The Flesch Readability Formula: Still alive or still life?

Introduction

Assessing Reading

Language is an ever-transforming beast. To some, it is a faithful companion, yet to others it is a cruel mistress. Despite this difference, language is what sets each and every one of us apart from the rest of the animal kingdom. Humanity's ability to communicate ideas of continuously increasing complexity has been detrimental in its rise to world domination. Some will argue that language is the single most important factor that has driven technological advancement since the days we lived in caves. The invention of Johannes Gutenberg's printing press in the 15th century has significantly eased communication, because printed communication allowed for longer messages to be sent across countries. It also allowed knowledge to be passed down to the next generation. However, only the most scholarly people of those ages could read the messages. Since then, reading has become more and more important in education. Those that can read can acquire more knowledge than those that cannot. The question of which material should be used to most effectively teach reading is therefore of critical importance. To answer this question, students of reading must be tested on their proficiency. This assessment allows teachers to know what material should be used, and what material should not. It can also be an effective method to evaluate their own teaching ability. When the assessment is finished, new teaching material must be found. To determine what new material is suitable for a student, many methods have been attempted. Analyses of literature have been made, which led to the creation of several different directions in which the study of readability has been taken.

History of literature studies

For us in this day and age, it is almost inconceivable that before the mid nineteenth century, schools were not divided into grade levels. Like most things in our daily lives, we take that fact for granted without realising that it had to start somewhere. The first school in the United States that was divided into grades was opened in 1847 in Boston (DuBay, 2004). For this school, graded study material had to be created. By then it was discovered that reading ability progresses by steps, which was reflected in the created reading material. However, verification of this material was not attempted until 1926, when William McCall and Lelah Crabbs introduced the first standardized reading tests (McCall & Crabbs, 1926). This heralded the introduction of a scientific method of testing reading ability in grade school students. Before these standardized reading tests, the United States military inadvertently tested army applicants on reading ability. It was their intention to test new recruits for native intelligence, but careful review of the testing material showed that it tested for reading skill rather than intelligence (DuBay, 2004). However, no scientific basis was used for these tests.

The first study that applied statistics to readability was carried out by L.A. Sherman. The goal of this study was to match reading material to the reading skill of the

student, so as to create instructional scaffolding, a term that was coined later by famous educational psychologist Lev Vygotsky, as part of the zone of proximal development (Doolittle, 1997). Sherman analyzed a large number of literary texts, and came to two important conclusions that form the basis for a number of readability formulas developed since then. The first conclusion is that reading ease can be determined by average sentence length, and average number of syllables within sentences (Sherman, 1897). This conclusion had a profound impact on education in the 1930s and 1940s. It meant that, rather than judging readability on face value, there was now a structural method to calculate the readability of text books. This became important when the first migrant workers appeared in the United States. These migrant workers and their children had issues comprehending the difficult language used in study books at the time.

The second conclusion drawn from this study is that individual writers show remarkable consistency in their average sentence length (Sherman, 1897). This is important for the readability formulas that were devised later in the twentieth century. It meant that, for the analysis of average sentence length and average number of syllables in sentences, only a sample of the text was needed, rather than the whole text. This, of course, saved a lot of time in an era where computers were not available to do all the tedious work.

The second groundbreaking work was written by Edward L. Thorndike. Around 1911, Thorndike started counting the frequency of words used in English texts, which led to the publication of his *Teacher's Word Book* in 1921. This *Word Book* contained 10,000 words and their approximate frequency of use. Many linguists have since discovered that the more frequently a word is used, the easier it becomes for a reader to read and process that word (Thorndike, 1921). As one can imagine, a sentence like "the dog was taken to the vet for a check-up" is easier to read than "the creature of canine persuasion was brought to the veterinary for a medical examination". Of course, this is an exaggerated example, but it does illustrate the point that Thorndike made with his *Word Book*. Words like dog and check-up are used more frequently in English language than canine and medical examination, and are thus easier to process.

Early readability formulas

The work done by Sherman and Thorndike broke the ground for the first readability formulas. Harry D. Kitson did not create a readability formula of his own, but he did discover the importance of sentence length and average number of syllables per word for readability. He did so by analyzing two newspapers, the *Chicago Evening Post* and the *Chicago American*, and two magazines, *the Century* and *the American*, taking excerpts for a total of 5,000 consecutive words and 8,000 consecutive sentences. His conclusions showed that average word length and average sentence length in the newspapers and magazines differed. The *Chicago American* and *the American* both have shorter sentences and shorter average word length compared to their counterparts, the *Chicago Evening Post* and *the Century*, respectively. This corresponds with the target audiences for all of the investigated magazines and newspapers (DuBay, 2004).

The first readability formula was created by B. Lively and S.L. Pressey in 1923, using Thorndike's work as a basis. Because science text books for junior high schools were so full of technical jargon, teachers at the time spent more time explaining the vocabulary used in the books than they did actually teaching the intended material. To

sort out this problem, Lively and Pressey created a method for assessing readability based on the number of different words per 1,000 words, and the number of words that did not appear on Thorndike's list of 10,000 words. They tested their method on 700 books, and found a correlation coefficient of $r = .80$ (Lively & Pressey, 1923).

Another readability formula was created by M. Vogel and C. Washburne (1928), using the techniques introduced by Lively and Pressey's article. Vogel and Washburne investigated a large number of factors that they felt may contribute to the readability of a text. Based on this research, they combined four elements into a readability formula, namely:
- Number of words that do not appear on Thorndike's list
- Number of different words in a 1,000 word sample
- Number of prepositions
- Number of simple sentences in a sample of 75 sentences

This formula managed to reach a correlation of $r = .845$, based on 700 books children had read and liked. Although this correlation was incredibly high at the time, the formula had not been validated by others, mainly because the method was very time-consuming. Furthermore, the texts used were not judged by any standards as they were set by McCall and Crabbs (Vogel & Washburne, 1928).

In 1934, Ralph Ojemann laid down new standards formulas had to adhere to (DuBay, 2004). Ojemann did not invent a readability formula, but he did create a series of sixteen texts, all about 500 words each. The texts were assigned a grade level corresponding to the number of adults that were able to answer at least half of the multiple-choice questions correctly. Based on these texts, he was then able to analyse six factors of vocabulary and eight factors of sentence structure and composition that correlated to the difficulty of the sixteen texts. Ojemann found that the best predictive factor of vocabulary was the difficulty of words as stated by Thorndike's *Teacher's Word Book*. More importantly, he was the first to put the emphasis on sentence structure factors. Although he was not able to put numerical values on the structure factors, he did prove these factors cannot be ignored (DuBay, 2004).

Following up on Ojemann's research, W.S. Gray and B. Leary published their important work, *What Makes a Book Readable* (1935). This work attempted to discover what elements of a text correlate with not only readability, but comprehensibility as well. Their criterion, on which the study participants would be tested, consisted of 48 selections of 100 words each. These selections were taken from the newspapers, magazines and books most widely read by adults at the time. After testing some 800 adults, Gray and Leary identified 228 different elements that contribute to the readability of a text. After grouping them together, they ended up with these four major contributors, in order of importance:
1. Content (including organisation and coherence of the text)
2. Style (Syntactic and semantic elements)
3. Format (font, number of illustrations)
4. Structure (text make-up, ease of navigation, chapters)

They found that the only statistically measurable contributor of the four was style. Only syntactic and semantic elements, such as sentence length and word length, are properly and quickly measurable. Of the 228 different elements they identified, 64 belonged to the group and thus were countable variables of reading ease. Gray and Leary measured the correlation for all of them, and listed a number of the elements with the highest

correlation in their work (Gray & Leary, 1935). They used five of the identified elements to create a readability formula, reaching a correlation of .645 with reading ease scores. This caused them to realise that adding more elements to a readability formula may minutely increase the correlation, but it may make it much more difficult to measure the elements needed in the formula. Later formulas could decrease the number of elements, while actually increasing the correlation to readability scores.

By far the most important breakthrough in readability research came from a study by Rudolph Flesch. As an Austrian war refugee, he received a refugee scholarship in 1939 at Columbia University. After obtaining his bachelor's and master's degrees, he managed to obtain a doctorate in educational research for his dissertation, *Marks of a Readable Style* (1943). In this dissertation, Flesch published his first readability formula, based on three variables. These variables were the much discussed average sentence length, as well as the number of affixes and 'personal words'. Flesch felt that determining the number of affixes sometimes led to issues due to people finding the counting of affixes in a text "particularly tedious", and they admitted to uncertainty in the spotting thereof. The third element, personal words, did not give rise to such issues. However, users of the formula did feel that it was "sometimes arbitrary" and Flesch himself felt that the underlying principle was sometimes misunderstood (Flesch, 1948). For these reasons, he revised the formula, in an attempt to make it easier to use.

In 1948, Flesch wrote the most important work to date, *A New Readability Yardstick*. In this article, he introduced two new elements to the formula. The first new element was average word length in syllables, ASW, expressed as the number of syllables per 100 words. This element was designed to replace the count of affixes, because syllables are easier to count, and the work could be reduced to a mechanical routine. The second new element was the average percentage of "personal sentences". Because the formula did not correct for direct conversational writing, it rated some texts way too high on the readability scale. For example, William James' *Principles of Psychology*, at the time a classic example of readability, was rated as harder to read than Koffka's *Principles of Gestalt Psychology*, the students' choice for unreadability. This last new element was introduced to correct this issue. The number of personal sentences was defined as the percentage of "Spoken sentences, marked by quotation marks or otherwise; questions, commands, requests, and other sentences directly addressed to the reader, exclamations; and grammatically incomplete sentences whose meaning has to be inferred from the context". However, the introduction of the two new elements showed barely any increase in predictive value over the old formula. Flesch decided to take the four elements and use them in two different formulas. The first was designed to test readability of a text, using the elements Average Word Length and Average Sentence Length.
This Reading Ease score formula is stated as

(1)   **RE Score = 206.835 – (1.015 x ASL) – (84.6 x ASW)**

The second used the elements of Personal Words and Personal Sentences to create a score rating Human Interest.

(2)   **HI Score = (3.635 x PW) + (.314 x PS)**

Flesch urges the user to keep in mind that formula (1) uses absolute numbers, meaning that the longer the words and sentences, the lower the score will be. Formula (2) is based on percentages. This means that the higher the percentage of personal words and sentences, the higher the score will be. Also, both formulas are designed so that they rate

approximately from 0 to 100, where a higher score is preferable for high readability. Technically, it is possible for a text to get a reading ease score of RE = 120, when it consists of sentences containing two monosyllabic words only. Theoretically, there is no lower limit. One can decrease the reading ease score of a sentence by arbitrarily adding polysyllabic words. For example, the following sentence from the novel Moby Dick, by Herman Melville, has a reading ease score of -146.77.

> *Though amid all the smoking horror and diabolism of a sea-fight, sharks will be seen longingly gazing up to the ship's decks, like hungry dogs round a table where red meat is being carved, ready to bolt down every killed man that is tossed to them; and though, while the valiant butchers over the deck-table are thus cannibally carving each other's live meat with carving-knives all gilded and tasselled, the sharks, also, with their jewel-hilted mouths, are quarrelsomely carving away under the table at the dead meat; and though, were you to turn the whole affair upside down, it would still be pretty much the same thing, that is to say, a shocking sharkish business enough for all parties; and though sharks also are the invariable outriders of all slave ships crossing the Atlantic, systematically trotting alongside, to be handy in case a parcel is to be carried anywhere, or a dead slave to be decently buried; and though one or two other like instances might be set down, touching the set terms, places, and occasions, when sharks do most socially congregate, and most hilariously feast; yet is there no conceivable time or occasion when you will find them in such countless numbers, and in gayer or more jovial spirits, than around a dead sperm whale, moored by night to a whaleship at sea. (pp. 546-547)*

For practical purposes, however, a scale ranging from 0 to 100 will suffice.

The pitfalls of readability formulas

While readability formulas provide an invaluable basis for matching educational material to school children, it is by no means a perfect solution to the problem. Flesch's formula, for example, only uses two variables for readability, being word length and sentence length. Flesch has not overlooked the other factors that play a part in readability, but those factors simply cannot be measured as easily, if at all. As mentioned before, the elements that contribute to readability can be placed in four groups, of which only one, style, can be measured properly. The other three, being content, format and structure, do each have their own impact on readability, but it cannot be measured in numbers. C.D. Meade and C.F. Smith describe the obvious importance of legibility (not to be confused with readability). Legibility refers to how easily letters and words can be recognized (Meade & Smith, 1991). Legibility includes the balance between text and white space, usage of paragraphs as well as the size of the letters. One can imagine that a big wall of text made up of tiny letters, without any indents or any form of text make-up can be hard to read, and may discourage especially the less serious reader. Keeping the reader interested is especially important in health literature, a point Smith and Meade made clear in their article.

Somewhat less obvious, but still hugely important to readability, is comprehensibility. Flesch's Human Interest formula attempts to correct that problem, but again only uses elements from the style category, since they are the only ones that can be measured reliably. However, as several studies point out, this does not account for factors such as the reader's interest in the topic, the amount of previous knowledge the reader has

on the subject, and the ratio of the number of ideas as compared to the number of words in the text (Hayes, Jenkins & Walker, 1949; McLaughlin, 1974; Pichert & Elam, 1984). Does this necessarily make the Flesch Reading Ease formula a bad formula? Not strictly so. The only criterion a predictive formula has to meet is that it has to predict. That means that the measured quantities in the formula have to correlate with the element to be predicted, in this case, reading ease. To quote the example McLaughlin gives in his article, "if we found that incompetent journalists were healthy, clean-living people, but that good journalists had ulcers, bad sight, smoked like chimneys and drank like fish, a formula based on measures of health and habits might predict a person's likelihood of succeeding in journalism far better than one based on measures with greater face value, such as verbal fluency and swift thinking." This illustrates that any factor may be a predictive factor, as long as it shows correlation with the end result.

Validity

While the Flesch Reading Ease formula should be used in combination with common sense to arrive at a conclusion for readability, it is still used as an important instrument. For example, Florida state law requires legal contracts to have a Reading Ease score of at least 45 (Florida Laws: FL Statutes - Title XXXVII Insurance Section 627.4145). If a formula has such a profound impact on educational research and law, one would expect it to be validated in many different studies. Surprisingly, McLaughlin states that in 1974, some 25 years after the revised Flesch formulas were published, only six validation studies had been carried out. Even among those, no consensus was reached. George R. Klare's validation study done in 1952 reported a correlation coefficient of 0.87 when testing parents on 16 500-word samples taken from magazines on parent health education. However, the same study showed a correlation of only 0.55 when testing adults with very poor reading skills on their ability to choose the right summary of 48 100-word samples from five different answers. A third study McLaughlin mentions is based on 26 5-minute broadcast talks found no significant correlation with reading ease. The other three studies were too small to find any specific correlation, but they did report a positive relation between the comprehensibility predicted by the formula, and the observed comprehensibility (McLaughlin, 1974).

After McLaughlin's article in 1974, the literature appears to be sorely lacking in the aspect of Flesch validation studies. For a formula that has managed to pervade many aspects of education, this is at the very least surprising. One can only speculate at the reasons for this absence, but perhaps educational science at the time did no longer find the Flesch formula of any use. Why it has maintained its position of judge all this time is a question that cannot be answered readily.

Since the introduction of the internet, and especially Wikipedia, information has become more easily available for all to see. Wikipedia articles may be used as an additional basis for a grade school teacher to educate children on a certain subject. However, the same problem arises now as it did in the early twentieth century, namely: How does one match the Wikipedia articles to children's reading ability? Research by Lucassen, Dijkstra and Schraagen (2012) shows that since the introduction of Wikipedia in 2001, the average Reading Ease scores for its articles have decreased from approximately 80 in 2003, to just over 70 in 2006. Because a decrease such as this alienates a large number of Wikipedia's target audience, namely those eager to learn, but

less proficient in the English language, attention to readability should be an important subject. New media such as the internet have created an enormous potential audience for any article that is published, whether that is on Wikipedia or in any online magazine. If the author of any such article wants to fully reach its potential target audience, it cannot have a readability score of lower than 60-70 – the 'standard' difficulty.

What needs to be kept in mind, however, is the fact that even this latest study by Lucassen et al. relies on validation of the Flesch formula that was carried out sixty years ago. Because no new validation of the formula has been published since then, especially not one that keeps the new types of media in mind, a new validation study is warranted. This will be that validation study.

The research questions central in this study are based around the two tests participants will take. The first test is a pre-validated test based on the Texas Assessment of Knowledge and Skills (TAKS) tests, which will be used to validate the Reading Ease formula. The second test is built on difference in Reading Ease scores, and will be used to verify the validity of the first test. The research questions therefore will be:
- How do participants score on the grade level based TAKS-test, when it comes to text comprehension?
- How do participants score on the test based on Reading Ease scores, when it comes to text comprehension?
- What is the correlation between Reading Ease score and text comprehension?
- Is there still validity in the Reading Ease formula?

Method

The method of measuring text comprehension that will be used is the reading test with multiple-choice questions. Each question can only be correct or incorrect, despite the availability of four choices, of which one will be correct in all cases. After the tests have been administered, the first test will be used to calculate the correlation between Reading Ease score and text comprehension. The second test will mostly be used as a verification of the correlation calculated in the first test, and will thus tell if Flesch's Reading Ease formula still holds validity.

Participants

The participants in this study will be German and Dutch students affiliated with the University of Twente. Since the study will be carried out using English and not Dutch, this has the additional advantage of creating a fairly varied cross section of an English speaking population. In total, there will be 25 participants, who will apply themselves by using the internal registration system for the University of Twente.

Materials

The most important thing to do for this study is to determine the Reading Ease score for each text used. To accomplish this, a tool previously created by Teun Lucassen has been used. This tool can be found on http://www.readabilityofwikipedia.com. Each text was submitted without titles or headings, and corrected for some minor flaws in the tool, such as its inability to see bulleted lists as separate sentences, and its inability to recognise semicolons as sometimes being the end of a sentence. This resulted in a Reading Ease score for each text, which was then used in the processing of the test results.

To determine the reading proficiency of the participants, a pre-validated reading test will need to be administered. This test has to meet two requirements: The first being that the texts are, as stated, pre-validated. They have to be created by an official instance capable of producing a well-designed test, that can be used to properly measure the proficiency of students of the English language. The second requirement is that the test is made up of longer texts, so that the Reading Ease score for the test itself can be calculated as well.

There are two such tests out there already, being the College Tests for English Placement (CTEP) and the Test Of English as a Foreign Language (TOEFL). Unfortunately, both of these tests are in continuous use for the placement of foreign students at American or English universities, respectively. That means that both of these organisations are, understandably, unwilling to part with their material in fear of compromising their own tests. That meant that a custom test had to be used. In Texas, state law demands that the tests used to assess the various proficiencies of their students are available to the public after the tests have been administered. Using these Texas Assessment of Knowledge and Skills (TAKS) tests, a reading test was created that was pre-validated by the state of Texas. To create this test, a single text approximating 1,000 words with accompanying multiple-choice questions with four options was taken from TAKS reading tests for five different grades, administered in the spring of 2009. These grades were the 3rd, 5th, 7th, 9th and 11th grade. All these tests are available on the website of Texas state representative Scott Hochberg (http://www.scotthochberg.com/taas.html). This test will give a calibration, which can then be used to validate the Reading Ease formula. The compiled test is available in Appendix A. To verify whether the validity of the formula stands up for other texts, another test will be created using 25 different texts. These 25 texts will consist of texts on five subjects, taken from five different British municipal websites. These texts can be as short as 350 words. Per text, five multiple choice questions with four answers each will be created, leading to a total of 125 questions. The five versions of the website test are available in Appendices B through F.

