

Paper reference:

603/3560/9: 21Q1ML3LRW

**Open College Network West
Midlands Level 3 Certificate in ESOL
International (CEFR C2)**



Listening, Reading and Writing Exam Paper: March 2021

**Time allowed: Listening - 30 minutes
Reading - 60 minutes
Writing - 90 minutes**

Candidate forename:		Candidate surname:	
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Centre						Candidate number:				
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Instructions to Candidates

Your candidate details:

- Step 1: Write your forename and surname in the boxes above.
- Step 2:
- If you have been given a label containing your details then stick it carefully in the box at the bottom right of this page.
 - If you have not been given a label, then write your centre number and candidate number in the boxes above.

Information for Candidates

The marks for the various parts of the papers are indicated, e.g. *'There are 10 marks available for Part Three'*.

There are **3 parts** in the **Listening section** of this exam paper. The total mark for this section is **30**.

There are **4 parts** in the **Reading section** of this exam paper. The total mark for this section is **30**.

There are **2 parts** in the **Writing section** of this exam paper. The total mark for this section is **30**.

There are **25 pages** in this exam paper. Any blank pages are indicated.



Listening Paper

There are three parts to this Listening exam.

Time allowed: 20 minutes

Part One – There are 8 marks available for Part One.

You will hear **8** sentences or questions. You will hear each sentence or question **twice**.

For each sentence or question shade **one** answer for each question **on your answer sheet**.

1.

- a No, sorry, I don't know anything about it
- b Of course you can, see you tomorrow
- c Of course, what can I do for you?
- d Thanks very much, I have everything I need

2.

- a It was the goalkeeper's fault
- b I don't understand the game
- c There was an injury in the first half
- d It was the home team

3.

- a A few new films have been released this week
- b Yes, I am going to go next weekend
- c No, though I saw a very good play last weekend
- d I don't travel far in order to see a film

4.

- a You can drive there in half an hour
- b It runs from Edinburgh to London
- c It is best to take the motorway
- d I'm afraid there isn't one near here

5.

- a We were at university together
- b We now live in the countryside
- c We met some new friends at a party
- d Very well thank you

6.

- a I went for a walk in the town
- b I would like to go for a walk in the hills
- c I had to work so couldn't go out
- d I liked to relax as I'm usually very tired

7.

- a We are going to look after it while my parents are on holiday
- b I would prefer to have a cat
- c We adopted it a few years ago
- d I've had dogs ever since I can remember

8.

- a I don't think they make them anymore
- b They look fantastic, I'd love a test drive
- c I needed to replace it last year
- d It really takes too much petrol

Part Two – There are 12 marks available for Part Two, 6 marks each for Parts A and B.

A. You will hear a conversation. This will be played **twice**.

Answer the **6** questions. For each question, shade **one** answer **on your answer sheet**.

1. What is the first thing that the sales representative does?

- a He explains the range of kitchens on offer
- b He shows the customer some brochures
- c He offers the customer a seat
- d He asks about the dimensions of the room

2. What was the problem with installing an appliance?

- a It would have to go in front of a window
- b The existing appliance cannot be moved
- c It has to fit into a tight space
- d There are no electrical sockets available

3. What is not needed in the kitchen?

- a A larder
- b A table
- c A dishwasher
- d A washing machine

4. What material does the customer prefer?

- a Wood
- b Oak
- c Marble
- d Formica

5. What is the problem with the sink suggested by the salesman?

- a It is much too high
- b It does not drain well
- c It is too large for the kitchen
- d It is not suitable for its cabinet

6. What decision is made because of environmental concerns?

- a To avoid the use of wood
- b To purchase eco-friendly equipment
- c To make the kitchen smaller
- d To use sustainable materials

B. You will hear an interview. This will be played **twice**.

Answer the **6** questions. For each question shade **one** answer **on your answer sheet**.

