Read the text, published in 2009, about a new way of marking tests. First decide whether the statements (1-7) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

Can computers replace humans in assessment?

The owner of one of England's three major exam boards is to introduce artificial intelligence-based automated marking of English exam essays in the UK from next month.

Pearson, the American-based parent company of Edexcel, is to use computers to "read" and assess essays for international English tests in a move that has fuelled speculation that GCSEs and A-levels will be next.

All three exam boards are now investing heavily in e-assessment but none has yet perfected a form of marking essays using computers – or "robots" – that it is willing to use in mainstream exams. Academics and leaders in the teaching profession said that using machines to mark papers would create a "disaster waiting to happen".

The Times Educational Supplement (TES) reports today that the Pearson Test of English Academic, an English-language exam, will launch on 26 October. It includes essay questions and will be used in 20 countries, including the UK, to rate applicants' English skills before they are admitted to university.

Computers have been programmed to scan the papers, recognise the possible right responses and tot up the marks. Pearson claims this will be more accurate than human marking.

John Bangs, head of education at the National Union of Teachers, said that computers could be useful in many areas of assessment but cautioned against their use in English exams: "I'm very concerned that it would constrain the nature of the questions being asked. You won't pick up nuances by machine and it will trigger a trend to answering narrower questions. It could be a disaster waiting to happen."

A Pearson spokesman told the TES that its system produced the accuracy of human markers while eliminating human elements such as tiredness and subjectivity.

Other exam boards said the adoption of computers to mark beyond their current use in multiple choice tests was inevitable. Tim Oates, director of research for Cambridge Assessment, which owns the exam board OCR, said: "It's extremely unlikely that automated systems will not be deployed extensively in educational assessment. The uncertainty is 'when' not 'if'. But all systems need to meet exacting quality criteria and should definitely not be adopted just to make life easier for testing organisations.

"Some approaches look like technology in search of a test, rather than assessment designed to accurately report attainment."

An Edexcel spokesperson said that the board was not planning to use automated marking in mainstream exams such as A-levels and GCSEs. She said that previous trials of the technology in GCSE essay questions had not been expanded.

0	A US enterprise is planning to make use of electronic software to mark written performance.
1	A lot of money is being put into the development of automated assessment tools.
2	University professors are convinced that electronic assessment will prove to be successful.
3	The Pearson English language test will be limited to colleges in Britain.
4	A teaching union spokesperson believes computers are able to recognize minor differences in responses.
5	The programme is described as precise and without human weaknesses.
6	According to some testing organizations, electronic rating will only ever be for tests where you select the correct answer.
7	The new technology will not be applied in standard school exams in the near future.

Can computers replace humans in assessment?

	T	F	First four words
0	X	☐	*Pearson, the American-based parent*
1	☐	☐	
2	☐	☐	
3	☐	☐	
4	☐	☐	
5	☐	☐	
6	☐	☐	
7	☐	☐	

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☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

___ P.

Read the text about how American attitudes towards cars have changed, then choose the correct answer (A, B, C or D) for questions 1–8. Put a cross (⊠) in the correct box on the answer sheet. The first one (0) has been done for you.

America's love affair with the automobile

Drivers may feel spooked by seeing the first self-driving cars appear in coming years. But the new era could prove far less disruptive and bloody than the automobile's 20th-century battle to push pedestrians off U.S. streets.

The change in American public opinion from thinking of cars as wildly dangerous vehicles to having a "love affair with the automobile" was no accident. Instead, it reflected a serious push by the car industry to change people's psychology. Automobiles had to win the battle for hearts and minds before they could take over streets where people had once swarmed.

"That's not the natural order of things; that's the result of a real struggle," said Peter Norton, a historian of technology at the University of Virginia. "That struggle may have analogies with what we're facing in the future with autonomous vehicles."

One key difference between the two eras of transition may prove to be a huge blessing – the rise of self-driving cars could boost road safety and eliminate thousands of unnecessary motorist deaths in the U.S. each year. That futuristic scenario stands in contrast to the relatively bloody rise of cars in the early 20th century.

A bloody beginning
American hearts and minds did not change easily when cars first appeared. Pedestrians crowded the streets of U.S. cities and towns at the start of the 20th century, walking alongside horse-drawn wagons, carriages and trolleys. Contrary to modern sensibilities, parents thought it was perfectly normal for their kids to play in the streets.

"If a pedestrian strode into a street and maybe a wagon wheel ran over their foot, the law would be on their side," Norton told InnovationNewsDaily. "Judges would say pedestrians belonged there, and that if you're operating a heavy dangerous vehicle, it's your fault."

Car accidents led to injuries and deaths among pedestrians and a strong public backlash against automobiles, Norton said. He found newspapers of the time commonly ran cartoons showing the grim reaper at the wheel of a car running over children – part of his research for the book "Fighting Traffic: The Dawn of the Motor Age in the American City".

People even pushed for a 1923 law requiring all cars in Cincinnati to have a mechanism limiting their speed to no higher than 25 mph, but car makers gathered enough support to defeat it.

