

FOR OFFICIAL USE

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

Total Mark
(A + B + C)

--

NATIONAL QUALIFICATIONS 2015

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
HIGHER

X222/12/01

Section A: Listening

MONDAY, 25 MAY
1.00 PM – 1.30 PM



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

--	--

--	--

--	--

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

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

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

1. "Showrooming" means

- A comparing prices of online retailers.
- B using your mobile phone to shop.
- C browsing in stores but buying online.
- D doing business from your front room.

1

2. Jennifer

- A is trying to control her shopping habits.
- B tends to buy her clothes online.
- C wishes she'd spent less on the coat.
- D thinks people should pay for quality.

1

3. Chris believes

- A his business will become an online success.
- B he can't compete with high street retailers.
- C customers should take more care of his books.
- D people who showroom are intolerable.

1



Marks

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

(i) One idea to prevent showrooming is to _____
_____ for looking around a shop.

1

(ii) Jennifer feels slightly guilty about showrooming when the
_____.

1

(iii) Jennifer thinks it's unrealistic to suppose people will _____
_____ in difficult times.

1

5. Which of these views are expressed? Tick (✓) **two** boxes.

A A nice shop with friendly staff could prevent showrooming.

B The longer a customer is in a shop, the more likely they are to buy.

C Shop staff should try to persuade customers to pay more.

D Showroomers tend to avoid engaging with shop assistants.

E It is in the interests of online retailers for physical shops to close.

F Online retailers should sell their products on the high street.

2

8 marks



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

Section A Recording 2

DO NOT
WRITE IN
THIS
MARGIN

Marks

6. Which of these are true about Janine? *Tick (✓) two boxes.*

- A She has travelled widely.
- B She speaks two languages.
- C At home she only spoke French.
- D Her mother couldn't speak English.
- E She was raised in France.
- F She learnt Arabic gradually.

2

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

7. According to Janine, people who only speak English

- A are at a huge disadvantage.
- B are favoured in the job market.
- C do better than Chinese speakers.
- D will never be global citizens.

1

8. Deepak suggests that for Scots, learning another language

- A is not very hard work.
- B means fewer choices.
- C should be a priority.
- D is a waste of time.

1

9. Janine believes that language learning

- A occasionally leads to tunnel vision.
- B makes you more flexible and inventive.
- C helps you discover yourself.
- D should be an explicit goal in schools.

1



Marks

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

(i) According to Deepak, fewer people want to study languages

at _____ .

1

(ii) Janine warns that in the future we'll be unable to _____

_____ the top graduates

worldwide.

1

(iii) Janine concludes that we need to take up the challenge of

altering _____ .

1

8 marks

[Turn over



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

Section A Recording 3

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

11. According to the speaker, when children turn 13 they suddenly

A view their parents negatively.

B try to embarrass their parents.

C start to feel sorry for adults.

D see themselves as wise and clever.

1

12. According to the speaker, a 13-year old sees you as

A foolish but friendly.

B embarrassing but truthful.

C ridiculous and irritating.

D embarrassing and bossy.

1

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

(i) The speaker's grandparents were not ridiculous because they
_____ and didn't try to
be someone else.

1

(ii) The middle generation was 'ridiculous' because they
continually changed things like their _____
_____.

1



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

Marks

14. Tick (✓) *two* boxes. The speaker says that his own generation

A is less ridiculous than the previous one.

B falsely believes they are still young and cool.

C is in touch with all generations.

D refuses to think of the future.

E attempts to indulge their children.

F refuses to accept their kids' way of life.

2

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

15. The speaker

A says it's better to have fewer children.

B thinks all kids will look back fondly on their parents.

C worries his son's view of him will never change.

D imagines his son might change his view of him.

