

ESOL Skills for Life (4692) Level 2 Sample Test

Creativity

Candidate's Paper

Reading to obtain information

Candidate Name (First, Middle, Last)

Candidate enrolment number

DOB (DDMMYYYY)

Candidate signature

Assessment date

Centre number

General information

- The duration of this paper is **1 hour**.
- Answer **all 40** questions.
- The maximum number of marks is **40**.

General instructions

- Read each question carefully.
- Paper dictionaries (bilingual or monolingual) are allowed.

Document 1

Read the text.

Get Creative – Creativity Now

From the Blog

Why Mozart should be on your playlist

I don't listen to classical music (0) _____ often. If you don't (1) _____, maybe we should start. Here's a summary of the University of Helsinki's study of the influence of classical music on our genes, as reported in Science Daily:



'(2) _____ listening to music is common in all societies, the biological determinants of listening to music are largely unknown. According to a new study, listening to classical music enhanced the activity of genes involved in learning and memory and the production of feel-good hormones, such as dopamine. Several of the genes (3) _____ were known to be responsible for song learning and singing in songbirds, suggesting a common evolutionary background of sound perception across species.'

(4) _____ would be interesting to find out whether (5) _____ kinds of music have the same (6) _____. In the meantime, I'm listening to Mozart's Violin Sonata No. 32 in B-Flat Major and I (7) _____ better already...

If there is a style of music that you feel is (8) _____ powerful, feel free to share it in the comments.

[Feed Your Head](#), [Getting Ideas to Flow](#), [Productivity](#), [Writing Motivation](#)

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Choose the correct option (a, b, or c) to complete the text in Document 1.

The first one has been done for you.

- | | | | |
|-------------------|---------------|----------------|---------------|
| 0. <i>Example</i> | a) vastly | b) very | c) slightly |
| 1. | a) either | b) neither | c) never |
| 2. | a) Already | b) Although | c) Altogether |
| 3. | a) learned | b) studied | c) questioned |
| 4. | a) It | b) It's | c) It'd |
| 5. | a) another | b) other | c) others |
| 6. | a) effect | b) affect | c) cause |
| 7. | a) hear | b) touch | c) feel |
| 8. | a) adequately | b) practically | c) especially |

Use Document 1 to complete the activities.

9. Which of the following could replace the word 'perception' in the text?
- a. Observation.
 - b. Recognition.
 - c. Conception.
 - d. Revelation.
10. What was the University's research study about?
- a. Bird songs.
 - b. Brain activity.
 - c. Gene therapy.
 - d. Classical music.
11. What does the writer want to find out from the reader?
- a. Whether singing is good for you.
 - b. Which genre of music is uplifting.
 - c. Whether they have musical abilities.
 - d. If Mozart went to Helsinki University.
12. Whose perspective is used in the first paragraph?
- a. Mozart's.
 - b. The author's.
 - c. The readers'.
 - d. Science Daily's.

Document 2

Read the text.

Creative Learning UK



Courses

Our Saturday, evening and summer courses are for anyone who is looking to enhance their CV, change career, try something for the first time or explore a new interest.

We offer courses in:

- **Decorative arts:** including contemporary ceramics
- **Art and design:** summer schools with English for international students
- **Fashion:** including CAD skills, fashion communication and fashion knitwear
- **Fine art:** including drawing and painting
- **Graphics and illustration:** including software skills, design, laser cutting and children's books
- **History and heritage:** including museum and exhibition curating
- **Interiors and architecture:** including model making and design skills
- **Performance design:** including costume making
- **Photography:** including digital, darkroom, wildlife and landscape courses, both on campus and off
- **Textiles:** including CAD skills and knitting
- **Video and sound:** including editing software and music technology.



You can browse all our short courses, read about our tutors and book your place via the website at www.creativelearning.ed.uk where you can also view the up-to-date summer school schedule at a glance.

**Book online before March to
get your 20% discount**

Summer Courses for 15–17 Year Olds

These one-week intensive summer courses are for anyone looking for a fantastic way to build a portfolio and experience art and design school for the first time. They also meet the criteria of the Duke of Edinburgh Gold Award residential component. You can view the courses and book your place via the website at www.creativelearning.ed.uk.

Bespoke Courses

Our short course programme can apply to groups as well as individuals. If you are interested in building team spirit with a photography project, looking to improve presentation skills or need to update software knowledge, then this is the place to come. We can arrange daytime or evening workshops at our campus or our tutors can come to your office – all tailored to your needs.

