

Centre No.					
Candidate No.					

Surname	Initial(s)	
Signature		

Paper Reference(s)

4142

London Tests of English

Certificate of Attainment

Level 4

December 2003

Time: 2 hours 30 minutes

Examiner's use only

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Team Leader's use only

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Question Number	Leave Blank
Task1	
Task2	
Task3	
Task4	
Task5	
Total	

Materials required for examination

Cassette Player
Cassette 1 per 10 Candidates

Items included with question papers

Perforated Information Sheet 1 for Task Three (pages 5-6)
Perforated Information Sheet 2 for Task Four (pages 11-12)

Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname and initials, and sign in the signature box.

Answer ALL questions in the spaces provided in this book.

Write answers in blue/black pen.

Information for Candidates

The total mark for this paper is 100. The marks for the various questions are shown in round brackets:

e.g. (15 Marks)
This paper has FIVE tasks.
Page 9 is blank.

Please **remove** the perforated sheet (pages 5-6) to answer Task Three.
Please **remove** the perforated sheet (pages 11-12) to answer Task Four.

Advice to Candidates

Write your answers neatly.

Printer's Log No
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Turn over



Hello everyone! Today's test is the London Tests of English Level 4. The theme of this test is Human Relationships. This test lasts two hours and thirty minutes. There are five tasks. Tasks One and Two are listening. You must listen to the tape and write your answers in this booklet. Good luck!

Leave
blank

Task One: The Mother-Daughter Relationship (15 marks)

You hear a lecture about the relationship between mothers and daughters. For questions 1 to 10, complete the notes according to what you hear. Write **no more than four words** in each space. The first one has been done for you as an example.

You will hear the lecture twice. Do as much as you can the first time and finish your work the second time. You have one minute to look at the questions and read what you have to do.

Example: Little girls often want to be like their mothers.

Girls' attitudes towards their mothers frequently (1) _____ at roughly the age of 13.

In early adulthood many girls find it hard to (2) _____ with their mothers.

People often have a (3) _____ attitude towards the mother-daughter relationship.

Adult daughters need to understand that (4) _____ was with their mothers.

If something concerns (5) _____, then Rose Fries cannot talk to her son about it.

Mother-daughter problems often result of mother not recognising the other is (6) _____.

To avoid problems, the best thing a mother and daughter can do is to permit the other to be (7) _____.

Going back to (8) _____ is a frequent reason for bad mother-daughter relationships.

In troubled relationships, the daughter often thinks the mother is trying to (9) _____ her.

Good way for mothers and daughters to solve communication problems: use (10) _____ to get over past difficulties.

Task Two: Brothers and Sisters (15 marks)*Leave blank*

Listen to the radio interviews about brothers and sisters. Put a cross (X) in the correct column in the table below to indicate whether a statement is True or False.

The first one is an example. You will hear the interviews twice. Do as much as you can the first time and finish your task the second time. You have one minute to look at the questions and read what you have to do.

STATEMENT	TRUE	FALSE
Example: The interviews are about parents and children.		X
1. Tony has a younger brother.		
2. Hugh rarely got angry with Tony.		
3. Tony enjoyed making his brother look inferior.		
4. Hugh tried to be fair to their cousin.		
5. Tony intentionally annoyed his cousin.		
6. Michael grew up aware of the special relationship between twins.		
7. Michael's sister is more sensitive to the relationship than he is.		
8. The twins felt guilty about shouting for a day or so.		
9. The twins shouted at each other because they made each other angry.		
10. Their similarity intensifies competitive feelings between twins.		

That is the end of the listening tasks. The other tasks test your reading and writing of English. Now go on to Task Three.

Task Three: Corporal Punishment of Children

Leave
blank

Task Three (a): Reading (10 marks)

Read the newspaper article¹ on the attached **Perforated Information Sheet 1 for Task Three (a)**. Using the information in the article, put a cross (X) in the correct column in the table below to indicate whether a statement is True, False or Not Stated.