1

16. Who is the speaker addressing?

A his child

B other parents

C teenagers

D his parents

1

[Turn over for Question 17 on *Page eight*]



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

Marks

17. Which best describes the speaker's tone?

- A concerned
- B humorous
- C bitter
- D formal

1

9 marks

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]



ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE IN
THIS
MARGIN

--	--



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

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE IN
THIS
MARGIN

--	--



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

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



[BLANK PAGE]

DO NOT WRITE ON THIS PAGE



X222/12/11

NATIONAL
QUALIFICATIONS 2015

MONDAY, 25 MAY
1.00 PM – 1.30 PM

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 two male and one female speakers.

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 start.

(1 minute pause)

TONE

Presenter: It looks like it's going to be a wet weekend, so pack your brollies and dig out your wellies. Thanks for the forecast, Gail. Now back to the programme. *(pause)* Have you come across the term "showrooming"? That's when you see something you want in a shop, try it, check the price on your smartphone, find it cheaper, and then walk out and buy it online. Apparently nearly a quarter of consumers showroomed while Christmas shopping last year and 40% of them ended up taking their business elsewhere.

Here with us in the studio is independent bookshop owner, Chris Mantle, and Jennifer McKinnon, a self-confessed shopaholic. Jennifer, would you describe yourself as a showroomer?

Jennifer: Well, shopaholic and showroomer pretty much describe me! I must admit that sometimes I'll spend £200 or more in a single shopping trip, but never actually get as far as the checkout. For example, last weekend I tried on a designer coat with a price tag of £250 and then ordered it online for £60 less. Why would anyone want to pay the full price?

Presenter: Chris, what's your take on this?

Chris: I run an independent bookshop and have been in the trade for over thirty years. But the past few years we've been really struggling to compete with the online giants. Our costs are astronomical: high street rental, utility bills, staff salaries, transport and taxes and our profit margins are being squeezed. That's because online retailers can offer the same products without all the extra costs. But, what I really can't stand is the way that some people use my shop to leaf through the pages of the books on display, then they have the nerve to scan the barcodes on their smartphones to find them cheaper elsewhere.

Presenter: Is there anything you can do to prevent that, Chris?

Chris: We're helpless. We'd like to make the online retailers contribute something for their customers using us like showrooms, but of course that's impossible. We've also considered charging people £1 to browse in the bookshop and then take that off any purchases they make.

Jennifer: *(laughs)*

Presenter: Jennifer?

Jennifer: It seems daft—your shop would be empty! No-one's prepared to pay to window shop or just try things on.

Chris: *(irritated)* Maybe not, but local shops are being driven out of the market by the showroom phenomenon.

Presenter: Jennifer, don't you think showrooming is a bit immoral?

Jennifer: I suppose I do feel a little bad about it, especially when the staff are helpful. But I don't feel I'm doing anything wrong. I do occasionally buy smaller items on impulse while I'm on the lookout for more expensive ones in my local shops. If the price of the coat I had got had been closer maybe I'd have bought it there and then. But you can't expect people to pay premium prices, especially in times where so many are strapped for cash.

Presenter: Chris, perhaps bricks and mortar shops just need to make sure their retail environment is more pleasant, have amiable assistants and try to embarrass people out of showrooming?

Chris: Of course we try to engage with customers, offer specialist advice and so on. A book might be markedly cheaper online, but the would-be showroomer has to have a very high embarrassment threshold to walk out with a straight face after a long conversation with us.

Presenter: So coaxing the customer into being willing to pay more is possibly the way forward?

Chris: That does work with some and it's more realistic than charging a fee, but the challenge is to get the hardened showroomers to engage in conversation.

Presenter: Oddly enough, online retailers must have an interest in the survival of bricks and mortar shops. If web-based retailers lure so many showroomers, what will they do if there are no showrooms left?

Chris: Absolutely. I think online retailers may themselves turn to bricks and mortar—but not necessarily staff and checkouts.

Presenter: Perhaps the future lies in purpose-built showrooms in major shopping centres.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instruction to reader(s):

Recording 2

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 2 before you start.