- 1. Which of the following does the smoke NOT contain?**
 - a Small particles
 - b Gases
 - c Irritants
 - d Nicotine

- 2. What is the cause of the health concerns mentioned by the expert?**
 - a People moving back into the affected area
 - b Polluted water supplies
 - c Fine particle matter
 - d Chemicals used to tackle the fire

- 3. What is the problem with calculating the impact of wildfire pollution?**
 - a Lack of instruments to measure the pollution
 - b Identifying whether pollution has come from wildfires
 - c Variability in pollution levels
 - d Lack of expert knowledge of this type of pollution

- 4. Which of the following groups were particularly affected by the Indonesian fires?**
 - a Younger people exposed to the smoke
 - b Male members of the population
 - c People with pre-existing cardiovascular conditions
 - d Those living in rural areas

- 5. Which of the following views does the interviewer hold concerning wildfires?**
 - a The issue needs more coverage
 - b Side effects of the fires have been ignored
 - c The problem is well known
 - d They are not common outside the US and Australia

- 6. What advice is offered as an effective solution to the problem?**
 - a Stay inside and avoid the smoke
 - b Wear cloth masks when outside
 - c Keep houses ventilated
 - d Consult a doctor if affected

Part Three – There are 10 marks available for Part Three

You will hear a broadcast. This will be played twice.

Answer the **10** questions. For each question shade **one** answer **on your answer sheet**.

- 1. According to the broadcast, why did Malthus say that population growth was unsustainable?**
 - a He said that the industrial revolution would cause famine
 - b Technology cannot grow fast enough to sustain the population
 - c Food production cannot grow as fast as the population
 - d Population growth is linear

- 2. According to the broadcast, what was one advantage of the industrial revolution?**
 - a A dense population was more productive
 - b Infant mortality fell uniformly
 - c The population decreased
 - d Shipping improved

- 3. What do the statistics reveal?**
 - a We are less overpopulated than in Malthus' time
 - b Overpopulation causes a decrease in average wealth
 - c Population levels are no longer relevant
 - d Density of population does not correlate with poverty

- 4. Which part of the population is growing the fastest in Britain?**
 - a Those born in other countries
 - b Infants
 - c People of retirement age
 - d People of working age

- 5. According to the broadcast, why is a forward-looking demographic policy necessary?**
 - a To make sure that the population can be adequately housed
 - b To plan for changes in population in the future
 - c To ensure that the population can be fed
 - d To recognise that Britain's population is likely to overtake other countries

- 6. Why is the 18th century definition of overpopulation questioned?**
 - a Populations are now more spread out
 - b It is not mathematically sound
 - c Because it does not consider wellbeing
 - d Food production is now much more efficient

- 7. Why does the broadcast say that birth rates are not a problem?**
- a It is balanced out by those of retirement age
 - b They are not high enough to cause an increase in the population
 - c The data is likely to be inaccurate
 - d More workers are needed to improve the economy
- 8. What does the broadcast say about the concept of “sustaining life”?**
- a It questions whether it is the top priority
 - b It emphasizes sustaining life as the most important goal
 - c It says it is a misleading concept
 - d It says it is a matter for the health service
- 9. What is the fertility rate for women between 15 and 44 years old?**
- a 2.1
 - b 1.5
 - c 1.6
 - d 4.4
- 10. What was ironic about Malthus’s findings?**
- a He advised against acting on the information
 - b It coincided with the industrial revolution
 - c It contradicted his own views
 - d It led to a decrease in prosperity

Reading Paper

There are four parts to this Reading Paper.

Time allowed: 60 minutes

Part One – There are 8 marks available for Part One.

Read this text

1	In a quiet aisle of a small supermarket in Tokyo, a robot dutifully
2	goes about its work. Reaching down, it grabs yet another bottle
3	of a flavoured drink that humans like, lifts it and places it on the
4	shelf of a refrigerated unit. Then the next one. People come and go.
5	It looks like a well-integrated autonomous mechanical worker,
6	but that is something of an illusion. This robot doesn't have a
7	mind of its own. Several miles away, a human worker is
8	controlling its every movement remotely and watching via a
9	virtual reality headset that provides a robot's eye view.
10	This is the work of Japanese firm Telexistence, whose Model-T
11	robot is designed to allow people to do physical labour in
12	supermarkets and other locations from the comfort of their
13	own homes. In this case, the robot is working at a FamilyMart shop
14	in Tokyo. Eventually, it will handle more than just drinks bottles
15	- rice balls, bento boxes and sandwiches should all be within its
16	grasp. The inventor explains that the Model-T is a human avatar
17	which allows it's controller to go anywhere without moving.
18	The concept is called telerobotics or teleoperation.
19	Japan is currently faces a labour shortage, particularly with regard
20	to low-income jobs. This could be partly _____ through deploying
21	thousands of robots in locations where physical work occasionally
22	needs to be carried out, and allowing companies to remote-hire
23	people in order to operate the robot when needed.

