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Total Mark
(A + B + C)

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NATIONAL QUALIFICATIONS 2013

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES HIGHER

Section A: Listening

FRIDAY, 31 MAY 9.00 AM – 9.30 AM



X222/12/01

Fill in these boxes and read what is printed below.

Full name of centre

Town

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Forename(s)

Surname

Number of seat

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Date of birth

Day

Month

Year

Scottish candidate number

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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

1. According to Richard Cohen, which **two** of these statements are **True**?
Tick (✓) **two** boxes.

- A Modern societies no longer fear retribution from the sun. ☐
- B The Cuzco festival has now become too money-oriented. ☐
- C A llama was sacrificed during the Cuzco festival. ☐
- D Local people dress up as historical figures during the Cuzco festival. ☐
- E The Cuzco festival is aimed at tourists more than locals. ☐
- F The sun still has a symbolic presence for the people of Cuzco. ☐

2

Complete the sentences using no more than **three** words for each answer.

2. Richard Cohen had an amazing experience in Antarctica when he observed _____ . 1
3. According to the interviewer, nowadays we attempt to _____ by harnessing the sun's energy. 1
4. The sun gives off enough energy in less than an hour to supply the world's needs for _____ . 1
5. Almeria has been transformed thanks to the exploitation of _____ and solar energy. 1



Marks

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

6. Which aspects of the sun does Richard Cohen mainly focus on?

A Cultural and technological.

☐

B Scientific and agricultural.

☐

C Religious and historical.

☐

D Commercial and business.

☐

1

7. Which description best fits Richard Cohen?

A A sun worshipper.

☐

B A solar scientist.

☐

C An author adventurer.

☐

D A fiction writer.

☐

1

8 Marks

[Turn over



* X 2 2 2 1 2 0 1 0 3 *

Section A Recording 2

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

DO NOT
WRITE IN
THIS
MARGIN

Marks

8. How does the narrator feel when he hears about the birth?

A Relieved.

☐

B Surprised.

☐

C Pleased.

☐

D Prepared.

☐

1

9. The first form of social networking appeared

A in a music shop.

☐

B on a houseboat.

☐

C at Harvard University.

☐

D in a new business.

☐

1

10. How does the narrator describe Facebook?

A A temporary trend.

☐

B An impenetrable network.

☐

C An exceptional business.

☐

D A star of the big screen.

☐

1

11. According to the narrator, Facebook's employees

A are mainly middle-aged.

☐

B lead healthy lifestyles.

☐

C look to the future.

☐

D often become millionaires.

☐

1



* X 2 2 2 1 2 0 1 0 4 *

Marks

12. Complete the sentences below using no more than **three** words for each answer.

- (i) Chris Cox thinks the next phase of social networking will
revolve around _____ . 1
- (ii) The narrator _____ to
photograph Facebook's founder. 1
- (iii) The narrator finds somewhere for breakfast
by _____ . 1

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

13. What's the narrator's job?

A A photographer ☐

B A reporter ☐

C An Internet entrepreneur ☐

D A researcher ☐

1

14. Which sentence best describes the narrator's attitude to social networking?

A It has its limitations. ☐

B He couldn't live without it. ☐

C It's crucial for family contact. ☐

D It helps avoid family visits. ☐

1

9 Marks

[Turn over



* X 2 2 2 1 2 0 1 0 5 *

Section A Recording 3

Which **one** of these statements is **True**? Tick (✓) **one** box

15. Andrew says that too much UVA exposure can

A lead rapidly to skin cancer.

☐

B lower people's self esteem.

☐

C lead to rare forms of cancer.

☐

D make people look older.

☐

1

Complete the sentence using no more than **three** words.

16. Andrew claims that many sunbed users still _____

_____.

1

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

17. Katie believes that tanning facilities

A are an adequate substitute for sunlight.

☐

B are the best providers of vitamin D.

☐

C require users to take greater precautions.

☐

D are safer than natural sunlight.

☐

1

18. Andrew states that

A sunbeds are definitely dangerous.

☐

B some sunbed users also sunbathe.

☐

C sunbeds are more dangerous than tobacco.

☐

D older people are more likely to get melanoma.

