

Full ngày 13/4

READING PASSAGE 1: You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on pages 2 and 3.

Judith Curran - Documentary Film Maker

Judith Curran is executive producer at the film company Natural History New Zealand (ZHNZ). Her hit rate as a documentary film maker, in a New Zealand industry where it's normal for films to fail, peaked at the end of last year with a hugely popular TV series about the seas around New Zealand. So how did her remarkable career begin? Curran started her working life as a radio journalist in New Zealand and then, as an aspiring playwright, at Australia's acclaimed National Institute of Dramatic Art (NIDA) in Sydney. My first play got me into NIDA. Curran says, then my second play, *The Garage Sale*, a one-act performance, had a rehearsal reading in front of agents and producers, which was terrifying" But the play was produced and opened to good reviews and large audiences at the Stables Theatre. *Dancing Naked Among Roses* - her third play and first full-length production - had Cate Blanchett in the lead role, who would later go on to win international fame. "Every one loved Cate, she was amazing.. Her talent was immense, even then", says Curran.

Curran then discovered television and had to decide whether to continue writing drama or to direct documentaries. In the end, after giving the matter a great deal of thought, she decided to do the latter, and today doesn't regret her decision for a second. She returned to New Zealand to work for NINZ in 2001. In drama, the script and so much else is already there,' she says.

But making a documentary film we have all this footage and sometimes we haven't even found the actual story yet. It's far more challenging.

It's been challenging in other ways, as well. There was the front-page story in 2004 when Curran was attacked by Akira, a hand-reared fully-grown male leopard, during a wildlife shoot in Namibia. It was just a freak accident, she says. "We had been working beautifully. but he was suddenly spooked, and just lashed out, which was a natural reaction for him." Then there was the occasion when they were filming a fishing boat in the middle of the Coral Sea from a helicopter. The helicopter pilot, thinking he would try a bit of a stunt, swooped too low and clipped the top of the fishing boat's tower. We were probably a centimetre off both helicopter and boat exploding in a ball of flame," she says. And then there was the Ross River fever I picked up from mosquitoes while filming red kangaroos out in the Australian desert. That is one terrible disease?

But these setbacks haven't stopped her work. One of Curran's most successful documentary films *L4 Frock Stars* was an idea prompted by the Los Angeles vintage clothing shop *The Way We Wore*. All sorts of famous figures in the entertainment world have been going there for years, seeking unique clothing for performances and red-carpet walks. But it was a long road getting the series accepted, funded and put to air. Curran's development team

found Doris Raymond, who ran The Way We Wore, and had the idea for a series. She said she'd already been asked by half a dozen production companies and simply wasn't interested.' Curran explains. However, Curran's team eventually persuaded her to change her mind. Apparently, Doris was impressed by how professional their approach was, and said that it made a change from Los Angeles production companies. Then, of course, they still had to sell

Part 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 pages 6 and 7.

MAMMOTH KILL

What Led to the disappearance of the giant mammals? Kate Wong examines the theories

Although it's hard to imagine in this age of urban sprawl and automobiles, North America once belonged to huge, elephant-like mammoths, camels, bear-sized beavers and other giant beasts, collectively known as 'megafauna'. Some 11,000 years ago, however, these large-bodied mammals -about 70 species in all-disappeared. Their demise coincided roughly with the arrival of humans in this on and dramatic climate change-factors that have inspired several theories about the die off. Yet despite decades of scientific investigation, the exact cause remains a mystery. Now new findings offer support to one of these controversial hypotheses: that human hunting drove these huge "megafauna species to extinction.

This belief resulted in the overkill model which emerged in the 1960s, when it was put forth by Paul S Martin of the University of Arizona. Since then, critics have charged that no archaeological remains exist to support the idea that the first Americans hunted to the extent necessary to cause these extinctions. But at the annual meeting of the Society of Vertebrate Paleontology in Mexico City in October 1999, specialist John Alroy of the University of California at Santa Barbara argued that in fact, hunting-driven extinction is not only plausible, it was unavoidable. He has determined, using a computer simulation, that even a very modest amount of hunting would have wiped out these animals.

