

FOR OFFICIAL USE



National
Qualifications
SPECIMEN ONLY

Mark

SQ15/N5/01

**ESOL
Reading and Writing**

Date — Not applicable

Duration — 1 hour and 35 minutes



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

Total marks — 50

SECTION 1 — READING — 25 marks

Read BOTH texts and attempt ALL questions.

SECTION 2 — WRITING — 25 marks

Produce ONE piece of writing for everyday life and choose ONE writing task from either work or study. Write your answer in the space provided on Pages eleven and twelve.

When you are told to do so, open your paper and write your answers in the spaces provided.

Use blue or black ink.

Before leaving the examination room you must give this booklet to the Invigilator.

If you do not, you may lose all the marks for this paper.



SECTION 1 — READING — 25 marks

Recommended time: 35 minutes

Text 1

Read the article below and attempt the questions that follow.

- 1 The 1920s and 1930s saw an explosion of enthusiasm for open-air life and country pursuits like hiking and cycling among industrial working-class people who wanted to escape poverty and industrial stress. Glasgow was at the forefront of this movement because of its high numbers of working-class people and because of its wild countryside within a few miles of the city centre.
- 2 In those years, going to the countryside at Milngavie was likely to be the best “holiday” a family might get. A one-penny tram ride north from the centre of Glasgow took you almost to Milngavie. From Milngavie, a three-mile walk took you to Craigallian Loch on the Carbeth Estate and, from there, all Scotland lay before you.
- 3 The landowner of Carbeth Estate, Allan Barns-Graham, was clearly sympathetic to country walkers. From the mid-1920s, he organised the construction of several hutted areas for a variety of ex-soldiers, unemployed and working men and their families from Glasgow. You could stay in your hut* every weekend and for two weeks’ holiday a year, though this rule was interpreted in a fairly relaxed manner.
- 4 It was hardly surprising that young enterprising people would want to escape Glasgow and explore the countryside outside it. Many young unemployed men went to the country and returned to the city once a week to collect their 15 shillings (75p) unemployment benefit. Many of these young men were much better off in the country than the city: they could supplement their food supplies by taking potatoes and turnips from the fields, as long as the farmer wasn’t around.
- 5 There would have been a number of fires being lit over this area by walkers. The Craigallian Fire, most probably, would have started towards the latter years of the 1920s. It was a good site for a fire and a sing-song. Wood, water and some shelter with a fine view over the loch to Craigallian House – perfect!
- 6 It appears that Allen Barns-Graham had concerns about a fire being lit here, partly because “the police were involved at the beginning of it”. Not surprising really – he’d be worried about the hazard of a fire spreading through the woods to the huts and encampments. However, he must have come to some arrangement with the firefighters because the Fire continued to be lit. A legend began.
- 7 During the 1930s, it was a meeting-place for many types – climbers, walkers, adventurers and wanderers. They talked and sometimes slept round it. The Fire offered warmth, company, interesting discussions and an ever-boiling can of tea into which the visitor’s mug or can could be dipped. At any one time, there might be upwards of 30 people sitting round the Fire.
- 8 Hillwalking, politics and even science were discussed at length. Schoolboys and even families with young children would come to the Fire and listen to the “old timers” telling tales of adventure in the wild places further north. Some of those who sat at the Fire and shared its bounty would fight for the freedom of all people to enjoy the Scottish countryside through the development of such things as our rights of way** and national parks.



* S Q 1 5 N 5 0 1 0 2 *

9 Few of us present-day walkers, climbers and cyclists realise the debt we owe to so many of these Fire-sitters so we are going to commemorate what they have given us by putting up a memorial on the site of the Fire. We're also trying to collect any anecdotes relating to the Fire so that we can produce the best information we can before it's lost to us all.

* Hut: very basic house

** Right of way: path which must be open to the public

Questions:

Questions 1-5: Complete each gap with **NO MORE THAN TWO WORDS** from the text (refer to paragraphs 1-4).

- 1. Many Glasgow workers had little money and also suffered from _____. 1

- 2. A Glasgow family could get on a _____ if they wanted to go to the countryside. 1

- 3. People from Glasgow benefited from the generosity of a _____. 1

- 4. There was a _____ about how much time you could spend at Carbeth. 1

- 5. In the 1930s, young men who were _____ left the city for the countryside. 1

Questions 6-9: Choose the correct answer for each question and tick (✓) **one** box. (refer to paragraphs 4-7).

