

### **Burlington AC 3**

#### READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below

#### **Graffiti: Historical evidence or vandalism?**

**A.** Graffiti is the drawing of images or writing on walls or other public monuments and property without permission from the owners or the relevant authority. Most people might believe that graffiti is a relatively modern phenomenon, yet this practice has existed since ancient times, from the Romans to the Greeks, right up to the modern day. However, the ongoing controversy over whether graffiti is just irresponsible vandalism or art is still debated today; graffiti can reveal much to the observer about human history.

**B.** Looking at graffiti can unearth snippets of information about a society in any given time. For example, when graffiti is in the form of words, or verse, it can demonstrate the numbers of people who could read and write within a particular society. This can be discerned by analysing spelling patterns and even grammatical errors, as well as discovering how some words were pronounced. In ancient examples, graffiti is often some of the most public writing available for the wider society to see. The Romans, for instance, tended to carve graffiti into monuments and walls, and even though the writing was simplistic, it still gives us an invaluable insight into life on the street. Historical texts may not be able to provide us with such information.

**C.** In some cases, the presence of graffiti gives us the only example of a particular language that exists in the modern world. Take the Safaitic language, for example. Dating from the first century BCE, Safaitic is an ancient form of Arabic and can only be found on rocks in the deserts of Saudi Arabia, Jordan, and Syria. The inscriptions documented mainly show the authors' basic thoughts about everyday life or their genealogy, and are sometimes accompanied by rock art. The discovery of a virtually lost language was exciting for researchers, as it allowed them to attempt to document linguistic changes over a period of time.

**D.** Like the Romans, the Mayans scratched their graffiti onto the surface of walls, leaving it almost impossible to erase. The graffiti of the ancient Mayans in Central America has not been studied extensively, but a closer analysis of it may help us gain a more in-depth understanding of their society. Those examples that have been studied depict scenes of everyday life as well as more ceremonial scenes. The examples include representations of humans and the prey they hunted which could indicate how the society functioned and what food they ate. There may also be instances of instructions of how to play games, as well as instructions of a more ceremonial nature. Indeed, at certain pivotal moments in history, perhaps the only way to record events was through graffiti, such as construction worker comments before the volcanic eruption at Pompeii or names of soldiers during battles like the Egyptian campaign by Napoleon in the 1790s.

**E.** These ancient examples of graffiti are just a snapshot of the wealth of graffiti to be found across the globe. These very public displays of communication are a key part of understanding some of the history of societies which may not have been recorded officially. But what about graffiti today? The method of creating graffiti may have changed from carving to using spray paints, but is it essentially the same thing? Graffiti artists of the modern era, like those before them, depict both political and social concerns with their art. Banksy, an anonymous British street artist, for example, comments on politics and social issues with his distinctive style of art and is now considered to be one of the most insightful artists of our time, with his work selling for millions. Lesser known than Banksy, but still as important, is Bambi, another British street artist. She uses her talent to portray female identity and injustices within the social and political spheres.

**F.** Bambi and Banksy contribute to a movement known as urban art, which first started as an underground artistic subculture, but which is now understood to be a popular art form, due to the wide recognition it has received. However, the very form of art they produce is still considered vandalism in many areas. Some people see it as a scourge on our landscape and in some countries, it is illegal to deface public property. In some countries, local governments and councils persist in erasing any graffiti they perceive to be destructive and may even look to prosecute the artists. What is clear, though, is that no matter your thoughts on graffiti and street art, it demonstrates public feelings and societal thoughts at the time of its creation. It can also give an indication to future generations of beliefs, lifestyles, and language which are often not recorded in official history books.

Questions 1-6

Reading Passage 1 has six paragraphs, A-F.

Choose the correct heading for paragraphs A-F from the list of headings below

Write the correct number, i-viii, in boxes 1-6 on your answer sheet.