(1 minute pause)

TONE

Presenter: The time is now 3 o'clock and you're listening to "Muse and Views" with me, Deepak Chowdury. *(pause)* English is often described as the world language, perhaps not the one with the most native speakers, but certainly the most widespread. We'll be speaking to several experts during today's programme, but first we'll hear from linguist and globetrotter, Janine Miller. We'll consider if those of us living in Anglophone countries really need to learn another language, when everyone else seems to speak English so well. *(pause)* Welcome, Janine.

Janine: Thanks, Deepak. Nice to be here.

Presenter: Janine, I should also say that you're a French and Spanish teacher in a Glasgow school and that you speak fluent Italian and Arabic.

Janine: Mmm.

Presenter: How did you become interested in languages?

Janine: Well, I was brought up in a bilingual household—my mother is French and my father Scottish, so I've always been immersed in two languages. My mother only spoke to me in French, except when non-French speakers were present, but as a kid I would only answer her in English.

Presenter: So you couldn't respond in French, but you could understand it?

Janine: Well I could have responded in French if I'd wanted to, but because I was brought up in Scotland, English was my preferred language. I spoke fluently in French but only to other family members who couldn't speak English.

Presenter: I see. And you also studied Arabic—tell us about that.

Janine: I studied Arabic at university and then spent five years working in the Gulf. Learning enough Arabic to get by was a long process, as so many of my colleagues spoke flawless English.

Presenter: So is there any point in learning languages when your first language is English?

- Janine: I think there is. Although English is ubiquitous, there's no advantage having English as your first language. In fact, it is a massive drawback if we only speak one language when others speak English in addition to other languages. Being a native English speaker may not lead directly to the same career opportunities as say a Chinese or Brazilian child learning English, but it is enriching nonetheless. The capacity to learn languages is a key skill for global citizenship.
- Presenter: But learning a language is a long, laborious process and very few Scots actually manage more than the basics after years of study at school. Only a tiny minority actually uses languages in their careers. Also there's no obvious first choice language to study, unlike learners in the Gulf for whom English is a clear front-runner. Wouldn't time be better spent learning something more useful, like IT?
- Janine: No matter what your profession is, whether it be computers, business or media, the ability to think outside the box is key to success in the global economy. Learning a language, any language, broadens the mind and people's horizons. It helps you maximise your creativity and innovation through the discovery of a new culture and seeing your own culture through new eyes. This is not just about whether the language we learnt at school has been of use to us explicitly—it's more about understanding and participating in cross-cultural communication and working towards a more tolerant society. So, it is directly relevant to young people today and in the future.
- Presenter: The fact is that there's less and less demand for language learning at British universities and therefore a decline in the number of teachers available to teach them. Could native English speakers be left behind if the language hierarchy of the world changes?
- Janine: Indeed. There are other growing languages of trade and business—Chinese, Russian, Arabic and Spanish, for example. We won't be able to compete with the best graduates from the rest of the world. To be a graduate and not have at least one additional language or not to have studied or worked anywhere other than our little island, is not to be a "global graduate" in our current age.
- Presenter: So we risk being left behind on the world stage?
- Janine: Absolutely. Our university sector can't continue to be regarded as world class unless we pick up this gauntlet and change our national mindset.
- Presenter: That's quite a challenge, Janine, and it's a good point in the programme to bring in our next speaker, from Dundee University, Professor . . .

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instruction to reader(s):

Recording 3

The talk 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 talk 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 speaker.

Listen to the talk. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 3 before you start.

(1 minute pause)

TONE

Nothing has been argued about more than how to raise children. But the truth about teenage or adolescent kids is simple. The one thing that is written into the human genome is that exactly at the age of 13, your child—in a minute—and no matter how close or sympathetic the two of you have been before, will discover that you are now the most embarrassing, ridiculous and annoying person on the planet. This is a universal truth. It will sometimes be expressed in a tone of pity, and sometimes in one of exasperated anger; you can tell depending on how it's said: "Dad, you are so **weird**," is almost affectionate, while "Dad, you are **so** weird," is close to hostile.