Test adapted from : Chris Baraniuk, Technology of Business Report



Now answer these **8** questions. Shade **one** answer for each question **on your answer sheet**.

1. Which of the following words describes the robot's tasks?

- a autonomous
- b automatic
- c varied
- d repetitive

2. Which line contains a spelling error?

- a Line 1
- b Line 2
- c Line 3
- d Line 4

3. Which line contains a punctuation error?

- a Line 15
- b Line 16
- c Line 17
- d Line 18

4. Which word has a similar meaning to the word "physical" on line 11?

- a arduous
- b imaginary
- c muscular
- d manual

5. Which word would fill the blank space in line 20?

- a described
- b paid
- c solved
- d explained

6. Which line has a grammar error?

- a Line 18
- b Line 19
- c Line 20
- d Line 21

7. Which is the correct definition of the word “deploying” (line 20)

- a Moving equipment into position
- b Losing a job
- c Adding to the workforce
- d Withdrawing troops

8. What type of article is this?

- a Historic
- b Scientific
- c Opinion
- d Review

Part Two – There are 8 marks available for Part Two.

Read this text.



Image: Pixabay

"Eat your spinach," is a common refrain from many people's childhoods. Spinach, the hearty, green vegetable chock full of nutrients, doesn't just provide energy in humans. It also has potential to help power fuel cells, according to a new paper by researchers in AU's Department of Chemistry. Spinach, when converted from its leafy, edible form into carbon nanosheets, acts as a catalyst for an oxygen reduction reaction in fuel cells and metal-air batteries.

An oxygen reduction reaction is one of two reactions in fuel cells and metal-air batteries and is usually the slower one that limits the energy output of these devices. Researchers have long known that certain carbon materials can catalyse the reaction. But those carbon-based catalysts don't always perform as good or better than the traditional platinum-based catalysts. The AU researchers wanted to find an inexpensive and less toxic preparation method for an efficient catalyst by using readily available natural resources. They tackled this challenge by using spinach.

"This work suggests that sustainable catalysts can be made for an oxygen reduction reaction from natural resources," said the lead researcher, a chemistry professor. "The method we tested can produce highly active, carbon-based catalysts from spinach, which is a renewable biomass. In fact, we believe it outperforms commercial platinum catalysts in both activity and stability. The catalysts are potentially applicable in hydrogen fuel cells and metal-air batteries."

Catalysts accelerate an oxygen reduction reaction to produce sufficient current and create energy. Among the practical applications for the research are fuel cells and metal-air batteries, which power electric vehicles and types of military gear. Researchers are making progress in the lab and in prototypes with catalysts derived from plants or plant products such as cattail grass or rice. The work is the first demonstration using spinach as a material for preparing oxygen reduction reaction-catalysts. Spinach is a good candidate for this work because it survives in low temperatures, is abundant and easy to grow, and is rich in iron and nitrogen that are essential for this type of catalyst.

The scientists created and tested the catalysts, which are spinach-derived carbon nanosheets. Carbon nanosheets are like a piece of paper with the thickness on a nanometer scale, a thousand times thinner than a piece of human hair. To create the nanosheets, the researchers put the spinach through a multi-step process that included both low- and high-tech methods, including washing, juicing and freeze-drying the spinach, manually grinding it into a fine powder with a mortar and pestle, and treating the resulting carbon nanosheet with extra nitrogen to improve its performance. Significantly, the measurements showed that the spinach-derived catalysts performed better than platinum-based catalysts that can be expensive and lose their potency over time.

Text adapted from: www.Sciencedaily.com

Now answer these **8** questions. Shade **one** answer for each question on **your answer sheet**.

1. According to the article, what could spinach do?

- a Stop metal from corroding
- b Increase stamina
- c Power fuel cells
- d Replace many other vegetables in recipes

2. What is spinach transformed into?

- a Carbon nanosheets
- b High energy supplements
- c Fuel for vehicles
- d Electricity

3. What is the disadvantage of carbon- based catalysts?

- a They cause pollution
- b They can be outperformed
- c They are unreliable
- d They take too much time to source

4. Why were researchers thinking of using spinach?

- a It has similar chemical properties.
- b It is cheaper and less harmful.
- c There is a shortage of conventional materials.
- d It is rich in vitamins.