- 6. Country living made sense because you could: 1
 - A sell food
 - B steal food
 - C grow food



MARKS

DO NOT
WRITE IN
THIS
MARGIN

7. The Craigallian Fire was:

- A rarely lit
- B the first of its kind
- C in a picturesque place

1

8. Barns-Graham:

- A allowed the Fire to continue
- B had a role in lighting the Fire himself
- C was unhappy when the Fire spread

1

9. Which best summarises what the Fire offered, according to paragraph 7?

- A human connection
- B safety and security
- C food and drink

1

10. Which word in paragraph 8 means “benefit”/“reward”?

1

11. Which word in paragraph 9 means “stories”?

1

Question 12: Choose the correct answer and tick (✓) one box.

1

12. The writer wants people to remember most of all:

- A the extreme poverty of the 1930s and how people suffered
- B the increased access to the countryside for ordinary people
- C the special beauty of the countryside north of Glasgow



* S Q 1 5 N 5 0 1 0 4 *

Text 2

Read the article below and attempt the questions that follow.

- 1 Children can be fierce in their ideas of which toys are or aren't appropriate: "It's for babies!" or "It's for girls!" they will insist. But when, on a recent visit to a toy shop, Emma Moore's daughter announced that farm animals were for boys, Emma was disappointed. "All the signs were blue and there was a boy playing there", says Emma, 40, and the mother of two daughters. "When I had a second girl, the pink stuff piling into my house became even more noticeable", she says. She and her sister Abi, who has two boys, were so angry about the gender division of children's toys promoted by retailers that they decided to act.
- 2 The result was Pinkstinks, a campaign they set up four years ago to raise awareness of what they say is gender stereotyping* that damages children. This week it won a sponsored award from a popular British website for mothers, for promoting body confidence in children. The sisters say they are thrilled, partly because they thought they were too radical for a mainstream award.
- 3 When they started Pinkstinks: "It was really challenging within our own family as well as in the wider world", says Emma. "Some of the presents Mum had given my daughters, I was like, really? A pink plastic castle? Are you sure?", she says. Abi chips in: "Vast numbers of people have accepted all this stuff as normal, and when we started questioning it, we were questioning ourselves as well."
- 4 Their first targeted campaign, in December 2009, attacked the pink/blue colour-coding system used by one popular toyshop. They quickly found themselves on breakfast television and in newspapers around the world. "Would you put your son in a fairy dress? Why not?", one radio host asked them, while broadcaster Nina Myskow confronted them on TV dressed in pink. The sisters say neither could have done it on her own. "You've got to be so strong to use your voice", says Abi.
- 5 The sisters run Pinkstinks alongside their day jobs. Emma works for a health research company and Abi is a film-maker, working mainly for charities. Two volunteers have been recruited to keep an eye on social media, but otherwise this is it: two working mothers campaigning in the evenings. But they have influence. They have followings on social media and two large department stores have responded quickly to criticism, removing a "girls" label from a set of pink toy figures and a "boys" label from a science kit.
- 6 When they started campaigning, they were concerned that brightly coloured toys "for boys" focused on work and outdoor activity, while pink things "for girls" were domestic and homely. But about a year ago they noticed a change of emphasis. Emma's daughter Rebecca, then four, was given make-up in a party bag. Emma threw it in the bin, but soon they began to see make-up everywhere, some of it labelled for girls as young as two and three. This was the reason for their new campaign, *Slap*.
- 7 "Girls' toys are now very much about being in front of a mirror. Beauty parlours, make-up, brushing your hair", Abi says, pointing to a catalogue featuring a toddler in a pink bedroom scene, hair-dryers on the dressing table. Emma says: "Think for one minute about sitting your three-year-old down at one of these beauty tables and giving her a make-up set. What is that telling her?"



8 Abi continues: “I don’t want my sons growing up in a world where they have a one-dimensional view of women, where some pop star or model or whoever, is what we should all aspire to. But while both women agree that boys, too, can be badly affected by the roles on offer, they see girls as the main victims. “We’re going backwards”, says Emma, “and it’s time to start moving in the other direction.”

* Stereotyping: a fixed, over-generalised belief about a particular group or class of people

Zoe Wood, *The Observer*, Sunday 18 December 2011

Questions:

Questions 13-16: Give short answers – NO MORE THAN FIVE WORDS (refer to paragraphs 1-2).

13. What did Emma not want to be colour-coded? 1

14. Which ONE WORD suggests there were a large number of unwanted girls’ toys in Emma’s house? 1

15. Who made Emma angry? 1

16. What surprised the sisters? 1

Questions 17-20: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 3-5).