The 13th birthday arrives. The parent who only a few years—a few months before—was seen as a source of wisdom, an expert and even a companion, becomes these three things.

You are first of all ridiculous because you try so hard to be cool. You believe that you know good pop music from bad, or something about the relationships of teenage boys and girls. And this in spite of the obvious truth that you have one foot rooted in the dim, ancient past.

You are embarrassing because you insist on greeting the 13-year old's friends and teachers as though you were a normal human being. It is bad enough to be ridiculous, but do you also have to be so public about it?

And you are annoying, because you still actually think that you can give advice or even tell the 13-year-old what to do.

No parent can hope to eliminate all three, but every parent can eliminate one of the three.

My parents thought the old generation, my grandparents, were wildly embarrassing and hugely annoying, but they were never really ridiculous. Their lives were consistent. Even when they were young they were, so to speak, old people. They behaved in a predictable way—they were always themselves and made no attempt to imitate someone else in a fashion magazine.

The "middle" generation of my parents, though annoying and ridiculous beyond belief, could not be called embarrassing. Theirs was a generation of aspiration; first to education, and then to sophistication, which they thought they had achieved. But they were ridiculous due to the fact that they were so constantly in flux: take for example their hairstyles and clothes—I still have old photos with those ridiculous 60s and 70s outfits. But you could not say they embarrassed you in front of your friends—they were interesting people with interesting lives.

Our generation are, as our kids assure us, by far the most ridiculous and the most embarrassing generation that has ever lived. We are ridiculous because, where our parents liked to share stories of their cool youth with us, we actually think that our super-cool youth is still going on. We have no idea of how out of touch we are, and yet we continue to act as though we're with it. We don't have the decency to go back into our own generation, instead we advance into theirs. This is ridiculous and embarrassing—and yet we are not, really, annoying. When our kids want something, we try to oblige, within reason. They play us their dirge-like music and we listen for hours. They insist on texting us rather than actually making a phone call, and we obligingly learn to text ourselves.

The answer is to have as many kids as possible. That way, there is bound to be one child, somewhere in the future, who, fed up with the madness of the world, will look back on you as a model of simple unaffected life.

“That’s your dad?” your son’s friend will say, looking at your old iPhone photo. “He’s so . . . cool.”

“Trust me. He was ridiculous,” your own son, now an aging great-granddad himself, will say.

“He looks so cool. Was he annoying?” “No,” your son will have to admit, and through his grey beard, will smile. Imagining such a scene makes life tolerable.

(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]

[BLANK PAGE]

FOR OFFICIAL USE

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

NATIONAL QUALIFICATIONS 2015

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
HIGHER

X222/12/02

Section B: Reading Section C: Writing

MONDAY, 25 MAY
1.50 PM – 4.00 PM



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

--	--

--	--

--	--

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

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 review below and answer the questions that follow.

