

FOR OFFICIAL USE

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**X222/301**



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Total Mark  
(A + B + C)

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NATIONAL  
QUALIFICATIONS  
2010

MONDAY, 7 JUNE  
9.00 AM – 9.30 AM

ENGLISH FOR  
SPEAKERS OF OTHER  
LANGUAGES  
HIGHER

Section A: Listening

**Do not open this paper until you are told to do so.**

**Fill in these boxes and read what is printed below.**

Full name of centre

--

Town

--

Forename(s)

--

Surname

--

Date of birth

Day      Month      Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--

Number of seat

--

For this examination you must use **blue** or **black ink**.

**Section A Listening**

25 marks are allocated to this paper.

You will hear 3 different recordings played twice. There will be a gap before each recording is repeated. You will have 1 minute to finish answering the questions after you hear the second playing of each recording.

There will also be 1 minute at the end to check your answers.

You will have 1 minute to read the questions before you hear each recording.

Use of a dictionary is **not** permitted.

As you listen to the recordings, you may take notes on the separate sheet provided.



## Section A Recording 1

Marks

1. Complete the sentences below. Write no more than **three** words for each answer.

(i) Wild mushrooms cannot be produced on a \_\_\_\_\_ **1**  
\_\_\_\_\_ basis.

(ii) SNH have created a \_\_\_\_\_ **1**  
in relation to mushroom picking.

(iii) The first guest says you should limit the number of mushrooms you  
pick because \_\_\_\_\_ **1**  
rely on them.

(iv) According to the first guest, commercial picking is  
\_\_\_\_\_ **1**  
because the area may become trampled.

*Marks*

Choose the correct answer for each question and tick (✓) **one** box.

2. Barbara states that wild mushrooms

- A are great in home cooking.  
 B are like any other forest produce.  
 C should be sold by the Forestry Commission.  
 D belong to the general public.

☐  
☐  
☐  
☐
**1**

3. The judge

- A ruled in favour of the Forestry Commission.  
 B thought this was too trivial for a court case.  
 C said mushroom picking was a waste of time.  
 D was too busy dealing with real criminals.

☐  
☐  
☐  
☐
**1**

4. According to Barbara, which one of these statements is true?

- A Commercial pickers are always careful with mushrooms.  
 B Tree felling is worse for mushrooms than commercial picking.  
 C Commercial picking is worse for mushrooms than tree felling.  
 D Tree felling spoils the natural beauty of the countryside.

☐  
☐  
☐  
☐
**1**

5. The passage is mainly about

- A the promotion of wild mushroom picking in the UK.  
 B the rights and wrongs of commercial mushroom picking.  
 C the dangers of picking poisonous mushrooms.  
 D the environmental damage caused by all mushroom pickers.

☐  
☐  
☐  
☐
**1**

**[Turn over**

**Section A Recording 2**

*Marks*

*Choose the correct answer for each question and tick (✓) **one** box.*

**6.** Katy has recently

- A won her first ever gold medal in a European event.
- B helped Britain win gold in the European championships.
- C speed skated in her final championship relay.
- D set a new UK record for her solo performance.

☐  
☐  
☐  
☐

**1**

**7.** Katy

- A began her career as a figure skater.
- B continues to compete in figure skating.
- C does not have much short track potential.
- D started figure skating on the advice of her coach.

☐  
☐  
☐  
☐

**1**

**8.** Katy moved to Nottingham because she

- A found a full-time job there.
- B wanted to do 'A' levels there.
- C wanted to further her career.
- D had relatives in the area.

☐  
☐  
☐  
☐

**1**

*Marks*

9. Complete the sentences below. Write no more than **three** words for each answer.

(i) Katy's first experiences of \_\_\_\_\_ **1**  
were not promising.

(ii) Katy's regime includes skating for \_\_\_\_\_ **1**  
six days a week.

(iii) Although Katy is \_\_\_\_\_ **1**  
she believes she is a strong contender.

(iv) Speed skating is a demanding sport that can easily result in  
\_\_\_\_\_ **1**

Choose the correct answer for the question and tick (✓) **one** box.

10. The programme is about

- A a young Olympic ice skating medallist.  
B the jet-set lifestyle of a speed skater.  
C potential medallists at London 2012 Olympics.  
D the life and hopes of a young speed skater.