☐

1



* X 2 2 2 1 2 0 1 0 6 *

Marks

19. Complete the sentences using no more than **three** words for each answer.

- (i) According to Andrew the intensity of the midday sun is 10 to 15 times _____ the intensity of sunbeds. **1**
- (ii) According to Katie only a minority of people _____ using sunbeds. **1**

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

20. Andrew claims

- A. there are 3 very common cancers in under 40s. ☐
- B. over 40s are the main users of sunbeds. ☐
- C. regulations regarding age are disregarded. ☐
- D. all day in the sun results in a long-lasting tan. ☐

1

21. The best title for this discussion is

- A. Looking after your skin. ☐
- B. The benefits of sunbeds. ☐
- C. The pros and cons of sunbeds. ☐
- D. How to get a healthy tan. ☐

1**8 Marks**

[SECTION A—LISTENING]

[END OF QUESTION PAPER]



* X 2 2 2 1 2 0 1 0 7 *

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE IN
THIS
MARGIN

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* X 2 2 2 1 2 0 1 0 8 *

X222/12/11

NATIONAL
QUALIFICATIONS 2013

FRIDAY, 31 MAY
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 interview 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 interview 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 one male and one female speaker.

Listen to the interview. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 1 before you hear the interview.

(1 minute pause)

TONE

- Interviewer: Richard Cohen spent 7 years travelling to 22 countries “Chasing the Sun” and this is the title of his latest book. In the epic story of the star that gives us life, he turns his attention to all aspects of the sun, including our attitudes to it at different times and in different civilisations. From solar worship to solar power. What sort of attitudes to the sun do humans have?
- RC: Over the years in different cultures we worship the sun, we fear it and we think we can control it. Many societies have myths that if we don’t worship the sun in the right way it may not rise again next morning.
- Interviewer: The solstice is the root of many rituals. Was there any such ritual that struck you?
- RC: I travelled to Peru and in Cuzco there’s a huge commercial overlay to the summer solstice celebrations, but they’re still attached to the ancient rituals. A llama was offered up, though I’m happy to say it got away with its life. But you’ve got the whole town getting involved in dressing up as ancient Inca warriors and priests and so on.
- Interviewer: Did you get the feeling they were taking this seriously, that it meant something beyond being fun or a touristy event?
- RC: They did pack in the tourists, but there seemed something genuine in the feeling they had: that the sun gave them life, organised their world.
- Interviewer: Another magical element about the sun are eclipses. In 2003 you witnessed an eclipse in Antarctica. Can you tell us about that?
- RC: We were in the Russian base and were told there had been a huge storm that had destroyed all the tents and that the planes were covered in snow. A larger storm was coming up behind it. Our Russian pilot flew us in between the two storms and we had just that window to witness this extraordinary sight. It was surreal, with fluorescent blue around the edges, like something from a film set. This eclipse was close to the horizon. The sun and moon did a sort of dance together and the moon seemed to be devouring it, just like in the ancient stories.

Interviewer: Thinking of us living in the modern world, we're more obsessed with the sun in a less spiritual way, in terms of trying to control it and using it for solutions to practical problems, particularly in terms of energy. You also look at that in your book, how we try to capture energy.

RC: Yes, we get as much sun in 44 minutes in terms of the energy we get, as the world uses in a whole year. And yet only about 2% of our energy needs are met by sun energy. I went to the largest desert in Western Europe, in southern Spain. The area of Almeria had gone from tremendous poverty and it had been turned round by the discovery of water and wells, but also the notion it would be the perfect place to set up solar energy. It's one of the most remarkable places in Europe for harnessing the sun and using it for commercial effect, as well as research & development.

Interviewer: That's all we've got time for. Many thanks to Richard Cohen. Next week I'll be talking to ...

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instruction to reader(s):

Recording 2

The news item 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 news item 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 one male or one female speaker.

Listen to the talk. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 2 before you hear the talk.

(1 minute pause)

TONE

The light was just peeking through the window, when the phone rang. Confused, I stumbled from the bed and opened the curtains. Big buildings, lots of shouting, car horns ... New York. There's only one person who would dare ring me so early. "Mom?" Good news, she said, your sister had the baby. It's a girl! I tried to act surprised. The truth is I was ready for the new arrival, in part because of my sister's posts on Facebook.