Assuming an initial human population of 100 people that grew no more than two per cent annually, Alroy determined that, if each band of, say, 50 people killed 15 to 20 large animals a year, humans could have eliminated the animal populations within 1,000 years. Large mammals in particular would have been vulnerable to the pressure because they have longer gestation periods than smaller mammals and their young require extended care.

However, not everyone agrees with Alroy's assessment. For one thing, the results depend on population size estimates for the extinct animals -estimates that are not necessarily reliable. But a more specific criticism comes from mammal expert Ross D. MacPhee of the American Museum of Natural History in New York City, who points out that the relevant archaeological record contains barely a dozen examples of stone points embedded in mammoth bones (and none, it should be noted, are known from other megafaunal remains) -

hardly what one might expect if hunting drove these animals to extinction. Furthermore, some of these species had a vast range, covering the whole continent - the Jefferson's Ground Sloth, for

Questions 14-20

Choose **NO MORE THAN TWO WORDS** from the passage for each answer. Write your answers in boxes 14-20 on your answer sheet

Three theories have been put forward to explain the disappearance of the different species of large mammals that inhabited **14**..... 11,000 years ago. The **15** proposed around fifty years ago by Paul S Martin, blames **16** by people for mass extinction. Computer calculations seem to support this explanation, but critics question the reliability of the figures they are based on.

The second theory suggests that humans introduced a **17**..... out the large mammals. However, so far this theory also lacks any **18** which wiped.

The final theory suggests that this period experienced significant **19**..... which eventually led to the loss of habitat and to the division of the **20** that some of the large mammals had organized.

Questions 21-26 Look at the following statements (Questions 21-26) and the list of people below. Match each statement with the correct person, A B or C. Write the correct letter, A B or C in boxes 21-26 on your answer sheet

NB You may use any letter more than once.

- 21.** Too little evidence exists to support the hunting theory.
- 22.** The bigger the animal, the bigger the territory it requires for survival.
- 23.** Globally, humans have been indirectly responsible for the elimination of many species.
- 24.** Population estimates can be used to understand how large mammals become extinct.
- 25.** Scientific examination of fossil remains may provide some proof for one of the theories.
- 26.** Environmental changes negatively affected the social groupings of some large species.

List of People

- A.** John Alroy
- B.** Ross D E Macphee
- C.** Russell W Graham

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 on pages 11 and 12.

Memory Champions... or just good at tricks

The Examinations School at Oxford University is where, last August, 34 contestants gathered at the World Memory Championships. It is an impressive historical venue, known for its austere yet grandiose setting of oak-paneled rooms, large Gothic windows, and looming portraits of eminent dukes and earls. It is here that generations of Oxford students have been tested in their final exams on their memory and knowledge, and it is here that these contestants were challenged to demonstrate their exceptional mnemonic abilities. Reciting poems, memorizing digit sequences, and recalling faces from photographs are just a few of the tasks that test the limits of human memory in this competitive setting.

To enable himself to memorize quickly, Ed Cooke has memorized a specific human being, verb, and object that he associates with every card in the deck. This detailed and highly personalized system allows him to rapidly encode and decode information during competitions. When Cooke commits a deck to memory, he does it three cards in one go, every three-card group forming a composite picture of a person doing something to an object. This method not only enhances the memorization process but also makes the recall process faster and more efficient. He then places those images along a specific familiar path in his mind, creating a vivid mental journey that he can easily traverse. When it comes to recall, Cooke takes a mental walk along his route and translates the images into cards, effectively and efficiently converting his vivid mental images back into the specific order of the deck. This innovative approach to memory exercises showcases the extraordinary capabilities of mental athletes and the sophisticated strategies they employ to achieve their remarkable feats.

One memory champion, Ed Cooke, can memorize the order of ten decks of playing cards in less than one hour or one deck of cards in less than one minute. Psychologists Elizabeth Valentine and John Wilding have teamed up with Eleanor Maguire to study how memory champions like Cooke operate differently from average individuals. Their collaboration aims to explore the neural underpinnings that might explain the exceptional memory skills exhibited by competitors in high-pressure environments such as memory championships. When the researchers analyzed the brain scans from the number memorization, they found that the memory champions were activating some brain regions that were different from those the control subjects were using. These regions are known to be involved in visual memory and spatial navigation.