STATEMENT	TRUE	FALSE	NOT STATED
Example: EPOCH's campaign will last ten days.			X
1. EPOCH is a government department			
2. The majority of British teachers are in favour of corporal punishment of children.			
3. Some people see EPOCH's aim as interference with parents' rights.			
4. Corporal punishment is already banned in some schools in the UK.			
5. Nowadays children are often thankful to their parents for smacking them.			
6. The majority of British parents smack their children.			
7. The number of parents in favour of smacking is increasing.			
8. EPOCH's campaign will use television.			
9. The British Government is not taking sides.			
10. According to the article, smacking children is not allowed anywhere in Europe but in the UK.			

PERFORATED INFORMATION SHEET 1 FOR TASK THREE (A)

Parents urged not to smack their children

by Michael Kerr, Home Affairs Correspondent

A NATIONAL "No Smacking Week" was launched yesterday by campaigners who hope it will persuade parents to give up corporal punishment for good. EPOCH (End Physical Punishment of Children) wants parents to resolve not to smack their children for seven days from today.

EPOCH is a private pressure group and has the support of the National Society for the Prevention of Cruelty to Children, which believes that punishment can "easily escalate into abuse," and of other organisations such as the National Children's Home, the National Child-minding Association and the Voluntary Council for Under Fives.

However, a teachers' leader said the campaign was "nonsense," and the pressure group Family and Youth Concern saw it as "just another attack on what parents are perfectly entitled to do."

EPOCH is distributing leaflets asking parents to talk to each other, family and friends, and find "new ways of encouraging children to behave properly."

The childcare writer Penelope Leach, the founder of EPOCH, said most parents smacked their children as a matter of course. Unless they decided otherwise, their children would go on to hit their grandchildren: "We want them to test our

claim for a week, that children who are reared without violence and the fear of violence are easier to live with and discipline."

Esther Rantzen, the television presenter, who helped to launch the campaign, said she smacked her children and regretted it. Though she was not close to her parents, she had lost respect for them and rebelled against them as a child over smacking.

But Mr Peter Dawson, general secretary of the Professional Teachers' Association, regretted the abolition of corporal punishment in state schools. His daughters were grateful to him for being firm, he said. "If you see your small child crawling towards the fire, a good smack will teach the child to keep out of the flames."

A newspaper poll earlier this year found that nine out of 10 parents in the UK thought that mild corporal punishment was acceptable.

The Government said that there is no consensus that corporal punishment is immoral or harms the child, though the Law Commission in Scotland is seeking views on whether smacking should be banned there, as it already is in several European countries.

¹From The Daily Telegraph, December 1990 and included in Ellison P, True or False, Hodder & Stoughton ISBN 0 340 62733 6

PERFORATED INFORMATION SHEET 1 FOR TASK THREE (B)

Read the excerpts from (1) a letter to the editor of a newspaper and (2) from the book I'm OK, You're OK and complete the writing task on **Task Three (b)**.

(1)

... All the evidence is that the typical home is characterised by arguments, disagreements and general lack of happiness. Much of this stems from the fact that young people do not receive enough discipline at home. Parents are soft on punishment. Not for nothing do we have the saying, 'spare the rod and spoil the child.'

(2)

THE EFFECT OF CORPORAL PUNISHMENT

I believe strongly that all physical abuse of children produces replayable feelings of violence. The injunction recorded is: When all else fails, *hit!* I do not believe in spanking, with one exception: when a child is too little to comprehend danger. A spanking may be the only way to condition him from going into the street. It is most effective in this situation if it is not used daily for non-dangerous infractions like spilling milk or hitting sister. It is not possible to teach non-violence with violence.

Parents, being more human than not, however, occasionally swing out at their children. The feelings this engenders in both parent and child can be discussed (by counsellors and the parents themselves) so that something constructive can come from the incident; how to keep it from happening again, for instance. It is important for parents to see physical punishment as a takeover by childish feelings and not as a positive attribute under the heading of discipline.