- |       |  |
|-------|--|
| i.    | One instance of a linguistic rarity      |
| ii.   | The best example of a family history     |
| iii.  | Levels of literacy in the public arena   |
| iv.   | Similarities between ancient and modern  |
| v.    | The graffiti debate continues            |
| vi.   | What official records can tell us        |
| vii.  | Under-studied graffiti examples          |
| viii. | From small beginnings to mixed reactions |

1. Paragraph A

2. Paragraph B

3. Paragraph C

4. Paragraph D

5. Paragraph E

6. Paragraph F

Questions 7-10

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 7-10 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

7. The majority of people are wrong about the origins of graffiti.

8. Analysing graffiti is a complex and challenging task.

9. Graffiti is a useful source of information about how people once

10. Graffiti about issues that affect women is less significant than other social commentary.

Questions 11-13

Choose the correct letter, A, B, C or D. Write the correct letter in boxes 11-13 on your answer sheet.

11. Although the writing in Roman graffiti is simple,

- A. it is difficult to interpret.
- B. it remains relatively hidden.
- C. it reveals important aspects of society.
- D. it is still published in history books.

12. The writer suggests that during certain times in history, graffiti

- A. was the sole method of documenting events.
- B. was considered a public disgrace.
- C. was erased from monuments.
- D. did not incorporate the authors' names.

13. The writer concludes by suggesting that

- A. graffiti artists will be revered throughout the world.
- B. graffiti will continue to leave a lasting legacy.
- C. some countries will make graffiti a legal art form.
- D. the general public will come to see graffiti as art.

**READING PASSAGE 2**

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2 below.

**Sand dunes**

A dune is generally classified as a type of landform, which most commonly consists of sand and which is formed by grains of sand blown by the wind. These kinds of land formations are found in deserted environments and by beaches in coastal areas, but they can also be found inland and, perhaps unexpectedly, in some underwater locations, such as riverbeds. They can also be artificially made. The oldest dunes are over 9,000 years old, whereas others are only a few years old. Natural dune formation occurs through what is known as an Aeolian process; that is when the wind has the ability to change the shape of the Earth's surface. A dune begins its formation when the wind blows sand into a sheltered area behind some sort of obstacle, and from here, the dune grows.

As the dune grows, there are usually two features that develop; the windward side of the dune, which is where the wind blows the sand grains and pushes them in an upward direction, and the slipface, which is the opposite side and faces away from the wind and appears much smoother than the windward side. However, there are five major categories of dunes based on their shape and the wind direction. Crescentic sand dunes are the most common and the fastest moving of all known dunes. These are characterised by a letter 'C' shape, with the windward side being the widest area. Similar to crescentic dunes are parabolic dunes, which have a similar 'U' shape. In this type of formation, alternatively known as a blowout, the centre of the dune has been hollowed out by the wind.

The dunes in the Sahara Desert, though, are examples of star dunes. These have pointed peaks and at least three slipfaces because the wind attacks the dune from many different directions. The rarest dune shape is known as the dome; this is circular in shape and, unlike other dunes, has no slipface - this dune is formed by the wind coming from any direction. The linear dune mostly consists of a fairly straight line of a continuous peak, but can include regular curves along its length. These are formed from the wind coming in two directions at an approximately equal speed.

In order for sand dunes to form, there are various conditions which need to be met. Firstly, there needs to be a large quantity of loose sand available. There should be little or no vegetation in the sand, as this helps to stabilise the sand, making it harder to move. Secondly, the wind is an essential factor for the formation of dunes. Finally, some kind of obstacle or object must be present in the direction of the wind, such as a tree or a rock. This is needed to force the momentum of the sand to stop and begin to accumulate, therefore forming a dune.

Being an important element in the formation of dunes, the wind can move the sand in three different ways. The most common way for sand grains to be moved is by the wind bouncing them along the surface until they settle next to an object; this is called saltation and occurs 95% of the time in dune formation. If the grains of sand collide into each other and force movement, this is known as creeping and occurs in only 4% of formations. The least common method for sand grains to move is called suspension, and this is where the grains are blown high up in the air and fall down to settle, to account for the remaining 1% of occurrences.