They are using a technique known as the loci method, reportedly originating in 477 BC with the Greek poet Simonides of Ceos. He was able to memorize the guest list at a dinner by closing his eyes and recalling each individual around the table. The loci method, which was rediscovered and popularized by Simonides, has become an integral part of historical and modern memory training. This method involves associating items to be remembered with specific physical locations, creating a mental map that facilitates recall. After Simonides's discovery, the loci method became widely embraced across ancient Greece, serving as a fundamental technique for orators and scholars. It was so effective that it was incorporated into educational curricula and became a cornerstone of rhetorical training. Aristotle wrote

favorably about it, recognizing its value and effectiveness. Later, a number of treatises on the art of memory were published in Rome, further cementing its importance and utility in

Questions 27-31: *The Reading Passage has seven paragraphs A-G. Which paragraph contains the following information? Write the correct letter, A-G, in boxes 27-32 on your answer sheet.*

- 27. A description of how a contestant remembers complex sequences.
- 28. An example of how one person's memory was improved over time.
- 29. A description of a memorizing competition
- 30. A commonly held belief about memory that many experts say is unproven
- 31. A reference to the first recorded use of memorizing through location.
- 32. a reference to an unusual condition which results in a condition which improved memory.

Questions 33-36. Complete the following summary of the paragraphs of Reading Passage 3. Write **NO MORE THAN THREE WORDS** for each answer. Write your answers in boxes 33-36 on your answer sheet.

Using visual imagery and spatial navigation to remember numbers are investigated and explained. A **33**..... an action, and a thing are assigned to consecutive cards in the pack. Combining these images allows Cooke to memorise **34**..... pictures are then positioned on a **35**..... The pack of cards is remembered by going for a **36**..... While the pictures are converted back into cards.

Passage 3 ngày 16/3/2024

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 on pages 10 and 11.

Humanities and the health professional

Professor Jock Murray from Dalhousie Medical School in Canada writes about the role of humanities in the education of health professionals

In a recent meeting with health professionals from many disciplines, the concept of the humanities and how they enrich the lives and practice of physicians was discussed. There were nurses, chiropractors, speech therapists, health administrators and professionals from a dozen other fields. Everyone commented on the need to achieve a balance between the humanities and the skills and technological expertise of their specific discipline, beginning with the experience in medical school and then life in their chosen specialization, to create fully realized professionals. The purpose of my discussion here is to advocate a balanced approach to the education of all health professionals.

I believe that most people wish to see in their medical professional a person who not only brings excellent skills, techniques and treatments, but also personal qualities that show they are fully developed individuals. Such individuals are sensitive, communicative, and understanding of the human condition. They acknowledge the vast array of backgrounds, views, fears and hopes each person brings to the clinical encounter.

The training of health professionals has usually been exemplary in teaching them to recognize and treat a symptom or disease, but often less attentive to the broad education that would inform and educate them about the persons who come from various cultures, backgrounds, and experiences. Such understanding does not come from the course textbooks but from literature, history, poetry, art, and other aspects of the humanities. There are two sides to the healing profession, once described as the art and the science of medical practice. It is evident, however, that most educational programs emphasize knowledge, clinical skill and competence, and although educators wish the person to be humanistic, empathetic and communicative, they take this aspect for granted, as if valuable educational time does not need to be allocated to this 'soft' feature of the profession. It is compounded by the recognition that this aspect is harder to define and measure than knowledge and competence. We may want the health professional to understand many elements of the human condition so they can understand, assess and manage the suffering of patients, but it is harder to design and teach such a course than one on anatomy, for example. Developing a humanities program in professional education refocuses attention on what everyone recognizes as important. Rather than take humanities education for granted, it becomes a direct part of the program. This signals that the school takes it seriously and encourages activities related to the broad area of the humanities.

Distinguished by their focus on human values, the humanities cover many areas, including history, ethics, literature, theology, art, music, law, and the social sciences as they apply to the profession. For example, a history of the profession gives us an understanding of how we have come to be where we are, and how things change and progress. Literature can teach us about human hopes and aspirations, suffering and loss, relationships, and life and death. Emphasis on human values is important in this day and age as we are increasingly at risk of being overwhelmed by more emotionless technology and complex bureaucracy.