17. The sisters think that responsibility for the problem lies with: 1

- A manufacturers
- B everyone
- C families



18. Some people in the media:

- A challenged the sisters
- B ignored the sisters
- C supported the sisters

1

19. Abi thinks that:

- A media appearances are enjoyable
- B her sister's support is vital
- C she's confident at interviews

1

20. Paragraph 5 tells us that Pinkstinks:

- A benefits from the sisters' day jobs
- B sells its material in famous shops
- C is powerful despite having few staff

1

Questions 21-23: Give short answers – NO MORE THAN FIVE WORDS.

21. What does the *Slap* campaign fight against?

1

22. Which word or phrase in paragraph 7 means a child who has just learned to walk?

1

23. Which word or phrase in paragraph 8 means "limited"?

1



MARKS

DO NOT
WRITE IN
THIS
MARGIN

Questions 24-25: Choose the correct answer for each question and tick (✓) one box.

24. For Abi and Emma, boys:

1

A don't want careers in modelling or pop music

B are part of Pinkstinks' concerns but not central to them

C suffer more from gender stereotypes

25. Pinkstinks would best be described as a campaign group that:

1

A criticises companies which promote gender differences

B wants girls' toys to be about work and the outdoors

C does not want women to buy beauty products



* S Q 1 5 N 5 0 1 0 8 *

Part 2 — Work OR Study

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

Attempt **ONE** task only on the lined answer sheets on Pages thirteen and fourteen.

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

Task 1 — Work**Report**

You work for a company based in Glasgow. Your manager would like to book a team-building event for 20 staff. She has asked you to write a report, considering each venue below, recommending the best option and justifying your choice. Consider the following points. You can also add your own ideas.

- cost
- location
- suitability for all staff
- team-building potential

You should write between 200-220 words.

Morlich Outdoor Centre

We offer a full day of outdoor sports such as archery, shooting, pony-riding, canoeing, sailing and rock climbing.

Distance from Glasgow: 93 miles. Price per person: £120.

**City of Edinburgh Treasure Hunt**

We provide teams with a treasure map, a digital camera and a list of items to find and photograph. Your staff will have an exciting afternoon.

Distance from Glasgow: 52 miles. Price per person: £25.

**Craiglongton Castle, Ayrshire**

After a fine dinner in our beautiful castle, guests will divide into teams for a quiz, followed by a karaoke competition.

Distance from Glasgow: 27 miles. Price per person: £38.



Part 2 (continued)

OR

Task 2 — Study

Essay

“When choosing subjects/courses to study at school/college, the most important thing to consider is if you enjoy them.”

Discuss the above statement, using your own experience. You may wish to consider:

- future career
- options at college/university
- what you are interested in
- what you find challenging/easy
- family/social pressure
- current job market

You should write between 200-220 words.



Acknowledgement of Copyright

Text 1 Extract is adapted from an article by Iain Grieve taken from www.craigallianfire.org/uk/FireStories. Reproduced by kind permission of Iain Grieve.

Text 2 Extract is adapted from an article titled "What is it about girls and pink?" by Zoe Wood taken from *The Observer*, 18 December 2011. Copyright Guardian News & Media Ltd 2011.



National
Qualifications
SPECIMEN ONLY

SQ15/N5/01

**ESOL
Reading and Writing**

Marking Instructions

These Marking Instructions have been provided to show how SQA would mark this Specimen Question Paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purpose, written permission must be obtained from SQA's Marketing team on marketing@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

Part One: General Marking Principles for National 5 ESOL Reading and Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question.
- (b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) The Marking Instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the original text.
- (e) Where there is a multiple choice question, award 0 marks where a candidate ticks all boxes.
- (f) In addition, markers should use their professional judgement, subject knowledge and experience, and understanding to mark candidate responses.

Part Two: Marking Instructions for each question

Section 1: Reading

Text 1

Question		Expected response	Max mark	Additional guidance
1		stress/industrial stress	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>This includes recognising where entire chunks of text have been lifted en bloc from the passage.</p>
2		tram	1	
3		landowner	1	
4		rule	1	
5		<ul style="list-style-type: none"> • enterprising • unemployed <p><i>(One mark for either of the above points)</i></p>	1	
6		B	1	
7		C	1	
8		A	1	
9		A	1	
10		bounty	1	
11		anecdotes	1	
12		B	1	