A fellow psychologist, Bruno Bettelheim, says:

“ Let's stop for a moment and perform the simple exercise of actually defining the word 'discipline'. If you go to the dictionary, you'll find that it has the same root as *disciple*. Now a disciple isn't someone you beat over the head. It is someone who apprentices himself to a master and learns his craft by working at the same vocation. This is the concept of discipline. So if you show your children, 'When you're angry, you beat; it's a good way of getting things', they're going to copy that. And you complain about violence in our cities.”

(‘Hypocrisy Breeds Hippies’, Ladies' Home Journal (USA), 3/68)

(Excerpt from I'm OK, You're OK by Thomas A Harris, Pan paperback edition, pages 164-5)

Task Three (b): Integrated Reading and Writing (20 marks)

*Leave
blank*

Write a letter to the editor of the newspaper stating your reaction to the points made in excerpt (1) on the attached **Information Sheet 1 for Task Three (b)**. Use information from the newspaper article on the attached **Perforated Information Sheet 1 for Task Three (a)** and from the excerpt (2) on the attached **Information Sheet 1 for Task Three (b)**.

You must include all the following points:

- a statement of your attitude to the ideas referred to in the excerpt from the letter (corporal punishment at home)
- a statement of your attitude towards corporal punishment at school
- your view on how parents and schools should discipline children

Write 180 - 220 words.

Task Four: Reading

*Leave
blank*

Read the article from a British Sunday newspaper on the attached **Perforated Information Sheet 2 for Task Four** and complete the tasks that follow. The article is about villages for older people who do not want to mix with younger people and children.

Task Four (a): (5 marks)

The text has eight sections, numbered 1-8. Match the appropriate title, A-E, to one of the numbered sections. Use each letter only once. Remember, there are more sections than titles.

SECTION TITLE	SECTION NUMBER
A. Partnership with the Local Community.	
B. Co-operative Effort.	
C. The Idea Sparks Overseas Interest.	
D. Academics Take an Interest.	
E. An Early Supporter.	

Task Four (b): (10 marks)

Questions 1 to 5 ask about information which you will find in the article. Answer the questions on the lines provided. Use your own words as far as possible. To help you, you are given the number of the section where you will find the answer to the question.

Example: Where did the idea for adults-only villages come from? (section 1)
Evidence: The USA

1. What do some people object to in young people's behaviour?
(section 1)

List three things: _____

2. What can you get if you pay more? (section 3)

List three things: _____

PERFORATED INFORMATION SHEET 2 FOR TASK FOUR

Escape to a kid-free village: Where youngsters fear to tread

In adult-only villages, those over 45 can relax away from the jibes and japes of juveniles

By: Stephen Khan

We were stretching a point in a headline (News, 4 May) to describe Hartrigg Oaks, the Rowntree Foundation's continuing care retirement community in York, as a place 'where children fear to tread'. The development includes a 50-place day nursery where several residents help as volunteers.

1 FOR THOSE driven to distraction by screaming children in the local pub and library, a brave new world beckons. The days of dodging skateboarders and running the gauntlet of youths after dark are over. Adults-only villages have arrived. Anyone under 45 is excluded from the new developments, modelled on retreats that have been hugely successful in the United States. Residents can play golf, relax in the swimming pool and spend an afternoon reading, all safe from interruption by the thunder of trainer-shod feet and flying footballs.

2 One of the first villages for people over 60 was Hartrigg Oaks, near York, which opened in 1998. Since then, these giant retirement homes where residents enjoy personal and health care, have spread across the country. The latest examples allow those still planning for life after work to tap into peaceful environments of the type that until now have been the preserve of their elders.

3 When Firhall Village, near Nairn in the Scottish Highlands, was mooted four years ago, the idea was criticised for creating a socially divisive retirement ghetto. But 90 properties are now being built around a central Victorian mansion and a trust made up of residents will oversee the running of the village. The seeds of more child-free villages are being sown up and down the country. Britons and foreigners are snapping up Firhall properties from two-bedroom flats for £ 84,950 to three-bedroom detached cottages for £ 149,950. The price includes a patio and garage while, for an extra £ 988 a year, residents avoid the hassle of cutting the grass or maintaining the surrounding plants and trees, and have access to a clubhouse with library and fitness facilities. Fishing is near by. While visits can be made by children, residency is restricted to over-45s.

