

Level 3 Essential Communication Skills

Sample confirmatory test 3

Maximum duration: 60 minutes

Important note

This is a sample confirmatory test, developed jointly by the four Essential Skills Wales awarding bodies (Agored Cymru, City & Guilds, Pearson and WJEC).

This sample test provides an indication of the likely format and structure of the live confirmatory tests.

A separate document, containing the answer keys (correct answers) and specification references is also available.

This confirmatory test consists of 30 multiple choice questions.

Text 1

Birdsong	Line 1
Birds have highly developed communication skills, which include simple calls such as	Line 2
tweets, as well as more complex and melodious birdsongs. While the shorter calls	Line 3
can often be unintelligible to human listeners, birdsong has inspired our	Line 4
imaginations and been reflected in literature, music and art, throughout history.	Line 5
Recently, scientists have come to have a better understanding of how and why birds	Line 6
use these different forms of communication, although there is still much to learn.	Line 7
Obviously, birds use their voices to communicate with other birds. Using sounds that	Line 8
can be carefully controlled and manipulated within a vocal range is a highly efficient	Line 9
way to transmit information over long distances. This is especially true for birds that	Line 10
are relatively small and often reside in dense habitats, such as woodlands, where it is	Line 11
important to be able to target calls and to use different vantage points to deliver their	Line 12
messages successfully.	Line 13
Bird calls are intended to say things that are clear and unambiguous about the caller	Line 14
and their situation, for example, warning that there is a predator in the vicinity and	Line 15
even giving the exact location. The calls' are a two-way communication method, and	Line 16
may be answered with an _____ of the warning.	Line 17
Birdsong is a harmonious series of notes, unique to a particular species and different	Line 18
to the more straightforward calls heard throughout the year. It is understood to serve a	Line 19
more specific purpose and are usually associated with breeding. Birdsong can be a	Line 20
way of showing off the singer's health and vitality and communicate the search for a	Line 21
suitable partner. For this reason, it is at its height during the breeding season, with	Line 22
many birds starting to sing in late January and ending their musical endeavours by the	Line 23
end of July.	Line 24
It is almost always the male birds who sing, although there are some species whose	Line 25
females will respond to male birdsong by forming a duet. Some females have even	Line 26
been known to sing their own melodies to ward off the competition who are	Line 27
attempting to encroach on their territory.	Line 28
It is believed that the males are prompted to start their tuneful performances as	Line 29
increasing daylight heralds the close of winter, generating a response in the birds	Line 30
well before other signs of spring are apparent. The end of their singing season	Line 31
coincides with the time when they begin to lose their feathers.	Line 32
Not all birds are singers. However, the 4,500 species which do sing are known as	Line 33
'passeriformes'. The term actually means 'perching bird' and relates to their distinctive	Line 34
feet, which have three toes facing forwards and one backwards, but singing is their	Line 35
more famous feature. In Wales, we are fortunate to be able to hear and see many	Line 36
of these birds, common examples being wrens, blackbirds, robins and song thrushes.	Line 37

- 1 According to the text, the purpose of birdsong is to:
 - a entertain themselves and other members of their species
 - b demonstrate their health and suitability as a breeding partner
 - c communicate about the location of food or presence of danger
 - d announce the start of the new season and a move to a new habitat

- 2 The text states that bird calls can:
 - a only be made by male birds
 - b alert predators to specific locations
 - c advise in a clear and ambiguous way
 - d convey a warning to other birds

- 3 The correct word to fill the space on Line 17 is:
 - a acknowledgment
 - b acknowledgement
 - c acknowledgement
 - d knowleedgment

- 4 The writer portrays birdsong as:
 - a an often extravagant or showy performance
 - b a diverse and illogical way of performing
 - c a risky and inefficient method of communicating
 - d an uncontrolled form of communication

- 5 Which word **best** replaces 'encroach' on Line 28:
 - a poach
 - b infiltrate
 - c trespass
 - d transgress