For the past two weeks I've been criss-crossing America, making a radio documentary on the history of social networking. My trip began in California, where a group set up a computerised bulletin board in a record store in 1973. Over a couple of weeks I met a host of interesting characters: hippies with houseboats, ambitious Harvard students, people barely out of their teens running start-up companies backed by billionaires.

Along the way I've been test-driving some of the very technology I was learning about. Using social networking sites to arrange interviews, check the news and keep in touch with people scattered all over the world.

I dropped in on the company that's become synonymous with social networking. Facebook may have once looked like a passing fad, but nowadays people take it very seriously. It's easy to see why: half a billion users, a blockbuster film, a super-star CEO. It's a business worth 30 billion pounds. The headquarters of this trendy Internet company is currently housed in an old factory in Silicon Valley. None of Facebook's employees look much over the age of 30. Fuelled by free fruit, strong coffee and late-night ping-pong, they think they're in the vanguard of a revolution, pushing forward an idea that will change the world. Standing in the middle of their headquarters it's hard to think they're wrong. They don't talk about where they are now, or their recent success or the bundles of cash they're making, more than one billion pounds last year, instead they talk relentlessly about what's next.

Chris Cox is vice-president of product, in other words he's in charge of making cool new stuff for your Facebook page. Cox paints a picture where all sorts of everyday decisions are influenced by our friends. Say I want to go out and eat in New York, he says, instead of reading reviews from strangers, I'd go and read what my friends in New York recommend the most. That's how we think things are going to evolve, but we're not there yet.

Afterwards I'm at the hotel, checking my email when Time magazine 'person of the year' walks in ... Facebook founder, Mark Zuckerberg. It's a journalist's dream! I'm beside the richest 20-something on the planet. I fumble with my microphone and camera, but he's through the door in a flash.

Back in New York and it's time to find a restaurant for breakfast. Social networking isn't going to help us here, instead just ask a local. Right around the corner, the Morning Star cafe, tasty pancakes, hot coffee. I use my phone to glance at my Facebook page. Status update from my sister. Baby is here! Born at 2.03am, perfectly healthy! The comments are pouring in. You and 16 other people like this.

For me, one last flight to see my new niece. Just born, but already making an appearance on the computer screens of friends and family around the world. All this online communication is great, but it's still no substitute for actually being there.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instruction to reader(s):

Recording 3

The discussion 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 discussion 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 male and one female speakers.

Listen to the discussion between Peter, the interviewer, Andrew and Katie. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 3 before you hear the discussion.

(1 minute pause)

TONE

- Peter : Good afternoon and welcome to Health Watch At One. Today we're discussing the potential dangers of sunbeds and how they may be contributing to an increase in skin cancer. In the studio we have a spokesperson from The Chartered Institute of Environmental Health —Andrew, and Katie from the UK Sunbed Association. Welcome!
- Andrew/Katie: Hi Peter
- Peter: First of all — Andrew. Is the belief that a suntan is healthy nothing more than a myth? And what evidence, if any, do you have that the use of sunbeds is contributing to the rise in skin cancer?
- Andrew: OK, let me begin by saying that over time the effects of too much UVA exposure can lead to a wide range of medical problems: eye damage, immune system changes, cataracts, wrinkles, premature ageing of the skin and of course, most worryingly of all, skin cancers. Skin cancer is, in fact, the most common form of cancer and approximately 90% of all skin cancers can be traced to UV exposure. However, even though the dangers of sunbeds are well documented in terms of the negative effects they may have on health, many users, alarmingly, continue to ignore advice.
- Peter: But how can you say that sunbeds are responsible for skin cancer rather than it being caused by people sunbathing carelessly, for example, when they are abroad on holiday?
- Katie: Can I just say ... this discussion seems to be focussing on the negative aspects of sunbeds and sun tanning. Indoor tanning facilities do in fact represent a viable alternative to natural sunshine for stimulating the production of vitamin D. Admittedly, it's important to remember to take the same precautions that you would if you were in natural sunlight. Take the UK for example, levels of sunshine are low and, as a result, the body has less chance of manufacturing vitamin D, which plays an essential role in keeping bones, teeth and skin healthy.