- 1 When you're at a party, do you suddenly feel the need to escape somewhere quiet and just sit there? Until I read Susan Cain's book *Quiet*, I thought it was just me. I'd see other partygoers grow increasingly excited, noisy and outgoing as the night went on and wonder why I felt so compelled to go home. I thought perhaps there was a lack of iron in my diet. But it's not just me. It's something shared by introverts all over the world. We feel this way because our brains don't like too many things going on at the same time. I am genuinely amazed by this news. In fact, I read much of *Quiet* shaking my head in wonder and thinking: "So that's why I'm like that! It's because I'm an introvert! Now it's fine for me to refuse party invitations. I never have to go to another party again!"
- 2 Cain is an introvert. It has always been, she writes: "private occasions that make me feel connected to the joys and sorrows of the world . . . I like reading and listening to music on my own". She's an introvert in a world that, she argues, respects extroverts: the noisy and confident ones who love socialising. We make them our bosses and our political leaders.
- 3 We introverts try to copy extroverts, and the stress of not being "true to ourselves" can make us physically and mentally ill. One introvert Cain knew spent so much of his adult life trying to be extrovert he ended up catching double pneumonia. This would have been avoided if he'd spent time relaxing by himself. In America, extroverted parents have been known to send their introverted children to psychiatrists to be cured. We think extroverts are great because they're charismatic and chatty and self-assured. In fact, they love themselves, they're not thoughtful and we're making a big mistake organising our society around their endless talk.
- 4 We form our workplaces around extroverts. I like Cain's nightmare descriptions of open-plan offices where group brainstorming sessions hit introverts like firestorms. Thinking in groups is ideal for the dominant extrovert. The loudest, most socially confident and quickest on their feet win, whereas the thoughtful and quietly well-informed don't get a chance. School classrooms are increasingly designed to reflect this environment. Children are made to sit facing each other and are rewarded for being outgoing rather than original. "You Can't Ask a Teacher for Help Unless Everyone in Your Group Has the Same Question" read a sign in one New York classroom she visited.
- 5 I finished *Quiet* a month ago and I can't get it out of my head. It is in many ways an important book—one that might well effect change in schools and offices. It's also clever to write a book that tells many readers how undervalued they are. I'm thrilled to discover that some of the personality traits I had found shameful are actually indicators that I'm amazing.
- 6 Cain says we think in an "unusually complex fashion". We like discussing "beliefs and morality" more than small talk about the weather. We "desire peace". We're "modest". The introvert child may suffer from "depression, anxiety and shyness, but under the right conditions can grow strong and



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

magnificent". When I get to this part I think: Yes! We are like this! With good parenting we can become "exceedingly kind, conscientious and successful at the things that matter to us".

7 One problem: the "Are You an Introvert?" checklist. She lists 20 statements. The more we answer "true" the more introverted we are: "I often let calls go through to voice mail. I do my best work on my own. I don't do a lot of multi-tasking. I seem to care less than my peers about wealth, fame and status . . ." At the bottom of the quiz she mentions: "If you found

yourself with a roughly equal number of true and false answers, then you may be an ambivert—yes, there really is such a word."

8 I do the test. I answer "true" to exactly half the questions. I do the test on my wife. She answers true to exactly half the questions too. We're both ambiverts. Then I do the test on my son. He's also an ambivert. In my household we're 100% ambivert. But we ambiverts don't get another mention in the book. Even for a writer like Cain, we ambiverts are too grey. But I suspect there are a lot of ambiverts out there.

[Turn over



QUESTIONS

Marks

DO NOT
WRITE
IN THIS
MARGIN

1. Complete the sentences below.

Write **no more than three words from the text** for each answer.

(i) The writer has a different sense of self from that of

_____.

1

(ii) The writer jokes that his body's _____ explained his wish to be alone.

1

(iii) *Quiet* provokes feelings of _____ in the writer.

1

(iv) Cain gets her basic motivation in life from

_____.

1

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

Parents of introverted children should

A watch out for problems like pneumonia.

B get them specialist help.

C leave them as they are.

D point out the advantages of extrovertness.

1

3. Cain doesn't like the sign in a New York classroom because it

A encourages too much noise.

B makes children face each other.

C discourages individuality.

D suggests the teacher is bossy.

1



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

Marks

4. Give short answers to these questions.

(i) Why should *Quiet* be easy to market?

_____ 1

(ii) What do introverts find uninteresting?

_____ 1

(iii) Which statement in the introversion checklist suggests a lack of ambition?

_____ 1

(iv) Why does the reviewer describe ambiverts as “grey”?

_____ 1

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

5. The writer’s feelings about the book are

A first positive before becoming sceptical.

B sceptical before becoming positive.

C sceptical all the way through.

D positive all the way through. 1

6. *Quiet* is a book which essentially

A criticises extroverts.

B praises introverts.

C praises workplaces and classrooms.

D identifies introverts’ problems. 1

12 Marks



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

Text 2

Read the novel extract below and answer the questions that follow.