- 6 There is a punctuation error on:
 - a Line 6
 - b Line 11
 - c Line 15
 - d Line 16

- 7 In the text, the writer uses:
 - a descriptive language
 - b rhetorical questions
 - c personal evidence
 - d emotional appeal

- 8 The style of the text is appropriate for a:
- a research paper
 - b magazine article
 - c scientific forum
 - d creative narrative
- 9 The writer of the text:
- a depicts birds as manipulative, driven only by survival instincts
 - b views birds sympathetically and rationalises their actions
 - c presents information on birds, focussing on known facts
 - d portrays birds as primarily being complex predators
- 10 There is a grammar error on:
- a Line 5
 - b Line 20
 - c Line 26
 - d Line 35

Text 2

Foreign Language Decline	Line 1																																													
Every year in the UK, fewer young people are learning foreign languages. For some	Line 2																																													
people this decline is lamentable others see it as inevitable.	Line 3																																													
English is a global language, a 'lingua franca' with an ever-increasing reach. Its	Line 4																																													
dominance across international relations, business, digital technology and popular	Line 5																																													
culture means that acquiring a foreign language is a low priority for many	Line 6																																													
English speakers.	Line 7																																													
According to the British Council, the study of French and German at A Level has	Line 8																																													
declined by more than 50% since 1999. The same has been observed at GCSE	Line 9																																													
where entries for French have declined by 40% between 2005 and 2015.	Line 10																																													
<p style="text-align: center;">Number of A Level Entries for Modern Foreign Languages, 1999-2013</p> <table border="1"> <caption>Approximate data from the line graph</caption> <thead> <tr> <th>Year</th> <th>French</th> <th>German</th> <th>Spanish</th> <th>Other</th> </tr> </thead> <tbody> <tr><td>1999</td><td>18,000</td><td>8,500</td><td>4,500</td><td>3,500</td></tr> <tr><td>2001</td><td>15,500</td><td>7,500</td><td>4,500</td><td>3,500</td></tr> <tr><td>2003</td><td>13,000</td><td>6,000</td><td>4,500</td><td>4,000</td></tr> <tr><td>2005</td><td>12,000</td><td>5,000</td><td>5,000</td><td>4,500</td></tr> <tr><td>2007</td><td>12,000</td><td>5,500</td><td>5,500</td><td>5,000</td></tr> <tr><td>2009</td><td>12,000</td><td>5,000</td><td>6,000</td><td>6,000</td></tr> <tr><td>2011</td><td>11,000</td><td>4,500</td><td>6,500</td><td>6,500</td></tr> <tr><td>2013</td><td>10,000</td><td>4,000</td><td>7,000</td><td>7,000</td></tr> </tbody> </table> <p style="text-align: right;">[Source: gov.uk]</p>	Year	French	German	Spanish	Other	1999	18,000	8,500	4,500	3,500	2001	15,500	7,500	4,500	3,500	2003	13,000	6,000	4,500	4,000	2005	12,000	5,000	5,000	4,500	2007	12,000	5,500	5,500	5,000	2009	12,000	5,000	6,000	6,000	2011	11,000	4,500	6,500	6,500	2013	10,000	4,000	7,000	7,000	Line 11
Year	French	German	Spanish	Other																																										
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The decline in the study of foreign languages is evident throughout the UK, although	Line 12																																													
action is now being taken with the inclusion of a foreign language in the new EBacc in	Line 13																																													
England. To halt this trajectory in Wales, the Welsh government is to fund a project	Line 14																																													
with four major Welsh universities which includes partnership initiatives such as	Line 15																																													
student mentoring and better links between HE language departments and secondary	Line 16																																													
schools.	Line 17																																													
Professor Claire Gorrara, Head of Cardiff University's School of Modern Languages	Line 18																																													
and academic lead for the project, said: 'Although Wales is a bilingual nation, the	Line 19																																													
number of school students taking at least one modern language at GCSE has declined	Line 20																																													
from 55% in 1995 to approximately 22% in 2013 ... a growing body of evidence	Line 21																																													
_____ that a decline in modern foreign language uptake in secondary schools	Line 22																																													
curtails educational, training and career opportunities for young people from Wales'.	Line 23																																													
Perhaps we shouldn't be so complacent. From an economic standpoint, we are	Line 24																																													

