

# READING

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO

Time: 60 minutes

- *Answer all the questions.*
- *You may write on the question paper but make sure you write all your answers on the separate Answer Sheet.*
- *You must not speak to the other candidates.*
- *You may use a dictionary throughout this test.*

**Task One: Who is writing?** (10 minutes)

**You will read a short text about housing problems university students face. Below the text there are six written reactions to it.**

- Match the reactions (1-6) to their writers (A-H).
- Place a cross (X) in the appropriate box on your Answer Sheet.
- There are two items which you will not need.

- A Perturbed counsellor
- B Compassionate lawyer
- C Unsympathetic lecturer
- D Critical financial specialist
- E Pessimistic architect
- F Accusatory politician
- G Defensive journalist
- H Impassioned influencer

## Housing problems university students face

After pinpointing which subject and at which university to study, the next serious conundrum for prospective students is accommodation. Student housing is reaching a crisis point with some students having to couch-surf or sleep in their cars and the situation is set to worsen. Students at universities complain of fierce competition for rooms in the student halls, with a growing number of students having to accept substandard rooms in run-down halls out of desperation. Some students say they have no choice but to live with their parents even if it means having to commute.

1	It all comes down to the fact that students' expectations of university housing have increased. They expect higher quality with more amenities and privacy. This change has been reflected in universities shifting from the communal corridor style of units toward apartment-style residence halls. These units take up more space, thus contributing to a shortage of housing and less scope for further development. With demand for luxury student housing soaring, I don't see this situation improving any time soon. The sad thing is this more private type of housing contributes to greater isolation and students miss out on the social benefits that have historically been achieved through on-campus living.
2	The main issue is that living at home appeals to students for economic and social reasons. Some students fear they're not ready to make the transition to independent living, which is why they make up stories about no availability in the halls, so they can continue living at home. This approach has the danger of making university life not dissimilar to that of a high school senior. In the halls, there are staff around to help and they meet lots of other young people. Students living in halls also tend to attain higher grades than their off-campus counterparts. I think these benefits outweigh the potential drawbacks of somewhat dated building conditions.
3	It's upsetting to see so many students struggling to find decent housing options, especially when there's another way to experience university life. And no, it doesn't involve settling for dingy, run-down halls. Have you considered flat sharing? It's a total game-changer! Sharing a flat with like-minded folk not only offers more freedom and independence, but it also allows you to create a cozy and personalized living space. Plus, you get to split the costs and even find friends for life. So, if you're searching for an alternative to the student halls chaos, give flat sharing a thought. Trust me, it can transform your university journey!
4	In some cities, there has been a noticeable rise in the construction of privately-owned student accommodation complexes, which could potentially mitigate the prevailing housing scarcity. While concerns regarding dependence on external corporate entities have been voiced, I believe what is required is greater accountability. Universities need to be mandated to liaise with said companies and negotiate more affordable fees. Instituting a freeze on the pricing of the most affordable rooms to allow students from underprivileged backgrounds to have an equitable access to accommodation and implementing substantive reductions in accommodation costs across the board would create a more level playing field.
5	The private halls sector is booming, with developers creating purpose-built blocks in university towns to cater for the growing number of students. It begs the question: If the demand for student accommodation is growing, why aren't universities themselves capitalizing on this opportunity? By assuming direct control over the construction and pricing of student halls, universities would not only be able to assert greater control over the entire process, but also boost their revenue, which is something their shareholders would certainly appreciate. Alternatively, if they think they lack the expertise required for such a project, they could outsource housing to these specialized industry players to maximize revenue and optimize student experience.
6	The affordability of student accommodation affects students' educational experience and has a major impact on academic success. It is disgraceful that so many young people are priced out, either deterred or unable to apply to university, or have their options severely limited. We believe that student accommodation should be provided by the universities themselves. Private companies do not have the students' best interests at heart, but rather the profit they can make. Reliance on private companies is unsustainable, more expensive and bad for students. Universities have a responsibility to do what they can to ensure that new students have access to adequate housing and are not struggling to afford it.

**Remember to copy your answers onto the Answer Sheet.**

**Task Two: How things work (25 minutes)**

**You will read a text about a board game. Seven sentences have been removed from the text.**

- Decide which of the sentences (A–I) fits each gap (7–13).
- Place a cross (X) in the appropriate box on your Answer Sheet
- There are two sentences which you will not need.

- A A victory grants you valuable rewards or treasures that help you progress in the game.
- B When a player takes a card, their character must act out what is described on the card.
- C Determine who starts by any agreed-upon method (e.g., rolling the dice or the youngest person going first).
- D Each has its own objective and, if completed, will bring you rewards that will aid you on your mission.
- E Brace yourself for an enthralling experience as you delve into the tales of knights, castles, chivalry, and intrigue.
- F Shuffle the event cards, treasure cards, and quest cards separately, and place them face-down within easy reach of all players.
- G Players may move freely up to 3 road segments or 4 if they have a horse or ship Resource token.
- H The decisions you make and the actions you take will shape your destiny in this perilous adventure.
- I Once all players have placed their character token, each player may make 1 purchase of Resource tokens.