4 One of the first to move in is Tony Cliff, a 60-year-old retired social worker from Edinburgh who was attracted by the Highland scenery. 'I like the idea of there being other people about my own age around, because we will share interests and common needs,' he said. 'If there are a lot of kids about, you can have noise and disturbance, but I'm quite tolerant of that. People are living longer and people of my age have good disposable income and want to live somewhere away from hassles, in a house big enough so they can be visited but not too large so they cannot manage.'

5 While building continues, 20 of the 26 properties in the first phase of the £ 10 million development have been sold and the company behind the scheme plans new ventures. At the other end of Britain, in Barnstaple, Devon, an American-style village will provide homes for more than 600 people over the age of 50, with their own shops, security, medical facilities and ambulance. The developer claims that up to 200 jobs could be created in and around the complex.

6 The phenomenon is being studied by a team of sociologists at Keele University. Among them is Bernadette Bartlam. 'There is a history of these villages in the United States, but they are fairly new to the UK,' she said. 'Now they are popping up all over the country and there are very different types of development. Some are wholly private ventures and some are built in conjunction with local authorities. 'While there are villages that follow an American model and focus on leisure, others are more

rooted in the provision of personal and healthcare needs.'

7 One of the first retirement villages in the UK was established near Stoke-on-Trent. Yesterday the villagers - all over 55 - were preparing to celebrate Berryhill's fifth birthday. From under a dryer in Amanda's hair salon on Main Street, Vera Cook told *The Observer* that living alongside people of a similar age and with whom she had shared interests had helped her to maintain a zest for life. 'The lifestyle here is very active as the shop and bar are run by residents. We also plan trips and excursions. I was abseiling a few weeks ago and really enjoyed it,' said Cook, who uses a wheelchair.

8 Berryhill was created by the Extra-care Charitable Trust. It organises monthly extreme sports days, when residents can try 4x4 driving, tobogganing and canoeing. The village was established in partnership with Stoke City Council and the flats are rented. It has also opened Ryfields Village, a £ 19.5 million scheme in Warrington that includes owner-occupier units. More villages are being planned. Richard Tower, of Extra-care, said: 'We very much see these villages as part of the greater community. It is not the aim to be exclusive.'

From *The Observer* TALKING POINT, *Are child-free towns social apartheid or a valid choice?* (Published 18th May 2003)
Email: debate@observer.co.uk, www.observer.co.uk/children

3. What made Tony Cliff come to Firhall village? (section 4)

List two things: _____

4. How do people in Berryhill work together? (section 7)

List two things: _____

5. Do people in Berryhill have to own their residencies or not?
(section 8)

Evidence: _____

Task Four (c): (5 marks)

Find words or phrases in the text that mean the same as each of the following expressions and write them in the spaces below. The first one is an example.

Example: money you have to spend (section 4) disposable income

1. avoiding (section 1) _____

2. enduring the unpleasant experience of (section 1) _____

3. enjoy the benefits of (section 2) _____

4. only available to (section 2) _____

5. proposed (section 3) _____

6. buying very quickly (section 3) _____

7. difficult situations (section 4) _____

8. projects (section 5) _____

9. coming into existence (section 6) _____

10. enthusiasm (section 7) _____

Task Five: Writing (20 marks)

*Leave
blank*

Your teacher has asked you to write an essay on one of the following.

EITHER

"Modern technology, particularly in the form of television, the internet and mobile phones, is affecting our behaviour in a way that is harmful to human relationships". Discuss.

You must include all the following points:

- your attitude to the topic
- arguments for and against the statement
- examples of any changes technology has caused to relationships
- what is implied for the future

You may refer to information and ideas from other parts of the test, but do not copy exact phrases.

OR

"You need just three things in life: friends, enough money and an understanding of yourself". Discuss.

You must include all the following points:

- the relative importance of each
- which you would choose as the most important
- which you would choose as the least important
- any replacements or additions you would make

You may refer to information and ideas from other parts of the test, but do not copy exact phrases.