leaving ourselves in a vulnerable position if we rely on the language skills of other	Line 25
countries. According to the Association of Translation Companies, 'recent research	Line 26
shows that poor language skills are costing the UK economy £48 billion a year in lost	Line 27
export sales'. What's more, our workforce are being 'pipped at the post' for the top	Line 28
jobs in international companies by their European peers.	Line 29
A recent University of Cambridge report urges the UK government to address	Line 30
'imminent or immediate problems'. It highlights that, in addition to the issues previously	Line 31
raised, the UK's 'soft power' used to solve international problems without conflict is	Line 32
being eroded because of 'a shortage of speakers of strategically important languages'.	Line 33
The study of languages is not just an academic discipline, its the study of cultures	Line 34
and allows us to see the world from other nations' perspectives. Learning a foreign	Line 35
language can challenge our fundamental beliefs and assumptions, while the benefits	Line 36
of multilingualism on the brain are continually being demonstrated by medical science.	Line 37
Although Wales officially embraces bilingualism, there is still more that needs to be	Line 38
done to secure Britain's place on the international stage. Perhaps it's time that we	Line 39
realised that also learning the languages of our global neighbours is the gateway to	Line 40
communicating with the world at large.	Line 41

11 The graph on Line 11 is used to:

- a show GCSE languages learned in the UK
- b encourage more people to study Spanish
- c demonstrate trends discussed in the text
- d illustrate the benefits of bilingualism

12 What does the text suggest is at risk?

- a new partnership initiatives
- b benefits of medical science
- c future funding for languages
- d current international significance

13 The phrase 'soft power' on Line 32 means:

- a persuasive approach
- b diplomatic immunity
- c intimidating culture
- d critical thinking

14 The writer uses quotations from educational specialists to:

- a make the text conversational
- b demonstrate contrasting opinions
- c introduce issues that are topical
- d reinforce the main arguments

- 15 The correct word to fill the space on Line 22 is:
- a show
 - b shows
 - c shown
 - d showing
- 16 The missing punctuation on Line 3 is a:
- a semicolon
 - b capital letter
 - c full stop
 - d colon
- 17 The phrase 'pipped at the post' on Line 28 means the workforce are:
- a exceeding expectations
 - b losing out to foreign workers
 - c defeating European candidates
 - d overcoming international competition
- 18 There is a spelling mistake on:
- a Line 23
 - b Line 25
 - c Line 33
 - d Line 35
- 19 There is a punctuation error on:
- a Line 5
 - b Line 12
 - c Line 18
 - d Line 34
- 20 The **main** purpose of the text is to:
- a report on issues relating to language skills
 - b support initiatives backed by the Welsh government
 - c summarise the University of Cambridge's recent research
 - d review the gateway to communicating with global companies