## TimeQuest by Hop Games

Welcome to TimeQuest: A Journey Through History, an extraordinary board game that combines thrilling gameplay with a captivating exploration of the past. Embark on an epic adventure where you'll travel through time, immerse yourself in historical events, and become a master of the ages!

Step into the shoes of intrepid time travellers and prepare to be whisked away to some of the most fascinating events and locations of the Middle Ages. **7.** Engage in quests that will challenge your wits, solve puzzles that will test your strategic thinking, and immerse yourself in the rich tapestry of the medieval world.

Unearth the mysteries of historical events and acquire knowledge through captivating trivia questions. Will you choose the path of a valiant knight, a wise scholar, or a cunning rogue? **8.**

Whether you're a history enthusiast or simply seeking an exhilarating gaming experience, TimeQuest offers excitement and hours of entertainment for players aged 16 and above. So, gather your fellow time travellers, prepare for an unforgettable adventure, and let TimeQuest transport you to a world where history comes alive! Are you ready to rewrite the annals of time?

### Object of the game

- As a time traveller, you will navigate the game board, interact with various components, and make strategic decisions to achieve your ultimate goal: to find the king's kidnapped daughter and safely return her to her father, earning knighthood and eternal glory.
- To begin your quest, each player chooses a character token representing their time traveller. As you progress through the game, you will encounter event cards, treasure cards, and quests that will test your skills and knowledge of the Middle Ages.
- Event cards provide scenarios in which special scoring or actions may occur, provided you meet the conditions listed on the card.  
**9.** For example, if it depicts a fight with a knight, they must engage in combat.
- To win the game, you must successfully complete a series of quests, overcome challenges, and gather the necessary resources. The game ends immediately if any of the players reach the castle on the board or if all other players have run out of resource cards.

### Components and setting up the game

- Event Cards: A deck of event cards that will guide your character's encounters, challenges, and quests throughout the game.
- Treasure Cards: Valuable treasures hidden throughout the Middle Ages that can aid you on your quest.
- Quest Cards: A collection of quests to undertake, each with its own objectives and rewards.
- Character Tokens: Unique tokens representing your time traveller character, each with their own special abilities and attributes.
- Resource Tokens: Tokens representing various resources, such as gold, weapons, and artifacts, which you will gather during your journey

Step 1: Set up the game. Unfold the game board and place it in the centre of the playing area.

**10.**

Step 2: Decide on characters. Each player chooses a character token and places it on the starting space indicated on the game board. Shuffle the resource tokens and place them in a supply pile near the game board.

Step 3: Arrange the players. Distribute a set of dice to each player. **11.**

### Playing the game

- The game is played in turns, with each player taking their turn clockwise around the table. Starting with the first player and proceeding clockwise, each player rolls the dice, moves their character on the board and performs the action required by the location they land on.
- On your turn, follow the steps outlined below. Start your turn by rolling the dice and moving your character on the board. Then, draw the top event card from the deck. This card will dictate the challenges and opportunities you encounter during your journey.
- Act out the event described on the card, which may involve battling foes, making decisions, or choosing a path. Engage in battles by rolling the dice and comparing your strength to that of your opponents. **12.**
- You spend action points when you perform a certain action, such as moving your character token, searching for treasure, interacting with characters, or initiating combat. This means that you will need to collect resource tokens in order to keep going. These will help you overcome obstacles and complete quests.
- You can also take on additional quests by drawing a quest card. **13.** Choose a quest based on your needs and skills and follow the instructions on the card to find out what you need to do.
- When encountering other characters, interact with them based on the event card or your chosen actions. Engage in dialogue, negotiate, or challenge them to duels.

The game ends when a player successfully rescues the kidnapped princess, returns her to the king, and is knighted or if all other players have run out of resource cards. Alternatively, if the players collectively fail to complete the quest within a set number of turns, the game is lost.

**Remember to copy your answers onto the  
Answer Sheet.**

**Task Three: Media article (25 minutes)**

**Read the following two texts about scientific journals.**

- For questions 14-19, choose the best answer (A, B, C or D) which you think fits best according to the text.
- Place a cross (X) in the appropriate box on your Answer Sheet.

## The Cost of Knowledge

The Cost of Knowledge was a protest by academics against the business practices of academic journal publisher Elsevier. Among the reasons for the protests were a call for lower prices for journals, and for increased open access to information. The main work of the project was to ask researchers to sign a statement committing them not to support Elsevier journals by publishing, performing peer review, or providing editorial services for these journals.

