

FOR OFFICIAL USE



National  
Qualifications  
2015

Mark

**X727/75/01**

**ESOL  
Listening**

MONDAY, 25 MAY

2:50 PM – 3:15 PM (approx.)



\* X 7 2 7 7 5 0 1 \*

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 — 20**

Attempt ALL questions.

You will hear two different recordings. **Before you hear each recording, you will have one minute to read the questions.** You will hear each recording twice, with a gap between each playing. After you hear the second playing of each recording you will have one minute to finish answering the questions.

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

You may NOT use a dictionary.

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

Use blue or black ink.

You are not allowed to leave the examination room until the end of the test.

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.



\* X 7 2 7 7 5 0 1 0 1 \*

**Total marks — 20**  
**Attempt ALL questions**

**Recording 1**

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 1 before the recording begins.

**Questions 1–2:** Choose the correct answer for each question and tick (✓) **one** box.

1. Mark says that people’s attitude to flooding 1

- A is generally sympathetic.
- B depends on where they live.
- C is well informed.

2. He says that thousands of houses have been built 1

- A on flood plains.
- B on ancient river beds.
- C without planning permission.

3. Which **two** of the following does Mark say? Tick (✓) **two** boxes. 2

- A Global warming is to blame for bad weather.
- B The weather is stormier nowadays.
- C Houses are designed to cope with flooding.
- D You should try to protect your house from flooding.
- E You can make your house safe from flooding.



**Recording 1 Questions (continued)**

4. Which **three** of these does Mark say you should do if your house is flooded? Tick (✓) **three** boxes.

3

- A Move to another town or city.
- B Move upstairs if possible.
- C Move out of your house.
- D Cut off the power supply.
- E Move carpets out of the house.
- F Rescue important documents.

5. Complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer.

(i) You should \_\_\_\_\_  
kit before a flood happens.

1

(ii) It's safer to buy \_\_\_\_\_  
than to fill bottles yourself.

1

**Question 6:** Choose the correct answer for this question and tick (✓) **one** box.

6. Mark thinks that, compared to the past, flooding today is

1

- A more of a problem.
- B less of a problem.
- C an easier problem to deal with.

[Turn over



**Recording 2**

Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 2 before the recording begins.

7. According to Andrew, which of these statements are true about high school children in Shetland? Tick (✓) **three** boxes. 3

- A Most children attend high school in Lerwick.
- B A lot of pupils take the ferry to school each day.
- C They usually stay in Lerwick from Monday to Friday.
- D They want to get away from the islands at weekends.
- E They think their school buildings are old-fashioned.
- F They should attend online schools to save money.

8. Complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer.

- (i) Sunita thinks that financial considerations are not as important as a child's \_\_\_\_\_ needs. 1
- (ii) Andrew's nephew enjoys attending a virtual school and is becoming more \_\_\_\_\_ . 1
- (iii) Andrew says that good virtual schools have \_\_\_\_\_ . 1
- (iv) Sunita criticises virtual schools because there is no \_\_\_\_\_ interaction. 1



**Recording 2 Questions (continued)**

9. Who expresses these opinions about virtual schools, Sunita only (S), Andrew only (A) or both of them (B)?

(i) They are not suitable for everyone.

\_\_\_\_\_

1

(ii) They don't encourage a healthy lifestyle.

\_\_\_\_\_

1

(iii) They will encourage pupils to manage their time.

\_\_\_\_\_

1

**[END OF QUESTION PAPER]**



\* X 7 2 7 7 5 0 1 0 5 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
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MARGIN



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ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
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National  
Qualifications  
2015

**X727/75/11**

**ESOL  
Listening Transcript**

MONDAY, 25 MAY  
2:50 PM – 3:15 PM

**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.



\* X 7 2 7 7 5 1 1 \*

**Instructions to reader(s):**

**Recording 1**

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. Sections marked (t) should be read by the teacher.

- (t) **Recording 1.** Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 1 before the recording begins.

(1 minute pause)

**TONE**

**Announcer** And if you want to hear that programme again, remember you can listen to it on our website. Now, it's beginning to look as if the rain will never stop, and flooding's been on the news every day recently. So, our next programme, in *The Environment and Me* series, features Mark Rutherford from the Environmental Council and he's here to talk about flooding.

