

B
For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

C
In the late 1940s the World Health Organisation challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

D
The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

> The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

> Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and approaches is one of 'enabling people to increase control over and to improve their health' (WHO, 1986).

Questions 19–22

*Using **NO MORE THAN THREE WORDS** from the passage, answer the following questions. Write your answers in boxes 19–22 on your answer sheet.*

19 In which year did the World Health Organisation define health in terms of mental, physical and social well-being?

20 Which members of society benefited most from the healthy lifestyles approach to health?

21 Name the three broad areas which relate to people's health, according to the socio-ecological view of health.

22 During which decade were lifestyle risks seen as the major contributors to poor health?

Questions 23–27

Do the following statements agree with the information in Reading Passage 2?
In boxes 23–27 on your answer sheet write

> **YES**   *if the statement agrees with the information*
> **NO**   *if the statement contradicts the information*
> **NOT GIVEN** *if there is no information on this in the passsage*

23 Doctors have been instrumental in improving living standards in Western society.

24 The approach to health during the 1970s included the introduction of health awareness programs.

25 The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.

26 The principles of the Ottawa Charter are considered to be out of date in the 1990s.

27 In recent years a number of additional countries have subscribed to the Ottawa Charter.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 28–40** which are based on Reading Passage 3 below.*

CHILDREN'S THINKING

One of the most eminent of psychologists, Clark Hull, claimed that the essence of reasoning lies in the putting together of two 'behaviour segments' in some novel way, never actually performed before, so as to reach a goal.

Two followers of Clark Hull, Howard and Tracey Kendler, devised a test for children that was explicitly based on Clark Hull's principles. The children were given the task of learning to operate a machine so as to get a toy. In order to succeed they had to go through a two-stage sequence. The children were trained on each stage separately. The stages consisted merely of pressing the correct one of two buttons to get a marble; and of inserting the marble into a small hole to release the toy.

The Kendlers found that the children could learn the separate bits readily enough. Given the task of getting a marble by pressing the button they could get the marble; given the task of getting a toy when a marble was handed to them, they could use the marble. (All they had to do was put it in a hole.) But they did not for the most part 'integrate', to use the Kendlers' terminology. They did not press the button to get the marble and then proceed without further help to use the marble to get the toy. So the Kendlers concluded that they were incapable of deductive reasoning.

The mystery at first appears to deepen when we learn, from another psychologist, Michael Cole, and his colleagues, that adults in an African culture apparently cannot do the Kendlers' task either. But it lessens, on the other hand, when we learn that a task was devised which was strictly analogous to the Kendlers' one but much easier for the African males to handle.

Instead of the button-pressing machine, Cole used a locked box and two differently coloured match-boxes, one of which contained a key that would open the box. Notice that there are still two behaviour segments – 'open the right match-box to get the key' and 'use the key to open the box' – so the task seems formally to be the same. But psychologically it is quite different. Now the subject is dealing not with a strange machine but with familiar meaningful objects; and it is clear to him what he is meant to do. It then turns out that the difficulty of 'integration' is greatly reduced.

Recent work by Simon Hewson is of great interest here for it shows that, for young children, too, the difficulty lies not in the inferential processes which the task demands, but in certain perplexing features of the apparatus and the procedure. When these are changed in ways which do not at all affect the inferential nature of the

problem, then five-year-old children solve the problem as well as college students did in the Kendlers' own experiments.

Hewson made two crucial changes. First, he replaced the button-pressing mechanism in the side panels by drawers in these panels which the child could open and shut. This took away the mystery from the first stage of training. Then he helped the child to understand that there was no 'magic' about the specific marble which, during the second stage of training, the experimenter handed to him so that he could pop it in the hole and get the reward.

A child understands nothing, after all, about how a marble put into a hole can open a little door. How is he to know that any other marble of similar size will do just as well? Yet he must assume that if he is to solve the problem. Hewson made the functional equivalence of different marbles clear by playing a 'swapping game' with the children.

The two modifications together produced a jump in success rates from 30 per cent to 90 per cent for five-year-olds and from 35 per cent to 72.5 per cent for four-year-olds. For three-year-olds, for reasons that are still in need of clarification, no improvement – rather a slight drop in performance – resulted from the change.

We may conclude, then, that children experience very real difficulty when faced with the Kendler apparatus; but this difficulty cannot be taken as proof that they are incapable of deductive reasoning.

Questions 28–35

Classify the following descriptions as referring to

Clark Hull	**CH**
Howard and Tracey Kendler	**HTK**
Michael Cole and colleagues	**MC**
Simon Hewson	**SH**

Write the appropriate letters in boxes 28–35 on your answer sheet.

NB You may use any answer more than once.

28 .... is cited as famous in the field of psychology.

29 .... demonstrated that the two-stage experiment involving button-pressing and inserting a marble into a hole poses problems for certain adults as well as children.

30 .... devised an experiment that investigated deductive reasoning without the use of any marbles.

31 .... appears to have proved that a change in the apparatus dramatically improves the performance of children of certain ages.

32 .... used a machine to measure inductive reasoning that replaced button-pressing with drawer-opening.

33 .... experimented with things that the subjects might have been expected to encounter in everyday life, rather than with a machine.

34 .... compared the performance of five-year-olds with college students, using the same apparatus with both sets of subjects.

35 .... is cited as having demonstrated that earlier experiments into children's ability to reason deductively may have led to the wrong conclusions.

Questions 36–40

Do the following statements agree with the information given in Reading Passage 3?
In boxes 36–40 on your answer sheet write

> *YES*   *if the statement agrees with the information*
> *NO*   *if the statement contradicts the information*
> *NOT GIVEN if there is no information on this in the passage*

36   Howard and Tracey Kendler studied under Clark Hull.

37   The Kendlers trained their subjects separately in the two stages of their experiment, but not in how to integrate the two actions.

38   Michael Cole and his colleagues demonstrated that adult performance on inductive reasoning tasks depends on features of the apparatus and procedure.

39   All Hewson's experiments used marbles of the same size.

40   Hewson's modifications resulted in a higher success rate for children of all ages.