America's affair with the automobile
The automobile industry eventually began waging a psychological campaign to get pedestrians out of the streets. First, it invented the term "jaywalking" (a reference to the idea of jaybirds as loud idiots) to make fun of pedestrians walking in the street as being stuck in the past.

Second, schools helped train new generations of children to avoid the streets when the American Automobile Association (AAA) became the top supplier of safety curriculum for U.S. schools in the 1920s, Norton explained. The AAA also spread the idea of school safety patrols to help keep kids out of the street.

0   In the near future motorists may feel frightened by

    A   conflicts with walkers.
    B   more car crashes.
    C   autonomous vehicles.
    D   a higher traffic volume.

1   America's attitude towards automobiles was a result of

    A   convincing safety standards.
    B   carefully planned manipulation.
    C   people's technology-madness.
    D   American individualistic culture.

2   Driverless vehicles

    A   will claim more victims.
    B   make crashes less severe.
    C   are a step backwards.
    D   could keep fatality rates low.

3   Around 1900, U.S. urban areas were dominated by people

    A   walking on foot.
    B   driving the first cars.
    C   going by tram.
    D   on horse-drawn carts.

4   In case of a crash, walkers were mostly

    A   treated equally.
    B   without rights.
    C   much better off.
    D   at a disadvantage.

5   Severe crashes made people

    A   turn against cars.
    B   drive more carefully.
    C   avoid the streets.
    D   keep their kids home.

6   Attempts to slow cars down were

    A   backed by one federal state.
    B   supported by the legislation.
    C   rejected by the courts.
    D   stopped by the industry.

7   Finally car manufacturers took measures to

    A   develop quieter automobiles.
    B   clear the roads for their cars.
    C   make pedestrians feel safer.
    D   satisfy all kinds of road users.

8   People moving on the roads on foot were

    A   asked to get out of the way.
    B   regarded as mentally ill.
    C   considered old-fashioned.
    D   told to use public transport.

America's love affair with the automobile

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0	A ☐	B ☐	C ☒	D ☐					
1	A ☐	B ☐	C ☐	D ☐				☐	☐
2	A ☐	B ☐	C ☐	D ☐				☐	☐
3	A ☐	B ☐	C ☐	D ☐				☐	☐
4	A ☐	B ☐	C ☐	D ☐				☐	☐
5	A ☐	B ☐	C ☐	D ☐				☐	☐
6	A ☐	B ☐	C ☐	D ☐				☐	☐
7	A ☐	B ☐	C ☐	D ☐				☐	☐
8	A ☐	B ☐	C ☐	D ☐				☐	☐

___ P.

You are going to listen to an interview with a student who is fascinated with Lego. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–9) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

How to become a Lego master model builder

0	The total number of Lego experts in the States is ___.
1	Andrew regards Lego bricks as ___.
2	The total number of pieces Andrew needed for his Lego model was ___.
3	For the top part of his model alone, Andrew needed ___.
4	Despite his fascination with Lego, Andrew does not miss out on ___. (Give <u>one</u> answer.)
5	In one contest, the jury particularly liked Andrew's Lego copy of ___.
6	What brought Andrew back to Lego was a holiday job at ___.
7	Andrew is studying ___. (Give <u>one</u> answer.)
8	Andrew's qualifications might help him with innovations like ___.
9	One website even shows Lego copies of ___. (Give <u>one</u> answer.)

How to become a Lego master model builder

0	four
1	
2	
3	
4	
5	
6	
7	
8	
9	

You are going to listen to a report on how new high-tech elevators work. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for each question (1–6). Put a cross (⊠) in the correct box on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.

High-tech elevators

0   On their way up lift users can

     A   hear exciting sounds.
     B   look through transparent doors.
     C   enjoy a marvellous view.
     D   switch off the lights.

1   The basic concept the lift works with is

     A   brand-new.
     B   difficult to understand.
     C   rather simple.
     D   not really new.

2   Burj Khalifa's elevator traffic has been optimized by

     A   installing better engines.
     B   training lift attendants.
     C   improving user-friendliness.
     D   using calculations.

3   Compared to the one in Dubai, the U.S. firm's lift is

     A   less smart.
     B   more advanced.
     C   much the same.
     D   completely different.

4   When users enter the lift they are

      A   asked where to go.
      B   taken to their destination.
      C   told to press their button.
      D   informed about waiting time.

5   New elevator software will

      A   minimize socializing.
      B   save maintenance costs.
      C   improve communication.
      D   get workmates together.

6   Elevator automation will force the Washington D.C. lift attendant to

      A   do on-the-job training.
      B   pass a qualifying test.
      C   look for a new job.
      D   put up with a minor role.

High-tech elevators

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0	A	X	B	☐	C	☐	D	☐			
1	A	☐	B	☐	C	☐	D	☐		☐	☐
2	A	☐	B	☐	C	☐	D	☐		☐	☐
3	A	☐	B	☐	C	☐	D	☐		☐	☐
4	A	☐	B	☐	C	☐	D	☐		☐	☐
5	A	☐	B	☐	C	☐	D	☐		☐	☐
6	A	☐	B	☐	C	☐	D	☐		☐	☐

____ P.