For neither of these tests will the participant be allowed a dictionary. Since the tests are designed to test reading comprehension based on current reading profiency, the results would change dramatically if the subjects were allowed to 'learn' while taking the test.

Design

The first test will be designed so that Reading Ease score is the independent variable. In this test, the only effect that needs to be measured is the effect of RE score on the chance that any person is able to answer a multiple choice question correctly. The second test is based on a difference in RE scores, which also has the RE score as independent variable. There were two issues that needed to be taken into account when designing the study. The first issue is that it is too time-consuming to let every participant read all 25 texts, on top of the TAKS-based calibration test. The second issue is learning effect. If a participant were to read five texts on the same topic, the chance that learning effect plays a role during the answering of the questions on the fifth text is rather high. To eliminate both of these issues in a single fell swoop, the participants will be broken up into five groups. As can be seen in the table below, each participant will only read one text per topic, resulting in a total of only five texts to read, rather than 25. This results in a balanced design in which every text will be read by only one group of five, but all the websites and subjects will eventually be read once by every participant. The following schedule shows which groups read which texts, with each group of five participants being denominated by letters A, B, C, D and E.

|	Housing	History	Economy	Education	Environment
Reading	A	B	C	D	E
Glasgow	E	A	B	C	D
Cardiff	D	E	A	B	C
Newcastle	C	D	E	A	B
Birmingham	B	C	D	E	A

Procedure

The participants will be in a secluded cubicle in which they will not be disturbed by background noise. They start by taking the TAKS-based calibration test. This test will take approximately an hour. The answers will be circled on a pre-printed answer sheet. When the participant finishes this calibration test, he or she will be allowed a five minute break. After this break, the second test will be administered. The version of the test will be based on the group in which the participant is placed, as can be viewed in the table above. Again, the answers will be filled in on a pre-printed answer sheet. This second test will take approximately 30 minutes, bringing the total up to around 90 minutes per participant. This concludes the experiment, after which the data will be processed.

Results

Test 1

For this study, every question is treated as a dichotomous trial, which can either be correct (value 1) or false (value 0). The results for the first test are displayed in the graph on the right, which at first glance shows that the face validity of the texts appears to be good. The higher the grade of the students the text was originally administered to in Texas, the lower the percentage of questions answered correctly in this study. This strengthens the confidence in the validity of the test created by the state of Texas.
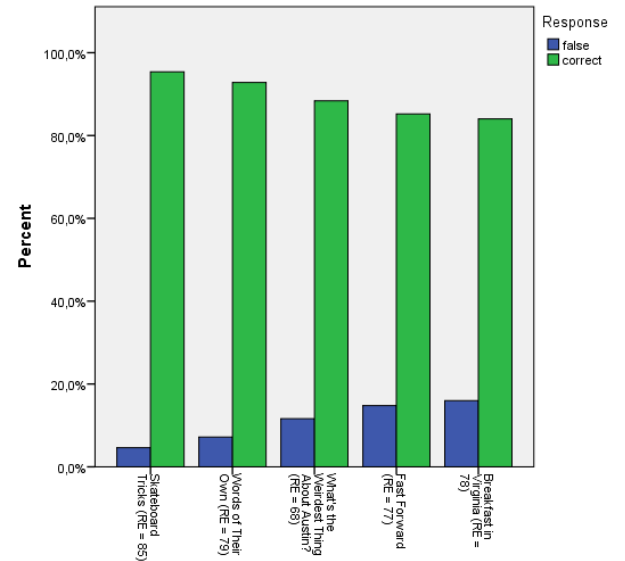
To calculate a correlation coefficient between the Reading Ease score and the dichotomous response variable, a Point-Biserial Correlation formula needs to be used. If the continous variable RE score is named x and the dichotomous variable response is named y, then the formula for a point-biserial correlation is as follows:

$$r_{xy} = \frac{X_1 - X_0}{s_n} \sqrt{\frac{n_1 n_0}{n^2}}$$

Here, X_1 represents the mean of x for $y = 1$, and X_0 represents the mean of x for $y = 0$. s_n is the standard deviation, which uses the well-known formula

$$s_n = \sqrt{\frac{\sum(X - \overline{X})^2}{n}}$$

It is too much work to calculate this on paper, but suffice it to say that the outcome of the formula is $s_n = 5.497$. Now that the standard deviation has been calculated, all the terms can be filled into the original point-biserial correlation formula. This results in the following:

$$r_{xy} = \frac{77.76 - 76.44}{5.497} \sqrt{\frac{1293 * 157}{1450^2}}$$

Calculating this, the result is that the correlation between the continuous RE score and the dichotomous response variable is a mere $r = 0.075$. Because this value is surprisingly low, especially bearing in mind the much higher values of r obtained in the few

validation studied that were carried out sixty years ago, the data is going to be put to good use elsewhere.

Each participant will be assigned an 'ability score', a score that places the participant on a scale, which will be used in the second test to verify the results from the first test. The ability score will be calculated by taking the mean of the response variable over all 58 questions from the first test (i.e. the number of correct questions divided by the total number of questions, 58), which will be named p. Next, the logit of p will be determined. The advantage of the logit function is that chance results will be bound between 0 and 1, whereas a linear function could eventually end up with chances higher than 1 or lower than 0. Of course, the chance of someone answering a question being higher than 100% is impossible, which is why the logit function brings help. The logit function is given by the formula:

$$logit(p) = ln(p) - ln(1 - p)$$

After this has been done for each participant, the logit of the ability scores will be z-standardised, so that the mean of the ability scores is 0 and the standard deviation is 1. These ability scores are valid measurements of reading proficiency, because they have been derived from tests created by an official testing agency, in this case the state of Texas. The advantage of using these scores is the fact that they can be used to compare the predictive value of the RE score to that of the ability score. Using the same Point-Biserial Correlation formula as was used to calculate correlation for RE score, it turns out the correlation for the assigned ability scores is $r = 0.246$. It appears that ability score is much better as a predictor than RE score is for the number of correctly answered questions. In the second test, these results will be verified.

Test 2

For this test, just like in test 1, each question was treated as a dichotomous trial. The results of the tests can be seen below. Because a graph such as the one used for test 1 would become confusing, a table is used instead.

	Housing		History		Economy		Education		Environment	
	mean	RE	mean	RE	mean	RE	mean	RE	mean	RE
Reading	0,36	39	0,60	59	0,12	30	0,56	44	0,84	54
Glasgow	0,76	44	0,52	38	0,80	37	0,64	32	0,76	33
Cardiff	0,84	37	0,80	48	0,28	23	0,64	44	0,60	24
Newcastle	0,40	23	0,48	54	0,68	18	0,52	73	0,60	30
Birmingham	0,44	24	0,44	49	0,68	23	0,64	28	0,32	31

The target for this test was to verify the validity of the Reading Ease score correlation calculated in test 1. To accomplish this, a Generalized Estimated Equations model will be used. This model allows for clustered data, as well as being able to cope with the difficulties of the dichotomous response variable. The inner workings of the GEE lie outside the scope of this thesis, and shall therefore not be fully explained. However, this model is able to show the predictive values of multiple variables with possible unknown

correlation. The model will be set up with the participants as subject variable, and with the RE score and ability score as parameters to be tested for their predictive value. The outcome is shown in the table below.

Parameter	B	Standard Error	95% Confidence Interval		Significance
			Lower	Upper	
Intercept	0,028	0,2477	-0,458	0,513	0,911
RE score	-0,009	0,0050	-0,018	0,001	0,080
Ability Score	-0,330	0,0896	-0,505	-0,154	0,000

The most surprising result from this table clearly lies with the RE score. On a 95% confidence level, it cannot even be stated with significance that RE score holds any predictive value for the number of questions answered correctly. On the other hand, the ability score shows a significant predictive value for the ability score, which leads to the conclusion that reading proficiency rather than the RE score is predictive of the ability of a participant to answer a question correctly. This conclusion is strengthened by the plotting of the response mean against both the RE score and the ability score, shown below.
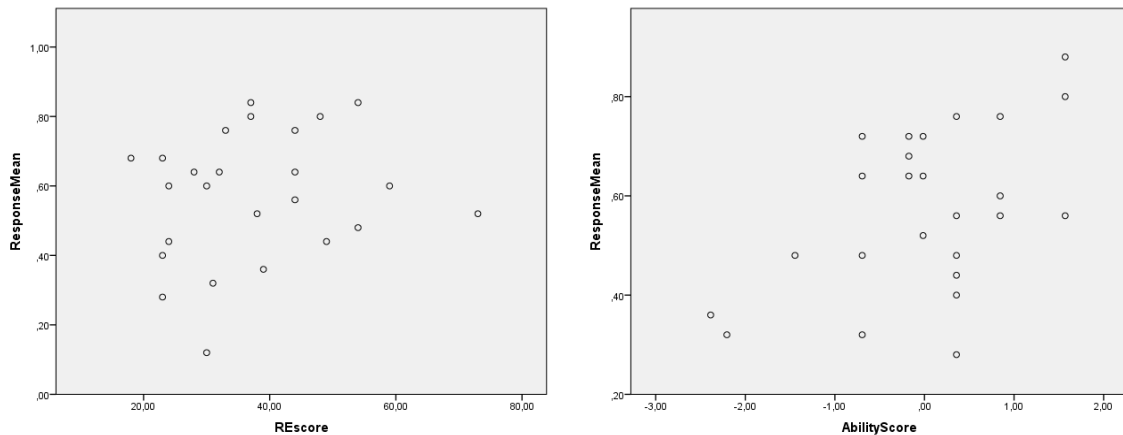
As can be seen in the left graph, there appears to be no relation at all. The scatter looks random and there does not seem to be a line that can be drawn through the dots that represents the majority of the results. However, in the right graph, there does indeed seem to be a general tendency for the response mean to go up as the ability score becomes higher. This supports the conclusion that ability score has predictive value, whereas the Reading Ease score barely holds any predictive value, if at all. Therefore, the correlation coefficient calculated in test 1 appears consistent with the results from test 2.

Discussion

The first test shows no correlation between Reading Ease score and the chance of a random person answering a multiple-choice question correctly. The second test confirms this, and shows that the ability of a reader, rather than the RE score determines how well a text can be read by a random person. On first sight, this last fact appears logical, but readability research has always strived to find a way to judge texts on their objectively measurable quantities rather than drawing a reader's ability into the judgments. It may well be possible that this can be achieved, but the Flesch Reading Ease formula is not the objective judge to be used for this purpose.

Research that bases itself on the Rudolph Flesch' formula will therefore have to be reworked. Much research using the Reading Ease formula has the goal to test educational material for potential learners. For example, Chavkin (1997) used it to investigate the difficulty of Texan high school science text books, and reached the conclusion that biology and especially chemistry text books have a RE score that is too low for high school students. However, her conclusion that these text books are consequentially too hard to read is not justified, since she does not mention any form of validation of the formula. Similarly, Lucassen et al. (2012) use the Flesch formula to conclude that the readability of Wikipedia has steadily decreased since its foundation in 2001. On the other hand, they do note that readability scores should be used with some caution, but their conclusion is founded on a number of validity studies that is scarce at best. Even studies into health literature written for patients use the Flesch score to base its results on. Cochrane, Gregory & Wilson (2012) use it compare the medical literature on government-funded and commercially funded websites. They reach the conclusion that commercially funded websites are much more difficult to read than commercially funded websites, based on three different readability formulas: The Flesch formula, The Flesch-Kincaid formula, which is a method of assigning a grade level to a Reading Ease score, and the SMOG – Simple Measure of Gobbledygook – created by G. Harry McLaughlin (1969). Surprising to themselves, they find that the SMOG does not find a difference between government-funded and commercially funded websites. This should have been an indication that one or both of the formulas is off. The caution given by Lucassen et al. to take readability scores with a grain of salt holds especially true in this case.

The Reading Ease formula has too readily been accepted as tried and true, and has been integrated in a number of occurrences in daily life. The aforementioned laws in Florida state that any legal contract must have a readability score of 45 or higher, but no basis appears noted anywhere as to why this should be the case. Even Microsoft's famous text processor, MS Word, is able to judge a text on its readability (Badarudeen & Sabharwal, 2010), but again using the Flesch formula without much in the way of validation.

There are several issues that are worthy of discussion over the course of this thesis. The first issue is the fact that the second test, used to judge the validity of the results obtained in the first test, has in no way been validated. While the tests have been taken from the websites unedited, the questions have been created from scratch and administered with no prior testing. That means that, while the data seem to confirm the

accuracy of the second test as a reading comprehension test, it has not been validated and can therefore not be taken as waterproof. The texts may inadvertently have differed in difficulty to the extent that skilled people were randomly given out easier tests than those less proficient in reading English. The study was designed to prevent this, but randomisation can with some unlucky variation indeed skew the data to a point of unreliability. However, the data in both the validated and the unvalidated tests reach the same conclusion, namely the lack of predictive value for the Reading Ease formula and the fact that there is predictive value in a reader's ability. This justifies the conclusion that the second test, while not properly validated, is indeed good enough to achieve acceptable results.

The second issue that needs to be brought up is the first test itself. The five tests all have a rather high Reading Ease score. While this is fine for taking the test, the section of RE scores involved (namely 68-85) may be somewhat small for such a large extrapolation. Here, an assumption about the correlation of a RE score for a very scientific text (for example, RE = 10) is made based on five texts with students still in the lower education system as target audience. The students that partook in this study may have some level of variance in proficiency between them, but all of these students are assumed to be able to read a university text book in English. This may raise the bar somewhat too high for people not so proficient in English, who may not be able to answer the questions in the first test so easily, regardless of the fairly low RE score.

A final issue worthy of discussion that perhaps is linked to the earlier issue of the self-made second test, is the source of the texts. While all the texts except for one were taken from municipal websites, texts concerning the history of cities were generally more readily available than texts on economic and housing strategies. For the last themes, the core strategy of a city had to be consulted to obtain the texts. These core strategies are, while made publicly available, generally not meant for the populace at large, meaning the documents are drawn up in a more difficult writing style. Subjects such as housing and economy may have been more difficult for these participants to read, since they are less appealing to participants than education and history. Furthermore, some texts were taken as full texts whereas others contained lists or subsections, deriving from the continuity of the text. In one occasion, a text is not directly taken from the municipal website. Surprisingly, Birmingham's website does not contain any text on education that is 350 words or longer. The text has therefore been taken from the University College Birmingham website instead. These factors may in hindsight have led to more difference in reading difficulty than previously imagined.

Conclusion

This study has examined if there is still validity in Flesch' Reading Ease formula. After careful research, the conclusion has to be drawn that there is not. As one might imagine, reading ability is the most important predictive factor in whether or not someone is able to successfully accomplish text comprehension. There is certainly life left in the subject of literature and readability study, since there are many other, more modern readability formula, such as the SMOG and the Gunning-Fog index. However, these formulas rely on more factors than just average word length and average sentence length, and it certainly seems that this is necessary to create a good readability formula. The Flesch formula simply will not do.

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Appendix A – Calibration Test

Text 1 – Skateboard Tricks
By Michael Porter

1   There was no doubt about it. The new kid who was moving in next door to Jason was good. Jason sat on the front steps of his house. He had watched in admiration as the new kid jumped out of the movers' truck that was parked in the driveway and right onto a skateboard. Wearing a bright red helmet and knee and elbow pads, the kid had traveled quickly down the sidewalk in front of Jason's house, weaving around anything in the way.

2   As Jason watched, Mrs. Tuttle's fluffy little white dog suddenly ran out onto the sidewalk. The kid jumped his skateboard over the ball of fur and flipped the skateboard up into his hands, just like a professional. Then he grabbed the leash and set off to return the runaway dog. "Wow!" Jason exclaimed. "I need to learn how to do those cool tricks!"

3   After returning the dog to Mrs. Tuttle, the kid rode his skateboard back to his house. Jason saw the kid make his way between workers who were carrying boxes and chairs into his new home. Jason felt shy about talking to the new kid, but he wanted to find out where that kid had learned to skateboard so well.

4   Jason sat on the porch steps, waiting for the kid to come back out. When he did, he was still wearing his helmet and other gear, and he was carrying the skateboard under one arm. Jason got up his courage and walked over to the new kid. "Hey, I saw you riding your skateboard," Jason said. "You're good."

5   The kid smiled and quietly said, "Thanks."

6   "Where are you from?" Jason asked.

7   "California," the kid answered.

8   Jason nodded and said, "My name's Jason."

9   The helmet came off, and Jason watched long brown hair tumble down. The kid said, "I'm Amanda."

10   Jason almost swallowed his gum. The new kid was a girl! After a few seconds he finally managed to say, "Hi."

11   "My mom told me that there's a skate park in the neighborhood. Is that right?" Amanda asked.

12   Jason shrugged. He knew Amanda was really good at riding a skateboard, and he could learn some things from her, like that flip she had just done. But he didn't want his friends to know he was learning something from a girl. His friends would tease him forever! Then he had an idea. "It's not too far, but you have to wear your helmet and knee and elbow pads," Jason said.

13   "No problem," Amanda said. "Let me ask my parents if I can go."

14   As Amanda ran inside to get permission from her parents, Jason stared down at his feet. "If she can just keep her helmet on, everything will be fine," he thought to himself.

15   Amanda came running out of her house, and she and Jason stopped by his house so he could get his gear and his parents' permission. Then they rode away.

16   The park was filled with kids, some riding on skateboards and others on skates.

Several guys waved to Jason as he showed Amanda around. Soon, though, Amanda was showing everyone what she could do on her skateboard. Sometimes she looked as if she were flying in the air. Jason began to <u>panic</u> when he realized that all his friends had stopped skating and were watching her, especially his best friend Patrick. Jason wondered if he could sneak out of the park without anyone noticing.

17   "That's awesome!" Patrick said, skating over to Jason.

18   "Just moved in next door to me today," Jason said.

19   "Do you think I could learn some of those tricks?" Patrick wondered aloud. "I always crash when I try to flip my skateboard like that."

20   Jason took a deep breath and motioned Amanda over to him and Patrick. If Patrick judged Amanda on her skating abilities rather than on the fact that she was a girl, then things would be all right. Jason just hoped that Patrick would decide Amanda was O.K.

21   As Amanda skated up to the two boys and took off her helmet, Jason tried to think of what to say. Before he could open his mouth, Patrick said, "Wow, I never met a girl who could skate like that—or even a boy! Can you teach me that flip trick?"

Krazy Kids, December 2004

Skateboard Tricks - Questions

1. Where does Amanda want Jason to take her?
A Jason's house
B The skate park
C Mrs. Tuttle's house
D A neighborhood park

2. From the information in the selection, the reader can tell that Amanda probably —
A is better at skateboarding than most kids at the skate park
B does not like people watching her on her skateboard
C wishes that Jason had not brought her to the skate park
D will not teach skateboard tricks to any of the boys

3. Paragraph 16 is mainly about —
A what Amanda rides on at the park
B how Jason plans to escape from his friends at the park
C who Jason knows at the park
D what happens while Jason and Amanda are at the park

4. Which is the best summary of this selection?
A Jason is pleased that his new neighbor is great at skateboarding. Jason learns that the new kid is a girl but wants her to teach him a few skateboard tricks anyway. Jason worries about what his friends at the park will think, but his friends want to learn from Amanda, too.
B Jason takes the new kid in his neighborhood to the skate park. While there, Jason sees many friends who are skating and skateboarding. His friends are surprised by the skateboard tricks the new kid is able to do.
C A new kid moves into Jason's neighborhood. The kid is very good at skateboarding. Jason watches the kid jump over a white dog and move through a crowd of workers. Finally Jason goes to meet the neighbor and learns that the new kid is a girl.
D When Jason agrees to take Amanda to the skate park, she must wear a helmet and knee and elbow pads. Jason hopes that his friends won't learn that Amanda is a girl, but when she meets Jason's friends, everyone sees who she is.