☐  
☐  
☐  
☐
**1****[Turn over]**

Section A Recording 3

Marks

Choose the correct answer for the question and tick (✓) **one** box.

11. Ofcom's report found that British people

- A are watching dramatically more TV.
- B prefer to watch TV on their laptops.
- C still watch TV, while doing other things.
- D spend more time on the Internet than watching TV.

☐

☐

☐

☐

1

12. 16–24 year olds

- A watch less TV than the UK average.
- B watched less TV five years ago.
- C watch more TV than the over 65s.
- D are distracted while watching TV.

☐

☐

☐

☐

1

Marks

13. Match the first part of each sentence with the sentence endings in A-E.

Thanks to DVRs, people _____	A.	have Internet access
Advertisers dislike DVRs because people _____	B.	are now spending more on-line.
Although still involved in TV, advertisers _____	C.	are finding less costly options.
The majority of households with a computer _____	D.	are not restricted by TV schedules.
Broadband is less popular because young people _____	E.	generally avoid watching the ads.

5

Mark the following statements **True** or **False**.

14. With regard to communication devices, people are less environmentally aware than with goods such as cars and freezers.

1

15. Ofcom is responsible for controlling manufacturers.

1

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

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# **X222/302**

NATIONAL  
QUALIFICATIONS  
2010

MONDAY, 7 JUNE  
9.00 AM – 9.30 AM

ENGLISH FOR  
SPEAKERS OF OTHER  
LANGUAGES  
HIGHER

Listening Transcript

**This paper must not be seen by any candidate.**

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.



**Instruction to reader(s):**

**Recording 1**

The dialogue below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the dialogue a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it should be read by two female and one male speaker.

Listen to the following radio discussion. Answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 1 before you hear the recording.

*(1 minute pause)*

**TONE**

James: Good morning and welcome to our weekly programme about the natural world and the environment. Soon it will be time to go “mushing” again. Mushroom hunting is the quintessential autumn pastime—there’s nothing like picking mushrooms to get in touch with the natural world. Unlike most foods though, there’s no commercial alternative to hand picking mushrooms from the wild. You can’t grow ceps or chanterelles in your garden. Their subtle ecological needs are impossible to replicate outside their natural habitat. And that, some say, is the trouble.

And just how acceptable is all this foraging? Are there any restrictions? Here with me now is botanist Sandra Hill from Scottish Natural Heritage or SNH. Sandra, first of all, is there such a thing as a national policy on mushroom picking?

Sandra: Hello James. The nearest thing we have at the moment to a national policy in Scotland is the code of conduct published by SNH. It encourages people to follow nine simple rules of responsible behaviour to protect themselves from poisonous species but also allow mushrooms and all that thrive on them to flourish undisturbed.

James: Does mushroom picking do much harm to the environment?

Sandra: Wildlife needs mushrooms, so you should only pick what you will use. What people often don’t realise is that mushrooms and other fungi are fundamental to the existence of trees and plants. The danger is that too many gatherers may trample an area. You see, the main part of the mushroom is below the surface and trampling collapses the air spaces in the soil and destroys the underground fungal cells.

James: So does commercial picking pose a danger?

Sandra: I’d say it’s fine to collect for the family pot, but we’re seeing more and more commercial picking and there may be too many pickers trampling one site. This is frowned upon.

James: Thank you Sandra. Well, frowning is one thing, prosecuting someone is another! In the 1990s the Forestry Commission in England banned commercial picking in the New Forest. This brought it into conflict with Barbara Rae who runs a small business collecting mushrooms there. It ended up in a court battle. We should have Barbara on the line right now. Hello Barbara.

Barbara: Good morning, James.

James: Can you tell us about this experience?

Barbara: As far as I'm concerned, mushrooms are public property and anyone has the right to pick them. I live near the New Forest and I've been running a small business collecting mushrooms there for 30 years. I sell them to hotels and restaurants.

James: The Forestry Commission took a different view and prosecuted you for theft, did they not? During the court hearing they argued that taking products from the forest for commercial gain was like stealing apples from someone's garden.

Barbara: It was absurd! At least the judge was sensible: he dismissed the case on grounds of pettiness.

James: So it wasn't seen as a matter for the criminal courts?