Accommodation

We offer accommodation for those attending our summer school. You can read more and book your room via the website at www.creativelearning.ed.uk.

Join us for **creative thinking**, **creative learning** and **creative fun!**

Call 07929 376227 or go to www.creativelearning.ed.uk

Answer the questions about Document 2.

13. What type of document is it?
- A blog post.
 - An arts review.
 - An advertisement.
 - A newspaper article.
14. Which course is specifically for students from overseas?
- Art and design.
 - Video and sound.
 - Performance design.
 - History and heritage.
15. What is the purpose of the document?
- To advise.
 - To discuss.
 - To instruct.
 - To promote.
16. What is the key focus of the text?
- Teaching art creatively.
 - Art and design in the UK.
 - Teaching summer school.
 - Learning creative subjects.
17. Which organisational features have been used in the text?
- Diagrams and subheadings.
 - Columns and bullet points.
 - Images and text boxes.
 - Italic and bold fonts.
18. Which award criteria do the summer courses meet?
- The Museums' Award for Heritage.
 - The Duke of Edinburgh Gold Award.
 - An Accommodation Review Award.
 - The Creative Learning UK Arts Award.
19. Which course would interest someone who wants to develop their IT skills?
- Decorative arts.
 - History and heritage.
 - Performance design.
 - Video and sound.

Document 3

Read the text.

The value of arts and culture to people and society – an evidence review



Our mission

The Arts

Art forms

Museums

Libraries

Archives

At the Arts Council, when we talk about the value of arts and culture to society, we always start with their **intrinsic value**: how arts and culture can illuminate our inner lives and enrich our emotional world. This is what we cherish.

We also understand that arts and culture have a wider, more measurable impact on our economy, health and wellbeing, society and education. It's important we recognise this impact to help people think of our arts and culture for what they are: a strategic national resource.

The value of arts and culture to people and society – an evidence review gathers information that shows where the impact of our work is felt, whilst also identifying any gaps to help shape future research commissions.



Society

One of the aims of our evidence review is to better understand the added value arts and culture give to our wider society.

In our review we have come across research which captures the complex ways arts and culture impact on wider social measures, such as education and development, **social inclusion**, citizenship and crime.

Some examples of our findings are:

- secondary school students who engage in the arts at school are twice as likely to volunteer than those who don't engage in the arts, and are 20% more likely to volunteer as young adults
- culture and sport volunteers are more likely to be involved and influential in their local communities
- there is strong evidence that participation in the arts can contribute to community cohesion, reduce social exclusion and isolation, and/or make communities feel safer and stronger.

Health and Wellbeing

Participation in cultural activities is associated with good health and high levels of life satisfaction. There is growing evidence of the benefit arts and culture have on specific conditions related to the ageing population:

- attending dance classes reduces loneliness and alleviates depression and anxiety among people in social care environments
- when compared to the physical benefits of sports participation, the social and creative benefits of arts and culture engagement should also be considered
- however, one key piece of evidence that needs further research is what the specific distinctive factors are about arts engagement compared to other forms of activity, such as sport.



Read the full evidence review and share your thoughts; you can download it from our home page.

Please also make sure you join in the conversation. This review only makes up a small part of the research, data and evidence that we need to gather about the impact and value of arts and culture in England. We're keen to know your views.

You can [tweet us](#) or follow us on [Facebook](#).

Answer the questions about Document 3.

20. What is the main theme of the text?
- The Arts Council in England.
 - Reviewing a research project.
 - Arts and culture for everyone.
 - Health and wellbeing of the elderly.
21. What does the term 'social inclusion' mean?
- Art and cultural communal activities.
 - A social event that anyone can go to.
 - A society where everyone feels valued.
 - A community get-together for the elderly.
22. What is the text?
- An article.
 - A webpage.
 - A news story.
 - An arts review.
23. In the first paragraph, 'intrinsic value' is a reference to
- the Arts Council
 - arts and culture
 - illuminated lives
 - cherished emotions.
24. What is the tone of the text?
- Factual.
 - Academic.
 - Light-hearted.
 - Conversational.
25. Which tab would you click to read about historical records?
- Our mission.
 - The Arts.
 - Art forms.
 - Archives.