How to make air travel a more pleasurable experience	Line 1
Airport security can be a tedious or 'anxiety-inducing' experience for travellers, given	Line 2
the extra time required and the slightly intrusive checks carried out on all the travelling	Line 3
public. Although passengers may be irritated, frustrated or made nervous by	Line 4
the airport security regulations, it is useful to remember that these obligations are in	Line 5
place to ensure everyone's safety. With the increase in passenger footfall, it is	Line 6
inevitable that check-in will take much longer, as evidenced in recent years. We all	Line 7
have to accept that it is part and parcel of modern-day travel, even for internal flights.	Line 8
The process of getting everyone onto their planes, whether for business purposes or	Line 9
leisure, can be made far easier if people understand what is expected of them. They	Line 10
need cognisance of the procedures that have to be in place, and crucially it is	Line 11
important that they endeavour to cooperate.	Line 12
Security companies, in partnership with airport operators, are working tirelessly to	Line 13
keep abreast of the latest technological innovations that will be of benefit to ensure	Line 14
safe and seamless passenger flow from terminal entrance to passenger seat.	Line 15
Travellers must take ownership of their planning and overall travel experience by	Line 16
seeking out readily available guidance well in advance of their journey.	Line 17
Before you leave home	Line 18
Pack your belongings so that items can be removed and re-packed easily if	Line 19
necessary. Security staff are entitled to check all of your hand luggage for things that	Line 20
should not be carried on board. Everyday objects such as scissors, penknives and	Line 21
even tweezers will be confiscated if found and may prompt further searches.	Line 22
Any liquids that you carry in cabin bags should be of a volume no greater than 100 ml.	Line 23
The range of products classed as liquids or gels can often astound the infrequent	Line 24
traveller who may find that they are _____ carrying restricted, and seemingly	Line 25
viscous items. These should be placed in a clear plastic bag ready to be X-rayed.	Line 26
However, allowances are made for travellers _____ need to carry medication.	Line 27
It is also worth considering what you plan to wear during the journey. Firstly, avoid	Line 28
clothing and accessories that contain metal as you will be scanned during security	Line 29
checks. If metal items, such as coins and keys, are detected you will be required to	Line 30
undergo further inspection. Secondly, wear shoes and belts which can be removed	Line 31
easily if you are requested to do so at security.	Line 32
At the airport	Line 33
Make sure you have your passport ticket or boarding pass ready for inspection when	Line 34
you check in and when you go through security. The major airports also have the	Line 35
latest technological equipment that can use biometrics for identity checks and this	Line 36
can speed up the process.	Line 37
Heading for the departure gate	Line 38
Pay close attention to directions from security staff and try to anticipate each stage of	Line 39
the process so that you don't cause unnecessary delays to fellow passengers. At	Line 40

security put your bags and items quickly and carefully onto the conveyor belt or into	Line 41
trays. Remember to take out all electronic devices from bags and remove any	Line 42
clothing and accessories as requested. Step through the X-ray machine slowly when	Line 43
directed. Once you are clear of security, you are free to enjoy the amenities in the	Line 44
airport lounge.	Line 45

- 21 The text suggests that airport security checks:
- a are always burdensome and unnecessary
 - b cause untold anxiety, but this is misguided
 - c can be slightly intrusive, but are necessary
 - d take too long and passengers are to blame
- 22 The tone of the text is:
- a authoritarian
 - b informative
 - c opinionated
 - d sympathetic
- 23 The **main** purpose of the text is to:
- a describe technological advances for passenger safety
 - b challenge the effectiveness of all key airport personnel
 - c highlight the excessively complex procedures at airports
 - d encourage passengers to comply with security arrangements
- 24 Which feature of the text helps to identify the main points?
- a font size
 - b main title
 - c subheadings
 - d inverted commas
- 25 There is a spelling error on:
- a Line 7
 - b Line 14
 - c Line 22
 - d Line 36

- 26 There is a punctuation error on:
- a Line 8
 - b Line 11
 - c Line 21
 - d Line 34
- 27 The correct word to fill the space on Line 27 is:
- a who
 - b what
 - c which
 - d whom
- 28 The style of the document can **best** be described as:
- a analytical
 - b descriptive
 - c persuasive
 - d explanatory
- 29 According to the text, a traveller's experience can be improved by:
- a modernising terminal buildings
 - b improving amenities in lounges
 - c taking more pre-emptive measures
 - d making more check-in desks available
- 30 The correct word to fill the space on Line 25 is:
- a inadvertently
 - b inaddvertently
 - c inadvertentley
 - d inaddvertentley

NOW GO BACK AND CHECK YOUR WORK

- **IMPORTANT -**
Are the details at the top of the answer sheet correct?
Have you filled in your answers in **INK** in the appropriate boxes on the answer sheet?