During formation, the sand grains keep moving until they are halted by an obstacle. The heavier grains settle against the object, whereas the lighter grains fall on the other side of the object. As the dune grows, lighter grains are blown up the windward side of the dune, eventually reaching the top, or the crest, of the dune. These lighter grains then fall down the slipface. Occasionally, the crest crumbles under pressure and this is how it is considered that dunes move. Dunes are constantly moving due to the pressure of the wind as the crest tumbles and then is built up again. In fact, in some areas, this dune migration threatens agriculture and towns because of the continual shifting of dune crests, encroaching on human habitats.

Even though dunes shift, there are some animal and plant species that can survive in this otherwise hostile environment. There is no soil, so grasses with shallow roots do well in dunes. In some dune areas, a lizard called a sandfish thrives in the sand and rare species like the yuz, or Asiatic cheetah have adapted to living in a dune environment. These species are highly specialised and often endangered, so conserving dunes is extremely important for their survival.

Dunes are threatened by human recreation and land development as well as by climate change. They often cannot migrate further inland because of redeveloped land, and this proves a problem when sea levels rise, leaving the dunes with nowhere to migrate. Beachgoers and visitors also contribute to dune destruction by trampling over the dunes causing an interruption to the natural process. Additionally, strong sea defences prevent the availability of new sand for the replenishment of dunes. However, some countries, such as the USA and UK, have dedicated programmes of

protection. Measures taken to help protect dunes include the planting of vegetation to help stabilise and decelerate growth in order to conserve some of the rarest animal and plant species on Earth.

Questions 14-16

Choose ONE WORD ONLY for each answer.

Write your answers in boxes 14-16 on your answer sheet.

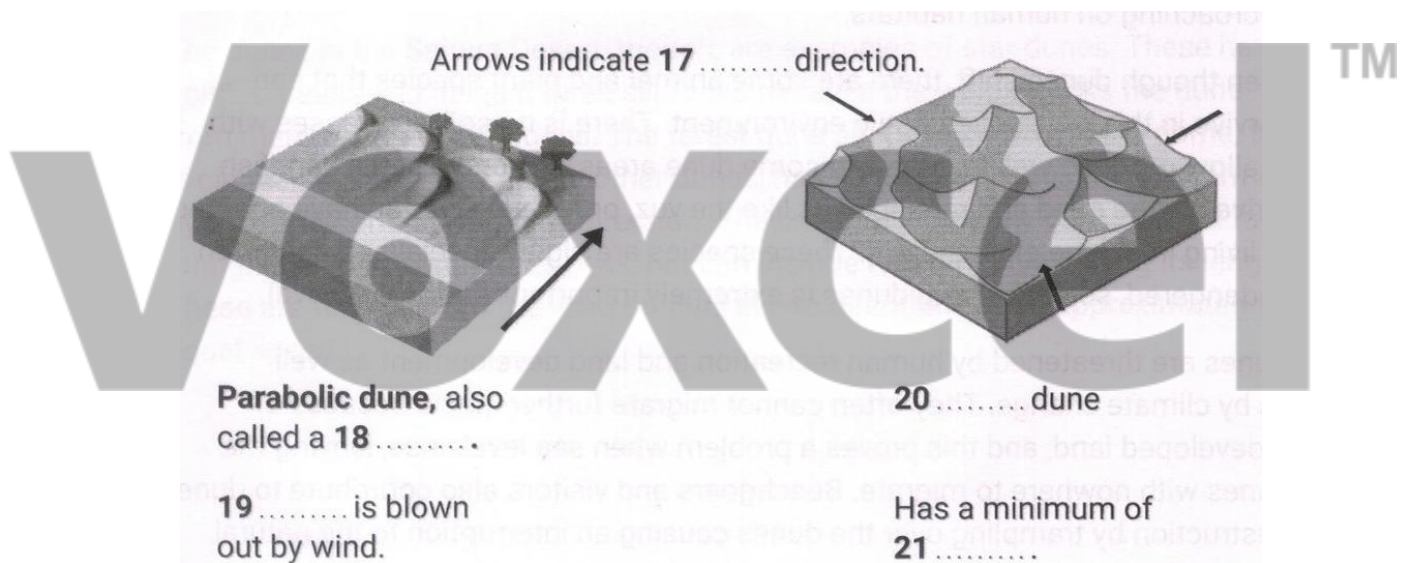
Answer the questions below.