Barbara: Absolutely not. The judge thought it was a waste of time and money. He said he was there to try muggers and drug dealers, not ladies who pick mushrooms!

James: But shouldn't there be a legal way of challenging commercial pickers if they damage a mushroom's natural habitat?

Barbara: Mushrooms actually benefit from careful picking and commercial pickers usually know what they're doing. When I pick mushrooms I make sure I don't damage their root system and I can get a new crop every 10 days for up to three months. It's certainly not in my interest to damage the site.

James: But there have been problems with other commercial pickers who take less care.

Barbara: Well, when problems arise, it's not from careful mushroom picking by people like me, but from felling trees and damaging the delicate upper layers of the soil where the mushrooms live. Wherever the Forestry Commission has cut down the trees, we won't be seeing the mushrooms again for a long time.

James: Sandra, a final comment?

Sandra: It's difficult to say whether there's damage or not. What we are seeing, though, is a massive depletion of the countryside by commercial pickers.

James: So there we are. Commercial picking may or may not harm the fungus. But no one objects to mushrooms being picked for the kitchen.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

**Instruction to reader(s):**

**Recording 2**

The dialogue below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the dialogue a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it may be read by one female and one male speaker.

Listen to the radio broadcast. Answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 2 before you hear the recording.

*(1 minute pause)*

**TONE**

**Presenter:** Those gold medal pessimists who believe that the prospects of nurturing Olympic talent for London 2012 are already on the slide, might care to consider Katy Wong. At just 17, she's a potential Olympic speed skater medallist for the Winter Olympics in Vancouver this year, and she travels widely to compete.

Katy has just returned from the European senior championships in Latvia, where she helped the British relay squad into the final for the first time. Teams of four change over every lap and a half, with the final skater doing two laps. Katy took over in third, behind Bulgaria and Germany, but passed both. This was Britain's first gold in the event. It was a UK record, and the last event of the championships. I caught up with Katy yesterday on her rest day after she arrived home the previous evening.

**Katy:** The Olympics are my dream, it's what you train for. It's why I get out of bed at 5.30 every morning. My coach introduced me to short track at Ayr's Centrum ice rink five years ago. I'd been a figure skater from the age of eight. My coach thought I had more short track potential. When Centrum were short of speed skaters for a match they asked me to have a go. I couldn't believe my luck when I qualified for the British championships.

**Presenter:** Katy kept on at figure skating until going to Nottingham to skate full time in 2009. She could have gone further in figure skating, but clearly had more potential in short track speed skating.

**Katy:** When the Centrum ice rink closed, there wasn't enough short track ice in Scotland. Although I broke the British record, I was told the lack of ice time would stop me proceeding much further. So I did my standard grades, and left for Nottingham at the age of 15. Being away from my family wasn't easy but I wanted to make skating my career and Nottingham is where the whole GB squad train. I've been there for 18 months and now I'm studying for A levels in English and Psychology. I hope to go to university. And of course I hope to be an Olympic medal contender this winter.

Presenter: Katy holds a slew of UK records in various age groups, but she's first to admit the omens were initially inauspicious: the first time she raced abroad she fell in all three races. But Katy proved a quick learner. I asked her what kind of regime she follows.

Katy: Now I'm up at 5.30 six days a week, and warmed up by 7.30 for two hours on the ice. I also train off ice for a further two hours, six days a week. If I didn't train here in Nottingham, I'd have no support at all. When I qualified for the World championships and got a medal, it struck me that my opponents would also be at the Olympics, and that I might have a chance there too. You just don't know.

Presenter: Katy's still growing, so only minimal weight training is allowed, but she doesn't consider her size a problem. She defies critics who suggest that at just 5ft 2ins and under eight stone, she lacks the strength or physique to be a major force.

Katy: It's true that speed skating's pretty physical and there's a lot of pushing, but I'm quite sneaky. Because I'm so small, I can avoid that. It's harder among the boys, because they don't think of the consequences. I've had quite a few injuries: ice burns, cuts, stitches and so on. I had a big chunk sliced out of my back last year and my mum was horrified, but you just get on with it.

Presenter: Here's to a successful winter Olympics for Katy later this year.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

**[Turn over**

**Instruction to reader:**

**Recording 3**

The passage below should be read clearly and naturally. After reading the introduction you should pause for 1 minute to allow candidates to read the questions. On completion of the first reading pause for 10 seconds, then read the passage a second time. On completion of the second reading pause for 1 minute to allow candidates to write their answers.