Write 200 - 250 words.

4142 LEVEL FOUR ADVANCED DECEMBER 2003, MARK SCHEME

Task One: An Interview (15 marks)

- | | | |
|-----|---|-----|
| 1. | change/alter // undergo a change/alteration // get worse | 1.5 |
| 2. | communicate // get on/along | 1.5 |
| 3. | sentimental/sentimentalised | 1.5 |
| 4. | their first/original love relationship (<i>inclusion of love is essential</i>) | 1.5 |
| 5. | emotions/feelings or synonyms | 1.5 |
| 6. | (an) adult/(a)grown-up // herself //growing up// becoming an adult | 1.5 |
| 7. | her own woman/independent/herself | 1.5 |
| 8. | childhood (patterns of) behaviour (patterns) | 1.5 |
| 9. | control // take/have control over | 1.5 |
| 10. | email(s) (any recognisable spelling) (not <i>internet</i> ; not <i>dialogue</i>) | 1.5 |

Total 15 marks

Task Two

- | | | |
|-----|-------|-----|
| 1. | False | 1.5 |
| 2. | True | 1.5 |
| 3. | False | 1.5 |
| 4. | False | 1.5 |
| 5. | True | 1.5 |
| 6. | False | 1.5 |
| 7. | True | 1.5 |
| 8. | False | 1.5 |
| 9. | False | 1.5 |
| 10. | True | 1.5 |

Total 15 marks

Task Three (a)

1.	F	1
2.	NS	1
3.	T	1
4.	T	1
5.	NS	1
6.	T	1
7.	NS	1
8.	NS	1
9.	T	1
10.	F	1

Total 10 marks**Task Three (b): Writing**

Integrated R/W Task 3b

Refer to Writing Criteria, Question and
bullet points in Question Paper

Marks

Total 20 marks**Task Four (a)**

a.	8	1
b.	7	1
c.	3	1
d.	6	1
e.	4	1

Total 5 marks

Task Four (b) Accept rewording and shorter versions if they provide proof of understanding

- | | | |
|----|---|---|
| 1. | 1 mark for each of these things up to a maximum of 3 marks: | 3 |
| | <ul style="list-style-type: none"> • screaming children in supermarkets • threatening young people on streets after dark • (having to get out of the way of) skateboards • noisy feet • flying footballs (<i>flying</i> essential; <i>football</i> alone not enough) | |
| 2. | 1 mark for each of these things up to a maximum of 3 marks: | 3 |
| | <ul style="list-style-type: none"> don't have to cut the grass someone else maintains the gardens can use clubhouse / library can use clubhouse / fitness facilities | |
| 3. | One mark for one or more of the following: | 1 |
| | <ul style="list-style-type: none"> 3. Highland scenery 4. people of the same age (being around) 5. people with same interests 6. no hassles 7. right size(d) house | |
| 4. | 1 mark for each of these things up to a maximum of 2 marks | 2 |
| | <ul style="list-style-type: none"> 1. production of village magazines 2. run library, shops and restaurants | |
| | 3. plans trips and excursions | |
| 5. | No, because they're/they are rented | 1 |

Total 10 marks

Task Four (c)

- | | | |
|-----|---|-----|
| 1. | dodging | 0.5 |
| 2. | running the gauntlet of | 0.5 |
| 3. | tap into | 0.5 |
| 4. | the preserve of | 0.5 |
| 5. | mooted | 0.5 |
| 6. | snapping up / snap up | 0.5 |
| 7. | hassles | 0.5 |
| 8. | ventures | 0.5 |
| 9. | popping up (recognisable variations of <i>popping</i> acceptable) | 0.5 |
| 10. | zest (for) | 0.5 |

Total 5 marks

Task Five: Writing

Refer to the Writing Criteria, the question and the bullet points in question paper.

N.B. Where the candidate chooses the second topic, the last bullet, 'Any replacements or additions you would make', need not be covered.

	Total 20 marks
GRAND TOTAL	100 marks