5. Jason wants to meet his new neighbor because he wants to —
A learn where the new kid is from
B know how the kid learned to skateboard so well
C take the kid to the skate park
D have the new kid meet his friends

6. What do Jason and Amanda do right before going to the skate park?
A Ask for permission
B Catch a neighbor's dog
C Help carry boxes
D Meet new people

7. What does the word <u>panic</u> mean in paragraph 16?
A To become afraid
B To feel cared for
C To be surprised
D To grow tired

8. Which of the following hides the fact that the new kid is a girl?
A Knee pads
B Skateboard
C Elbow pads
D Helmet

9. The reader can tell that Jason —
A doesn't know any girls who can skateboard as well as Amanda can
B goes to the skate park with his friends every day
C wishes Patrick had seen Amanda jump over the runaway dog
D hasn't had much time to practice on his skateboard

10. In paragraph 10, Jason almost swallows his gum because he is —
A expecting the new kid to be a boy
B nervous about having a new neighbor
C excited about the skateboard tricks he will learn
D angry that Amanda didn't tell him she was a girl

11. What happens after Jason and Amanda get to the skate park?
A Amanda searches for her knee and elbow pads.
B Jason and Amanda put on their gear.
C People stop to watch Amanda on her skateboard.
D Jason and Amanda ask for permission to go skateboarding.

12. What is Jason's main problem at the skate park?
A Amanda has not taught him any skateboard tricks.
B He doesn't want his friends to learn the truth about Amanda.
C His friends are watching Amanda instead of talking to him.
D Amanda continues to do difficult tricks.

13. The reader can tell that Jason and Amanda will probably —
A get in trouble with their parents
B find Mrs. Tuttle's dog in the neighborhood
C help the workers carry boxes to Amanda's house
D return to the park another day

Text 2 – Words of Their Own

1   Sequoyah took the eagle's feather and dipped it in black ink. He made a mark on the paper in front of him. His daughter Ah-yoka peered intently over his shoulder, watching him work on the last of the symbols that made up his Cherokee alphabet. Now that the alphabet was almost finished, Ah-yoka could see the excitement on her father's face.

2   Sequoyah had been working on the alphabet for 12 years—longer than Ah-yoka had been alive. When he finished writing the symbol, he turned to his daughter with a smile. "It is ready," he said. He looked at the 86 symbols on the paper. "I want with all my heart to give the Cherokee people this gift of writing and reading our own language. Our people need words of their own."

3   Seeing a glint of tears in her father's eyes, Ah-yoka put her arms around him and kissed his cheek. "It will be wonderful!" she exclaimed. "Wait and see."

4   Sequoyah and Ah-yoka would soon use the symbols in a public demonstration. They would show people that this new writing system worked and would benefit the tribe. However, both father and daughter wondered how people would react. Would they understand the importance of the alphabet Sequoyah had spent so many years working on, or would they agree with Salali?

5   Salali was a member of their tribe. He had spent as much time criticizing Sequoyah's alphabet as Sequoyah had spent perfecting it. Salali had told everyone that Sequoyah could not be trusted. While creating his alphabet, Sequoyah had often walked around scowling in concentration as he scratched symbols on trees, in the dirt, and on rocks. Sometimes he would be so deep in thought that he walked into things. He was only concentrating on the symbols, but some people thought Sequoyah was strange. When they saw Sequoyah behave this way, people believed Salali's words.

6   On the day of the demonstration, Sequoyah's moccasins were covered in dust from his restless pacing. Sequoyah and Ah-yoka stood and faced the crowd full of doubting faces. Salali placed himself <u>prominently</u> in the front where everyone could see him.

7   Sequoyah's stomach was knotted up, but he smiled and began telling the audience about the alphabet. "To show you that my alphabet works, I will send my daughter far enough away so that she cannot hear anything that is said here. Then one of you will tell me what to write on this paper. You will take the paper to her, and she will be able to read exactly what is written there," Sequoyah explained. Then he watched Ah-yoka walk away. "Now I need a volunteer."

8   Salali raised his hand. "I'll help you show how useful this alphabet of yours is," Salali said with a sly smile on his face.

9   As Salali made his way toward Sequoyah, he turned and looked over his shoulder at the audience, rolling his eyes around to remind them that Sequoyah was weird. People snickered, but Sequoyah ignored the laughter. He knew he would just have to prove himself.

10   "Say the words you would like me to write," Sequoyah said calmly. Then Salali spoke his words loudly so that both Sequoyah and everyone in the crowd could hear them. Sequoyah carefully formed each word. Sequoyah then rolled up the paper and handed it to Salali. "Please take this to Ah-yoka. She will read your exact words back to you."

11   Salali strolled confidently to where Ah-yoka was waiting. Moments later the crowd turned to see Salali, twisted paper in hand, stomping back to the gathering with Ah-yoka trailing him. Sequoyah studied his daughter's face for some indication of the result. But the sign he was looking for didn't come from his daughter. The evidence was on Salali's face.

12   Ah-yoka smiled and simply said, "It worked."

13   The crowd gasped and now turned to stare at Salali. He nodded his head and tossed the crumpled paper to the ground. Ah-yoka picked it up and smoothed out the wrinkles. Then, in a clear voice, she read the words on the paper. Sequoyah had not known how wonderful it would be to hear his only daughter read aloud the words he had written.

14   There was a long, silent pause as the members of the audience looked at one another. Then they began to cheer. Sequoyah saw tears of joy and relief in Ah-yoka's eyes, and he hugged her.

15   Then one man broke the silence. "Sequoyah, why did you spend so long working on a way for our people to write to each other?" he asked. "We speak. We understand each other. Why do we need to write?"

16   "Ah, you have come straight to the heart of the matter," Sequoyah replied. "The man who can put his thoughts on paper can keep his thoughts forever. They will never be lost. Our children can read them. Their children can read them. We can send news to our relatives in the East. Our tribe can remain strong."

17   That day Cherokee leaders asked Sequoyah to teach their sons the new symbols. After only a few months, Sequoyah had taught the young men the new alphabet. It wasn't long before the members of the Cherokee nation were sending letters and recording their stories and history.

18   Over the years Sequoyah and Ah-yoka were filled with pride as the Cherokee alphabet traveled around America. Sequoyah's many years of effort had certainly been worthwhile. The Cherokee alphabet is the only alphabet in existence that can be credited to one person. Sequoyah understood the power of the written word. He spent the rest of his life encouraging his people to read and to write down their thoughts—so they would never be lost.

Words of Their Own - Questions

1 The audience becomes excited about Sequoyah's alphabet when —
A the last symbol is written
B Salali volunteers to help
C Ah-yoka reads the words on the paper
D the young men learn the symbols

2 How does Salali feel about Sequoyah?
A Salali likes to joke with Sequoyah.
B Salali does not respect Sequoyah.
C Salali is afraid of Sequoyah.
D Salali is nervous around Sequoyah.

3 Which sentence from the story shows that Salali is angry that the demonstration is a success?
A *Then Salali spoke his words loudly so that both Sequoyah and everyone in the crowd could hear them.*
B *Salali strolled confidently to where Ah-yoka was waiting.*
C *Moments later the crowd turned to see Salali, twisted paper in hand, stomping back to the gathering with Ah-yoka trailing him.*
D *The crowd gasped and now turned to stare at Salali.*

4 Which of the following is the best summary of this story?
A Sequoyah spends years creating a Cherokee alphabet so his people will be able to read and write. Although doubtful at first, the tribe accepts the alphabet after Sequoyah and his daughter successfully demonstrate it. Soon many Cherokees use this system to communicate.
B Ah-yoka is excited that Sequoyah, her father, has created a new alphabet that will allow Cherokees to write. Some Cherokees do not think the alphabet is needed, especially Salali, who dislikes Sequoyah's work.
C Sequoyah spends 12 years creating a Cherokee alphabet. While working, Sequoyah often walks around scowling and bumping into things. Salali tries to convince the tribe that Sequoyah is strange. Some members of the tribe begin to question the usefulness of Sequoyah's alphabet.
D Sequoyah and his daughter give their people a demonstration of Sequoyah's new writing system. Sequoyah writes down the words spoken by a volunteer, and Ah-yoka reads what he wrote. Sequoyah and his daughter are relieved when the audience members cheer and approve of the new alphabet.

5 One important idea present throughout the story is that —
A Sequoyah was determined to help the people of his tribe
B Salali refused to learn the Cherokee alphabet
C Ah-yoka was helpful to her tribe
D reading is harder to learn than writing

6 The author organizes paragraphs 7 through 11 by —
A explaining the reasons why Ah-yoka is sent away
B comparing Sequoyah's actions with those of Salali
C describing the events during Sequoyah's demonstration
D listing the words that Ah-yoka reads from the paper

7 Sequoyah has Ah-yoka walk away from the crowd so that —
A she can surprise the people in the crowd
B he can concentrate on writing the words
C Salali will have a difficult time with the crowd
D she will not hear the words that Salali says

8 The fact that Sequoyah worked on his alphabet for 12 years helps the reader understand —
A why Salali dislikes Sequoyah's alphabet
B why the Cherokees wanted an alphabet
C the meaning of the symbols in the Cherokee alphabet
D Sequoyah's dedication to his alphabet

9 In paragraph 6, the word <u>prominently</u> means —
A loud
B always helpful
C easily noticed
D painful

10 Which idea from the story shows that most Cherokees never thought about having a written language?
A The tribe comes to watch Sequoyah's demonstration.
B Sequoyah teaches Ah-yoka the alphabet.
C People look at one another after Ah-yoka finishes reading.
D A man asks Sequoyah why the tribe needs to know how to write.

Text 3 – What's the Weirdest Thing about Austin?

Residents of Austin, Texas, are proud of their city's uniqueness. For this reason the slogan "Keep Austin Weird" was created in 2000. An Austin middle school recently held an essay contest called "What's the Weirdest Thing about Austin?" Here are three of the essays submitted by students.

Time for a Pun-Off
by Allison Peters

1   Do you love to play with words? Maybe you'd rather just sit back and listen to others do so. Every year in May, I watch my father participate in one of the wackiest events in Austin. He stands up in front of an audience and tells terrible jokes. One year his jokes were so bad that he won a prize!

2   Just what is this crazy contest? It's the O. Henry Pun-Off World Championships, of course! The contest is named for O. Henry, the famous American writer. Apart from his masterful storytelling, he is remembered for his talent for punning. A pun is a kind of joke that plays with words that sound similar but have different meanings. Here's an example: "When a clock is hungry, it goes back four seconds." The word *seconds* could refer to a unit of time or an extra portion of food. No, it's not exactly funny, but a groan is as good as a gold medal for an accomplished punster.

3   The annual O. Henry Pun-Off World Championships are held at the O. Henry Museum, the writer's former Austin home. The competition began in 1977 with two separate contests. The first is called the Punniest of Show. Each contestant performs a prepared routine for an audience. Four judges then decide the winner. The second part is the High-Lies and Low-Puns Contest, where 32 contestants split up into pairs. After receiving their topic, each pair must pun back and forth together as quickly as possible, trading jokes and puns in a mad game of verbal tennis. In the end the funniest and longest-lasting punster wins.

4   It's amazing to hear these word masters come up with hilarious puns under pressure. If you love language and enjoy hearing people play with words, come to the O. Henry Pun-Off—it's definitely weird!

Racing Austin Style
by Cameron Elizondo

5   The only thing better than taking part in the fifth-largest race in the country is running it while wearing an outrageous costume. Since 1978, the *Statesman* Capitol 10K has drawn about 15,000 runners annually. It attracts attention for its size *and* for its wackiness.

6   Each year near the beginning of April, people gather together on a Sunday morning to run through the city. Serious runners usually compete in conventional running clothes—shorts and running shoes. But for many participants, having fun is more important than winning. These runners dress in the most creative costumes imaginable. Many are representative of the city. For example, in 2006 a runner came dressed as an Austin street sign. Another runner was dressed as the University of Texas tower, a well known local landmark. Costumes in past years have included a chicken head and an

armadillo. One group even ran as a giant centipede. You'd think it would be difficult to run 6.2 miles through downtown while wearing a costume, but hundreds of people do it every year!

7   The race, organized by the *Austin American-Statesman* newspaper, brings in money for various charity organizations, as much as $1.5 million since 1993. About 2,000 volunteers donate their time to make the race a success. Many Austin residents consider this event to be a race, a costume parade, and a block party, all in one. Come out to the next *Statesman* Capitol 10K! You'll get fit, help raise money for a worthwhile charity, and have fun too!

All You Need Is SPAM
by Paul Thuyen

8   How many main ingredients do you need to create a magnificent meal? The folks at SPAMARAMA would probably say, "Just one!" If you like to eat or prepare unusual foods, Austin is the perfect <u>venue</u> to satisfy your appetite.

9   SPAMARAMA is definitely the strangest event in Austin—and probably in all of Texas. It's a festival that celebrates SPAM, a canned pork product. In 1976 David Arnsberger and Dick Terry started the tradition as a fun alternative to the ever-popular chili cook-off. About 10,000 people come each year to sample fabulous recipes created for the SPAM cooking contest. Some entries in this cook-off are familiar dishes like SPAM sandwiches and casseroles, while others, such as SPAM ice cream, Moo Goo Gai SPAM, and GuacaSPAMole, are true novelties.

10   The contest has two divisions: one for professional chefs and restaurant owners, and one for amateur cooks. In the amateur division, everyone is welcome to show their stuff. One contestant entered the contest with a dish that was a mixture of cheddar cheese, mayonnaise, SPAM, and raisins. The dish's poor rating at the contest did not deter this stubborn individual. Hoping to find a more accepting panel of judges, he froze his entry and brought it back the following year. In keeping with the spirit of the event, the judges decided to create a "last-place-even-if-there-were-a-hundred-entries" award just for him.

11   But the cook-off isn't the only event that <u>pulls</u> in audiences at SPAMARAMA. Those who don't want to actually eat SPAM can play with it instead. The SPAM toss (similar to an egg toss) is entertaining to watch, and so is the Tug-of-War that takes place across a huge vat of SPAM jelly. Artistic types can enjoy the SPAMcarving display, which features "SPAM sculptures" of animals, people, and much more.

12   SPAMARAMA takes place annually on the first weekend of April. Not surprisingly, the event often falls on—or close to—April Fool's Day, but it's 100% real! And there's still time for you to create next year's award-winning recipe.

What's the Weirdest Thing about Austin? - Questions

1. In paragraph 2, the words "a groan is as good as a gold medal" suggest that —
A receiving a groan in response to a pun is a mark of success
B people cast their votes for a contestant by groaning
C competitors often make strange noises for effect
D actual prizes are never awarded at pun-offs

2. Which of these sentences from "Racing Austin Style" is an opinion?
A *Costumes in past years have included a chicken head and an armadillo.*
B *Another runner was dressed as the University of Texas tower, a well-known local landmark.*
C *The only thing better than taking part in the fifth-largest race in the country is running it while wearing an outrageous costume.*
D *Each year near the beginning of April people gather together on a Sunday morning to run through the city.*

3. In paragraph 3, the phrase "trading jokes and puns in a mad game of verbal tennis" helps the reader understand —
A the pace and competitiveness of the event
B how difficult it is to watch a pun-off
C the amount of time required to compete in a pun-off
D why contestants are divided into pairs

4. What does the word <u>venue</u> mean in paragraph 8?
A People
B Location
C Challenge
D Restaurant

5. One contestant in the SPAMARAMA froze his food entry because he —
A planned to carve it
B missed the entry deadline
C wanted it to be eaten cold
D thought he deserved to win

6. A walking street sign might be found at —
A the *Austin American-Statesman*
B the *Statesman* Capitol 10K
C the O. Henry Pun-Off
D SPAMARAMA

7. How is "All You Need Is SPAM" organized?
A It moves from a description of the earliest events to the most recent events.
B It moves from a detailed description of a certain year to general information.
C It moves from a general introduction to specific information about the event.
D It moves from a list of questions about the event to detailed answers.

8. The most likely purpose of the selection is to —
A motivate residents of Austin to develop new slogans
B encourage people to take part in some unusual Austin events
C describe changes taking place in Austin
D invite people to live and work in Austin

9. Which sentence from "Time for a Pun-Off" best shows that the author is impressed by the skill of the participants?
A *If you love language and enjoy hearing people play with words, come to the O. Henry Pun-Off—it's definitely weird!*
B *It's amazing to hear these word masters come up with hilarious puns under pressure.*
C *A pun is a kind of joke that plays with words that sound similar but have different meanings.*
D *One year his jokes were so bad that he won a prize!*

10. Read this dictionary entry for the word <u>pull</u>. *pull* \ pu .l\ *v* **1.** to attract **2.** to exert force upon **3.** to perform or carry out **4.** to express sympathy for
What is the definition of pulls as it is used in paragraph 11?
A Definition 1
B Definition 2
C Definition 3
D Definition 4

11. Which of the following is the best summary of the selection?
A Every year local residents and visitors alike help demonstrate the spirit behind the slogan "Keep Austin Weird" by taking part in some unusual events. The O. Henry Pun-Off attracts people who enjoy wordplay, while the Capitol 10K lures both serious and fun runners. SPAMARAMA attracts those who might want to cook, sample, or play with SPAM.
B People in Austin, Texas, take great pride in being different from other Texans. This pride has inspired Austin residents to create unusual events such as a 10K race in which people wear creative costumes. The city even has a slogan, "Keep Austin Weird," which captures the city's spirit.
C One of the ways that residents of Austin, Texas, are trying to live up to the slogan "Keep Austin Weird," which was adopted in 2000, is by hosting events unlike any that are held elsewhere in the state. One of the most unusual of these events is SPAMARAMA. Each year many people come out to compete in cooking and carving this meat product.
D Austin, Texas, hosts three unusual events every year. One of these events is a race in which runners wear unusual costumes as they run through the streets of the city. Another of these events is a punning contest. This contest is held in honor of one of Austin's most famous former residents, the author O. Henry.

Text 4 – Fast-Forward
by David Goricki

1   ST. CLAIR—Barely a teenager, a stranger in a strange land, learning a foreign language, adapting to a new family dynamic . . . you could excuse Addis Habtewold if he chose to run and hide.

2   Well, Habtewold is running, but in clear view—at the head of the field in every cross-country race he enters.

3   Not quite three years since he left his native Ethiopia, Habtewold is the talk of the running community.

4   After Thursday's Marysville Invitational, Habtewold, a 15-year-old sophomore at St. Clair High School, has won all 10 races in which he had competed, setting eight course records in the process.

5   "A coach is lucky to have a kid like Addis come around once in a lifetime," St. Clair coach Jon Davidson said. "Any coach would be shocked to see the type of results Addis has produced."

6   Area coaches who have seen him rave about his unlimited potential. But his work ethic and personality most impress his coach and teammates.

7   "He's one of the fastest guys in the state, [but] he's not arrogant in the least," Davidson said. "He's very humble, works hard and wants to be the best."

8   Habtewold, who is 5-foot-4 and 115 pounds, has lofty goals.

9   He wants to be a state champion in his first year in the sport—his best time, a school-record 15 minutes, 35 seconds, is second in the state to Landon Peacock of Cedar Springs (15:11). Habtewold also wants to run in college and become an Olympic gold medalist, like his native countryman, Haile Gebrselassie.