Where special arrangements have been agreed in advance to allow the reading of the material, it may be read by one male or one female speaker.

Listen to the report and answer the questions that follow. You now have 1 minute to read the questions in Section A Recording 3 before you hear the recording.

*(1 minute pause)*

**TONE**

The traditional picture of the British family spending its evening slumped in front of the TV has changed dramatically, according to a new report from the watchdog Ofcom. The box is still on, but the people on the sofa are talking on the phone, texting furiously or surfing the Internet. Increasingly we're using a laptop with a mobile broadband connection, while keeping one eye on the TV screen.

The report shows the UK's continuing love affair with the mobile. More people send a text every day than access the Internet and there are more phones in circulation than there are people in the UK. The mobile phone and other distractions mean young people are watching fewer TV shows, with 16 to 24-year olds glued to the set for about 150 minutes a day in 2009, 10 minutes less than five years ago and more than an hour less than the UK average. People over 65, in contrast, spend five hours a day watching TV.

The 16–24 age group is now also spending the most time on-line. Download and streaming services such as the BBC's iPlayer are reporting record demand as many choose to watch their favourite TV programmes when they want by getting content from the Web. Throwing off the shackles of the TV schedulers is not just the ambition of people with an Internet connection. Almost a quarter of UK households had a digital video recorder by the end of last year, up 53% on 2008. DVRs allow people to store their favourite shows for viewing later. Their success is bad news for advertisers who use commercial television to get in front of a mass audience. Of those with a digital recorder, 88% always skip past the ads, according to Ofcom.

The Ofcom report shows that on-line advertising hit £2.8bn last year, up 40%, and eclipsing spending on the traditional terrestrial channels such as ITV and Channel 4 for the first time. Given how much more time people spend watching TV than using the Internet, the figures look incongruous. But the Ofcom report does not take into account the amount of time British consumers spend on-line at work. Most households that have a computer are already on-line, with PC penetration running at 72% in the UK and internet penetration close behind at 67%. Broadband take-up of UK households has slowed not least because younger consumers such as students are opting to buy mobile phone "dongles" that give

Internet access and are often cheaper than a lengthy broadband contract. Over 2 million Britons now use mobile Internet services, with sales of dongles nearly doubling between February and June 2008.

The report also found that though most people say they care about the environment, we don't seem to consider the impact when buying a TV. Two thirds of us claim that we turn off our devices to save energy and one of the interesting things about the media communications sector is that there isn't the same level of awareness or understanding of environmental issues that you have in markets like white goods or motor vehicles. So for instance we found that many people, in fact more than half of us, decide to leave our set-top boxes on stand-by when not in use. If everyone in this country with a set-top box left it on at night, it would use the same amount of electricity to make 80 billion cups of tea.

Ofcom's remit is not to wag fingers at people or companies in terms of the environmental impact of what they're doing, but it's to promote better understanding and appreciation of these issues. Manufacturers, for their part, are expected to communicate these issues either at point of sale or in the promotional materials when they're selling these devices.

*(10 second pause after first reading)*

TONE

*(1 minute pause after second reading)*

You now have 1 minute to check your answers.

*(1 minute pause)*

TONE

This is the end of the listening test.

*[END OF TRANSCRIPT]*

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**X222/303**



\* X 2 2 2 1 2 0 2 2 \*

NATIONAL  
QUALIFICATIONS  
2010

MONDAY, 7 JUNE  
9.50 AM – 12.00 NOON

ENGLISH FOR  
SPEAKERS OF OTHER  
LANGUAGES  
HIGHER

Section B: Reading  
Section C: Writing

**Do not open this paper until you are told to do so.**

**Fill in these boxes and read what is printed below.**

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day      Month      Year

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Scottish candidate number

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Number of seat

For this examination you must use **blue** or **black ink**.

**Section B Reading**

25 marks are allocated to this section.

Read the two texts and answer the questions which follow.

Use of a dictionary is **not** permitted.

**Section C Writing**

There are three parts in this section

25 marks are allocated to this section.