5. What is a carbon nanosheet compared to in the text?

- a A mortar and pestle
- b A vegetable
- c A piece of paper
- d A metal- air battery

6. Which of the following words has a similar meaning to the word "efficient"?

- a Dense
- b Powerful
- c Productive
- d Arduous

7. According to the text, which of the following is true of platinum catalysts?

- a They can be dangerous
- b They can slowly become weaker
- c They are widely available
- d They are no longer used

8. How does the article introduce the topic?

- a By outlining a scientific problem
- b By detailing its properties
- c By dispelling a myth about its energy giving properties
- d By referring to a familiar saying

Part Three – There are 8 marks available for Part Three

Read this text.

Intense heat waves

Marine researchers have reported that when an intense heat wave strikes a patch of ocean, overheated marine animals may have to swim thousands of kilometres to find cooler waters.

Such displacement, whether among fish, whales or turtles, can hinder both conservation efforts and fishery operations. According to oceanographers, to properly manage those species, we need to understand where they are.

The effect of climate change

Marine heat waves, defined as at least five consecutive days of unusually hot water for a given patch of ocean, have become increasingly common over the past century. Climate change has increased the intensity of some of the most famous marine heat waves of recent years, such as the Pacific Ocean Blob from 2015 to 2016 and scorching waters in the Tasman Sea in 2017.

We know that these marine heat waves are having lots of effects on the ecosystem. For example, researchers have documented how the sweltering waters can bleach corals and wreak havoc on kelp forests. But the impacts on mobile species such as fish are only beginning to be studied.

Geographical effects

The species are appearing far north of where we expect them. For example, in 2015, the Blob drove hammerhead sharks — which normally stay close to the tropics, near Baja California in Mexico — to shift their range at least hundreds of kilometres north, where they were observed off the coast of Southern California.

To see how far a mobile ocean dweller would need to flee to escape the heat, scientists compared ocean temperatures around the globe. First, they examined surface ocean temperatures from 1982 to 2019 compiled from satellites, buoys and shipboard measurements. Then, for the same period, they identified marine heat waves occurring around the world, where water temperatures for a region lingered in the highest 10 percent ever recorded for that place and that time of year. Finally, they calculated how far a swimmer in an area with a heat wave has had to go to reach cooler waters, a distance the team dubs thermal displacement.

Text adapted from: www.sciencenews.org

Now answer these **8** questions. Shade **one** answer for each question **on your answer sheet**.

1. What is the purpose of this text?

- a To explain an environmental effect on sea life.
- b To describe the usual habits of marine mammals.
- c To measure swimming distances of fish
- d To improve conservation methods

2. What is the effect of the phenomenon which is described?

- a An increase in the amount of pollution in the area.
- b It drives fish and animals away from the area.
- c It is followed by a cooling of seawater.
- d Thunderstorms and other atmospheric changes.

3. Why did scientists compare different ocean temperatures?

- a Because of an increase in global warming.
- b To calculate how far marine species have to travel.
- c To find which temperatures were most suited to species.
- d To calculate a decrease in marine populations.

4. What is necessary in order to manage sea species?

- a To monitor the levels of fishing
- b To stop global warming
- c To locate where they live
- d To reduce the temperature of the seas

5. What other effects of these heat waves are mentioned?

- a Damaging tourism
- b Lowering sea levels
- c Changing the colour of coral
- d Destroying forestry

6. Which of the following equipment was not used in the research?

- a thermometers
- b buoys
- c satellites
- d submarines

7. How can 'thermal displacement' be defined?

- a The change in temperature of the seas
- b The change in the geographical position of the seas
- c How far marine life has to travel
- d The change in population of sea life

8. Which part of the oceans did the scientists measure?

- a Coastlines
- b The surface
- c Where marine life lives
- d An average depth

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Part Four – There are 6 marks available for Part Four

Read this text.

They say a dog is a man's best friend. This saying was evidently true even in the Stone Age when, about 8,400 years ago, a man was buried with his dog in a village's graveyard.

According to ABC News, archaeologists uncovered the remains at a human burial site located near the town of Solvesborg in southern Sweden. One of the graves held the remains of a man and his dog which were preserved thanks to a flash flood that swept the area a long time ago.

"The dog is well preserved, and the fact that it is buried in the middle of the Stone Age settlement is unique," osteologist Ola Magnell of Sweden's Blekinge Museum. Researchers noted that families typically leave items that are considered valuable or sentimental with their deceased loved ones. In this case, the sentimental token may have been the man's domesticated canine.