26. Which organisational features have been used in the text?
- Italic and bold fonts.
 - Captions and columns.
 - Columns and bullet points.
 - Bullet points and italic fonts.
27. The subheadings are used to identify
- analysis of the review
 - topics from the review
 - statistics from the review
 - future projects for review.
28. The links in the text are to
- specialist reviews
 - the Research Council
 - community art groups
 - social media networks.
29. Which activity reduces the occurrence of depression?
- Exercise.
 - Painting.
 - Dance.
 - Sport.
30. The impact of arts and culture in communities is described as
- limited
 - extensive
 - negligible
 - negotiable.

Document 4

Read the text.

The Addams Family

by

Larry Wilson and Caroline Thompson

Rewrite by

Georgina Shaw

based on the characters created by
Charles Addams

Act 1 THE CAMERA SHOWS THE FRONT STEPS OF THE ADDAMS' MANSION ON CHRISTMAS EVE

A group of carollers, their eager faces upturned, sing an endless round of "Little Drummer Boy". They sing with self-righteous good cheer as they pompously begin another unending verse.

THE CAMERA SLOWLY PANS UP THE ADDAMS' MANSION past the black decorations on the front door, past broken windows, weather-beaten timbers and a creaking shutter.

THE CAMERA CONTINUES TO PAN TO THE ROOF where the Addams Family members, Gomez, Morticia, Granny, Pugsley and Lurch, their faithful butler, gleefully pour a bucket of black, muddy water over the edge.

AS THE BUCKET TIPS, THE CAMERA ZOOMS IN AND THE BLACKNESS OF THE WATER FILLS THE SCREEN. The film titles begin.

THE CAMERA MOVES TO THE INTERIOR OF THE ADDAMS' MANSION.

A dim and dark hallway. An over-sized cuckoo clock shows seven o'clock. The clock is a perfect **replica** of the Addams' family house, even down to the creaking shutter. It chimes the hour. In one window of the clock, a little mechanical Gomez takes a mechanical Morticia into his arms and tips her backwards until she is almost horizontal. He plants a kiss on her clockwork forehead. One, two, three mechanical kisses... counting towards seven o'clock. The front door of the cuckoo clock house pops open, and a mechanical Lurch appears and begins sweeping.

Just then, Terror, the small family dog, bounds down the stairs into view, leaps to the floor and scampers down the hall.

LOW TRACKING CAMERA SHOT follows Terror along the hallway. He scurries past a couple of doors, past a pair of legs in pyjamas, feet in bedroom slippers. He skids to a halt and back tracks to the legs. He pulls on the pyjama bottoms with his teeth. They belong to Gomez, who stands in the doorway to Fester's room.

Gomez is wearing a top hat and a tuxedo over his pyjamas. Gomez is either all enthusiasm or all despair. At the moment, he is full of woe.

Gomez (woefully):

"Think of it, Terror. He's been gone for twenty-five years. For twenty-five years we've attempted to contact Fester in the great beyond..."

(continued)

Answer the questions about Document 4.

31. The document is a
- a. film script
 - b. radio play
 - c. short story
 - d. game show.
32. The description of the mansion gives a sense of
- a. dilapidation
 - b. untidiness
 - c. elegance
 - d. decency.
33. Who originally wrote the story of the Addams Family?
- a. Larry Wilson.
 - b. Caroline Thompson.
 - c. Georgina Shaw.
 - d. Charles Addams.
34. Block capitals have been used to indicate
- a. action scenes
 - b. actors' speech
 - c. camera moves
 - d. scene settings.
35. The word 'replica' could be replaced by
- a. original
 - b. facsimile
 - c. counterfeit
 - d. reproduction.
36. How does Terror move?
- a. Leisurely.
 - b. Hurriedly.
 - c. Gracefully.
 - d. Hysterically.

37. What is the main purpose of the document?
- a. To entertain.
 - b. To promote.
 - c. To instruct.
 - d. To review.

38. The language of the text is?
- a. Symbolic.
 - b. Narrative.
 - c. Illustrative.
 - d. Educational.

Use all of the documents to answer the following questions.

39. Which documents offer advice?
- a. 1 and 2.
 - b. 1 and 3.
 - c. 2 and 3.
 - d. 3 and 4.

40. Which documents have direct online access to more information?
- a. 1 and 3.
 - b. 1 and 4.
 - c. 2 and 3.
 - d. 2 and 4.

Remember to check your work.

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