- 14. Where might you be surprised to find dunes?
- 15. What part of a dune sometimes collapses causing the dune to migrate?
- 16. What is the name given to the side of the dune where air forces the sand upwards?

Questions 17-21

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.

Write your answers in boxes 17-21 on your answer sheet.



Questions 22-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 22-26 on your answer sheet, write

- TRUE if the statement agrees with the information
- FALSE if the statement contradicts the information
- NOT GIVEN if there is no information on this

- 22. For sand dunes to form, plant life should be virtually non-existent.
- 23. The process known as saltation happens more frequently in coastal areas than inland.
- 24. Lighter sand grains generally accumulate on the windier side of an obstacle.
- 25. Vegetation with deep roots thrives in sand dunes.
- 26. Climbing over sand dunes can cause damage to them.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

**The Re-emergence of Mary Seacole**

**A.** You could be forgiven for not knowing the name of Mary Seacole, but due to direct comparisons with her well-known and highly respected counterpart, Florence Nightingale, her story and influence is now taking its place in the narrative of British history. Seacole was a Jamaican-born British nurse who, with no formal qualifications, gave healing and sustenance to wounded soldiers near the battlefields of the Crimean War. Her story was largely forgotten for a century, but recently she was voted the most influential black Briton and is now commemorated with a statue which stands outside St Thomas' Hospital in London.

**B.** Mary Seacole was born Mary Jane Grant to a Scottish army officer and a Jamaican mother in 1805 in Jamaica. She was brought up with two siblings while her mother ran a boarding house for locals, and often military officers, on the island. As her mother ran a respectable business and her father was an officer, it is likely that Mary would have had a relatively high social status in Jamaican society. It was in the boarding house that Mary learned healing skills from her mother and where she started to understand how traditional Caribbean medicine worked. After helping her mother to run the boarding house, the fifteen-year old Mary travelled to England with relatives where she would learn more about European medical practices, which would complement her existing knowledge.

**C.** In 1823, Mary returned to England, bearing West Indian pickles and preserves to sell. It was unusual for a young woman to travel unaccompanied in these times, even more so with business propositions. She remained in England for around two years, then returned to the Caribbean where she would embark on travels to Cuba, the Bahamas, and Haiti. She married Edwin Seacole in 1836 in Jamaica and, soon after, the couple set up a store selling provisions. Unfortunately, the shop was unsuccessful and soon closed down. To add to this bad luck, a fire destroyed some of her mother's boarding house in 1843 and the following year, both Mary's mother and husband died.

**D.** Determined to carry on, Mary had the boarding house rebuilt and continued to run it, increasingly looking after military patients. In 1850, Jamaica suffered a terrible cholera outbreak in which approximately 32,000 Jamaicans succumbed to the disease. Mary contracted the disease but managed to cure herself of it. Her cure involved the use of mustard, both as an ingredient in plasters and taken orally to induce vomiting. In addition to this, she used a mineral called calomel, as well as warm cloths, to help beat the disease. She continued using her cholera cures during a visit to see her half-brother in Panama in 1851, which experienced an outbreak soon after she arrived.

**E.** After Mary had set up a restaurant in Panama and assisted Jamaican authorities with other epidemics, she travelled to England once again in 1853 because she had heard about the Crimean War and wanted to offer her nursing services, so once she was in London, she applied to the War Office. Thousands of soldiers were suffering from cholera, and with her personal experience of having suffered from the disease, Mary believed she could be of use. The War Office refused her application, but, undaunted, Mary travelled to the Crimea region independently. There, with the help of a relative of her late husband's, she set up the British Hotel, which offered food, drink, beds, and nursing care to wounded soldiers. Mary sourced the location of the hotel and asked locals to help find any discarded building materials they could reuse. The hotel was finished at a cost of only £800. Due to her kindly nature and caring attitude, she was often referred to as Mother Seacole while she tended to the wounded.