10   It's a tall order, but Habtewold is used to accomplishing much in a hurry. Since moving to the United States, he has learned English well enough to earn As and Bs. And, in less than a year, he has developed into an elite high school athlete.

11   "I love running," Habtewold said. "I feel like I'm missing something if I miss a day.

12   "I'm surprised I've done this well. I'm breaking records. I want to thank my coach, friends, teammates and parents. Without their support, I'd never been able to accomplish what I have so far."

Coming to America

13   Habtewold had little interest in running when he was younger. He played soccer in Ethiopia. The only time he ran, he says, was when he was late to school.

14   "Addis, his older sister, Miti (21), and younger brother, Eyob (14), were orphaned and living with my mother," said Jerusalem Lothschutz, who, with her husband, Jim Lothschutz, eventually adopted them and brought them to the United States. "His mother was my sister. They grew up in the capital city of Addis Ababa where I grew up and went to school."

15   Jim Lothschutz, a vice principal at Hamtramck High School, was a teacher at International School in Ethiopia when he met Jerusalem, who worked in the computer lab. They married in 1997 and adopted Addis, Miti and Eyob. They have two other children, Gabbi, 6, and Sammy, 4. Miti lives in Grand Haven and attends Grand Rapids

Community College. Eyob is a freshman on the varsity soccer team at St. Clair and plans to run track in the spring.

16   Jerusalem and Jim moved to the United States in 1998. But it took four years for the adoption to be recognized by the American government, and Addis, Miti and Eyob didn't touch American soil until December 2002 in Godwin Heights near Grand Rapids. They moved to St. Clair last year.

17   Moving to America was obviously a tough transition for Addis and his siblings. His parents let them settle in before they studied English.

18   "Nine months after they settled in, they had to focus on English," Jim Lothschutz said. "I gave them a tape player and language tapes and they had to listen to them two hours a day."

19   Jerusalem, who speaks fluent English, is proud of her children's progress.

20   "They adapted much faster than I did," she said. "They made friends and were involved in sports."

Fast Start

21   Habtewold was a starter on St. Clair's soccer team as a freshman and a teammate of Davidson's son, Colin.

22   The team ran two miles for conditioning before practice each day. Habtewold's running impressed Colin, who told his father.

23   "Colin said, 'You've got to see Addis run.' I watched him and then recruited him from the soccer team," Davidson said.

24   "We talked Addis into running with us after cross-country season. We had a big group, including a number of seniors, Addis and me, and we ran for six to eight miles."

25   Jeff Standfest, now a cross-country runner at Oakland University, was part of that initial group.

26   "We got him to go out running with us one day in November," Standfest said. "We ran six to eight miles, 6:20-minute miles, and Addis was running right with us, chewing gum and breathing through his nose. It was incredible."

27   Habtewold recalls that first day, saying: "I ran eight miles and I was kind of sore the next day. It was a lot of fun. I ran the next day and pretty much every day after."

28   Habtewold finished seventh in the 3,200-meter run at the Division 2 state meet. His success spiked his interest in cross country. During the summer, he trained by running hundreds of miles.

29   He has dominated the competition, his time of 15:54 topping a field of more than 1,000 runners at the Holly Invitational on Sept. 17.

30   Often, he says, he gets bored from running alone.

31   "My goals are to win and get my time down," Habtewold said, "but sometimes I feel like quitting halfway through the race because I'm tired and running alone. Coach says I have to just suck it up and run through it."

32   St. Clair junior Ben Holt said the team follows Habtewold's lead.

33   "He's not a captain, but he's a leader by how he leads by example," Holt said. "He makes sure we get our mileage in. He's addicted to running."

Fitting In

34   Addis has attacked his classes in the same manner in which he trains.

35   "Not being able to speak English was the most difficult thing for me," Addis said. "My mom and dad really helped me with my reading and speaking. I still have some trouble with my reading. Life is good here. Everything is way different. The school enforces rules more than they did in Ethiopia, and I like that. People have been friendly to me. I have more opportunities to do sports, too.

36   "I write to my friends back home. Everyone from my country talks about how nice my mom and dad are to us. Back in Ethiopia, it's a big thing to come to America. We're very fortunate."

37   Patty McCormick works with Addis every day.

38   "Think about how difficult it would be for us to go to a foreign country and study in their language," McCormick said. "Addis is very respectful and does what I ask of him. The difference from last year to this has been remarkable. He expresses his ideas more fluidly and has a better grasp of our language.

39   "We go through his daily planner every day. He's taking physics, math, English literature and history. He needs help with his grammar and spelling. I brainstorm with him, but he develops his ideas and I help him write it down and transcribe it. He types it out. He's a great kid."

40   Habtewold dreams of being famous one day.

41   "I know I'll have the chance if I keep my grades up and continue to work hard," he said. "I have a great opportunity here."

Fast Forward - Questions

1. Read the following dictionary entry. *tough* \ təf\ *adj* **1.** able to withstand great strain without tearing or breaking **2.** very difficult **3.** inclined to violent or disruptive behavior **4.** used to express a lack of sympathy
Which definition best matches the use of the word *tough* in paragraph 17?
A Definition 1
B Definition 2
C Definition 3
D Definition 4

2. Addis's adoptive parents met when —
A they both worked at the International School in Ethiopia
B his father was the vice principal of Hamtramck High School
C they attended Grand Rapids Community College
D Addis, Miti, and Eyob were living in the United States

3. Which words from paragraph 39 best help the reader understand the meaning of the word *transcribe*?
A *develops his idea*
B *a great kid*
C *write it down*
D *grammar and spelling*

4. Paragraphs 14 through 16 are mainly about —
A Addis, Miti, and Eyob becoming orphans in Addis Ababa
B Addis and his new family coming to live in the United States
C Jerusalem Lothschutz marrying Jim Lothschutz
D the siblings enrolling in schools near Grand Rapids

5. The reader can tell that Jon Davidson encouraged Addis to begin running with his group after the cross-country season because —
A he thought it would get Addis in better shape to play soccer
B Addis would not make the team if he did not practice during the off-season
C he hoped Addis would join the crosscountry team during his sophomore year
D Addis could teach running techniques to the others in the group

6. Which line from the selection best indicates that Addis is an exceptional athlete?
A *"A coach is lucky to have a kid like Addis come around once in a lifetime."*
B *"I love running," Habtewold said.*
C *He wants to be a state champion in his first year in the sport. . . .*
D *Habtewold, who is 5-foot-4 and115 pounds, has lofty goals.*

7. The setting is significant in this selection because —
A cross-country running is not a popular sport in Grand Rapids
B Addis had to compete in an environment whose culture is new to him
C Addis had to pursue his goal in an unruly and impoverished school
D the rugged terrain made long-distance running especially challenging

8. In paragraph 16, the words "touch American soil" mean to —
A become a U.S. citizen
B run with a track team
C build a new home
D arrive in the United States

9. Which line best illustrates Addis's sense of humor?
A *Since moving to the United States, he has learned English well enough to earn As and Bs.*
B *The only time he ran, he says, was when he was late to school.*
C *But his work ethic and personality most impress his coach and teammates.*
D *Addis has attacked his classes in the same manner in which he trains.*

10. The selection provides evidence to show that —
A Jon Davidson expected Eyob to become as strong a runner as Addis
B Addis preferred to be a soccer player rather than a runner
C Jon Davidson had an important influence in Addis's life
D Addis would have pursued long-distance running if he had stayed in Ethiopia

11. From Patty McCormick's comments, the reader can infer that —
A she respected Addis for the progress he had made as a student
B Addis could not have passed his classes without her help
C her help gave Addis an excuse not to do his homework
D she was assigned to help Addis because he was a star athlete

12. The author's attitude toward Addis can best be described as —
A amused
B dismissive
C admiring
D unsympathetic

13. The author develops the selection mainly by —
A writing a first-person narrative from Addis's point of view
B organizing the information into sections to describe aspects of Addis's life
C comparing Addis's daily life in Ethiopia with his daily life in the United States
D describing several important events in modern-day Ethiopia

Text 5 – Breakfast in Virginia
by Langston Hughes

"Breakfast in Virginia," written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

1   Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.

2   The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.

3   No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.

4   As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, "Won't you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down."

5   "Thank you, sir," said Corporal Ellis, "this is kind of you. I am Corporal Ellis. This is Corporal Williams."

6   The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.

7   "How long have you been in the <u>service</u>, Corporal?" the white man was saying as the steward approached.

8   Corporal Ellis could not answer this question because the steward cut in <u>brusquely</u>, "You boys can't sit here."

9   "These men are my guests for breakfast, steward," said the white man.

10   "I am sorry, sir," said the white steward, "but Negroes cannot be served now. If there's time, we may have a fourth sitting before luncheon for them, if they want to come back."

11   "But these men are soldiers," said the white man.

12   "I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia."

13   The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, "I am embarrassed, steward, both for you and for my guests." To the soldiers he said, "If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back."

14   The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.

15   "Come in," he said. He waited for the soldiers to enter.

16   It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.

17   "I will have the porter bring a table," he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism. Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.

18   All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, "This here time, sir, is the first time I ever been invited to eat with a white man. I'm from Georgia."

19   "I hope it won't be the last time," the white man replied. "Breaking bread together is the oldest symbol of human friendship." He passed the silver tray. "Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we're on rations."

20   "I can eat without butter," said the corporal.

21   For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.

22   "I thank you for this breakfast," said Corporal Williams.

Breakfast in Virginia - Questions

1. What is one difference between Corporal Ellis and Corporal Williams?
A Corporal Williams is black, and Corporal Ellis is white.
B Corporal Williams is from the South, and Corporal Ellis is from the North.
C Corporal Ellis wants to eat breakfast, but Corporal Williams is not hungry.
D Corporal Ellis likes the elderly man, but Corporal Williams does not.

2. In paragraph 8, the word <u>brusquely</u> means —
A harshly
B harmlessly
C curiously
D loudly

3. Which of these is the best plot summary of the selection?

A Corporal Williams and Corporal Ellis are traveling on a segregated train during World War II. When the two soldiers are told they cannot eat in the dining car, an elderly white man tells the steward that the men are his guests. Despite the man's efforts, the soldiers are forbidden to sit in the car. The elderly man apologizes to the soldiers for the steward's behavior and asks them whether they would like to dine with him in his compartment.

B Corporal Williams and Corporal Ellis are two African American soldiers traveling aboard a train headed to Washington, D.C. The two soldiers have difficulty finding a place to dine aboard the train because of Jim Crow laws. Corporal Ellis, who is from New York, decides that they should attempt to eat in the dining car.
Corporal Williams, who is from Georgia, has never eaten in a diner before but nonetheless follows his friend.

C Corporal Williams and Corporal Ellis are aboard a train bound for Washington, D.C., during World War II. Both soldiers are African American and have no access to food in the Jim Crow coach. In the dining car an elderly white man asks them to join him, but the steward will not permit them to eat with whites. The elderly man insists that the soldiers eat with him in his private compartment, where he treats them with respect and courtesy.

D Corporal Williams and Corporal Ellis befriend an elderly white man aboard a train during World War II. The two soldiers find themselves dining in the man's private compartment. The man tells the soldiers of his own son, who is fighting in North Africa. During breakfast Corporal Williams says that this is the first time he has dined with a white man. He then thanks the elderly man for his kindness.

4. Read the following dictionary entry. *service* \ sər-vəs\ *n* **1.** a meeting for worship **2.** one of a nation's military forces **3.** a contribution to the welfare of others **4.** a building providing maintenance and repair. **Which definition best matches the way the word <u>service</u> is used in paragraph 7?**
A Definition 1
B Definition 2
C Definition 3
D Definition 4

5. Why is the train setting of the story important?
A It highlights the effects of segregation.
B It shows that transportation was difficult during the war.
C It stresses the cruelty of the steward.
D It emphasizes the importance of the passing landscape.

6. What is Corporal Williams's primary internal conflict?
A He doesn't know how he will be able to get a meal.
B He doesn't know how to respond to the elderly man's kindness.
C He knows that once he gets off the train, he will have to go to war.
D He worries about traveling from the South to the North.

7. Which line best demonstrates how indignant the elderly man feels?
A *The sole occupant of the table was a tall, distinguished gray-haired man.*
B *"I am embarrassed, steward, both for you and for my guests."*
C *The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table.*
D *"I will have the porter bring a table," he said.*

8. In paragraph 21, the dome of the Capitol symbolizes —
A the possibility of equality for all people
B the distance the train has traveled
C the potential victory over Hitlerism
D the difficulty of being a soldier

9. Which of these best conveys the reality of Jim Crow laws?
A *"I can eat without butter," said the corporal.*
B *They took turns sleeping for a few hours.*
C *"You boys can't sit here."*
D *For the first time his eyes met those of his host.*

10. The reader can infer that the elderly man —
A identifies with the two corporals because his son is a soldier
B believes there should be two separate types of cars on the train
C performs an act of kindness because he feels superior to the two soldiers
D is on the train because he is going to visit his son

11. The author uses sentence fragments at the beginning of paragraph 1 and at the end of paragraph 3 to —
A quicken the pace of the story for the reader
B highlight the brutality of war for everyone involved
C emphasize the ethnicity of the major characters
D show the reader that the two soldiers are very brave

Appendix B – Website Test A

Text 1 (Reading)

Supply: Meeting the housing requirements in Reading

Strategic Objective 1: *Ensure the sustainable delivery of new build housing to meet identified needs whilst achieving best use of available land.*

The *South East Plan* sets a challenging development target for Reading of 611 new units of accommodation per year until 2026. As part of delivering these targets, the Planning Policy relating to section 106 agreements will be reviewed. This process will incorporate the amount of social rented accommodation that needs to be provided as part of the affordable housing contribution. The demand for housing in the town is high and as such, a targeted 50% of new housing development will be used for affordable housing. Within this demand, there is an evidenced need for an increased supply of large family units for social rent.

Processes will be completed to ensure that new developments adhere to:
• Community development objectives
• Reading Borough Council's Climate Change Strategy
• Reading Borough Council's Local Transport Plan

In addition, in line with recent legislative changes, Reading Borough Council will investigate all mechanisms for delivering affordable housing within the town. Part of this will include appraising options for new delivery vehicles such as local housing companies to facilitate Local Authority-led new build.

Strategic Objective 2: *Increase the availability of appropriate specialist accommodation for those that need it.*

To meet the challenges of an aging population and to offer local residents a real choice about their housing and care as they grow older, the Council is committed to increasing the range and availability of accommodation for older people that will meet their future needs. Meeting **this demand** will require the delivery of 240 Beds of Extra Care Housing and additional services to support people to remain living independently in their own homes. There is also an identified need to increase the availability of supported living accommodation for disabled adults and improve transition planning to support the needs of disabled children as they move into adult services.

Again, planning policy will be reviewed to ensure that developments reflect 'Lifetimes Homes' standards and there is evidenced need to increase the supply of wheelchair-accessible properties for social rent in the town.

Text 1 (Reading) - Questions

1. Which sentence is key in the Strategic Objective 1?
   A. Reading needs to develop 611 new units of accommodation every year
   B. The demand for housing in the town is high
   C. 50% of new housing development will be used for affordable housing
   D. There is an evidenced need for an increased supply of large family units for social rent

2. Why will Reading Borough Council review the current mechanism for delivering affordable housing?
   A. To see what the options are for new delivery vehicles
   B. Because the law has recently been changed on that part
   C. To facilitate new accommodation construction led by Local Authority
   D. To make sure that the mechanism adheres to the guidelines

3. In Strategic Objective 2, to what does **'this demand'** refer?
   A. Meeting the challenges of an aging population
   B. To offer local residents a real choice about their housing and care
   C. Increasing the range and availability of accommodation
   D. The delivery of 240 Beds of Extra Care Housing

4. Read the following statements:
   I – Reading Borough Council will address the needs of disabled children in their current situation.
   II – Beds of Extra Care Housing will allow disabled and/or elderly people to remain living independently in their own home.
   Which of these statements is true, if any?
   A. Both I and II are false
   B. I is true, II is false
   C. I is false, II is true
   D. Both I and II are true

5. Which of the following is specifically mentioned as a reason for reviewing the planning policy?
   A. There is evidenced need to increase the supply of wheelchair-accessible properties for social rent in the town
   B. New developments need to be in line with the Reading Borough Council Local Transport Plan
   C. There is an evidenced need for an increased supply of large family units for social rent
   D. The *South East Plan* sets a challenging development target for Reading of 611 new units of accommodation per year until 2026.

Text 2 (Glasgow)

The Second City of the Empire

As the Industrial Revolution took hold at the start of the 19th century, Glasgow's new industrialists were expanding their manufacturing bases, particularly in soap-making, distilling, glass-making, sugar and textiles. Textile production used coal in the steam-driven cotton mills and power-loom factories. Other industries included bleaching, dyeing and fabric printing.

Glasgow's population was also increasing dramatically, as deposed immigrants from the Highlands in the 1820s and thousands fleeing from the potato famine in Ireland in the 1840s provided a vast pool of cheap, unskilled labour. With its growing industrial importance Glasgow also attracted large numbers of other immigrants, in particular Jewish, Italian and East European, who contributed greatly to the economy and local community.

At its height, the cotton industry employed almost one third of Glasgow's huge workforce, but like the tobacco industry it was badly hit by external factors, especially the American Civil War of 1861, and, closer to home, increasingly tough competition from cities like Manchester.

Ever resourceful, Glasgow turned to a wide range of **heavy** industries, especially shipbuilding, locomotive construction, and engineering, which could thrive on the abundant supplies of iron ore and seams of Lanarkshire coal to fuel the ironworks. From 1870 until the start of the First World War Glasgow produced almost one fifth of the world's ships.

These were heady days, in which Glasgow ranked as one of the finest and richest cities in Europe and acclaimed as a model of organised industrial society. Grand public buildings and a host of museums, galleries and libraries were built. Glasgow had more parks and open spaces than any other similar European city, along with a regulated telephone system, water and gas supplies. Little wonder that Nathaniel Hawthorne wrote in 1857: "I am inclined to think that Glasgow is the stateliest city I ever beheld."
Glasgow's pride in these great achievements was openly displayed in two Great Exhibitions of 1888 and 1901, both held in Kelvingrove Park. Glasgow was now unquestionably the "Second City of the Empire."

Text 2 (Glasgow) - Questions

1. What was **not** a cause of Glasgow's increase in population in the first half of the 19th century?
    A. The opportunities for work
    B. The Irish Potato famine of the 1820s
    C. Highlands inhabitants being forcefully removed from their homes
    D. The growing industrial importance

2. What caused Glasgow to choose heavy industries such as shipbuilding over other options?
    A. The American Civil War
    B. Tough competition from cities like Manchester
    C. The fact that Glasgow produced almost a fifth of the world's ships
    D. Ample supply of raw materials

3. Four different dictionary definitions of the word **heavy** are shown below.
    I - of comparatively great weight
    II - great in yield, quality, or quantity
    III - great or considerable
    IV - coarse or broad
    Which definition best matches the use of the word **heavy** in the 4th paragraph?
    A. Definition I
    B. Definition II
    C. Definition III
    D. Definition IV

4. What primarily caused Glasgow to unquestionably become the 'Second City of the Empire'?
    A. Grand public buildings and a host of museums, galleries and libraries
    B. The fact that it had more parks and open spaces than any other similar city in Europe
    C. Nathaniel Hawthorne writing that "Glasgow is the stateliest city [he] ever beheld"
    D. The fact that Glasgow ranked as one of the finest and richest cities in Europe

5. Which of these statements best summarises the text?
    A. The industrial revolution quickly accelerated Glasgow's growth. Overcoming setbacks with resourcefulness, it managed to become one of Europe's leading cities.
    B. The industrial revolution was the best thing that ever happened to Glasgow. From there on, it was smooth sailing. Industry and population kept increasing until Glasgow was the 'Second City of the Empire'.
    C. During the industrial revolution, immigrants from all over Europe gave Glasgow the workforce it needed to become a model of industrial organised society.
    D. The vast number of different industries made Glasgow resilient to setbacks. Despite a number of industries collapsing, it still had enough of them left to become one of the richest cities in Europe.