- Andrew: Sorry Katie but ... Yes, it is indeed difficult to prove that sunbeds are dangerous as people don't only use sunbeds and then never go out in the sun. But despite this, a lot is still known about sunbeds and the negative effects they can have. Users get a mix of UV rays and half an hour on a sunbed will give them far more exposure than spending the same amount of time in the sun. But very few sunbed users seem to be aware of this. They give little consideration to how intense sunbed rays are and how potentially dangerous they are. Sunbeds are classified at the same carcinogenic level as tobacco, with the intensity of UV rays from sunbeds being up to 10 to 15 times higher than the midday sun. Younger people are especially at risk and sunbed users under the age of 35 have a 75% higher risk of developing melanoma, the deadliest type of skin cancer.
- Peter: Katie do you go along with the belief held by the Institute that sunbeds do, in fact, increase the risks of skin cancer?
- Katie: Absolutely not. Let us be clear that there is absolutely no evidence to suggest that the responsible use of sunbeds alone contributes to health concerns, including skin cancers. Obviously there are some people who should stay away from sunbeds but for the majority of people they are a safe method of getting a tan and feeling good. We have always been clear that certain groups of people should never use sunbeds. However, the majority of people **can** tan and The Sunbed Association offers advice to ensure customers are tanning safely.
- Andrew: Sorry ... but I really have to disagree and add that skin cancer has become the third most common cancer in under 40s which, according to research, is the age-group which predominantly uses sunbeds. Another worry is that there appears to be a lack of enforcement of established regulations regarding the ages of sunbed users. The simple truth at the end of the day is that a sun tan fades but skin damage from tanning does not.
- Katie: I'm sorry but what you say is simply not factual. We work to ensure that the guidelines, with regard to the age of users are followed and ...
- Peter : Ok. We must leave it there but thanks to you both. You can get further information regarding ...(*Fade*) the use of sunbeds and their potential dangers, from the British Medical Council website which you will find at www.bmc.org.uk

(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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Acknowledgement of Copyright

Recording 1	Transcript of Recording
Recording 2`	Transcript of Recording
Recording 3	Transcript of Recording

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NATIONAL QUALIFICATIONS 2013

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
HIGHER

Section B: Reading Section C: Writing

FRIDAY, 31 MAY 9.50 AM – 12.00 NOON



* X 2 2 2 1 2 0 2 *

X222/12/02

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

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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.



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

SECTION B—READING

Recommended Time: 40 minutes

Text 1

Read the article below and answer the questions that follow.

- 1 It is halfway through mid-morning science class and there is still only one seat occupied—that of the teacher, David Riebold. “It’s my first no-show in a while,” Riebold says wistfully, looking at the test tubes he has laid out. “Ah well, there’s always lesson preparation to do.”
- 2 Skipping class is no big deal at Summerhill, Britain’s most progressive school, where pupils set the rules and can miss lessons to play or pursue their own interests. After a long battle with the government that has included threats to close the Suffolk independent boarding school, Ofsted (the government’s education inspectorate in England) has delivered its first endorsement in Summerhill’s 86-year history.
- 3 It is a historic moment for a school where children decide how to spend their time, swearing is allowed and, weather permitting, staff and students can sunbathe in the nude. In 1999 the inspectorate issued a scathing report, calling pupils “foul-mouthed” and saying that Summerhill had been “mistaking idleness for personal liberty”—prompting the intervention of the then-Education Secretary David Blunkett.
- 4 But the latest report is glowing. “Pupils’ personal development, including their spiritual, moral, social and cultural development, is outstanding,” the inspectors conclude in their first full inspection report since 1999. Students are “courteous”, make “good progress” and are “well-rounded, confident and mature” when they leave. The only faults were a bit of worn carpet in the porch and a patch of uneven flooring in the corridor.
- 5 Zoe Readhead, the head teacher and daughter of Summerhill’s founder, says: “We are jubilant. It’s a triumph. A fantastic day for Summerhill. The government has persistently refused to acknowledge the individual philosophy of the school, such as that children can learn just as well out of the classroom. We feel vindicated.” It is some compensation for what Readhead describes as the “horrendous events of 2000”.
- 6 Blunkett’s notice of complaint, issued after the 1999 inspection, would have led to Summerhill closing down in six months if supporters around the world had not donated £120,000 to contest the action. Four days into a hearing before the independent schools tribunal in London the government’s case fell apart and a settlement was agreed: future inspections would recognise the school’s right to its own philosophy. “It was tense before this latest inspection all the same, though,” says Readhead.
- 7 Summerhill pupils can choose whether or not to take GCSEs*, and A-levels** are not offered. Its results are respectable, rather than impressive. The emphasis instead on value-added development is obvious. Although it is midday and lessons are running when the Guardian visits, many pupils are not in class. There is busy project work going on in the woodwork room, with music playing loudly. There are also a large number of toy guns in evidence, wielded enthusiastically by boys patrolling the school perimeter. This is apparently a phase undergone by many entirely pleasant individuals who emerge none the worse for it.