## SECTION B—READING

Recommended Time: 40 minutes

### Text 1

*Read the article and answer the questions that follow.*

#### **Waking up to the dangers of junk sleep.**

- 1 It has become such a widespread phenomenon that it needed a new term. A major problem for Britain's teenagers to grapple with now is "junk sleep".
- 2 According to a report out today, playing computer games and watching television is preventing many of them from getting the sleep needed to keep them healthy. Nearly one in three is surviving on as little as four hours per night, with many going to school exhausted, a survey by the Sleep Council has found.
- 3 Experts have warned that youngsters who do not get enough sleep are storing up problems for later life. They argue that educational development and health are just some of the factors that could be affected. According to the research, the trend for staying over at friends' homes, and parents who are too relaxed, is only adding to the problem.
- 4 Dr Chris Idzikowski, from the Edinburgh Sleep Centre, which specialises in helping people with sleep disorders and related conditions, said: "This is an incredibly worrying trend. What we are seeing is the emergence of junk sleep—that is, sleep that is of neither the length nor quality that it should be in order to feed the brain with the rest it needs to perform properly at school."
- 5 The study of 1000 12–16 year-olds found that 30% were getting four to seven hours sleep before a school day instead of the recommended eight to nine hours for this age group. Nearly a quarter said they fell asleep more than once a week either watching television or listening to music, or with other electrical items running. 99% said they had a phone, music system or television in their bedroom and two-thirds had all three.
- 6 Only one in 10 of all teenagers surveyed said they gave much thought to their sleep quality. Asked how they thought lack of sleep affected them, they ranked energy levels top followed by mood, school work, hair and skin and weight. More than half said they were kept awake by worrying about what they had to do the next day, while 76% blamed uncomfortable temperatures, and a few complained about an uncomfortable bed.
- 7 Dr Idzikowski said: "I'm staggered that so few teenagers make the link between getting enough good quality sleep and how they feel during the day. Teenagers need to wake up to the fact that to feel well, perform well and look well, they need to do something about their sleep."
- 8 The survey revealed that 40% of teenagers generally feel tired during the day. Staying the night at friends' houses could also be contributing to poor sleep, the survey found. Almost a quarter of teenage girls said they slept over with friends once a week or more, and 19% of boys said the same.
- 9 Dr Idzikowski was sceptical. He said: "For sleepover, I think it would be more accurate to say 'wakeover'. Parents aren't necessarily as strict as they once were with the 'lights out' policy. And with so many bedroom distractions, the

amount of sleep achieved when sleeping at friends' has to be highly questionable."

- 10 Dr Idzikowski also linked poor quality sleep and weight gain with tired teenagers possibly craving sugary or high fat foods. He said: "Unfortunately, sleep seems to be going the same way as junk food. It may even be the case that junk sleep leads to junk food. Youngsters need to be taught that a healthy lifestyle includes healthy sleep as

well as healthy food."

- 11 With sleep having a restorative function, experts believe it is important to develop a sensible pattern as a teenager or risk problems in later life. Dr Idzikowski added: "Adult insomniacs have quite often been poor sleepers as children, and people who are insomniacs are likely to develop depression. The whole thing creates a cascade of problems."

**[Turn over**

## QUESTIONS

DO NOT  
WRITE IN  
THIS  
MARGIN

### Part 1

*Marks*

*Choose the correct answer and tick (✓) **one** box.*

1. How would you best summarise this extract?

A Modern technology disrupts teenagers' sleep. ☐

B Teenagers need to get more sleep or they suffer. ☐

C Teenagers are following a junk lifestyle. ☐

D Teenage mental health problems are linked to lack of sleep. ☐

**1**

*Complete the sentences below.*

*Write no more than **three** words for each answer.*

2. Health problems when older may be caused by \_\_\_\_\_

\_\_\_\_\_ when young.

**1**

3. Sleep needs to be of a sufficient \_\_\_\_\_ and

\_\_\_\_\_ for the brain to function well.

**1**

4. Some experts say that parents should be \_\_\_\_\_

\_\_\_\_\_ during sleepovers.