Text 3 (Cardiff)

Cities, City Regions and Cardiff
Many of Britain's regional cities emerged during the industrial revolution in the context of an increasingly global economy. Cities like Cardiff, Manchester, Birmingham, Glasgow, Leeds and Sheffield became important centres of commerce and culture. After the Second World War, many cities enjoyed a sustained period of economic growth, but with the end of the era of mass manufacturing, many of Europe's largest cities experienced a period of sharp decline, unemployment and social upheaval. Cities came to be regarded as **'basket cases'**.

However, the last few decades have ushered in an era of change. Cities have transformed themselves into centres of economic activity rooted in the knowledge economy. New industries have emerged delivering innovation and unlocking the economic potential of an increasingly diverse workforce.

Globalisation has played a key role in the re-emergence of cities as important units of economic power. Overwhelmingly, research now shows that the contribution of cities is particularly important to the performance of national economies. It shows that economic competitiveness is compatible with social cohesion and creates more opportunities to address social exclusion. It also underlines that the policies, resources and powers that national governments allocate to cities can have a major impact upon their performance.

Cities are continuing to adjust to these new economic conditions. They are finding new and innovative ways of transforming deprived communities, of establishing modern and sustainable infrastructures and pioneering new technology.

Throughout the world, landmark projects have crystalised urban transformation. The 1992 Olympics in Barcelona was perhaps the first and most successful of such projects, followed elsewhere throughout Europe. Wales has not been left behind. The transformation of Cardiff Bay is testimony to regeneration. Appropriately, the city is now home to national political, administrative, cultural and sporting institutions such as the National Assembly for Wales, National Museum of Wales, Wales Millennium Centre and the Millennium Stadium. This critical mass of institutions has been fundamental in defining and strengthening Cardiff's role, identity and status as the Welsh capital.

Competitive City Regions
From a competitiveness perspective, city-regions offer a larger human capital resource, higher levels of business demand for research, more business networks to support innovation and knowledge diffusion, and scope for a more integrated and strategic transportation and ICT infrastructure.

The UK Government recognised in an accompanying report to the March 2006 budget that *"cities provide an opportunity to narrow the economic gap between our regions and to tackle deprivation at the local and neighbourhood levels".* At the European level, the role of cities is seen to be a critical factor in achieving the European Commission's Lisbon goals of becoming a *"competitive and dynamic knowledge-based economy".*

Text 3 (Cardiff) - Questions

1. In the first paragraph, what description fits the term **'basket case'**?
   - A. Places of great wealth
   - B. Disgusting places no one wanted to live
   - C. A place in a sad state of affairs
   - D. None of the above

2. Of these four answers, when was Cardiff most likely at its height of prosperity?
   - A. In the industrial revolution
   - B. After the Second World War
   - C. At the end of the era of mass manufacturing
   - D. A few decades ago

3. What is a direct consequence of economic competitiveness?
   - A. Globalisation causes the re-emergence of cities as important units of economic power
   - B. Opportunities arise for social exclusion to be addressed
   - C. Compatibility with social cohesion
   - D. It shows that government allocation of resources greatly impacts cities' performance

4. What event was critical for Cardiff to attempt to realise its potential?
   - A. The 1992 Olympics in Barcelona
   - B. The transformation of Cardiff Bay
   - C. The construction of the Millennium Stadium
   - D. The appointment of Cardiff as capital of Wales

5. What is **not** mentioned in the text as something a city-region could accomplish?
   - A. A more streamlined logistics sector
   - B. Reducing the differences in wealth between different areas in the UK
   - C. Becoming an adaptable economy based on scientific knowledge
   - D. Offer a larger workforce

Text 4 (Newcastle)

Studying while on benefit

You may want to do some training or learning while on benefits. Some courses do not affect your benefits. And you may get financial help with some courses.

Even if you want to study full time, you may be able to get some benefits. The rules about full time study and benefits are complicated. This factsheet gives you some basic information about how some common benefits are affected by study. It often depends on what type of course you are doing. Seek advice for more detailed information if you know what course you would like to do. See the "Where to get advice in Newcastle" booklet in this pack or our website for information about advice agencies.

Advanced or non advanced education?
There are different benefit rules for young people aged 16 – 19 who are studying on full time non advanced level courses. A parent or guardian may be able to claim benefit, for example Child Tax Credit, for the young person as their dependant. In some circumstances these young people can claim benefits in their own right instead. Non advanced courses include GCSEs, AS and A levels, NVQ levels 1-3, OND and BTEC Nationals.

These rules are complicated. Seek advice if you think they may apply to you or a member of your family.

Income Support for a full time study

If you are aged 19 or over and are studying on a full time course you cannot usually get Income Support (IS). Full time generally means more than 16 hours a week. But seek advice about whether your course counts as full time as it is not always clear. Even if you are on a full time course you may still be able to get Income Support if:

- You are a lone parent with a child under 10. From October 2010 you will only be able to claim IS as a lone parent if you have a child under 7. And from October 2011 **this** goes down to a child under 5. If you have already started a course when your youngest child reaches this age you may be able to carry on studying for a while. The rules are complicated, so seek advice.
- You are a lone foster carer of a child aged under 16.
- You are single and have had a child placed with you for adoption.
- You are under 21, you started or were accepted onto your course before you were 19 and you have no parents or anyone acting in their place, or you are estranged from your parents, or they cannot support you, for example because they are in prison or are sick or disabled.

These rules are complicated and other conditions apply to getting Income Support. You must still satisfy these other conditions as well. We recommend you get individual advice from an independent advice agency about claiming Income Support while in education.

If you get a training allowance while attending a course, this may affect your Income Support. Seek advice.

Text 4 (Newcastle) - Questions

1. Read the following two statements:
   I – Jason is 18 and lives with his mother. He started his AS levels in September. He is allowed to claim benefits for himself.
   II – Robin is 19 and living alone. Her foster mother is disabled, but she inherited a large sum of money recently. Robin started her A levels in September, but is not allowed to claim benefits.
   Which of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true

2. Which of these people will definitely **not** be eligible for Income Support during a full time study?
   - A. A lone parent who enrolled for his study in September 2011, whose child is now 7 years old.
   - B. An orphaned child who enrolled in September 2011, at the age of 18.
   - C. A lone foster carer who enrolled in September 2011, with a foster child now aged 16.
   - D. A lone carer for an adoptive child, who enrolled in September 2011.

3. To what does **this** refer in the first bulleted point on the list?
   - A. Income Support
   - B. The required age of the child
   - C. Your benefits
   - D. The rules

4. Many, many times the text advises readers to seek advice. Which situation is specifically mentioned when the text advises the reader to seek advice?
   - A. When you are not sure which course you would like to follow
   - B. When you are not sure if your course counts as a full time course
   - C. When you are not sure where you can seek advice
   - D. When you receive a training allowance

5. To whom might this text be addressed?
   - A. People on benefits
   - B. Employed people looking to educate themselves further
   - C. Unemployed people looking to educate themselves further
   - D. Single parents

Text 5 (Birmingham)

Planned Service Improvements

The Government is returning responsibility for improving public health to local authorities by April 2013. The remit of the Local Authority will be population focused, shaping services to meet local needs with the ability to influence the wider social determinants of health and the ability to tackle health inequalities. There are a number of services that the Local Authority will be responsible for delivering, including commissioning of services. Many of Environmental Health's activities already contribute to these services, and through partnerships and joint working this will be enhanced. **Work** will be carried out during 2012/2013 to ensure that the transition of public health to local authorities by April 2013 occurs smoothly and that opportunities will be taken to secure funding to support and deliver front line services in order to promote positive public health outcomes for Birmingham. In particular, we aim to undertake the following activities during 2012/2013:

- Exploring new partnership working opportunities as well as strengthening current partnerships to ensure that our reputation as leaders in the field of delivering public health outcomes is expanded.
- Taking an active part in Birmingham's Shadow Health and Well Being Board which will be driving forward the public health agenda, developing the new Joint Strategic Needs Assessment and commissioning public health services.
- Ensuring that our core business activities as well as specific projects are focused on delivering public health outcomes.
- Securing funding where appropriate to protect and enhance our work in the field of public health.
- The Government has recently published its Public Health Outcomes Framework, detailing 66 specific indicators and we will be working closely with our partners to maximise the work we do to contribute to ensure successful outcomes for Birmingham.

We will also improve our services during 2012/2013 by:

- Through funding from the Department of Health to undertake a project on compliance of shisha premises within Birmingham with a view to providing information to the owners of shisha businesses on their legal responsibilities, to test the safety of emerging new products and to provide health awareness messages to users and the general public. Birmingham is leading on this project and will develop training for officers across the West Midlands region to promote understanding of the law, how shisha businesses operate, compliance strategies and public communication campaigns.

- Through the use of external funding to migrate the current hygiene Scores on the Doors scheme ('H for Hygiene') to the national Food Standards Agency programme. As well as raising awareness of the scheme amongst food businesses, a publicity campaign will be carried out to raise awareness amongst consumers. This is in response to customer satisfaction surveys which show that whilst 81% of consumers are satisfied with the standards of hygiene in food businesses, only 29% are aware of the Scores on the Doors scheme whilst 82% would use it.

Text 5 (Birmingham) - Questions

1. Who is currently responsible for improving public health in Birmingham?
    - A. Local authorities
    - B. The Environmental Health organisation
    - C. The national government
    - D. The World Health Organisation (WHO)

2. To what does the word **Work** (first paragraph) refer?
    - A. Environmental Health's activities
    - B. Creating partnerships and joint workings
    - C. Securing funding to deliver front line services
    - D. It does not refer to anything

3. Which of these is specifically mentioned as something the Birmingham City Council aims to undertake in 2012/2013?
    - A. Creating new partnerships to ensure that the reputation as leaders in the field is upheld and improved.
    - B. developing the new Joint Strategic Needs Assessment and commissioning public health services
    - C. Ensuring successful Public Health Outcomes for Birmingham
    - D. None of the above

4. Read the following two statements:
   I – The city of Birmingham will attempt to provide health awareness messages to shisha business customers.
   II – The city of Birmingham will train officers in how shisha businesses operate.
   Which of these statements are true, if any?
    - A. I and II are both false
    - B. I is true, II is false
    - C. I is false, II is true
    - D. I and II are both true

5. For who was the 'Scores on the Doors' scheme, mentioned in the final paragraph, most likely originally intended, and for what purpose was it created?
    - A. Food business owners, so they could see how well they performed on hygiene tests.
    - B. Customers of food businesses, so they could see which businesses to avoid if they cared about hygiene.
    - C. The Food Standards Agency, to warn businesses performing poorly on hygiene tests.
    - D. The city of Birmingham, to shut down businesses that performed terribly on hygiene tests.

Appendix C – Website Test B

Text 1 (Reading)

Victorian Reading: The red brick town

Reading grew dramatically in the nineteenth century, from 10,000 people in 1800 to over 70,000 by 1900. Reading was transformed from a market town to a red brick industrial centre and became Berkshire's county town. The major stimulus for this growth was the arrival of the railways. Between 1841 and 1847 three railways were built that linked the town to the wider world: the Great Western, the South Eastern and the London & South Western. These communication links allowed Reading's industries to expand, particularly the three famous products - biscuits, seeds and beer.

Biscuits

Huntley & Palmers started life in 1822 as a small bakery in London Street, Reading. In 1841 George Palmer went into partnership with the bakery's owner Joseph Huntley. In 1846 the firm opened a large factory on King's Road and by 1900 the business was the largest biscuit manufacturer in the world, employing over 5,000 people. Huntley & Palmers biscuits travelled the world in tins made by another Reading company, Huntley, Boorne & Stevens. The Biscuit factory remained a major employer until it closed in 1976.

Seeds

In 1837 Sutton and Son seed merchants was established by John Sutton and his son, Martin Hope Sutton, in Reading's Market Place where it could sell to farmers and shoppers. Sutton's established a reputation for quality and reliability by only selling good quality, highly tested seeds and bulbs. They advised government on the potato famine in Ireland, supplying quick-growing crops like beetroot and cabbage to curb the food shortages. Sutton's also had extensive trial grounds on the London Road, now Sutton's Industrial Park. In 1974 the company moved to Torquay and sold its Reading sites for development.

Beer

Simonds brewery was founded in 1785 by William Blackall Simonds. In 1790 he commissioned local architect John Soane to build a new brewhouse at Seven Bridges, now part of The Oracle shopping centre. The business expanded through winning contracts to supply beer to the Royal Military College, Sandhurst and the British Army at Aldershot. Simonds also supplied railway station bars throughout the West Country. In 1960 Simonds was sold to Courage and in 1980 moved from Bridge Street to a 70 acre site at Worton Grange next to the M4.

Text 1 (Reading) - Questions

1. What was the direct cause of Reading's growth in the 19th century?
    A. Its three famous industries (Biscuits, seeds and beer)
    B. Its transformation from a market town into a red brick industrial town
    C. The three railways that were built between 1841 and 1847
    D. Reading becoming Berkshire's county town

2. When was Reading's biscuit company first named Huntley & Palmers?
    A. 1822
    B. 1841
    C. 1846
    D. 1900

3. What was **not** a cause of Sutton and Son's good reputation?
    A. Their extensive trial grounds on the London Road
    B. They managed to curb the Irish food shortage by supplying beetroots and cabbages
    C. Their location at Reading's Market Place
    D. The seeds and bulbs were highly tested

4. Read the following two statements:
    I – The Royal Military College is housed at Aldershot.
    II – The Brewhouse built by John Soane is still part of Simonds (now Courage) to this day.
    Which of these statements is true, if any?
    A. Both I and II are false
    B. I is true, II is false
    C. I is false, II is true
    D. Both I and II are true

5. Which of the three mentioned companies still resides in Reading under its original name?
    A. Huntley & Palmers
    B. Sutton and Son
    C. Simonds
    D. None of the above

Text 2 (Glasgow)

Economic and Policy Context

Glasgow is a major UK city and makes a powerful contribution to the Scottish economy with annual output of some £13bn that **supports** over 400,000 jobs.

Glasgow is the growing economic, business and cultural heart of one of the UK's major metropolitan regions, with a population of 1.7 million people. Around half the city's jobs are filled by residents of surrounding areas and, for the first time in decades, Glasgow's population is rising. This section summarises the main features of Glasgow's economy and the challenges it faces over the next ten years.

Glasgow's Economy

Glasgow's 13,000 employers include one-quarter of Scotland's largest businesses, and over 400,000 people are employed in the private and public sectors. More than 60,000 additional jobs (net) were created between 1995 and 2004, and the city is increasingly important to the region as a source of employment. Jobs growth has also benefited city residents enormously: the number in work has risen by around 40,000 in the past ten years, halving the employment rate 'gap' with national averages. At 66% in 2005, Glasgow's rate is now mid-range for UK post-industrial cities, although it is still the lowest in Scotland.

Glasgow is now overwhelmingly a services-based economy with fewer than one in ten jobs in manufacturing or utilities, although there are important global firms in these sectors. As in comparable cities, business services, public administration, health and retail have accounted for most new jobs.

Despite its remarkable progress, Glasgow faces significant economic, social, and physical challenges in the next decade if it is to consolidate its achievements and achieve a step change in performance. These challenges include achieving economic and employment growth across a broader base.

Three-quarters of Glasgow's new jobs have been in large workplaces, demonstrating the city's attractiveness to external investment. However, the number of businesses and employment in the smallest workplaces has declined. Not only this, the city needs to achieve higher levels of productivity: too much of Glasgow's jobs growth has tended to be in lower-skilled jobs, compared to its most successful rival cities. In addition, Glasgow demonstrates relatively little specialisation in higher-value, innovative or exportable activities that are often identified as being vital to future competitiveness.

Glasgow needs to complete the regeneration of its social and physical fabric. There has been significant progress in tackling unemployment and economic inactivity. Demographic and deprivation indicators are moving in the right direction but much more remains to be done if step change is to be achieved, and the city's full potential realised. More effective action is also needed to tackle Glasgow's extensive physical dereliction and overburdened infrastructure.

Text 2 (Glasgow) - Questions

1. Listed are four dictionary definitions for the word **support**:
   Definition 1: to give aid or courage to
   Definition 2: to bear or withstand
   Definition 3: to provide the necessities for
   Definition 4: to give approval to
   Which definition best matches the use of the word in the first paragraph?
   A. Definition 1
   B. Definition 2
   C. Definition 3
   D. Definition 4

2. Approximately how many jobs in Glasgow are in manufacturing or utilities?
   A. 6,000
   B. 13,000
   C. 40,000
   D. 60,000

3. What type of challenge is described in the second to last paragraph (*Three-quarters…competitiveness*)?
   A. Social
   B. Physical
   C. Economic
   D. Population

4. Which of these indicators shows a positive outlook for Glasgow's future?
   A. Physical dereliction
   B. Demographics
   C. The amount of growth in lower-skilled jobs
   D. The number of employment in the smallest workplaces

5. The undertone in this text is one of:
   A. Encouragement
   B. Enthusiasm
   C. Carefulness
   D. Pride

Text 3 (Cardiff)

Secondary schools and secondary education, including the Careers service and youth services

Summary of secondary education available
Bilingual education is not within the pattern of provision in Cardiff, and schools in Cardiff do not adopt modular approaches, or mixed language teaching patterns, as appear in a number of LEAs in Wales.

Welsh as a first language is provided in the two Welsh medium comprehensives. 15 subjects are taught through the medium of Welsh at KS3 and 30 at KS4 – see Appendix 8 for details of KS4 subject provision. In English medium schools it is statutory for each school to have a policy regarding the teaching of Welsh as a second language. The Welsh Advisory Team supports all schools with the policy implementation. Parental support for the school's language policy is encouraged through home schools links, for example a home school reading plan.

The Cwricwlwm Cymreig is a statutory Common Requirement and is implemented in all schools. **(1)**

Transition
Preference forms are issued to parents in the October before their child transfers to secondary education and places are allocated in accordance with the Council's admission criteria. The current booklet, *Admission to Schools: Information for Parents*, states that in
Welsh medium schools, Welsh is the language in which instruction is given in all subjects. **(2)**
The schools and the Authority work together to ensure a linguistic continuum between the key stages and for bridging between primary and secondary sectors, as detailed in section 13.2.

Cross-phase transition in Cardiff has been funded over a number of years. Portfolios of pupils' work have been developed in the core subjects along with draft bilingual criteria for tracking pupils' progress. **(3)** A statutory transition plan will be in effect from September 2008. Currently KS3 teachers visit feeder primary schools annually and termly meetings between headteachers of secondary and feeder primary schools take place.