**Mark** My work with flooding means that I have to get out and about and look at floods, and I know very well the misery that they can cause. It's interesting, the divisions that flooding shows amongst people. Those who live in any area which doesn't flood can often be quite unsympathetic. You hear them say things like, 'Why did you buy a house there?' Well, the answer might be, 'Because this area was the only one that we could afford,' or sometimes, 'Because nobody told me that there was a risk of flooding.'

The fact is that over the past few years thousands of houses have been built in areas where they should never have been built. The most obvious of these are flood plains. If you live on flat land next to a river there's a chance that you'll be flooded sooner or later. That's why the land is flat, because over thousands of years the river has flooded over it. Now, it was probably a bad idea to give planning permission for houses in high-risk flooding areas, but it's a complex situation. Sometimes these were the only places where we could build new houses. But the result is that many houses today are at risk of flooding and the risk seems to be increasing. Maybe this is due to global warming or maybe it's simply a natural cycle in the climate, but we are seeing increasingly severe weather these days, with more storms, and greater rain falling in a shorter period of time. So what can we do about it?

The problem is that houses are essentially designed to keep out water falling from above—that is, rain—and not water coming in from below, so it all comes down to how much water you can expect. If the water is running down the street, there are certain things you should do to keep it moving past your house. You can put down sandbags. You can install a flood barrier—a waterproof plate that fits over the front of your door. However, if the level rises, sooner or later the water's going to come up through the floorboards. There are certain things you can do to limit the damage, though. Take a look at your garden, for example. Have you laid concrete slabs all over it? These will stop water draining away, whereas grass or earth will allow it to sink into the ground.

But if you find the water has entered your house, you may have to retreat. If you only live on one floor this may well mean moving out, and you can only hope that your town or city is going to help with alternative accommodation. However, if you have an upper floor, it might be possible to live there for some time. There are some things you need to do before abandoning the ground floor. Turn off the electricity and gas at the mains—that's an obvious one. And you may want to move some furniture and carpets upstairs out of harm's way. And of course, if you keep any important documents downstairs—passport, insurance policies and so on—make sure to take them with you. Now, when you go upstairs there are a few things you're going to need.

We'd actually recommend that if there's a risk of flooding you prepare a flood kit in advance and keep it upstairs, so what should you include? Food, of course, and the most useful food is tinned because you don't need to worry about it going off, so don't forget to add a tin opener. Of course, on the day of the flood you might have time to empty the fridge and also take anything that will keep for a while. And you need bottled water. Buy it from the shops so you know it's safe. If you bottle your own there's always a risk of some bugs getting in. You'll also need warm clothes—remember, your heating system won't be working, so it's a good idea to keep old clothes instead of throwing them out. Some extra blankets would be useful too, (begin fade) if you don't normally store them upstairs. You'll also need a radio . . .

*(10 second pause after first reading)*

**TONE**

*(1 minute pause after second reading)*

**TONE**

**[Turn over**

**Instructions to reader(s):**

**Recording 2**

The conversation 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 conversation 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 two female speakers. Sections marked **(t)** should be read by the teacher.

- (t) Recording 2. Listen to the recording and attempt the questions which follow. You will hear the recording twice. You now have one minute to read the questions in Recording 2 before the recording begins.**

*(1 minute pause)*

**TONE**

**Rachael** It's 10 o'clock and you're listening to "Raising Kids" with me, Rachael McIver. There's been a lot of debate lately about virtual schools and online classrooms and today we're going to explore some of the issues. Our guests are Sunita Park, a teacher from Perth.

**Sunita** Good morning.

**Rachael** Hello, Sunita. And Andrew Shearer, a software engineer from Shetland.

**Andrew** Hi.

**Rachael** Hello and welcome to both of you. Let's begin with the situation in Shetland. Andrew, I believe getting children to school in Shetland is time-consuming and costly?

**Andrew** That's right, Rachael. Shetland's in the far north of Scotland and it is made up of more than a hundred islands. The majority of children have to transfer to the high school in Lerwick, the capital of Shetland. You can imagine how tricky it would be to ferry all the kids to school from every island every day, so children tend to stay in hostels in Lerwick during the week and go home at the weekends. It's hard for the kids, especially the younger ones, being away from home and it's a shocking waste of public money. I think it's time to move into the 21st century and send kids to virtual schools.

**Rachael** How could online schools benefit pupils in Shetland?

**Andrew** Children could learn in the safety of their own homes and we'd save on the cost of transport, accommodation and school buildings.