**1**

**Part 2***Marks***5.** Which **three** of the following does Dr Idzikowski say?*Tick (✓) three boxes.*

- A Poor quality beds lead to poor sleep. ☐
- B New technology prevents children from getting enough sleep. ☐
- C Teenagers don't understand how sleep affects health. ☐
- D We should teach teenagers about the benefits of sleep. ☐
- E Teenagers who don't sleep enough are likely to be depressed. ☐
- F There may be a connection between poor sleep and poor diet. ☐

**3****6.** Which **three** of the following are true about teenagers?*Tick (✓) three boxes.*

- A More than a third regularly sleep with electrical devices on. ☐
- B Virtually everyone has media-related technology in their room. ☐
- C They don't give much consideration to how well they sleep. ☐
- D Anxiety is not a significant cause of poor sleep. ☐
- E Being too hot or cold in bed is the biggest cause of poor sleep. ☐
- F Almost half regularly fall asleep at school during the day. ☐

**3****7.** Which word in paragraph 9 has this dictionary entry?

\_\_\_\_\_ : (adjective ) unconvinced

**1****8.** Which word in paragraph 11 has this dictionary entry?

\_\_\_\_\_ : (adjective ) soothing/healing

**1****12 Marks**

## Text 2

*Read the short story below and answer the questions that follow.*

- 1 If she hadn't been fond of dogs, she would never have volunteered for this particular job. When her class at school were asked if they would give up some of their spare time towards helping old people, most of the tasks on offer had sounded dreary. Visiting housebound old men and women, making them cups of tea and talking to them; she hadn't fancied that, and she wasn't any good at making conversation. She didn't like the idea of doing anyone else's shopping. Nor did she want to push a wheelchair to the park. But walking old Mrs Matthews' dog; that had seemed like something she might even enjoy. She couldn't go every evening, but she would take him for a good long run in the park on Saturdays, and on fine evenings, when the days were longer, she'd try to call for him after school some weekdays. She had started out full of enthusiasm.
- 2 What she hadn't reckoned with was the dog himself. Togo was huge. It was as much as she could do to fasten and unfasten his leash, and he did not make that easy. The early evening walks weren't quite so bad because there wasn't time to take him to the park, so he stayed on the leash all the time. Even then he was difficult to manage. He seemed to have had no training and he certainly had no manners. He never stopped when she told him to, never came when she called him, so that every Saturday, when she let him run free among the bushes and trees in the park, she was afraid she might have to return to Mrs Matthews without the dog, confessing that he had run away.
- 3 This particular evening was horrible. She'd been kept later at school than usual, and although it was already March, the sky was overcast, it was beginning to get dark, and a fine rain made the pavements slippery. Togo was in a worse mood than usual. He had slouched along, stopping for whole minutes at lamp-posts and dustbins and misbehaving in the most inconvenient places, in spite of her frantic tugs at the leash to try to get him off the pavement. He was too strong for her to control, and he knew it.
- 4 They reached the zebra crossing on the hill. The traffic was moving fast, as it always did during the evening rush-hour. She would have to wait for a break before she could step off the pavement, especially as, in the half dark, she knew from her Dad's comments when he was driving, pedestrians on the road were not easy to see. She stood still and dragged at Togo's lead. But Togo did not mean to be dictated to by a little schoolgirl, and after a moment's hesitation, he pulled too. He was off, into the middle of the oncoming traffic, wrenching at the leash, which she had twisted round her hand in order to get a better grip. She threw all her weight against his but she was no match for him. She thought she felt the worn leather snap, she heard the sound of screaming brakes and someone shouted. She had time to think, "What am I going to say to Mrs Matthews?", before her head swam and she thought she was going to faint.
- 5 She found herself standing on the further side of the road. She saw a huddle of people, surrounding stationary cars. Two drivers had left their vehicles and were abusing each other. As the crowd swayed, she saw the bonnet of a red car crumpled by its contact with the back of a large yellow van. She saw too,

a dark stain on the road surface. Blood. Blood made her feel sick and her head swam again. She hesitated, knowing that she ought to go among the watching people to try to explain how Togo had pulled, how she hadn't been strong enough to hold him back. Someone should be told whose dog he was. Someone would have to go and break the terrible news to Mrs Matthews.

6 As she was considering this, she heard the siren of a police car and the call of an ambulance. She thought, "Perhaps someone got badly hurt in one of the cars, and it's all my fault." Her courage evaporated, and she turned away from the accident and began to walk, on legs that trembled, up the hill towards her own home. She thought, "I'll go and tell Mum." But then she remembered how much Mrs Matthews loved horrible Togo, how she talked about him as her only friend, and how dreadful it was going to be for her to open her front door to find a policeman telling her that her dog was dead. She had to go first to Mrs Matthews' house, to break the news gently, and also to explain that she had tried her best to prevent the accident.