Assessment
Both Glantaf and Plasmawr teach and assess all subjects (apart from English) through the medium of Welsh. Currently, Computing is delivered bilingually in Plasmawr during a period of transition following staff changes. Between 1995 and 1998 Glantaf increased the number of subjects taught and assessed in the Sixth Form in accordance with the school's existing language policy.
Bilingual skills across the curriculum are not assessed in English medium schools. In the Welsh medium schools, translanguaging techniques are used, while interpretation of English texts through Welsh oral and written responses is a good indicator of bilingualism. Every opportunity is given for pupils to display their abilities to work in both languages and evidence demonstrates that their bilingualism is on a sound footing. **(4)**

Text 3 (Cardiff) - Questions

1. Read the following two statements:
   I – All English medium schools teach Welsh as a second language
   II – Schools in Cardiff allow for a student to take classes in both Welsh and English
   Which one of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true

2. Which of these changes is mentioned in the text as being brought forth by the statutory transition plan mentioned in the second to last paragraph (*Cross-phase…take place*)?
   - A. Termly meetings between headteachers of secondary and feeder primary schools will no longer need to take place.
   - B. Cross-phase transition will be funded.
   - C. Welsh will no longer be the first language at medium schools.
   - D. The schools and the Authority work together to ensure a linguistic continuum.

3. What are Glantaf and Plasmawr, most likely?
   - A. Welsh government institutions
   - B. Headteachers
   - C. Medium schools
   - D. Feeder primary schools

4. Which sentence is key in the last paragraph (*Both Glantaf…sound footing*)?
   - A. Both Glantaf and Plasmawr teach and assess all subjects (apart from English) through the medium of Welsh.
   - B. Between 1995 and 1998 Glantaf increased the number of subjects taught and assessed in the Sixth Form in accordance with the school's existing language policy.
   - C. Bilingual skills across the curriculum are not assessed in English medium schools.
   - D. Every opportunity is given for pupils to display their abilities to work in both languages and evidence demonstrates that their bilingualism is on a sound footing.

5. The following sentence has been removed from the text: "Inspection teams report on this aspect and any shortcomings are included in the school's Post Inspection Action Plan."
   Where does it belong?
   - A. Position (**1**)
   - B. Position (**2**)
   - C. Position (**3**)
   - D. Position (**4**)

Text 4 (Newcastle)

Newcastle City Council is committed to improving the environment in its progress towards a sustainable city. The policies and activities undertaken and promoted by the Council have many impacts on the environment. The Council has a leading role in creating a high quality local environment, now and for future generations and in reducing the adverse impact of the city on global communities.

The Council will continually monitor and improve its environmental performance and comply with relevant legislation, policies and codes of practice.
Newcastle City Council recognises its responsibility to the environment and will aim to:

1.   Reducing the impacts of climate change and our contribution to the causes.
•   Limit risks and impacts of flooding and changing weather patterns
•   Improve air quality and reduce pollution
•   Promote sustainable design and construction
•   Promote use of locally produced energy from low carbon and renewable resources

2.   Live within environmental limits, both locally and globally
•   Minimise the use of non-renewable natural resources, including fossil fuels and Greenfields sites
•   Reduce waste production and increase reuse and recycling
•   Protect and improve the quality or our groundwater and rivers

3. Protect and enhance the City's environmental assets and infrastructure
•   Protect and enhance the quality and diversity of the City's rural and urban landscapes
•   Protect and enhance the City's geodiversity and biodiversity
•   Promote the development of an integrated green infrastructure for the City

The Council will use environmental management systems to identify, manage and monitor its policies and activities that have a direct or indirect environmental impact and will implement control measures to prevent pollution. The Council will communicate this policy to all staff, contractors and consultants and make it available to the general public. The Council will raise the environmental awareness of staff through training and development.
This structure provides the framework for setting environmental objectives and performance targets.

The Council expects its partners, contractors and suppliers to adopt and implement the principles contained within this policy and will achieve this through its procurement activities. This policy will be implemented in support of the Sustainability Charter for Newcastle upon Tyne.

Text 4 (Newcastle) - Questions

Listed below are four environmental 'hazards'. Fill out whether you feel they fall under category 1, 2 or 3 <u>as described in the text</u>, or none of them.

1. The extinction of the house sparrow native to Newcastle and its surrounding area
   A. Category 1
   B. Category 2
   C. Category 3
   D. None of the above

2. Nuclear waste produced by a nuclear power plant
   A. Category 1
   B. Category 2
   C. Category 3
   D. None of the above

3. Sulfur dioxide emitted by factories
   A. Category 1
   B. Category 2
   C. Category 3
   D. None of the above

4. Asphalt used to build roads
   A. Category 1
   B. Category 2
   C. Category 3
   D. None of the above

5. For whom is this written policy **not** intended?
   A. Council staff
   B. Contractors
   C. Consultants
   D. The general public

Text 5 (Birmingham)

In 2008 Birmingham City Council published its inaugural 5-year Private Sector Housing Strategy as a supporting document to the overarching Housing Plan. This is its introduction.

The strategy details priority issues and actions to increase levels of decent homes in owner-occupied and private rented sector housing; promote domestic energy efficiency and affordable warmth; and address the growing demand from elderly and disabled residents for assistance to live independently in their own homes. **(1)** It also set out how the council will fulfill its regulatory role in the licensing and inspection of Houses in Multiple Occupation (HMOs) as prescribed by the Housing Act (2004) and promote better standards of management within the private rented sector (PRS). The strategy was developed shortly after the Housing Act 2004 requirements concerning the mandatory licensing of certain types of HMOs came into force in April 2006. **It** also followed the 2008 abandonment of PSA7, a national target to reduce the numbers of vulnerable households living in non decent private sector housing. **(2)** This remains a challenging issue facing many cities including Birmingham. Primary research into house conditions available at the time revealed this to be significant issue in Birmingham, with as many as 81,808 vulnerable households in private sector housing estimated to be living in a non-decent home and an estimated 1500-2000 licensable HMO's. Within the private rented sector, the overall condition of housing was found to be markedly worse (62.6% non decent) in comparison to owner occupied housing (50% non-decent). **(3)**
Alongside this, targets and actions were established to support a range of other strategic housing priorities which included:
- Focusing action on private sector empty homes in priority areas such as the Urban Living area and the Eastern Corridor, where local affordability and overcrowding issues are found to be most acute.
- Broadening options for older disabled people requiring more accessible homes to maintain independent lives.
- Improving the contribution of the private rented sector as a tenure of quality and choice.
- Complementary actions to support the aims and objectives of the Empty Property and Homelessness Strategies.
  (4)

Text 5 (Birmingham) - Questions

1. Which one of the following is **not** mentioned as being described in the Private Sector Housing Strategy?
   A. Promoting better standards of management within the Private Renting Sector
   B. A national target to reduce the numbers of vulnerable households living in non decent private sector housing.
   C. The promotion of domestic energy and affordable warmth.
   D. How the council will fulfill its regulatory role in the licensing and inspection of HMOs.

2. To what does **it** (9th line of the text) refer?
   A. The Private Sector Housing Strategy
   B. The Housing Act of 2004
   C. The PSA7
   D. The mandatory licensing of certain types of HMOs

3. According to the text, which of these four types of houses was most likely to be in non decent condition?
   A. A house rented from a private owner by a third party
   B. A house inhabited by a private owner
   C. A house rented from the City of Birmingham
   D. A house bought from the City of Birmingham by a private owner

4. Read the following two statements:
   I – The Urban Living and Eastern Corridor areas have a relatively high number of expensive houses in relation to the prosperity of their population.
   II – Birmingham City Council will take over the Empty Property and Homelessness Strategies.
   Which of these statements are true, if any?
   A. Both I and II are false
   B. I is true, II is false
   C. I is false, II is true
   D. Both I and II are true

5. The following sentence has been removed from the text:
   "In view of this the strategy focused actions around assisting vulnerable households to improve their housing conditions and ensuring private rented sector housing met statutory minimum standards."
   Where was it removed from?
   A. Position (**1**)
   B. Position (**2**)
   C. Position (**3**)
   D. Position (**4**)

Appendix D – Website Test C

Text 1 (Reading)

Introduction
Reading is at the heart of the economically buoyant Thames Valley, and is a centre for a variety of different types of industry which add considerable value to the economy, such as high-tech and ICT (Information and Communications Technology) companies. Over recent years, this increasing prosperity has led to Reading changing from a net exporter to a net importer of workers. In turn, this has meant further commuting into Reading, and longer travelling distances, as well as greater demand for housing. It has also led to skills shortages within the area. Reading now has an opportunity to continue its economic success story in a way that contributes to the sustainable development of the Borough.

Policies on economic development and employment have been **framed** within the context of national, regional and local policy. At a national level, PPG4 is relevant, but PPG13, PPS6 and recent amendments to PPG3 give a more up-to-date context. The Economy section of the draft South East Plan, with the Regional Economic Strategy, forms the main regional context. At a local level, one of the seven key themes of the Community Strategy is 'Making it flourish', which is concerned with increasing prosperity and employment, and this frames the Council's policies on economic development. These policies are articulated through the Local Development Framework and through the Sustainable Economic Development Strategy.

Vision
In line with the Community Strategy vision, Reading will be a sustainable, modern 21st Century urban centre, which serves as the capital of the Thames Valley and a nationally significant economic hub. It will be the headquarters of a number of major national and international companies. Employment development should enhance this role, should contribute to meeting the overall vision, and should aim to provide modern, flexible business space that fulfills up-to-the-minute demands. Key regionally significant economic sectors which have high added value to the local economy will be particularly encouraged, along with uses which bring regeneration benefits or address Reading's pockets of deprivation and disadvantage.

An essential component of the vision is ensuring that there is still balance in the economy, and that no one sector is dominant. Some uses requiring affordable industrial units are key to underpinning the success of the more glamorous economic activities. In addition, much of the economic growth in the southeast over the coming years is expected to come through 'smart growth', such as innovation and enterprise rather than external investment. Therefore, Reading needs to be an environment where new businesses can start up and flourish. It should also ensure that employment development is supported by additional housing provision, and that there are measures to increase economic activity amongst the existing population.

Text 1 (Reading) - Questions

1. What is causing Reading's current good economic climate?
    A. Reading is at the heart of the economically buoyant Thames Valley
    B. Reading is a centre for (among others) high tech and ICT technologies
    C. Reading has changed from a net exporter to a net importer of workers
    D. There is now further commuting into Reading and a greater demand for housing

2. What is PPG3 most likely?
    A. National policy
    B. Regional policy
    C. Local policy
    D. None of the above

3. Which of the following is **not** mentioned in the Vision?
    A. Addressing poverty
    B. Becoming a nationally significant economic hub
    C. Ensuring there is still balance in the economy
    D. Securing the dominance of major national and international companies

4. Which of these answers is expected to be the most important to Reading's future growth?
    A. Enterprise
    B. External investment
    C. Uses requiring affordable industrial units
    D. Increasing economic activity among the existing population

5. Listed are four dictionary definitions for the word **to frame**.
    1. To conceive or design
    2. To arrange or adjust for a purpose
    3. To put into words; formulate
    4. To enclose in or as if in a frame
    Which of these definitions best matches the word as used in paragraph 2?
    A. Definition 1
    B. Definition 2
    C. Definition 3
    D. Definition 4

Text 2 (Glasgow)

Raising Attainment and Achievement

A key challenge continues to be raising attainment and achievement across the city. In terms of educational achievement the 5-14 performance in Glasgow schools shows that attainment in reading, writing and mathematics has increased over the last three years in both primary and secondary schools. In addition, the proportion of children achieving appropriate national levels earlier than might normally be expected is also increasing. These increases indicate that teachers are continuing to raise the expectations of all children and young people through placing a strong emphasis on literacy and numeracy. In Glasgow, attainment by the end of S4 has increased. The gap between national performance and Glasgow's performance has closed. Attainment at Higher by the end of S5 has also increased. Particularly noteworthy is the increase in the proportion of young people achieving five or more Highers, where the gap has narrowed between Glasgow and the national performance. By the end of S6, the strong performance in 2009 has been maintained.

While acknowledging these improvements, we know too that gaps remain between Glasgow attainment levels and the national averages. Work will continue on reducing these gaps and include ongoing actions in relation to:
(1)• Further development and consistent implementation of the Quality Assurance and Improvement Policy and a continuing emphasis, through guidance and training, on the development within establishments of effective self-evaluation, in particular, in relation to the evaluation of learning and teaching.
(2)• Implementation of the Early Childhood and Extended Services Strategy: high quality education and high quality childcare linked to the corporate economic strategy in addition to the Council's drive to reduce inequalities.
(3)• Implementation of key recommendations of the Council's Education Commission, e.g. numeracy and literacy and achievement in the widest sense.
(4)• Following consultation, implementation of Every Child Is Included (our policy in relation to Additional Support for Learning) and the provision of coherent and comprehensive guidance and support.
• More Choices; More Chances Strategy – positive destinations for all.
• Implementation of Curriculum for Excellence.

Improving the attainment and achievement of young people who are looked after is a shared priority with Social Work colleagues. A targeted and concerted effort continues to be made to improve outcomes for vulnerable children and young people, particularly those who are looked after. This includes targeting resources (early and staged intervention; learning centres and nurture groups) at children and young people experiencing **difficulties** and to continue to engage them in learning to improve their life chances. With particular reference to the earlier information on the economic down turn, it is important to mention the City's already relatively high levels of deprivation. We know that deprivation can impact adversely on the educational attainment levels for children and young people and that child poverty is an issue for Glasgow which we need to continue to address. It is also important to note that child poverty is not just about a lack of money in the family but about the poverty of a child's life experience, e.g. in relation to their learning, development, safety, etc. Improving attainment and achievement against this background will continue to bring particular challenges which can only be addressed through a whole City, all agency approach to improving outcomes for children and young people.

Text 2 (Glasgow) - Questions

1. Read the following two statements:
   I – Glasgow achieves better scores than the national average
   II – Glasgow's performance is better than it was in 2009
   Which of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true

   The city of Glasgow states in the second paragraph that it will continue to continue their ongoing actions in relation to a number of categories, numbered **(1)** through **(4)** (the final two categories have not been numbered). Listed below are three goals for the city of Glasgow. Answer in which category <u>as described in the text</u> you think each one of them belongs.

2. Reducing the difference between rich and poor.
   - A. Category 1
   - B. Category 2
   - C. Category 3
   - D. Category 4

3. Proper guidance for (the parents of) a mentally handicapped child.
   - A. Category 1
   - B. Category 2
   - C. Category 3
   - D. Category 4

4. Encouraging every child to learn to read and write
   - A. Category 1
   - B. Category 2
   - C. Category 3
   - D. Category 4

5. To what type of **difficulties** (paragraph 3) is referred to in this case?
   - A. Learning difficulties
   - B. School dropout
   - C. Divorced parents
   - D. Poverty

Text 3 (Cardiff)

Parks and Bereavement Operations

Parks & Bereavement Operations are split into two functions.
The Parks function is made up of the following operations:

<u>Parks Operations</u>

The delivery of a total life cycle operation of public parks, sports pitches and open spaces, which includes an arboriculture service, grounds maintenance, horticultural services, floral enhancement and plant production. The Cardiff, Wales and Britain in Bloom competitions and entries are administered through this operational area. Parks development includes landscape design services, planting and a related consultation strategy. Additionally, the Parks Partnership programme is administered to _____ improvement and funding opportunities for parks, along with established sponsorship and marketing approaches.

Events and activities in parks, together with an outdoor leisure service centred on parks provision, are operated along with sports provision, encompassing bowling, football, cricket and baseball. Parks operations also contribute towards leisure, play, physical activity and sustainability through its continued provision and maintenance of children's playgrounds and allotments. The service also operates a woodland, countryside and conservation management scheme and has a park ranger service.

<u>Bereavement Operations</u>
Bereavement Operations are responsible for the delivery of burial, cremation and memorial services for over 4000 funerals a year. The service has developed an improved range of bereavement services in line with the Council's Charter for the Bereaved. There is active promotion of both alternative options of memorial choice and burial (including woodland burials) and of the City and County of Cardiff Funeral Service - a low cost quality funeral service provided by a local Funeral Director for a fixed price. Statutory Public Health Act funerals and permitted exhumations are administered through the service. There is general support for the bereaved, with advice and education on general bereavement related issues. This advice and support service _____ approximately 2000 people a year.

Awareness of the rights of the bereaved is raised through open days, public seminars and speaking events for local community groups. Bereavement Operations ensure the service meets the needs of religious and ethnic groups within Cardiff, including the provision of a 7 day burial service for those with a cultural need for this service.

The service manages and maintains 7 cemetery sites within the city covering approximately 180 acres. This includes managing wildlife and conservation areas within older parts of some cemeteries and organising walking and education visits to cemetery and memorial sites. The service also manages and maintains the city's crematorium, war memorials and many of the statues throughout Cardiff. Genealogical information relating to the 250,000 burial and cremation records is held at the Thornhill site and upon request, information can be supplied for individual or family enquiries. Computerisation of these records is an ongoing process. Bereavement Operations are currently undertaking a 5-year rolling programme of inspection of the 45,000-plus memorials within the cemeteries.

Text 3 (Cardiff) - Questions

1. Which of these is **not** mentioned as a function of Park Operations?
    A. Park development
    B. Park maintenance
    C. Park activities
    D. Park expansion

2. On the place of the line in paragraph 1, a word has been left out. Which word?
    A. Deny
    B. Operate
    C. Aid
    D. Include

3. What was the reason for Bereavement Operations to improve their range of services?
    A. To accommodate cultural needs
    B. To adhere to the Council's Charter for the Bereaved
    C. To promote alternative options of memorial choice
    D. To raise awareness of the rights of the bereaved

4. In the first paragraph of the <u>Bereavement Operations</u> text, a word has been left out on the place of the line. Which word?
    A. Helps
    B. Finds
    C. Supports
    D. Bereaves

5. Which of these is **not** mentioned as a function of Bereavement Operations?
    A. Managing cemeteries
    B. Maintaining the crematorium
    C. Maintaining the statues throughout Cardiff
    D. Maintaining the Thornhill site

Text 4 (Newcastle)

North East Regional Housing Strategy

A housing strategy for the North East is currently being prepared for approval by the end of July 2003. It will address the region's specific housing needs and provide a framework for developing appropriate solutions to the issues we face.

In recent years local housing authorities and partner organisations have worked together increasingly at the regional level. They recognise housing markets operate within and across administrative boundaries and that activities in one area can influence what happens in others. Understanding **these interactions** is growing and becoming more sophisticated, particularly recognising the close link between housing and prosperity. Improving and sharing intelligence is vital to future plans for housing within the wider economic and regeneration agenda. **(1)**

The Government is committed to local authorities working together. It has recently established Regional Housing Boards to take a lead on delivering its plans for building sustainable communities. In its introduction, the current draft states that "A central role of the strategy is to ensure that housing investment priorities complement the Regional Planning Guidance, the Regional Economic Strategy, the North East Rural Action Plan, transport plans and neighbourhood renewal initiatives across the region. **(2)** It is therefore anticipated that the strategy will align with the forthcoming spatial strategy and will contribute to the broader regional aims of strengthening economic performance, improving the environment and overcoming social and economic disadvantage in the region. **(3)**"

The strategy's vision for our region is a familiar one; to be a region "working together to ensure that every part of the North East offers everyone a choice of good quality housing in successful, secure and sustainable neighbourhoods." It recognises that the region's distinct challenges include:
• Low demand in many areas alongside high demand in others
• A mis-match between supply and demand calling for radical restructuring
• The need for increased investment in both improvement and new housing provision
• *Better management of neighbourhoods and housing to contribute to sustainable communities.*
(4)

Text 4 (Newcastle) - Questions

1. To what does '**these interactions'** (paragraph 2) refer?
   - A. Interactions between local housing authorities and partner organisations
   - B. Interactions between administrative boundaries
   - C. Interactions between housing and prosperity
   - D. Interactions between improving and sharing intelligence, and the future plans for housing

2. What was the main reason for the development of the North East Regional Housing Strategy (NERHS)?
   - A. National Government wants local authorities to work together
   - B. Ensuring that housing investment priorities complement a number of regional strategies
   - C. Contribution to broader regional aims
   - D. Overcoming social and economic disadvantage in the region

3. Read the following two statements:
   I – A draft for the housing strategy for the North East has been completed at the time of writing this text
   II – It will lay down a basis upon which practical solutions can be built
   Which of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true

4. The challenge mentioned in the final paragraph of the text, printed in *italics*, falls under which of these following categories?
   - A. Economic
   - B. Social
   - C. Cultural
   - D. Judicial/Criminal

5. The following sentence has been removed from the text: "In the longer term, the development of a regional strategy is also relevant to the Government's intention to devolve more decision-making and resource allocation to the region."
   Where does it belong?
   - A. Position (**1**)
   - B. Position (**2**)
   - C. Position (**3**)
   - D. Position (**4**)

Text 5 (Birmingham)

History of the Council

The original Charter of Incorporation, dated 31 October 1838, was received in Birmingham on 1 November, then read in the Town Hall on 5 November with elections for the first Town Council being held on 26 December. Sixteen Aldermen and 48 Councillors were elected and the Borough was divided into 13 wards. William Scholefield became the first _____ and William Redfern was appointed as Town Clerk.