**Rachael** What are your thoughts on that, Sunita?

**Sunita** I don't think we should be looking at this in financial terms. Virtual schools may appear cheaper, but we have to think of the children's needs first of all. A traditional school is a community that caters for children's social and emotional needs.

**Rachael** So kids need to be part of a real community. Andrew?

**Andrew** School communities don't suit everyone. I've got a bright 13 year-old nephew who suffered from bullying last year. His school life was miserable and his work went downhill fast. He's the kind of boy who works well on his own, without any distractions. Anyway, the breakthrough came when my sister enrolled him at a virtual school last term and he loves it. He has first-rate teachers, gets one to one attention and loads of support from the other pupils. He's already getting his confidence and motivation back.

- Sunita** It might be the answer for a small minority of children, but how do you replace the social element?
- Andrew** Support networks and communities are part of the design of a good virtual school. They have online communities, chat rooms and . . .
- Sunita** (*interrupting*) Chat rooms! What good are they? (Pause) Social skills play a crucial role in a child's emotional health and wellbeing. What they need is face to face interaction.
- Andrew** Virtual schools often organise a week away to get to know one another.
- Sunita** What can pupils learn in a week?
- Andrew** It's true they can't learn much in a week, but it kick-starts cooperation and support on the online forums and chat rooms. I just don't think traditional school environments work for everybody, whereas virtual schools can help children who are off sick long-term, expatriates who have moved abroad, perhaps disabled kids and children who are being bullied at school.
- Rachael** Andrew, do you think that virtual schools could eventually replace "real" schools?
- Andrew** Theoretically, yes. I'm not saying that virtual learning is right for every child, but I do think we should have the option of choosing the best learning environment for each child.
- Rachael** Sunita, do you want to come in here?
- Sunita** Virtual schools would only suit a small minority of mature pupils and only perhaps for certain subjects like English, maths and computer science. What about practical subjects like music, art, home economics and PE? Also, virtual schools would encourage children to spend far too much time in front of screens - think of the long term health problems.
- Rachael** Andrew, isn't that a real danger?
- Andrew** Kids are brought up with technology - it's the older generation that have the problem with it. Besides, it'll help them learn to manage their own time.
- Sunita** How many children are good at time management? Who would oversee the learning? A lot of parents work, so they couldn't make sure kids are working hard or getting the right balance.
- Rachael** Let's go over to our first caller now, . . . (fade)

*(10 second pause after first reading)*

**TONE**

*(1 minute pause after second reading)*

**(t) You now have one minute to check your answers.**

*(1 minute)*

**(t) This is the end of the listening test.**

**[END OF TRANSCRIPT]**

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National  
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2015

Mark

**X727/75/02**

**ESOL  
Reading and Writing**

MONDAY, 25 MAY  
1:00 PM – 2:35 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

**Total marks — 50**

**SECTION 1 — READING — 25 marks**

Attempt ALL questions.

**SECTION 2 — WRITING — 25 marks**

Attempt Part 1 and Part 2. In Part 2 attempt EITHER Task 1 OR Task 2.

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

Write your answers clearly in the spaces provided in this booklet. Additional space for answers is provided at the end of this booklet. If you use this space you must clearly identify the question number you are attempting.

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

MARKS  
DO NOT  
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MARGIN

Recommended time: 35 minutes

Text 1

Read the article below and attempt the questions that follow.



- 1 There are a lot of things to keep in mind when preparing for your first marathon—and I'm not talking about the months of training you already have planned and in some cases, finished. I'm talking about the race itself—the actual day (and week) in which you are going to run those 26.2 miles. Once you have followed through with your training, how do you make sure all of the other factors are in order?
- 2 You have a great deal of control over how positive your race-day experience will be. Here is what I've learned during my 49 years of running and coaching over 250,000 runners.
- 3 If at all possible, run one or more of your long training runs on the race course. You'll learn how to get there, and what the site is like. Run over the last half-mile of the course at least twice. This is the most important part of the course to know. Many runners will run segments of the course on several different long runs.
- 4 Visualise your line-up position. First-time racers should line up at the back. If you line up too far forward you could slow down faster runners. You want to do this first race slowly and have a good experience. Because you will be taking your walk breaks as you did during training, you will probably need to stay at the side of the road. If there is a pavement you can use this for your walk breaks.
- 5 Don't run the day before the race. You won't lose any conditioning if you take two days off from running leading up to the race. The organisers of some races require you to pick up your race number and your computer chip the day before. Other races allow you to pick up your materials on race day. Check out



the information materials or the event website for instructions.