7 She found that she must have been walking really fast, which was surprising, considering how much she was dreading the ordeal in front of her. Her heart beat furiously as she unlatched the small wooden gate and walked the short distance up to the front door, rehearsing exactly how to say what she had to. She lifted the knocker. As it came down on the wood, it made a hollow, echoing sound.

8 Extraordinary. From the other side of the door, she heard something very much like Togo's deep, menacing growl. She must be in such a state of nerves that she was imagining impossible things. Or perhaps when she felt faint out there in the road, she had fallen and hit her head and been concussed. She

felt her scalp, under the straight, silky hair, but she couldn't find any tender spots. She waited. Mrs Matthews was arthritic and always took a long time to answer the door and there was no hurry for the message she was going to receive.

9 Steps came slowly, dragging a little, along the passage. The door opened, and she braced herself for the shock she was about to administer and the scolding she was certainly going to receive. But when Mrs Matthews looked out, she behaved in a very peculiar way. Instead of saying immediately, "Where's Togo?" she asked nothing of her visitor, but bent forward and peered out, looking up and down the short row of cottages, as if she were searching for something or someone who might be coming or going in the street. Her head with its thinning grey hair was so close that the girl stepped back, opening her mouth to begin her explanation. But what she saw in the passage behind the old women stopped her from uttering a sound.

10 At the further end of the passage was a dog. Togo. Togo, apparently unharmed, his collar round his neck, and the end of the broken leash still attached, dragging behind him.

11 For a moment she thought he was going to spring forward and attack her. Then she saw that, instead, he was backing, shrinking as far away as he could get. He was making a curious noise, not a howl, nor a growl, but a sort of whine. She noticed that he was trembling. She had never seen Togo tremble before.

12 She started to speak. But Mrs Matthews appeared not to have heard her. She was turning to calm the terrified dog. She was saying, "Whatever's the matter with you, Togo? You look as though you've seen a ghost!"

**[Turn over**

## QUESTIONS

DO NOT  
WRITE IN  
THIS  
MARGIN

### Part 3

*Marks*

*Choose the correct answer for each question and tick (✓) **one** box.*

**9.** Why is the girl looking after Mrs Matthews' dog?

- A Although she does not like dogs, the girl volunteers at school to walk this one. ☐
- B The girl likes dogs and so she chooses this as a way to help elderly people. ☐
- C All the other tasks to help elderly people have been chosen by her classmates. ☐

**1**

**10.** In general, how does the girl feel about walking this dog?

- A Enthusiastic ☐
- B Anxious ☐
- C Impatient ☐

**1**

**11.** Why does the accident happen?

- A Having been kept late at school, the girl rushes across the road into oncoming traffic. ☐
- B It's getting dark and the drivers cannot see the girl as she walks onto the zebra crossing. ☐
- C Determined not to be controlled by his dog-walker, the dog pulls the girl into the traffic. ☐

**1**

**12.** What surprises the girl after Mrs Matthews has opened the door?

- A She is surprised when Mrs Matthews ignores her to talk to Togo. ☐
- B She is surprised when Togo springs forward to attack her. ☐
- C She is surprised to see Togo, who is behaving strangely. ☐

**1**



**Part 4****13.** *Provide short answers to the following questions about the short story.**Marks*

- |   |   |  |
|---|---|--|
| (i) Pick out two words or phrases which show how strong the dog is.<br>(Paragraph 4)  |   |  |
| A _____   | 1 |  |
| B _____   | 1 |  |
| (ii) “the crowd swayed.” What does this suggest about the girl?<br>(Paragraph 5)      |   |  |
| _____   | 1 |  |
| (iii) Why does the girl decide to go home initially? (Paragraph 6)                    |   |  |
| _____   | 1 |  |
| (iv) How does the girl feel just before Mrs Matthews opens the door?<br>(Paragraph 9) |   |  |
| _____   | 1 |  |
| (v) What is the surprising ending of this story?                                      |   |  |
| _____   | 1 |  |
| (vi) Why is it a surprise?  |   |  |
| _____   | 1 |  |
| (vii) Which word in paragraph 5 has this dictionary entry?                            |   |  |
| _____ : (noun) small group  | 1 |  |
| (viii) Which word in paragraph 7 has this dictionary entry?                           |   |  |
| _____ : (noun) unpleasant and difficult experience.                                   | 1 |  |