- 1 Janice Mee had been showing Damon's pictures to strangers all morning. She took a break, ate at the restaurant at the top of the shopping centre. From one window, the view was of Calton Hill. She'd climbed it with Damon one day, back when he was seven or eight. She had photos of the trip in one of her albums: Calton Hill, Edinburgh Castle, the Museum of Childhood . . . there were dozens of albums. She kept them in the bottom of the wardrobe. She'd taken them out recently, brought the whole lot downstairs so she could go through them, reviving memories of holiday camps and days at the seaside, birthday parties and sports days.
- 2 From one of the restaurant's other windows, she had a good view of the Fife coastline. She couldn't see as far inland as her home town. There were times in her life when she'd contemplated a move: somewhere further south, or north to Dundee. But there was something comfortable about the place you were born, where your family and friends were. Her parents and grandparents had been born there, the history of the place inextricably linked to her own.
- 3 Her mother had only been a little girl at the time of the General Strike, but remembered people putting up barricades in the local streets. Her father had climbed up a lamp-post to watch the funeral of John Thomson, the local goalkeeper who'd died in a terrible accident during play. The way a family stretched back in time could be measured. But that sense of history misled you into thinking that the future would be the same. As Janice was finding out, the thread of continuity could be snapped at any point along the way.
- 4 She ate the roll, filled with prawn mayonnaise, without any pleasure or sense of taste. She knew she'd drunk her coffee only because the cup was empty. One pale prawn sat on the rim of the plate, where it had fallen from the roll. She left it where it was and got up from the table.
- 5 Outside the shopping centre she crossed Princes Street and headed for Waverley Station. A line of taxi cabs snaked up from the underground concourse back up on to Waverley Bridge. The drivers sat behind their wheels, some reading or eating or listening to their radios. Others staring into space or sharing news with fellow drivers. She started at the back of the queue and worked her way forwards. Her friend John had given her some names. One of them was Henry Wilson. The drivers all seemed to know him, called him "The Lumberjack". They put out a call to him. Meantime, she showed them her pictures of Damon and explained that he'd been picked up on George Street.
- 6 "Anyone with him, love?" one driver asked.
"A woman . . . short blonde hair."
The driver shook his head. "I've a good memory for blondes," he said, handing back the flyer.



7 The problem was, a couple of trains had just arrived—London and Glasgow. The taxis were moving faster than she could, heading down to where their passengers waited. She looked back up the slope. More taxis were joining the back of the queue. She couldn't tell who she'd talked to and who was new. Engines were starting, fumes getting into her lungs. Cars sounding their horns as they moved past her, heading down into the station, wondering what she was doing on the roadways when there was a pavement the other side. Day-trippers looked at her, too. They knew she'd never get a taxi here, knew the system: you queued at the rank.

8 Her mouth felt sour and gritty. The coffee had been strong: she could feel her heart pounding. And then another car sounded its horn. "All right, all right," she said, passing down the line to the next taxi, which was already moving off. The car-horn sounded again: right behind her. She turned on it and glowered, saw it as another black cab, window open. Nobody in the back, just the driver, leaning towards her. Short black hair, long black beard, green tartan shirt.

9 "Lumberjack?" she said.
He nodded. "That's what they call me."
She smiled. "John Rebus gave me your name." Cars were held up behind him. One flashed its lights.
"You better get in," he said. "Before they have my licence off me for obstruction."
Janice Mee got in. The taxi went down into the station, and took the next ramp back up, then turned round and crossed the traffic, settling at the back of the queue of cabs. Lumberjack pulled on the handbrake and turned in his seat.
"So what does Inspector Rebus want this time?"
And Janice Mee told him.

[Turn over



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

Marks

QUESTIONS

7. Give a short answer to this question.

Which phrase suggests that Janice doesn't often think of events from Damon's childhood?

1

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

Where is Janice's home?

A Central Edinburgh

B On the Fife coast

C Inland in Fife

D Dundee

1

9. Janice's mother had memories of strikers trying to

A get people to join them.

B block the way.

C use posters for publicity.

D climb up the lamp-posts.

1

10. Janice's sense of history

A goes back several centuries.