Before the advent of the internet, it was difficult for scholars to distribute the articles that present their research results. Historically, publishers performed services including proofreading, typesetting, copy editing, printing, and worldwide distribution. In modern times, all researchers became expected to give the publishers digital copies of their work which needed no further processing – in other words, the modern academic is expected to perform duties traditionally assigned to the publisher, and for which, traditionally, the publisher is paid in exchange. For digital distribution, printing was unnecessary, copying was free, and worldwide distribution happens online instantly. Internet technology, and with it the aforementioned significant decrease in overhead costs, enabled the four major scientific publishers - Elsevier, Springer, Wiley and Informa - to cut their expenditures to such extent that they could consistently generate gross margins on revenue of over 33%.

On 21 January 2012 the mathematician Timothy Gowers called for a boycott of Elsevier with a post on his personal blog. This blog post attracted enough attention that other media sources commented on it as being part of the start of a movement.

In February 2012, analysts of the Exane Paribas bank reported a financial impact on Elsevier with the company's stock prices falling due to the boycott.

On 27 February 2012 Elsevier issued a statement on its website that declared that it has withdrawn support from the Research Works Act, a proposed law that would have prohibited open access to federally funded research and effectively revert earlier legislation in the United States requiring taxpayer-funded research to be freely accessible online. Later that day, the two representatives originally sponsoring the bill issued a statement saying that they would not push for legislative action.

While participants in the boycott celebrated the dropping of support for the Research Works Act, Elsevier denied that their action was a result of the boycott and stated that they took this action at the request of those researchers who did not participate in the boycott. Shortly afterwards, Elsevier also released an open letter to the mathematics community, stating that it plans to reduce its prices and open the archives of 14 mathematics journals back to 1995 to the public.

**14 The protest started because academics had a problem with the...**

- A** low prices of scientific journals.
- B** lack of open access to scientific research.
- C** lack of support with editing tasks.
- D** quality of peer review.

**15 According to the article, publishers became more profitable because...**

- A** of distribution becoming worldwide.
- B** researchers now offer to do some of the editing of their own articles.
- C** the cost of publishing decreased.
- D** the articles do not have to undergo proofreading, typesetting and copy editing.

**16 After the boycott had been called...**

- A** two legislators proposed a law that would give free access to research online.
- B** Elsevier apologized.
- C** some representatives threatened to sue Elsevier.
- D** the publisher acted to make some journals accessible for free.



Date: May 27, 2013

Subject: Has anything changed?

*Dear Colleagues,*

*I am writing to inform you of my resignation from the editorial board of the Journal of Number Theory, effective immediately. I will also be adding my name publicly to the list of people who refrain from volunteering for, or submitting manuscripts to, Elsevier journals.*

*It has been a little over a year since the boycott against Elsevier went public. The petition has been signed by thousands of mathematicians (indeed, over 13,000 researchers in total). There was a flurry of communication back and forth between Elsevier and our editorial board (and those of other journals, I'm sure). But now the dust has settled, and I must conclude that essentially nothing has changed.*

*Financial hardships remain in place for our libraries and institutions (even more so, as budgets tighten these days), despite all the good reasons that access to our own research should be becoming less expensive, not more. I'm sure you all know these points well.*

*As far as I can tell, Elsevier's responses to our concerns ended up being limited to a slight easing off of support for legislation limiting access to our research, together with a nominal reduction in individual journal prices. More recently, we were told of Elsevier's new policy that editors would receive \$60 for every article they process for the Journal of Number Theory. To me, this policy demonstrates a true inability (or unwillingness) to understand the key part of our observation that "all the work is done for free by volunteers, but access to that work is exorbitantly expensive". We want access to be less expensive; we're not looking for extra dough in our pockets. The most generous interpretation of this new policy's effect is that it continues to take money away from the research community at large, but now puts some of it in the personal pockets of a small subset of mathematicians who don't need it. (My personal reaction, to be honest, was to view this as too close to bribery not to be somewhat insulting.) But this policy uncontroversially shows, at least, the extent of Elsevier's robust profits on its research journals.*

*Of course, any issue as complicated as this one admits a wide range of reasonable opinions and strategies, and I respect the judgment and good intentions of everyone receiving this email. However, if any of you continue to be troubled by this situation, I submit that now is as good a time as any to join me in resigning from JNT.*

*Sincerely yours,*

*Greg Martin*

*Professor, Department of Mathematics*

*University of British Columbia*



**17 This letter was written...**

- A** before the boycott.
- B** to urge researchers to sign the petition.
- C** to outline the steps that will follow the petition.
- D** as a reaction to the publisher's response to the boycott.

**18 Professor Martin believes that Elsevier's new policy...**

- A** is offensive.
- B** is a step in the right direction.
- C** shows that the company cannot afford to pay more.
- D** was difficult for him to understand at first.

**19 The professor sounds...**

- A** hopeful.
- B** disappointed.
- C** satisfied.
- D** confused.

**Remember to copy your answers onto the  
Answer Sheet.**

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