**13 Marks****[END OF SECTION B—READING]****[Turn over**

## SECTION C—WRITING

### Part 1

Recommended Time: 10 minutes

*Read the following text. Look carefully at each line. In each line of the text there is either **one** extra word or **one** missing word. Write the extra or missing word in the spaces 1–10. The task begins with two examples (a) and (b).*

First Aid managers and first-aiders	
Whenever people working a First Aid manager must be available.	a. <u>are</u>
His or her responsibilities include <u>the</u> looking after first aid equipment,	b. <u>the</u>
making sure it is always available, on taking control when someone is	1. _____
injured calling the emergency services if necessary. A First Aid	2. _____
manager does not have to a trained first-aiders although basic training	3. _____
which is recommended. First-aiders must be specially trained and	4. _____
approved by government Health and Safety experts. Should give	5. _____
treatment only in the techniques they have been trained carry out;	6. _____
otherwise they could cause more further injury. First-aiders may need	7. _____
additional training where are special workplace hazards. The number of	8. _____
first-aiders needed in a workplace it depends on factors such as risk,	9. _____
layout and number of some employees. It is recommended that	10. _____
provision should also cover non-employees.	

*Health and Safety: First Principles; Chadwick House Group; Chartered Institute of Environmental Health; 1 902423 007 Chadwick House Group Limited 1998 p. 18*

**5 Marks**

## Part 2

### Everyday Communication

Recommended Time: 30 minutes

Recommended Length: 140 words (*you do not need to write any addresses*)

A large supermarket chain is asking for permission to open a supermarket in your area, saying that the benefits will be:

- lower prices
- local jobs
- convenience.

However, critics of this say:

- small and specialist shops will suffer
- local economy will not benefit
- traffic congestion will increase.

Your local councillor wants to find out local opinion on this.

*Write an e-mail to your councillor outlining your views. Use the lined answer sheets on pages 12 and 13.*

**8 Marks**

**[Turn over**

[illegible]



### Part 3

Recommended Time: 50 minutes

Recommended Length: 240 words (*you do not need to write any addresses*)

*Read the two tasks below. One is work-related and the other is study-related.*

*Answer **one** task only on the lined answer sheets on pages 15 and 16.*

*Write the task number selected in the box provided on page 15.*

#### Task 1: Work

You work in Human Resources in a large company and you have conducted a survey on employees' attitudes to different work patterns.

Write a report summarising the findings, suggesting reasons for some of the differences and making recommendations to your company.

	Percentage(%) in favour			
	Flexible hours (%)	Working from home (%)	Job-sharing (%)	Working part-time (%)
Women 20–40	60	35	18	48
Women 41–65	52	24	14	38
Men 20–40	63	20	3	10
Men 41–65	70	21	7	18

**12 Marks**

**OR**

#### Task 2: Study

Four universities have recently published student satisfaction surveys. The universities were scored from 1 to 10 for different categories. 1 = very dissatisfied and 10 = very satisfied. All figures are averages.

Write a report summarising the data in the surveys and recommending what you believe to be the best choice of university, giving your reasons.

	University 1	University 2	University 3	University 4
Teaching and course content	9	5	4	8
Library/IT	5	7	10	8
Social Life	4	10	9	8
Sports Facilities	3	10	9	8
Student Safety	4	9	3	7

**12 Marks**

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[illegible]

[X222/303]





## ACKNOWLEDGEMENTS

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Section B Reading Text 2—Extract is adapted from *Crossing Over* by Catherine Storr, taken from *The New Windmill Book of Stories from Different Genres* ISBN 0 435 12495 1. Published by Heinemann. Unable to trace copyright holder.

Section C Writing Part 1—Extract is adapted from Page 18 of *Health and Safety: First Principles* by Chartered Institute of Environmental Health ISBN 1 902423007. Published by Chadwick House Group Ltd. Reproduced by kind permission of Chadwick House Group Ltd.