It was not until 14 January 1889 that another Charter conferred the rank of City on Birmingham. On 9 November 1891, the districts of Balsall Heath, Harborne, Saltley and Little Bromwich were absorbed into the City.

The dignity of a Lord Mayor was conferred in 1896 and Sir James Smith Kt was appointed as the City's first Lord Mayor on 3 June 1896.

The parish of Quinton became part of Birmingham on 9 November 1909 and two years later, under what was termed 'The Greater Birmingham Scheme', the Boroughs of Aston Manor, the Urban Districts of Handsworth and Erdington, part of the Urban District of Kings Norton and Northfield and the Rural District of Yardley were all incorporated.

Such was the expansion involved that the Council Chamber, originally designed to accommodate 80 members, had to be modified to seat the representatives of the new wards.

Further additions occurred on 1 April 1928 (part of the Urban District of Perry Barr) and 1 April 1931 (parts of the Parishes of Solihull, Castle Bromwich, Minworth and Sheldon). By 1972, there were 39 Wards each represented by an Alderman and 3 Councillors, a total of 156 Members.

A major national re-organisation of local government was implemented in 1974 and saw the City of Birmingham being combined with the Borough of Sutton Coldfield to form the new Birmingham District Council consisting of 42 Wards each with 3 elected Councillors (in 1982 the number of Wards was reduced to 39).

On 1 July, 1986, the title was changed to Birmingham City Council.

Part of Bromsgrove District known as Frankley and Kitwell Estates were added to the City on 1 April 1995.

A review of the Ward boundaries on 10 June 2004 resulted in an _____ from 39 Wards to 40 Wards.

Text 5 (Birmingham) - Questions

1. When was the original Charter of Incorporation announced to the (to be formed) Town Council?
   A. 31 October 1838
   B. 1 November 1838
   C. 5 November 1838
   D. 26 December 1838

2. On the place of the line in paragraph 1, a word has been left out. Which word?
   A. President
   B. Mayor
   C. King
   D. Lord

3. When did the Town of Birmingham officially become a city?
   A. 14 January 1889
   B. 9 November 1891
   C. 3 June 1896
   D. None of the above

4. When did Birmingham City reach its final size (for now)?
   A. 1974
   B. 1986
   C. 1995
   D. 2004

5. On the place of the line in the final sentence of the text, a word has been left out. Which word?
   A. Addition
   B. Increase
   C. Inflection
   D. Inflation

Appendix E – Website Test D

Text 1 (Reading)

The following text is an introduction to Reading's educational strategy, written by Reading's Board of Education.

The 2010 White Paper indicates that the very best performing education systems show us that there need be no contradiction between a rigorous focus on high standards and a determination to narrow attainment gaps between pupils from different parts of society; between a rigorous and stretching curriculum and high participation in education; or between autonomous teachers and schools and high levels of accountability. Such notions are relevant to Reading schools where gaps in performance of pupils remain too high.

The Government has indicated that it will put in place the structures and processes which will challenge and support schools to improve. And where schools are seriously failing they have said that they will intervene. The primary responsibility for improvement rests with schools and **it** is intended that our best schools and leaders can take on greater responsibility, leading improvement work across the system. In Reading we are very well supported by a high number of outstanding schools, and strong schools leaders as LLEs and NLEs. We would also wish to work with SLEs and Teaching Schools.

- Schools – governors, head teachers and teachers – have responsibility for improvement. From April 2011 the local authority will no longer provide School Improvement Partners to all schools. Instead all schools will have a local authority contact point through a School Partnership Adviser.
- **(1)** We intend to ensure that schools have access to evidence of best practice, high-quality materials and improvement services which they can choose to use through a local directory.
- **(2)** We have discussed with School's Forum and head teachers the outline of how RBC will deliver school improvement services.
- **(3)** We will ensure that schools on or below the floor targets for the past three years receive support to improve results. In addition those schools below floor standards each year will receive challenge to accelerate improvement.
- **(4)** We will ensure that schools currently graded as satisfactory by Ofsted receive the support they need to be judged at least good at the next inspection.

Whilst we await the outcome of The White Paper we will continue to support the development of a varied school system, which responds to the needs of our local community. With schools, we will take responsibility for promoting higher standards. RBC has a monitoring and commissioning role in relation to the delivery of school improvement services. On that basis RBC is working closely with other Berkshire authorities and specifically Wokingham to widen the offer of services to schools.

The Education and Inspections Act 2006 continues to be the legislation which lays out the respective roles for schools and LAs. As well as promoting high standards, LAs have to secure diversity and choice and have an explicit role in relation to schools causing concern with a range of duties, powers and responsibilities in relation to underperforming schools. Until the new Act expected at the end of 2011 this will continue to be our legislative framework. The 2009 Framework for Inspection emphasises the role of schools with regard to safeguarding and ensuring the progress of each and every child and young person. Again, this will continue to be the understood framework until we hear the outcome of the Ofsted Review, due in November 2011.

Evidence shows clearly that educational achievement is the most effective way to improve outcomes and break cycles of deprivation including poverty. Improving life chances for all is therefore the key driver for our work and there is a crucial role for everyone in shifting the focus from dealing with the consequences of difficulties in children's lives, to early intervention safeguarding them in the first place. To the same end, Reading Borough Council will continue to promote partnerships, including school to school support, Trusts and Federations, in the belief that they provide a rich combination of high expectations, innovative thinking and a strong community within which all learners will be safe, thrive and achieve.

Text 1 (Reading) - Questions

1. Read the following two statements:
   I – High educational standards and determination to narrow attainment gaps can go hand in hand.
   II – A tough curriculum causes students to be present less often.
   Which one of these statements is true, if any?
   A. Both I and II are false
   B. I is true, II is false
   C. I is false, II is true
   D. Both I and II are true

2. To what does **it** (paragraph 2, 3rd line) refer?
   A. Responsibility for improvement
   B. The Government
   C. The structures and processes which will challenge and support schools to improve
   D. None of the above

3. Listed in the 3rd paragraph are four categories through which Reading wants to improve its educational system, numbered **(1)** through **(4)**. To which of these categories does the following issue belong?
   Children on a certain school perform very poorly on average.
   A. Category **(1)**
   B. Category **(2)**
   C. Category **(3)**
   D. Category **(4)**

4. Judging from the text, what might be meant by LAs?
   A. Reading's local government
   B. Education Inspection
   C. Reading Police Department
   D. Guidance Councillors

5. What is the most important motivation for the work done by the Board of Education?
   A. Educational achievement
   B. Improving life chances for all
   C. Shifting the focus from dealing with the consequences of difficulties in children's lives, to early intervention safeguarding them in the first place
   D. Promoting partnerships

Text 2 (Glasgow)

Glasgow Environment Key Facts

Greenspace Network
Despite being located at the centre of a large conurbation, greenspace in Glasgow accounts for over 20% of the City's total land area. The Greenspace Network consists of 5 Sites of Special Scientific Interest, 7 Local Nature Reserves, 49 Local Sites and 46 City-wide Sites of Importance for Nature Conservation as well as parkland, amenity _____ space, countryside or 'green belt' all loosely connected by river valleys, transport and access corridors or routes that are often of landscape and wildlife importance.

Landscape Strategy
The landscape strategy recognises the importance of a network of green spaces and corridors connecting to the wider countryside. The City Plan provides both a framework for protecting and enhancing the city's best landscapes and the opportunity to make new links through areas of regeneration and development. It designates 214 areas as Sites of Special Landscape Importance as well as many corridors of landscape importance. Five city landscapes have been recognised nationally in the Inventory of Gardens and Designed Landscapes. **(1)**

Outdoor Access
Reviewed during 2009, Glasgow's Access Strategy takes account of new planning and transportation policies that recognise the importance of outdoor access for improved health and well-being, active travel and stronger communities. **(2)** It provides the context for the Core Paths Plan which the Council intends to adopt in late 2009. This identifies the strategic access routes (core paths) that it expects to be accessible to a wide range of users, well maintained, signposted, promoted, free from obstruction and protected by the planning process. In developing outdoor access opportunities, the Council is advised by the Glasgow Access Forum comprised of representatives from user groups, land managers and statutory agencies.

(3) They represent a considerable asset consisting of 5 city parks, 12 district parks, 74 local parks, 527 outdoor sports pitches, over 170 tennis courts and 160 bowling greens, 274 equipped outdoor children's play areas, 27 allotment sites and hundreds of amenity open spaces including **those** for informal play and kick about use. The application of City Plan policy for new residential developments will ensure that these facilities will be increased or improved in quality. **(4)**

Cemeteries and Burial Grounds
The Council's Bereavement Services is responsible for the management and maintenance of most of the cemeteries and burial grounds in the City. Some of the older cemeteries such as Glasgow Necropolis, close to Glasgow Cathedral, are sites of significant architectural and heritage importance. Many of those interred there were important citizens who played a key role in the life and history of the City. There are 33 cemeteries and burial grounds in the City and 4 crematoria (Linn and Daldowie, Cardonald and Maryhill).

Text 2 (Glasgow) - Questions

1. On the place of the line, a word has been left out. Which word?
    A. Used
    B. Open
    C. Available
    D. City

2. What framework does the City Plan provide?
    A. The protection and enhancement of the city's best landscapes
    B. The opportunity to make new links through areas of regeneration and development
    C. The designation of 214 Sites of Special Landscape Importance
    D. National recognition of five city landscapes

3. At the time of writing, which of the following answers is in use by the City of Glasgow?
    A. Inventory of Gardens and Designed Landscapes
    B. Glasgow's Access Strategy
    C. Core Paths Plan
    D. Glasgow Access Forum

4. To what does **those** (paragraph 4) refer?
    A. Amenity open spaces
    B. Recreational greenspaces
    C. New residential developments
    D. User groups, land managers and statutory agencies

5. The following sentence has been removed from the text: "The distribution and size of Glasgow's recreational greenspaces reflects the historical phases of the City's development."
    From which position was it removed?
    A. Position (**1**)
    B. Position (**2**)
    C. Position (**3**)
    D. Position (**4**)

Text 3 (Cardiff)

Healthy lifestyles are promoted and ill health prevented.

Healthy Lifestyles
The Council and RSLs have a responsibility to a large tenant base of approx 25,000 households comprising family members across the full age range. Further opportunities could be explored to promote healthy lifestyles to new and existing tenants to **support** The Cardiff Healthy City Programme, possibly through further collaboration with tenants and residents associations across the sector.
In the supported housing sector, many providers have a range of communal activities to improve the emotional and physical wellbeing of residents and their children. Some provide parenting classes or practical budgeting and cookery classes to help prepare people for independent living. Cardiff and Vale UHB Nutrition and Dietetic service provide accredited training to support staff delivering practical food initiatives to ensure consistent nutritional messages are delivered across community settings. Training includes a course for those working with homeless communities. Healthy lifestyles are promoted by many schemes, including healthy eating, with those that provide on-site catering also offering healthy options.
In addition, the Cardiff Foodbank project helps those suffering financial hardship, who face being unable to feed themselves or their families. Food is donated by individuals, schools, businesses and churches and stored for future use. Vouchers issued by care and support workers can then be exchanged for 3 days of nutritionally balanced emergency food.

Telecare and Tele-Health
Assisting people to remain in their own homes is a priority for the Council and its partners. As people become more infirm they may require aids and adaptations to help them to stay mobile and independent in their home environment. This could include stand-alone devices, like a pressure mat that switches on a light when someone steps out of bed, or equipment to prompt essential routine tasks including doses of medication.
An arms-length service to respond to emergencies as and when necessary is the most common example of a telecare product. The use of community alarms has long been established as an inexpensive means of providing a feeling of security to residents across all tenures, helping to reduce falls and the associated costs of health and social care.
The use of such technologies is not restricted to older people. Those experiencing hate crime, harassment or domestic abuse can make use of equipment and special measures to provide added security and safety, and reduce the need to move home. These could include door entry systems, panic buttons, CCTV and a community alarm that records any incidents, in addition to any basic home security measures.
It is imperative that a range of packages are available to help people in making the decision to remain in their _____ home where this is possible. However, where a move is necessary, the use of such technologies will also help to ensure that any new home is as safe and secure as possible.

Text 3 (Cardiff) - Questions

1. Listed are four dictionary definitions for the word **support**.
   1. To bear the weight of, especially from below.
   2. To provide for or maintain, by supplying with money or necessities.
   3. To hold in position so as to keep from falling, sinking, or slipping.
   4. To keep from weakening or failing; to strengthen
   Which of these definition best matches the word as it is used in paragraph 1?
   - A. Definition 1
   - B. Definition 2
   - C. Definition 3
   - D. Definition 4

2. Which of the programmes mentioned in the text offers an official license?
   - A. Parenting classes
   - B. Practical budgeting and cookery classes
   - C. Classes to support staff delivering practical food initiatives
   - D. Healthy lifestyle training

3. Which of these is **not** mentioned as something the Cardiff Foodbank project does itself?
   - A. Helping those suffering financial hardship
   - B. Food donation
   - C. Food storage
   - D. Voucher exchange

4. What is mentioned as being a much-used example of telecare?
   - A. A pressure mat that switches on a light when someone steps out of bed
   - B. Equipment to prompt essential routine tasks including doses of medicine
   - C. An arms-length service to respond to emergencies
   - D. The use of community alarms

5. On the place of the line in the last few lines of the text, a word has been removed. Which word?
   - A. New
   - B. Existing
   - C. Safe
   - D. Previous

Text 4 (Newcastle)

History of Mayors, Lord Mayors and Sheriffs (Newcastle)

Perhaps the most famous medieval Mayor was Roger Thornton, first elected in 1400 and who also served 1402-1405, 1416-1417 and 1423-1425. Leland, the King's Antiquary in 1533 described him as "the richest merchant that ever was dwelling in Newcastle." Before becoming Mayor, Roger Thornton was elected M.P. in 1397 and sent to the Parliament of Henry IV. Thornton was probably largely responsible for negotiating a major change in the constitution of the town. In 1400 Newcastle became a town and county - separated from the jurisdiction of Northumberland. This meant that no more bailiffs were appointed and the Burgesses would have a Sheriff to govern them, at least financially, in the interest of the Crown. The Mayors of the fifteenth and sixteenth century were largely rich merchants, like Thornton, and acted as a plutocracy dominating the town's affairs.

One of the important functions of the Mayor, especially in the seventeenth century, was to preside over the ancient courts. Under a charter of 1605, the Mayor and Burgesses were granted Admiralty jurisdiction over the Tyne. **(1)** To symbolise this role, the Mayor was preceded in procession by an oar. There was also a city barge to be used by the Mayor and River Jury in connection with this court. **(2)**

In 1639 at the time of the Civil War the Council elected as Mayor a Puritan, Robert Bewick against the wishes of Charles I. In 1642 the King ordered that the Council elect a Royalist, Sir John Marley. In 1644, Sir John Marley led the defence of Newcastle against the Scots and it was for his bravery, and that of Newcastle's citizens, that the town was awarded its motto "Fortiter Defendit Triumphans" (Triumphing by a brave defence). During the eighteenth century the Mayor and Common Council held sway in the town and were responsible for the maintenance of the river - the vital artery of Newcastle's thriving coal trade. **(3)** The method of guild election of the Mayor, which had evolved so painfully, was finally replaced in the great decade of reform - the 1830s. The establishment of the reformed Corporation of 1835 meant that a Council consisting of Alderman and Councillors was elected and the Mayor was chosen from amongst them.

This system survived until 1974 when the office of Alderman was abolished. Lord Mayors are now chosen from the body of Councillors and appointed at the Annual Meeting of the full Council. In Newcastle it is customary for the most senior Councillor of the ruling political group, who has not already served as Lord Mayor, to be offered the position. **(4)**

Text 4 (Newcastle) - Questions

1. What was Roger Thornton's main occupation in 1395?
    - A. Merchant
    - B. Mayor
    - C. Member of Parliament
    - D. Negotiator

2. Who was in charge of the Burgesses from 1400 onwards?
    - A. The Bailiff
    - B. The Sheriff
    - C. The Crown
    - D. The Mayor

3. What was the main reason for Sir John Marley's election as Mayor in 1642?
    - A. He was a Puritan
    - B. He was a Royalist
    - C. To defend Newcastle from the Scots
    - D. As a reward for his bravery

4. Read the following two statements:
   I – Newcastle elects a new Mayor every year.
   II – One Mayor can serve more than one term.
   Which of these statements is true, if any?
    - A. Both I and II are false
    - B. I is true, II is false
    - C. I is false, II is true
    - D. Both I and II are true

5. The following sentence has been removed from the text: "The protection of the river was demonstrated each year on Barge Day when the Mayor, in his capacity as President of the Court of Admiralty, inspected riverside staithes etc.."
   From what position has it been removed?
    - A. Position (**1**)
    - B. Position (**2**)
    - C. Position (**3**)
    - D. Position (**4**)

Text 5 (Birmingham)

The following is an excerpt from Birmingham's economic strategy for the near future.

1.1 Securing Employment Opportunities

The long-term development of the local economy is dependent on the availability of employment land. Across the City there are derelict and contaminated sites which, if brought back into use, could provide additional employment opportunities, often within the City's most disadvantaged areas. However the City Council's 2003 Industrial Land Review recognised that brownfield developments are becoming increasingly complex and can be impeded by a number of problems including size, inadequate infrastructure and poor access, development costs, image and location, and the age and condition of the existing building stock.

Birmingham's industrial land supply also includes a number of long-standing sites (those which have remained undeveloped for five years or more), which are underdeveloped due to a variety of constraints based on the relationship between land values, development costs and landownership. Unique responses by owners, agencies and investors are needed to overcome the constraints to using industrial land within the City. In certain exceptional circumstances and to ensure the provision of a portfolio of opportunities, greenfield land releases will be required.

The *Strategic Objective* is:

To secure adequate provision of employment land to meet the local and regional economies' future growth needs, consistent with the Regional Spatial Strategy and the Regional Economic Strategy, and accelerate the regeneration of sites in priority areas to bring land back into productive use and to facilitate employment growth.

The *Key Action* is:

To work proactively with property developers, landowners and agencies, and communities, using legal powers and resources, to secure the provision of employment land to meet future needs.