"A buried dog somehow shows how similar we are over the millennia when it comes to the feelings like grief and loss," said Carl Persson, the museum's project manager. He went on to say that such findings during excavations "makes you feel even closer to the people who lived here."

Work at the Swedish site, one of the largest archaeological digging sites to exist in the region, involved digging out layers of sand and mud that built up after a flood. Experts suspect the site was once a settlement of hunters during the Stone Age. Now, researchers are working to excavate the canine remains so they can be taken to the museum for further study.

An animal osteologist who examined the dog's bones said it wasn't exactly like any modern breeds but was comparable to "a powerful greyhound." The tradition of being buried with items from the deceased person's life has been found in various cultures dating back thousands of years. Archaeologists and anthropologists call these items "grave goods."

Viking warriors, both men and women, were commonly buried with a plethora of weapons to denote their warrior status. Members of Japanese nobility during the Edo period were buried with mounds of valuables like gold coins and religious artifacts, symbolizing the wealthy pedigree of their families.

In some ancient cultures, customs dictated the deceased be buried with animal sacrifices to guide their spirit or offer appeasement to the gods for safe passage to the afterlife.

Pigs and dogs were common animals used for sacrificial rites in China before growing animal farming production shifted to using livestock animals like sheep, goats, and cattle. Elaborate burials containing similar animal sacrifices were also found in ancient burials of the Germanic states.

Text adapted from www.nationalgeographic.com

Now answer these **6** questions. Shade **one** answer for each question **on your answer sheet**.

1. Where was the dog discovered?

- a In Japan
- b In the middle of an ancient settlement
- c Under a museum
- d On a battlefield

2. What did the museum's project manager note about the discovery?

- a It had been found in an unexpected location.
- b It was an important discovery for osteologists.
- c There had been many similar discoveries in recent years.
- d It showed a connection between ancient and modern times.

3. What is the animal osteologist's view of the dog?

- a It was financially valuable
- b It was not like modern breeds
- c It was a greyhound
- d It had perished with its owner

4. Which of the following is another word for 'token'?

- a A preference
- b An article
- c A gift
- d A punishment

5. What changed the use of animals in China?

- a Local customs
- b The development of farming
- c Government policy
- d Foreign influence

6. How was the dog discovered?

- a It was uncovered at the site of an ancient flood
- b By farmers ploughing the land
- c An expedition was launched to search for it
- d During the building of a museum

Writing Paper

There are two parts to this writing paper

Time allowed: 90 minutes

Writing Paper

Part One – There are 15 marks available for Part One.

Write a **formal** response in the correct format for the type of text. Please pay attention to the required word count for your text.

For each option, you must write between 250 and 300 words.

Write about **one** of the following **four** options:

Option 1	<p>Write a letter to the editor of a magazine you enjoy reading.</p> <ul style="list-style-type: none">• Explain that you are a subscriber, describing what you like about the magazine• Describe improvements that could be made to the magazine• Mention the kinds of articles that you like or do not like• Suggest ideas for new content that today's readers would enjoy
Option 2	<p>Write an email to the town council making suggestions on how an old building near where you live can be renovated or adapted</p> <ul style="list-style-type: none">• Explain why you think it should be renovated• Suggest who would be able to use it• Suggest how it could be used• Describe the benefits to the community of renovations and improvements to the building
Option 3	<p>Your local council are trying to increase the number of visitors to your area. Write an email to your local government or council to suggest how to attract more visitors.</p> <ul style="list-style-type: none">• Explain why people should visit the area• Describe new shops, attractions or facilities that could be built• Suggest how to improve transport for visitors• Describe how they could advertise the area
Option 4	<p>Your local school is considering putting on an end of term performance and has asked for suggestions for the show from members of the community.</p> <p>Write a letter to the headmaster of the school.</p> <ul style="list-style-type: none">• Suggest types of performances that could be included in the show• Explain why you would include these types of entertainment• Mention who could be invited• Suggest how it could raise money for a charity

Part Two – There are 15 marks available for Part Two.

Write an **informal** response in the correct format for the type of text.

Please pay attention to the required word count for your text.

You must write between **250 and 300 words**.

You are a member of a club which organises an annual camping trip for their members.

Respond to an email invitation you received to go on the camping trip.

- Explain why you would or would not like to go on the trip
- Describe what you liked or did not like about the previous year's trip
- Make suggestions for activities to make the trip better
- Suggest alternatives to a camping trip