Integrated Skills in English

ISE IV

TRINITY COLLEGE LONDON

The Controlled Written examination

Saturday 10 May 2008 10.00am–1.00pm

Your full name: .....
(BLOCK CAPITALS)

Candidate registration number: .....

Centre: .....

Time allowed: 3 hours

Instructions to candidates

1. Write your name, candidate number and centre number on the front of this examination paper.
2. You must not open this examination paper until instructed to do so.
3. This examination paper contains **three** tasks. You must complete **all** tasks.
4. Use blue or black pen, not pencil.
5. Write your answers on the examination paper.
6. Do all rough work on the examination paper. Cross through any work you do not want marked.
7. You must not use a dictionary in this examination.
8. You must not use correction fluid on the examination paper.

Information for candidates

The tasks in this examination have equal weighting.
You are advised to spend about 75 minutes on Task 1, 60 minutes on Task 2 and about 45 minutes on Task 3.

Examiner's use only					
Task 1					
Task fulfilment	A	B	C	D	E
Accuracy and range	A	B	C	D	E
Task 2					
Task fulfilment	A	B	C	D	E
Accuracy and range	A	B	C	D	E
Task 3					
Task fulfilment	A	B	C	D	E
Accuracy and range	A	B	C	D	E

Integrated Skills in English IV

Time allowed: 3 hours

This examination paper contains three tasks. You must complete all tasks.

Task 1 — Reading into writing task — text synthesis

Read the information below about the Venezuelan youth orchestra and English children's musical prowess and behaviour. Then, **in your own words**, write an article (approximately 350 words) for an English educational publication:

i) comparing the Venezuelan and English situations, evaluating how English children might benefit from more encouragement to play a musical instrument **and**

ii) discussing to what extent you agree with Jose Antonio Abreu's assertion that 'society can be rescued through music'.

Pioneering youth orchestra scheme

The view that young classical musicians will have over the streets of Venezuela's capital from the windows of their spanking new $27m academy is of a traffic-clogged urban landscape blighted with crime and drug abuse. It is hard to imagine a greater contrast with the hushed, computer-enhanced acoustics of the academy's 1,100-seat concert hall and 90 classrooms. But this is no elite conservatoire for sheltered rich children. Nor is it a product of the '21st century socialism' of Venezuela's president, Hugo Chavez. It is the new home for what Venezuelans call simply 'the system' — a network of youth orchestras that nurtured the prodigious talent of Gustavo Dudamel.

At the age of 24, Mr Dudamel conducted at a Prom concert in London in 2005. In August 2007, he was back with the Venezuelan national youth orchestra for an encore that brought rave reviews. His success has focused attention on the youth orchestra scheme, conceived 32 years ago by José Antonio Abreu. 'The maestro', as he is known, 'has always maintained that a society can be rescued through music,' says Marco Pitrelli, who is in charge of building the new academy.

Over three decades, Mr Abreu's scheme has expanded to cover 75 centres across the country. Some 250,000 young people receive free tuition; four-fifths are from poor backgrounds and many have physical or mental disabilities. The benefits have been widespread. A 1998 study by psychologists found that participants, who include formerly violent delinquents, tended to steer away from crime, drugs and other temptations. They also showed marked improvements in academic performance, self-esteem, leadership qualities and social integration.

Since receiving UNESCO's international music prize in the mid-1990s, the scheme has been copied in more than half a dozen other countries. In a politically polarised country, it is one of the few things all Venezuelans take pride in.

(Source: Adapted from *www.economist.com*, 2007)

Use your own words as far as possible. No marks for answers copied from the reading texts.
You must make reference to both the text and the graphic information in your answer.

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English children's responses about playing a musical instrument

How often do you...?	Never %	Not very often %	Sometimes %	Very often %
play a musical instrument by yourself	38.3	18.8	21.0	21.9
play a musical instrument with a friend	52.3	23.2	14.8	9.6
play an instrument in music class at school	21.9	20.8	34.4	23.8
play an instrument in front of people	53.9	22.0	17.0	7.1

(Source: Adapted from *www.keele.ac.uk*)

Anti-social behaviour among English children

'We are having really bad problems with a gang of youths on our street. We have had our car windows smashed, aerials snapped off and eggs thrown at our windows. They knock very loudly on our door at all hours of the night and frighten the elderly, light fires, steal everything that is not bolted down, daub everything with graffiti, destroy flowers and trees, smoke, drink alcohol in our front garden and sell stolen goods. The list is endless.'

(Patricia Tucker, Bristol, England)

(Source: Adapted from *www.bbc.co.uk*)

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Task 2 — Reading into writing — task text transformation

Read the text below and then, **in your own words**, present the information given as a formal report (approximately 300 words) for a website developer identifying recent trends in internet usage and putting forward suggestions for exploiting the growing interest of women in using the internet.

It's arrived: the feminisation of the net

Forget the 20-something man playing online fantasy football and selling motorbike parts on eBay. The internet has a new user.

For years cyberspace has been tailored to an audience of mainly young men, but for the first time women web users have taken the lead in key age groups. At the same time an army of silver surfers has emerged and the over-65s are spending more hours online than any other group.

Watching television, surfing the web, making phone calls and listening to the radio now take up an average of 50 hours a week. Since 2002, our daily minutes on the web have doubled.

The UK has the most active internet population in Europe thanks to widely available broadband connections that are getting cheaper every year. And one significant trend that stands out is an apparent feminisation of the internet. 'For the first time this year women are spending more time on the internet than men,' said an Ofcom spokesman. 'It's a big shift and has implications for the kind of content that providers want to have on the internet.'

Ofcom's researchers put the changing pattern partly down to young women finding more sites online that are relevant to them. And women in that age group are also more likely to be at home and have more time to spend online.

In the teenage bracket, a growing female presence online is being driven by the emergence of new sites specifically tailored to teenage girls. Perhaps unsurprisingly, some of these surfers' favourite destinations are social networking sites where they can extend the school day's gossip sessions late into the evening at home.

Children also tend to use various media simultaneously, such as browsing the web while watching TV. But for all the multi-tasking, their growing take-up of mobile phones and the web still comes at the expense of the older media. Playing on computer games and watching DVDs have both fallen.

(Source: Adapted from *Ofcom — internet use*)

Use your own words as far as possible. No marks for answers copied from the reading texts.

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Task 3 — Critical and analytical writing task

'*When a character of a man is not clear to you, look at his friends.*' Japanese proverb

Write an essay (approximately 250 words) in which you critically evaluate how far this statement is true, supporting your argument with relevant examples.

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End of examination

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