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

8 The inspectors, however, were impressed with what they saw. "The community has a very effective system for dealing with disagreements that includes, in the first instance, personal responsibility for working things out or, in some circumstances enlists the help of pupils identified by the community for their diplomatic qualities. Surveys returned confirm that the approach encourages the development of independence and self-reliance, tolerance of others' different outlooks and mature acceptance that the other person's views may have validity beyond one's own," they conclude.

9 "We should be every Prime Minister's dream," says Readhead.

"We are not rebels, we are not angry, we are not difficult customers; we take children who have had problems and help them fix themselves. My father would be delighted with the report. There is a growing movement towards child-participatory types of education. On the other hand, just as you think education is getting more humanised, a government minister will say it's all about 'performance, performance, performance'. I'll always view them with deep suspicion."

* GCSEs are school qualifications taken in England by 16 year olds.

** A levels are school qualifications taken in England by 18 year olds.

[Turn over



Marks

QUESTIONS

1. Complete the sentences below.

Write **one** word **from the text** for each answer.

(i) A _____ is an unusual event
for Riebold.

1

(ii) Summerhill now has the government's _____
_____.

1

(iii) Previously, the inspectors said the school confused freedom
with _____.

1

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

2. The criticisms made by the latest report are

A trivial.

☐

B moral.

☐

C academic.

☐

D contradictory.

☐

1

3. Readhead thinks that the government

A has always seen the school in the same way.

☐

B has been hesitant about outdoor education.

☐

C has finally been vindicated in its thinking.

☐

D has acted very badly in the recent past.

☐

1



* X 2 2 2 1 2 0 2 0 4 *

Marks

4. Sumerhill's supporters gave money to the school to meet the costs of

A research.

☐

B lawyers.

☐

C a protest.

☐

D inspections.

☐

1

5. Give short answers to these questions.

(i) What does Summerhill prioritise over qualifications?

1

(ii) Which word indicates the temporary nature of the boys' interest in guns?

1

(iii) Who does the school use to help when there are disagreements?

1

(iv) What does the school want its pupils to respect?

1

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

6. The best description of Summerhill would be

A a school that promotes creativity in every subject.

☐

B a school that develops the character of pupils.

☐

C a school with no place for examinations.

☐

D a school where the learning takes place outdoors.