1.2 Protection of Industrial Land

To ensure the City's industrial base can grow and new employment opportunities are created, existing industrial land supply and industrial redevelopment opportunities must be safeguarded from competing uses, such as retail and housing. The 2003 Industrial Land Review raised concerns over the **rate** at which industrial land is being lost to alternative uses and highlighted the pressure on industrial land, particularly from housing. The protection of industrial land policy in the Birmingham Unitary Development Plan Alterations has been strengthened to resist these pressures and the Government appointed Inspector who considered objections to the Plan supported this policy.

There may be occasions when the most appropriate proposals for an area involve using previous employment land for housing and releasing some of the cleared housing land for employment uses, e.g. as part of the Housing Market Renewal Pathfinder initiative (see Key Area 4). Such strategic land swaps should not be contrary to the overall objective of providing sufficient employment land within Birmingham.

The *Strategic Objective* is:

To protect the City's industrial land to secure a sufficient, long-term supply of employment land to meet future needs, including those of major investors, and to facilitate growth.

The *Key Action* is:

To use Planning and other powers to protect the supply of employment land from being lost to other uses.

Text 5 (Birmingham) - Questions

1. Which of the following phrases best explains what "brownfield" means?
    - A. Availability of employment land
    - B. Derelict and contaminated sites
    - C. Additional employment opportunities
    - D. The city's most disadvantaged areas

2. Which of the following is **not** mentioned as being a problem for brownfield developments?
    - A. Bad infrastructure
    - B. High cost of development
    - C. Public image of the area
    - D. Uncooperative City Council

3. Judging by part 1.1 of the text, what is Birmingham's biggest source of revenue?
    - A. Industry
    - B. Tourism
    - C. Trade
    - D. Knowledge

4. Listed below are four definitions of the word **rate**:
    1. A measure of a part with respect to a whole; a proportion
    2. The cost per unit of a commodity or service
    3. A charge or payment calculated in relation to a particular sum or quantity
    4. Level of quality
    Which of these definitions best matches the word as it is used in part 1.2 of the text?
    - A. Definition 1
    - B. Definition 2
    - C. Definition 3
    - D. Definition 4

5. What is probably the best solution to protect Birmingham's industrial land?
    - A. Using cleared land areas for employment use
    - B. Clearing land now used for competing uses
    - C. Strengthening the 'protection of industrial land' policy
    - D. Letting a Government appointed Inspector maintain control

Appendix F – Website Test E

Text 1 (Reading)

Wildlife Habitats in Reading

The range of habitats designated as Word Heritage Sites (WHS's) is wide-ranging from the town's waterways to an old railway branch line. There are some interesting woodlands, including Clayfield Copse LNR, which is included in English Nature's 1995 Inventory of Ancient Woodland and noted as supporting 20 Ancient Woodland indicator species. **(1)** These are plants strongly associated with land which has been continuously wooded since at least 1600 AD (the definition of 'ancient woodland'). Other woodlands surviving in Reading include Lousehill Copse, Blundells Copse, The Rookery, Prospect Park and Round Copse in West Reading and the Warren Woodlands in Caversham. **(2)** A programme of coppicing and clearing has been carried out where appropriate to create the best conditions for local flora and fauna. **(3)**

Besides woodland, hedgerows and individual trees are an important part of the town's landscape. **(4)** Hedgerows of native species are vital to wildlife – offering nest sites, food and shelter to birds, small mammals and invertebrates. Reading has several trees of national value including a British champion willow, *Salix pendulina 'excelsior'* near Napier Road with the largest girth in the country. The weeping purple beech in Reading Cemetery is also one of the largest in the UK. In 1993 the Borough Council planted 1000 trees to enhance the town, and each year about 300 more are planted in schools and parks to mark National Tree Week. This work is coordinated by the Caversham Court Environment Centre. Schools are involved closely with schemes to plant shrubs and trees across the town.

The council has set up a project in partnership with the Urban Wildlife Group called 'Trees for our Future'. Local seeds, cuttings and saplings are being collected and brought to the Caversham Court Environment Centre. Volunteers transplant the seeds and young trees, taking care of them with the ultimate aim of planting out 6000 locally sourced trees for the Millennium. These will be mainly sited in public open space, but some may be on private land in the Reading area.

Although Reading is famous for its Thameside setting, just as important for wildlife are its other waterways. The Kennet Valley in the southwest of Reading contains several WHS's and Tree Preservation Orders (TPO's). The aquatic environment supports a range of insects, which in turn are food for birds and fish. Bats are often seen at dusk flying low to take insects emerging from the water and there are several notable bat roosts in the town. Club-tailed dragonflies are found along the Thames to the west of Caversham Bridge. Sand martins nest in a brich wall next to the river and canal in central Reading and kingfishers are often seen along the watercourses in Reading. It is hoped that one day otters will return, and artificial holts have been constructed near quiet stretches of water. The marginal plants such as purple loosestrife, orange balsam, water forget-me-not and reed sweet-grass growing along rivers and canals are attractive to human residents, and offer food and shelter to butterflies, moths and other invertebrates. The Red Data Book plant, Loddon lily, grows within the Borough near the Thames. Red data plants are those considered to be nationally rare or threatened.

Text 1 (Reading) - Questions

1. The following sentence has been removed from the text: "These woodlands have been taken into management by the council, assisted by local volunteers."
   From which position has it been removed?
   - A. Position **(1)**
   - B. Position **(2)**
   - C. Position **(3)**
   - D. Position **(4)**

2. If the trend as mentioned in paragraph 2 has continued to this day, how many trees have approximately been planted since 1992?
   - A. 300
   - B. 1000
   - C. 4000
   - D. 7000

3. Who set up the 'Trees for our Future' program?
   - A. Reading Borough Council
   - B. Urban Wildlife Group
   - C. Both A and B
   - D. None of the above

4. What sentence in the last paragraph best explains the importance of the waterways?
   - A. The Kennet Valley in the southwest of Reading contains several World Heritage Sites and Tree Preservation Orders.
   - B. The aquatic environment supports a range of insects, which in turn are food for birds and fish.
   - C. Kingfishers are often seen along the watercourses in Reading.
   - D. It is hoped that one day otters will return.

5. Read the following two statements:
   I – Reed sweet-grass is an endangered plant species
   II – Bats eat club-tailed dragonflies
   Which of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true

Text 2 (Glasgow)

Housing Activity - Private Sector

Since the turn of the century, private sector house building in Glasgow has been at record levels. By March 2008 it had averaged over 2,600 houses per year, including over 3,200 in each of the last two years. Since then, however, the "credit crunch" has had a major impact on house building activity. The 2008 Housing Land Audit assumes that completions will be significantly lower for the next few years, before returning to more recent levels.

Although private house building in the City has been dominated by flatted developments, there was a **marked** increase in the completion of houses (detached, semi-detached and terraced) in the three years prior to March 2008. Over 1,100 houses were built in 2007/08. While it is likely that the larger flatted developments will be particularly affected by the economic downturn, the development of family housing is also expected to fall in the short term.

The continuing emergence of new housing opportunities in recent years has seen the City's land supply for private housing increase to a potential capacity of over 42,000 houses in 2008. However, current market conditions will probably result in, at best, only 40% of that total being built over the next seven years.

City Plan 1 identified a number of greenfield land releases to provide middle-to-upper market detached housing specifically to address the loss of families from the City. Four of the sites (Drumchapel, Leverndale, Deaconsbank and Parkhouse) are complete, three are under construction (Robroyston, Summerston and Broomhouse/Zoo) and two (Crookston and Provanhall) have not yet started. The development of these sites has been the major factor in the upturn in the provision of detached family housing in recent years.

The Agenda for Sustained Growth set out in the Joint Structure Plan Review is reflected in the anticipated growth in the demand for private housing. City Plan 2 identifies three Community Growth Areas at Robroyston/Millerston, Baillieston/Broomhouse/Carmyle and Easterhouse/ Gartloch, with a combined capacity of approximately 4,200 houses. These areas will be geared to delivering a range of family housing and will provide the City with a more balanced range of new housing opportunities. Masterplans are to be prepared for all three areas in consultation with the local communities.

Text 2 (Glasgow) - Questions

1. According to the 2008 Housing Land Audit, how many private sector houses were going to be built in 2010?
    A. Less than 2600
    B. Between 2600 and 3200
    C. More than 3200
    D. Cannot be said from this text alone

2. Listed are four dictionary definitions of the word **marked**:
    1. Having one or more distinguishing marks
    2. Clearly defined and evident; noticeable
    3. Set off or separated by or as if by a line or boundary
    4. Singled out
    Which of these definitions best matches the word as used in paragraph 2?
    A. Definition 1
    B. Definition 2
    C. Definition 3
    D. Definition 4

3. Read the following two statements:
    I – City Plan 1 focuses on detached housing
    II – City Plan 2 focuses on apartment buildings
    Which of these statements is true, if any?
    A. Both I and II are false
    B. I is true, II is false
    C. I is false, II is true
    D. Both I and II are true

4. Which sentence or phrase best explains why only 40% of the houses mentioned in paragraph 3 will be built?
    A. The 2008 Housing Land Audit assumes that completions will be significantly lower for the next few years, before returning to more recent levels. (paragraph 1)
    B. While it is likely that the larger flatted developments will be particularly affected by the economic downturn, the development of family housing is also expected to fall in the short term. (paragraph 2)
    C. City Plan I identified a number of greenfield land releases to provide middle-to-upper market detached housing specifically to address the loss of families from the City. (paragraph 4)
    D. None of the above

5. What is the best summary of this text?
    A. While the economy has taken a hit, the building of housing continues to flourish.
    B. The "credit crunch" has caused housing completion to fall to much lower levels than in recent years.
    C. Housing opportunities continue to emerge, and plans have been drawn up to finish the construction of these houses.
    D. Although economic times are tough, Glasgow needs to continue to meet the housing needs of its residents, and will do so with vision.

Text 3 (Cardiff)

The Early Mayors of Cardiff

The first Mayor of Cardiff is listed by the County Borough Records as Ralph "Prepositus de Kardi" who took up office in 1126.

The title "Mayor" is misleading since his main function would have been as military governor of Cardiff Castle. The Mayoralty and the Castle remained closely linked for over 700 years. William Herbert, a sixteenth century Mayor, was the "Constable, Gatekeeper, Steward and Chamberlain of Cardiff" as well as holding up other important offices.

The appointment of the town's Mayor (as well as its MP) was at the discretion of the Lord of the Castle who ensured that his Constable held this office. This feudal arrangement, which was later proved to have no legal basis, continued until 1835 when the Municipal Corporations Act became law.

The First Elected Mayor

In 1835, during the second Marquess of Bute's Lordship, the first council elections were held. At the first meeting of the new council Thomas Revel Guest _____ the first elected Mayor of Cardiff and consequently Judge of the Borough Court of Record.

Very few descriptions of the 19th Century Mayor's duties survive although they would certainly have presided at public sittings in the Town Hall as well as being actively involved in Poor Law administration apprenticing children, dealing with vagrancy, and considering petitions from the needy.

Their agenda would have also included regular visits to the County Gaol and heading official delegations to ensure that new regulations were observed in the Borough. It may be assumed that this had been the practice for many years before 1835 and that the Municipal Corporations Act had little effect on the role of Mayor.

By the end of the century the Mayor was becoming increasingly prominent as the town's chief representative at official functions. The list of principal events in the Mayoralty of S. A. Brain (Mayor 1899-1900), records his involvement in the visit of the Minister of the Interior of Canada, the "Relief of Mafeking" demonstration, the ceremony to grant the Honorary Freedom of the County Borough to Major-General Baden-Powell and a "treat to 3,000 waifs and strays in Park Hall".

Mayors during this period were actively involved in organising charitable funds, and part of the Mayor's 'salary' was reserved for charitable donations.

Cardiff's First Lord Mayor

When Cardiff was granted city status in 1905 Cardiff's First Citizen became 'Lord Mayor', Robert Hughes, Mayor in 1904, was re-elected to become Cardiff's first Lord Mayor the following year. The Lord Mayor was granted the right to the style "The Right Honourable" – a courtesy title shared only with the Lord Mayors of London, Belfast and York.

Text 3 (Cardiff) - Questions

1. Why is the title "Mayor" misleading?
   - A. His job as governor of Cardiff Castle was more important than his job as Mayor
   - B. The Mayoralty and the Castle were closely linked together
   - C. The Mayor held many other positions, such as Constable and Gatekeeper of Cardiff
   - D. The feudal arrangement had no legal basis

2. On the place of the line in paragraph 2, a word has been left out. Which word?
   - A. Chose
   - B. Became
   - C. Killed
   - D. Won

3. To what does **Their** (paragraph 2) refer?
   - A. Poor Law administration
   - B. Mayors
   - C. The needy
   - D. Official delegations

4. Which of these was <u>certainly</u> a Mayoral duty in the 19th century in Cardiff?
   - A. Heading official delegations to ensure that new regulations were observed in the Borough
   - B. Being the town's chief representative at official functions
   - C. Regular visits to the County Gaol
   - D. None of the above

5. When was the first Lord Mayor of Cardiff elected?
   - A. 1126
   - B. 1835
   - C. 1904
   - D. 1905

Text 4 (Newcastle)

The following is an excerpt from Newcastle's economic strategy for the near future.

One: Building a New Enterprise Surge

We must create many more new businesses with the ambition to grow – as a minimum increasing VAT registrations from 4,300 to 5,600 each year by 2011. We also must actively support existing businesses to strive for sustainable growth. We will invest heavily in an innovative and integrated approach which starts with building a revitalised and ambitious enterprise culture. This includes:

• A campaign to build awareness and participation in enterprise across all groups, especially women and young people and across urban and rural areas, especially in disadvantaged communities

(1)• Clear and complementary roles for Business Link North East, Universities, Local Enterprise Growth Initiatives (LEGI) and specialist providers, including social enterprise and cultural providers

(2)• Innovative and intensive support including a dedicated high growth start-up team to develop graduate initiatives and mentoring

(3)• Encouraging innovative start-ups in priority sectors linked to universities through the science, innovation and creativity agendas

(4)• focusing the Regional Image Campaign to increase awareness of the North East as a place where modern and innovative businesses flourish and which can attract new entrepreneurs

Two: Boosting Productivity and Innovation in Business

We must continue to accelerate the recent success of businesses in the North East and sustain our evolution to a high value added, internationally competitive economy.

To do this, we are establishing an efficient, effective business support structure: Business Link North East and specialist services. We are focusing investment on enhancing productivity, innovation and creativity. We will continue to enable more competitive, sustainable businesses to develop new products, processes and services. We will particularly focus on those areas where we are growing internationally successful activities, such as renewable energy, advanced materials and processes, health sciences and digital media.

We will concentrate investment on:

(a)• A network of Innovation Connectors that provide leading edge facilities for business and university R&D and commercialisation – including Newcastle Science City, Regional Energy Centres and Digital City;

(b)• A tailored range of business solutions including streamlined support for manufacturing and resource efficiency, adoption of digital content and access to finance, international business development and procurement;

(c)• A new, high quality business support network with Business Link North East at its heart, supported by the private sector and specialist delivery agencies; and

(d)• Strategic sector development programmes.

Text 4 (Newcastle) - Questions

In section one, Newcastle's plans to increase the number of businesses in the North East is described in a list of bullet points. These bullet points (apart from the first one) have been numbered (1) through (4). Listed below are three initiatives from both potential and existing entrepreneurs and Newcastle Council itself. Please answer under which bullet point you think they fall.

1. Making a name for Newcastle and the North East in general as a place where businesses can be started well with a chance to grow.
    A. Point (1)
    B. Point (2)
    C. Point (3)
    D. Point (4)

2. A new entrepreneur who has just started up his business is looking for sound, expert advice on how to achieve rapid growth.
    A. Point (1)
    B. Point (2)
    C. Point (3)
    D. Point (4)

3. An entrepreneur has come up with a new way to reinforce concrete, and wishes to exploit that invention through his own business.
    A. Point (1)
    B. Point (2)
    C. Point (3)
    D. Point (4)

In section two, Newcastle's plans are unfolded as to how they plan to increase the current businesses' innovation and productivity. Again, four bullet points are listed, this time to describe what Newcastle Council will invest in to achieve their goals. These bullet points are listed (a) through (d). Two situations are listed; please answer under which point they fall.

4. The modernisation of production processes.
    A. Point (a)
    B. Point (b)
    C. Point (c)
    D. Point (d)

5. The modernisation of production facilities.
    A. Point (a)
    B. Point (b)
    C. Point (c)
    D. Point (d)

Text 5 (Birmingham)

Learning Resources

University College Birmingham (UCB) has invested heavily in equipment and buildings to ensure that students have access to the latest industry-standard resources in efficient and comfortable surroundings. Recognition of the high quality of these resources - and their effective use in learning and teaching – is evidenced by the inclusion of UCB in two National Skills Academies, the award of Beacon Status (for learning and skills specialist work). Specialist resources are frequently updated and reflect a concern to provide learning facilities which mirror the best industry availability and practice. The development of the new site over the next five years will provide opportunities to provide additional services and subjects. During **this** development, it is recognised that there is a need to ensure maximum flexibility of teaching and learning accommodation, in order to future proof expensive resources. A particular feature within the plans for new building/refurbishment will be the re-creation of specialist science facilities to support a range of new science based programmes, related to our current provision, that will be developed.

A comprehensive range of learning resources in the form of the library and networked computing facilities is available for students and staff. The library offers an extensive range of journals, texts and other media, with online access to these being _____ preferred by students. Students have ample access to ICT resources, both through computer suites and the wireless network and it is expected that the next five years will see a large increase in students' use of their own mobile devices (netbooks, smartphones, etc) as learning aids within UCB, requiring an increase in the wireless network capacity. e-Learning activities within teaching and learning are well embedded, with the virtual learning environment used by all programmes. Online learning is planned to be a larger element of most programmes- but especially at undergraduate and postgraduate levels- either in terms of supporting classroom-based learning or for wholly distance learning delivery.

Support for students is particularly strong, with an emphasis on developing independent learning skills through specialist workshops, the Learning and Skills Development Centre, academic tutorials and specialist support for those with particular needs.

Staff expertise is of a high calibre. An emphasis on high levels of teaching ability pervades all recruitment and staff support activities. The staffing profile reflects the specialist vocational nature of UCB, with teaching teams having both industry experience and academic credibility.

Text 5 (Birmingham) - Questions

1. Which of the following reasons is **not** explicitly mentioned as one of the reasons for UCB to heavily invest in equipment and buildings?
   - A. To ensure that students have access to the best resources
   - B. To ascertain a flexible teaching and learning accommodation
   - C. Because they reflect UCBs concern to provide the best learning facilities
   - D. To be able to provide additional courses

2. To what does **this** (paragraph 1) refer?
   - A. Additional services and subjects
   - B. The development of the new site
   - C. Maximum flexibility of teaching and learning accommodation
   - D. None of the above

3. On the place of the line in paragraph 2, a word has been removed. Which word?
   - A. Increasingly
   - B. Certainly
   - C. Thoroughly
   - D. Lastingly

4. Why is an increase in wireless network capacity required?
   - A. Because students have ample access to ICT resources
   - B. Because it is expected that in the next five years, students will use their own mobile devices as learning aids
   - C. Because the virtual learning environment is used by all programmes
   - D. Because online learning is planned to be a larger element of most programmes

5. Read the following two statements:
   I – UCB provides support for students, with the emphasis on teaching students to study on their own.
   II – The demand for high level teaching abilities only applies to those teachers in front of the classroom.
   Which of these statements is true, if any?
   - A. Both I and II are false
   - B. I is true, II is false
   - C. I is false, II is true
   - D. Both I and II are true