B fits neatly into the future.

C might not be helpful in future.

D contains some factual errors.

1



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

Marks

11. Janice doesn't eat her last prawn because

- A her mind is elsewhere.
- B she's in too much of a hurry.
- C it's pale and unappetising.
- D it's fallen out of the roll.

1

12. Give short answers to these questions.

- (i) How does she ensure she has enough time to speak to each taxi driver?

1

- (ii) Why is she showing the drivers the pictures of Damon?

1

Questions 13 – 15: Which THREE of the following events occur in paragraphs 6 – 7? Tick THREE boxes.

- A The driver's sexist language makes her feel uncomfortable.
- B The crowd of new passengers blocks her way.
- C She loses track of which taxi is which.
- D She starts breathing in the petrol fumes.
- E The noise becomes too loud for her.
- F She feels that being on the road is too dangerous.
- G She is prevented from getting onto the pavement.
- H People think she is trying to jump the queue.

3

[Turn over



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

Marks

16. Write a **one-word** answer to each question.

(i) Which word in paragraph 8 means “stared aggressively”?

_____ 1

(ii) Which offence does Lumberjack say he doesn't want to commit?

_____ 1

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

The story of Janice at the taxi rank is one of

A deception and confusion.

B hard work and failure.

C rudeness and misunderstanding.

D difficulty and persistence.

1

13 Marks



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

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).

The Golden Eagle	
The golden eagle is / very large bird of prey with a	a. <u> a </u>
wingspan of more than <u>the</u> two metres. Adult golden	b. <u> the </u>
eagles are famous for the light golden of brown colouring	1. _____
on their head, neck and shoulders. Almost of the breeding	2. _____
golden eagles in Britain are in Scotland. Golden eagle	3. _____
prefers open, treeless areas dense woodland. Golden eagles	4. _____
they are sensitive to human disturbance and build their	5. _____
nests in remote, inaccessible places. They have no any natural	6. _____
predators. The main threat from human activity, with many	7. _____
golden eagles being killed by poison shooting. Furthermore,	8. _____
poor habitat means that even an adult pair can survive	9. _____
they will rarely breed in successfully in this country.	10. _____

5 Marks

[Turn over



Part 2

Everyday Communication

Recommended Time: 30 minutes

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

Your school/college supports several charities. The charity committee is now looking for ideas for next year's fundraising activities.

Write an **E-mail** to the committee with detailed ideas on how students and staff can raise money for these charities.

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 is reviewing its “Workplace Monitoring” policy.

Your employer is entitled to:

- use CCTV
- check your phone calls and e-mails
- check websites you visit

According to your contract, monitoring is necessary:

- to prevent crime
- to check performance
- to prevent viruses entering electronic systems

All employees are being asked for their opinions about monitoring in the workplace.

Using the above points, **e-mail** your manager with your views. You may add any ideas of your own.

12 Marks

OR

Task 2: Study

Does modern education depend too heavily on technology in the classroom?

Some say modern technology:

- is more stimulating
- provides unlimited resources
- offers specialist support

Others are concerned about:

- health and safety
- the pace of change
- the loss of social interaction

Write an **essay**, giving your views. Use the points above and add any ideas of your own.

12 Marks



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

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE
IN THIS
MARGIN

--	--



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

ACKNOWLEDGEMENTS

Section B Text 1 – Article is adapted from “*Quiet: The Power of Introverts in a World That Can’t Stop Talking* by Susan Cain – review” by Jon Ronson, taken from The Guardian, Thursday 22 March 2012. Reproduced by permission of The Guardian News and Media. © Guardian News & Media Ltd 2015.

Section B Text 2 – Extract is taken from “*Dead Souls*” by Ian Rankin. ISBN 0 75282 684 0. Published by The Orion Publishing Group. Reproduced by permission of The Orion Publishing Group, London.

Section C Part 1 – Crown Copyright, courtesy Forestry Commission (2015), licensed under the Open Government Licence.