**F.** Mary Seacole remained in the Crimea until the end of the war in 1856. When she returned to England she was in poor health and possessed very little money. Soldiers who had received Mary's care and attention first-hand wrote to British newspapers praising her efforts during the war, and a fund was set up to help Mary survive and continue her work. Although some money was raised, it was not enough to send Mary to India, where she wished to continue her healing. At some point, Mary returned to Jamaica for a while, where she became a prominent member of Jamaican society. However, she ran short of money again and the fund was restarted. As a result of the funds, she bought some land in London and returned to England. She eventually passed away there in 1881, leaving a small amount of money as a legacy.

**G.** Mary Seacole was nearly erased from the history books, but when her grave was rediscovered in 1973, a society was set up to ensure her memory is never forgotten. The publication of her autobiography in 1983, *The Wonderful Adventures of Mrs Seacole in Many Lands*, also helped bring her to the attention of a wider audience. Although criticism still resonates over the fact that she had no formal training, her endeavours in healing and providing for soldiers deserve recognition. More recently, her story has been added to the UK national curriculum and numerous buildings now bear her name, alongside a statue which was erected in 2016.

Questions 27-32

Reading Passage 3 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.

NB You may use any letter more than once

- 27. an example of witness accounts of Mary's nursing style
- 28. a reference to travel with family members
- 29. a refusal from a higher authority
- 30. a reference to Mary's place in British education
- 31. an explanation of a nickname given to Mary
- 32. details of a failed business venture

Questions 33-38

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 33-38 on your answer sheet.

- 33. Florence Nightingale and Mary Seacole
  - A. worked together in a hospital.
  - B. are often compared to each other.
  - C. were born in the same place.
  - D. have largely been ignored by history.
- 34. Why was Mary likely to have been respected as a child?
  - A. Because she knew how to heal people.
  - B. Because she had a Scottish father.
  - C. Because she understood European medicine.
  - D. Because of her parents' positions.
- 35. Mary set up a shop in Jamaica
  - A. before she got married.
  - B. after her mother died.
  - C. when the boarding house burned down.
  - D. with her husband.
- 36. Mary was able to effectively treat soldiers suffering from cholera
  - A. because of her work during the Jamaican outbreak.
  - B. thanks to her understanding of European medicine.
  - C. as a result of having had the disease herself.
  - D. due to new medicines becoming available.
- 37. Before she went to England in 1853, Mary
  - A. applied to serve as a nurse in the war.
  - B. received formal nursing training.
  - C. helped officials treat other illnesses.
  - D. opened a hotel in Panama.
- 38. The British Hotel in the Crimea region
  - A. provided beds for local people.
  - B. was built from brand new materials.
  - C. was built by Mary alone.
  - D. offered a variety of services.

Questions 39 and 40

Answer the questions below.

Choose NO MORE THAN TWO WORDS for each answer .

Write your answers in boxes 39-40 on your answer sheet.

- 39. Where did Mary want to go after the Crimea?
- 40. What do critics believe Mary Seacole lacked?

**Answers – Burlington AC 3**

1. v
2. iii
3. i
4. vii
5. iv
6. viii
7. YES
8. NOT GIVEN
9. YES
10. NO
11. C
12. A
13. B
14. riverbeds
15. crest
16. windward
17. wind
18. blowout
19. centre
20. star
21. 3/three slipfaces
22. TRUE
23. NOT GIVEN
24. FALSE
25. FALSE
26. TRUE
27. F
28. B
29. E
30. G
31. E
32. C
33. B
34. D
35. D
36. C
37. C
38. D
39. India
40. formal training