☐

1

11 Marks



* X 2 2 2 1 2 0 2 0 5 *

Text 2

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

- 1 There is something unique about the photograph. It is, almost certainly, the only image in the entire Angus Pendreich archive not actually taken by Angus Pendreich. It shows the Pendreichs—Angus, Isobel and Michael—picnicking in the lee of what was then the future. He'd brought them there for that very purpose, to demonstrate his faith in better things to come. On that thin patch of grass above the beach they could be witnesses to a new era. Thirty yards one way the blue-black sea filled the view as it always had done; in the other direction cows grazed green fields bounded by stone slabs in the earth; beyond these was another strip of water, and then the giant golf ball of the Dounreay power plant. The future. The triumph of science. Electricity so cheap you wouldn't be able to meter it.
- 2 Angus wanted to believe all that and he desperately wanted Isobel and Michael to believe it with him. It should have been exciting and heartening, on the second-last day of a trip where almost everything had been new, in the sense that Michael had not previously experienced it: the wee car ferries, the twisting narrow roads with passing places, palm trees nurtured by the Gulf Stream. But now this was Caithness and the weather had turned cloudy and cold.
- 3 The only other pictures Michael has of Angus are ones he took himself, and none of these are from before 1970, the year he got his first real camera. Since Angus was always the one behind the camera, he was always absent from the image. Here he is, though, just as Michael remembers him from that summer holiday—tall, handsome, with thick, dishevelled hair, standing defiantly against the world and the weather. He seems to find the wind bracing. His wife and son, on the other hand, crouched on a tartan rug on the grass in front of him, are obviously feeling frozen.
- 4 The photograph is black and white—he looks ruddy and healthy, whereas Isobel and Michael are as grey as the sky. Michael sports his green anorak with a fake fur-lined hood, although as a concession to the moment he has pushed the hood back from his face. Michael knows it's himself—it looks like him, the way he was—but it doesn't feel like him. There's a basket on the rug beside Isobel, elements of a picnic scattered around it. All three of them are raising plastic mugs to the photographer, in a kind of grim toast to holiday fun.
- 5 The photographer? A man who happened to be walking along the road at the time. Angus had already taken a couple of shots of his wife and child, and then the man came by. Angus called out to the man, would he mind taking their picture? He seemed not to hear at first, but Angus bounded over and asked again. If the man said anything back Michael didn't catch it. He was whip-thin and yet somehow bulky, very upright, and he had a khaki pack slung over his shoulder. The face was brown and hard-looking. Michael thought that perhaps he wasn't much older than his father.



- 6 Angus showed him how to work the camera. All he had to do was look through the viewfinder and press the button. But he did this before Angus was in position, and then it seemed that he might have pressed something else by accident and Angus had to go back and check it and then return, and all the time Isobel and Michael were holding their pose in the cold, Isobel with her legs folded beneath her, one hand clutching her mug and the other holding her hair off her face, and Michael on his hunkers a couple of feet away, feeling the pins and needles in the back of his knees, and he heard Isobel say ‘for God’s sake,’ and somehow knew from the way she said it that it was over between his parents and whatever this photograph was recording it wasn’t family happiness, and he wondered why on earth his father was going to all the trouble. For posterity, perhaps, is what he thinks now.
- 7 The man lingered, as if he expected something more than Angus’s thanks. Michael sensed his mother’s rage simmering again. But it was the man who put his hand in his own pocket and drew something out. He stepped towards Michael with his clenched fist extended and the boy automatically stood up and went towards him. ‘Michael,’ Isobel said, but whatever mystery was in that fist he wanted it. He held out his hand and the man dropped something in and with a quick, fierce movement closed Michael’s finger over it.
- 8 The man let go and walked away without a word. He seemed separate from everything, a lonely figure hunched into the wind, and then he stopped and stared at Michael again, and Angus must have seen the potential of that picture, the man in the road, staring like a prophet, the cows, the light bouncing between the clouds and the sea, the looming Dounreay dome, and he took it. The decisive moment, Cartier-Bresson called it. And what a great photograph it is.
- 9 When Michael came upon the picture, he immediately decided that it would have to be a late addition to the exhibition. But it’s the other one, the not very good one of the family, that he keeps going back to. As if somewhere there is a clue, advanced notice of how everything was going to be.
- 10 When the man was twenty yards down the road Michael opened his hand, and there in the palm was a pebble. A small, smooth pebble about the size of a broad bean. It could have come from a beach or a field or a garden path—anywhere. Isobel demanded to know what it was, and Michael showed her and she told him to throw it away. But he would not, and when she failed to appeal to his father for support Michael slipped it into his pocket, where he kept it for days, feeling its inconsequential smoothness with his fingers and thinking about the man. Eventually he lost it, it was nothing, but the man had given it to him, and even now when he thinks of the pebble he remembers the intensity of the man’s stare.

[Turn over



QUESTIONS

Marks

7. Give short answers to these questions.

The answers can be found in **paragraphs 1–5**.

- (i) Which word in paragraph 1 means ‘collection of historical records or work’?