Reading Text 2

Question		Expected response	Max mark	Additional guidance
13		<ul style="list-style-type: none"> • signs • children's toys <p><i>(One mark for either of the above points)</i></p>	1	<p>Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.</p> <p>This includes recognising where entire chunks of text have been lifted en bloc from the passage.</p>
14		<ul style="list-style-type: none"> • piling 	1	
15		<ul style="list-style-type: none"> • retailers 	1	
16		<ul style="list-style-type: none"> • award • award from a popular/mothers' website <p><i>(One mark for either of the above points)</i></p>	1	
17		B	1	
18		A	1	
19		B	1	
20		C	1	
21		<ul style="list-style-type: none"> • make-up for young girls 	1	
22		<ul style="list-style-type: none"> • toddler 	1	
23		<ul style="list-style-type: none"> • one-dimensional 	1	
24		B	1	
25		A	1	

Part Two – Marking Instructions: Section 2: National 5 ESOL Writing

Marking descriptors: Everyday Life = 10 marks Work/Study = 15 marks

For each piece of writing, with reference to *Content and Organisation, Vocabulary and Spelling, and Grammar and Punctuation*, assess the overall quality of the response and allocate it a mark within the appropriate range.

Check that all required content has been addressed.

A script can be awarded full marks yet still contain a number of basic slips and errors of grammar, spelling and punctuation, etc.

If answers are written in capitals, use legibility as a criterion.

- Within the range 13-15 for Work or Study, use your professional judgement in a holistic way to apply a mark between 13 and 15.
- The “intended reader” is the reader nominated or intended by the question (eg a friend, a manager, a teacher).

Content and organisation	Vocabulary and spelling	Grammar and punctuation	Marks Everyday life	Marks Work or study
<p>Fully achieves task with well-developed support for each point made.</p> <p>Writing is coherent and cohesive with a very positive impact on the reader.</p> <p>Style and layout are wholly appropriate for intended reader. There is clear evidence of structure/paragraphing.</p>	<p>Uses an optimum range of vocabulary accurately and appropriately within the context of the task.</p> <p>There are no or few spelling errors.</p>	<p>Uses an optimum range of grammatical structures appropriately, with a high level of accuracy.</p> <p>Punctuation is accurate.</p>	9-10	13-15
<p>Writing is coherent and cohesive with a positive impact on the reader.</p> <p>Fully achieves task with clear support for each point made.</p> <p>Style and layout are wholly appropriate for intended reader. There is evidence of structure/paragraphing.</p>	<p>Uses a wide range of vocabulary accurately and appropriately within the context of the task.</p> <p>There may be minor spelling errors.</p>	<p>Uses a wide range of grammatical structures with a reasonably high level of accuracy.</p> <p>Punctuation is mostly accurate.</p>	7-8	11-12
<p>Writing is coherent and cohesive and message is clear.</p> <p>Fully achieves task with support for some points made.</p>	<p>Uses a reasonably wide range of vocabulary mainly accurately and appropriately within the context of the task.</p>	<p>Uses a reasonably wide range of grammatical structures with some errors.</p>	6	9-10

Style and layout are appropriate for intended reader. Although there may be no evidence of paragraphing, the structure is clear.	There may be minor spelling errors.	Punctuation is mostly accurate.		
Writing is generally coherent and cohesive. Mostly achieves task. Style and layout are mainly appropriate for intended reader. Although there may be no evidence of paragraphing, the structure is mostly clear.	Uses an adequate range of vocabulary with a level of accuracy appropriate to the task. There may be spelling errors.	Uses an adequate range of grammatical structures, though errors may be frequent. There may be errors in punctuation.	5	8
Coherence is weak in places and range of cohesive devices is limited and/or inappropriately used. Message may be difficult to follow. Task may be achieved. Style and layout may be inappropriate for intended reader. Structure may be confused.	Uses a limited range of vocabulary with errors in accuracy and appropriacy. There may be spelling errors which impede communication.	Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate.	4	6-7

<p>Lack of coherence and cohesion means message is not conveyed on first reading.</p> <p>Writing is mainly irrelevant to task with inappropriate style and layout for intended reader.</p> <p>There is no coherence or cohesion.</p> <p>Writing does not relate to task.</p> <p>Less than 20% of required word limit.</p>	<p>Only basic vocabulary attempted, with frequent errors.</p> <p>Use of vocabulary is wholly inadequate.</p>	<p>Grammatical structures contain frequent errors which impede communication.</p> <p>Punctuation may be inaccurate.</p> <p>Errors predominate.</p>	<p>0-3</p>	<p>0-5</p>
---	--	--	------------	------------

[END OF SPECIMEN MARKING INSTRUCTIONS]