In medical education during the 18th and 19th centuries, there was an emphasis on the humanities. As time went on, encouraged by increasing interest in medical sciences, laboratory experiments and technological aspects of the profession, emphasis in medical studies was weighted towards courses in the sciences. The Flexner Report in 1910 recognized the variable quality of medical education and the need to have better teaching in the medical sciences and laboratory methods. This resulted in a pendulum swing in emphasis, directing the curriculum to the medical sciences, to the exclusion of the humanities, an imbalance never intended by Flexner.

Currently at Dalhousie Medical School we have elective programs in the humanities, summer research studentships, lecture series, presentations and discussions. There is an artist-in-residence program that brings artists to the school. There is a large choir of over a

hundred students and faculty, a concert band, a string ensemble, and groups of student artists who put on regular performances and exhibitions. The list of activities is much longer, but it should be pointed out that these provide some balance and broaden the life and learning of the student.

Perhaps more important than the activities themselves is the change in mind-set that occurs when students see that diversity in their studies and activities is legitimized and encouraged. We emphasize that we want students and faculty to continue to express interests and talents they had before entering medical school. They now come forward with ideas and activities that are more imaginative and exciting than we could have designed. They also comment that the humanities has made medical school a more enjoyable and fulfilling experience. Students see that their learning and their lives can be more balanced, making them better equipped to care for their patients.

Will involvement in the humanities make one a better health professional?

It's a question often asked of today's medical professionals but very difficult to document in this evidence-based era of medicine. But as ethics scholars have said of learning ethics, it cannot guarantee that a person will be more ethical, but it is more likely than not. My firm belief is that all the healing professions should increase the balance of humanities with the traditional educational emphasis on skills and knowledge, and this will benefit both the healers and those who need to be healed.

Questions 27 – 31

Do the following statements agree with the claims of the writer in Reading Passage 3? In boxes 27-31 on your answer sheet, write **YES NO NOT GIVEN**

27. An approach that incorporates the humanities is more important for some medical disciplines than others.
28. Most people value medical expertise over sensitivity in their medical professionals.
29. Most medical programmes devote little course time to developing interpersonal skills.
30. It is more difficult to design a humanities course for health professionals than a medical one.
31. It would be best if a medical programme included a course about the lives of medical professionals.

Questions 32-35

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 32-35 on your answer sheet.

32. What unforeseen result did the Flexner report have?

- A. It caused the public to distrust the quality of medical education.
- B. It caused a dramatic increase in medical school applicants.
- C. It started a fierce debate over proper laboratory methods.
- D. It moved the focus of medical studies away from the humanities.

33. The writer lists humanities activities at Dalhousie Medical School to show how these activities

- A. have become the most popular events on campus.

- B. widen students' educational experiences.
- C. are of as high a quality as medical ones.
- D. have gained acceptance with teaching staff.

34. How do students at Dalhousie Medical School react to humanities activities?

- A. They have difficulty letting go of the mind-set that scientific knowledge is more legitimate.
- B. They report feeling that medical school has become more engaging and satisfying.
- C. They have started to transfer creative ideas to their scientific and laboratory studies.
- D. They have trouble connecting to talents they had valued before entering medical school.

35. What is the writer's main conclusion?

- A. Greater emphasis on humanities in medical schools will benefit both patients and practitioners.
- B. Medical schools are not adequately preparing students to become balanced medical professionals.
- C. Creating a humanities programme in a medical school is an overwhelmingly difficult but necessary task.
- D. Medical schools should return to the early twentieth-century model of medical education.

Questions 36-40 Complete each sentence with the correct ending, A-G, below. Write the correct letter, **A-G**, in boxes 36-40 on your answer sheet.

- 36. Health professionals at a recent seminar discussed a need for educational institutions to
- 37. Most medical training programmes
- 38. The interpersonal and behavioural aspects of medical practice
- 39. Dalhousie Medical School students and faculty
- 40. Modern evidence-based practitioners

List of Heading

- A. generate innovative and creative suggestions for activities and programmes.
- B. are difficult to describe with any precision.
- C. find it difficult to prove statistically the benefits of humanities programmes.
- D. suggest that humanities studies create stronger practitioners.
- E. rely on course textbooks to teach humanities.
- F. give less attention to broad education and more to recognising and treating symptoms.
- G. Provide more equal coverage of both medical knowledge and skills, and humanities.