1

- (ii) Which word in paragraph 1 means ‘period of history’?

1

- (iii) What symbolises, for Angus, a solution to the world’s energy problems?

1

- (iv) How is it indicated that Angus is emotionally needy?

1

- (v) Select **one** word which shows Angus’s attitude to the weather.

1

- (vi) What does Michael do to make the family photograph better?

1

- (vii) What contradictory impression does Michael have of the man?

2



* X 2 2 2 1 2 0 2 0 8 *

Marks

8. Give short answers to these questions.

The answers can be found in **paragraphs 6–10**.

- (i) Give the **three-word phrase** that indicates Michael's physical discomfort.

_____ 1

- (ii) Give a **three-word phrase** which indicates that Angus and Isobel's marriage will end.

_____ 1

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

9. Why does Isobel say her son's name?

- A To stop him going over to the man.
- B Out of affection for Michael.
- C To encourage him to go over to the man.
- D To get him to give the man a tip.

☐
☐
☐
☐

1

10. Who takes the best picture mentioned in the text?

- A Michael.
- B The stranger.
- C Angus.
- D Cartier-Bresson.

☐
☐
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☐

1

11. Michael keeps the pebble

- A because he likes its appearance.
- B in order to annoy his father.
- C to capture a moment in time.
- D as a souvenir from the area.

☐
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1



* X 2 2 2 1 2 0 2 0 9 *

Marks

12. The best title for this text is

- A A friendly stranger.
- B Snapshot of a troubled family.
- C Optimism of a father.
- D Accepting a valuable gift.

☐
☐
☐
☐

1

14 Marks



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).

Fitness and Footcare

<p>This is a great time of year for anyone who is into sport. There is no shortage of the motivation around but are we ready for the toll that training takes our feet? High impact forces from running on hard surfaces and the twists turns required to excel in most sports, put the stress on our toes, ankles, muscles and ligaments. While not everyone invests a time in looking after their feet, those who they do have an edge over the competition. Most foot problems can remedied or avoided altogether. Choosing the correct footwear it is the most important thing. Good quality socks can also make big difference by reducing the friction you would feel if you wore more cheaper ones. If you are experiencing problems with your feet and harbour any sporting ambitions all, you must see a podiatrist.</p>	a. <u> a </u>
	b. <u> the </u>
	1. <u> </u>
	2. <u> </u>
	3. <u> </u>
	4. <u> </u>
	5. <u> </u>
	6. <u> </u>
	7. <u> </u>
	8. <u> </u>
	9. <u> </u>
	10. <u> </u>

5 Marks

[Turn over



Part 2

Everyday Communication

Recommended Time: 30 minutes

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

Something in your area is causing you concern (eg litter, public transport, availability of childcare, leisure facilities).

Choose **one** issue and write to your MSP (Member of the Scottish Parliament) with details of your concerns, and your proposed solution(s).

8 Marks



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

Part 3

Recommended Time: 50 minutes
Recommended Length: 240 words

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 16, 17 and 18.*

Write the task number selected in the box provided on Page 16.

Task 1: Work

Your company has to make difficult financial choices because of budget cuts.

Write **a report** for your employer, making suggestions about where cuts should and should not be made. You should consider the following areas and you may add any ideas of your own.

- working hours
- staffing
- resources
- training
- cafeteria/refreshments

12 Marks

OR

Task 2: Study

Many university courses are now available online.

Write an **essay**, discussing the benefits and drawbacks of such an approach. You should consider the following points and you may add any ideas of your own.

Some of the benefits might be:

- flexible hours
- opportunity to study while working
- available everywhere

The drawbacks might be:

- feelings of isolation
- lack of face-to-face support
- technical problems

12 Marks



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[illegible]

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE
IN THIS
MARGIN



* X 2 2 2 1 2 0 2 1 9 *

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE
IN THIS
MARGIN



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

ACKNOWLEDGEMENTS

Section B—Reading, Text 1—Article is adapted from “So, kids, anyone for double physics? (But no worries if you don’t fancy it)” by Jessica Shepherd, taken from *The Guardian*, Saturday 1 December 2007. © Guardian News & Media Ltd 2007.

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