- 6 There may be a meal the night before. During this you can talk with runners at your table and enjoy the evening. Don't eat much, however. Many runners mistakenly assume that they must eat a lot the night before. This is actually counterproductive. It takes at least 36 hours for most of the food you eat to be processed and useable in a race. But eating too much, or eating the wrong foods for you, can be a real problem. A lot of food bouncing up and down in your gut when you race is stressful. Carbohydrate "loading" the night before can lead to carbohydrate "unloading" on the course itself.
- 7 The day before the race, drink when you are thirsty. If you haven't had a drink of water or sports drink in a couple of hours, drink half a cup to a cup (four to eight ounces) each hour. Don't drink a lot of fluid the morning of the race. This can lead to bathroom breaks during the marathon. Many races have portable toilets around the course, but some don't. A common practice is to drink six to 10 ounces of fluid about two hours before the race. Usually this is out of the system before the start. Practise your drinking routine before and during long runs, and use the pattern that works best for you.
- 8 Eating is optional after 6 pm. If you are hungry, have a light snack you have tested before that has not caused problems. Less is better, but don't go to bed hungry. It's a good idea to have eight ounces of a good power drink about two hours before you go to bed the night before your marathon. Pack your bag and lay out your clothes the night before so you don't have to think much on race morning.
- 9 Good luck!

**Questions**

**Question 1:** Choose the correct answer for the question and tick (✓) one box (refer to paragraphs 1–4).

1. The main purpose of this text is to give advice on how to 1
- A plan your marathon training.
- B prepare shortly before the race.
- C check in on race day.

[Turn over



**Text 1 Questions (continued)**

**Questions 2–4:** Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 2–4).

- |   |   |
|---|---|
| 2. This advice about the marathon is helpful because the writer has _____<br>_____ experience of running. | 1 |
| 3. The key part of the course to know is the _____<br>_____.  | 1 |
| 4. Beginners should start at the back of the race in case they _____<br>_____ faster runners.             | 1 |

**Questions 5-8:** Match each paragraph with the relevant piece of information/ advice. Write A, B, C or D in each space.

- |                |       |   |
|----------------|-------|---|
| 5. Paragraph 5 | _____ | 1 |
| 6. Paragraph 6 | _____ | 1 |
| 7. Paragraph 7 | _____ | 1 |
| 8. Paragraph 8 | _____ | 1 |

- A. Be sociable
- B. Facilities during the race
- C. Organise your stuff
- D. Where to get information

**Text 1 Questions (continued)**

**Questions 9–11:** Give short answers—**NO MORE THAN FIVE WORDS** (refer to paragraphs 7 and 8).

9. What do some marathons have but others not? 1

---

10. What phrase in paragraph 7 means what most people do? 1

---

11. What does “Less is better” mean in paragraph 8? 1

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

12. The writer’s advice can be summed up as 1

A do the same as other runners.

B don’t worry about diet.

C find out what suits you best.

[Turn over



Text 2

Read the article below and attempt the questions that follow.

- 1 Dawn Kitchener has been a web moderator for around five years. She makes sure that what people write on website comments boards is acceptable. “The main thing that I’m doing is making sure nothing offensive or illegal is posted,” she explains. Not so long ago, most of her work would have involved dealing with comments on internet message-boards before they could be seen publicly. Perhaps these were the good old days, where “you would take a comment down before anyone could read it. You could keep them quite safe, quite clean. And they would develop into real communities.”
- 2 Yet as she points out, sounding a little regretful, the massive expansion of social media such as Facebook and Twitter has changed things. Comments now go up immediately and it is her job to remove anything that could be a problem as quickly as possible. “Now people want responses straight away, don’t they?” she reflects. “Part of what I do is about managing that for clients.”
- 3 Anything dangerous needs to get removed without a second thought. Only occasionally does Kitchener need to use her own judgment. “Maybe the word ‘drugs’ appears in a comment and it might be fine,” she says. “But it might be that someone’s said, ‘Oh, one of the TV presenters looks like they’re on drugs today.’” For a moment, I find it difficult to forget this image. “Obviously we’d have to cut that,” she says firmly.
- 4 Crucially, Kitchener carries out all her moderating work from home. Before having children, she enjoyed a successful publishing career in London. But, as for many working mothers, childcare and commuting became less and less possible to combine. This led her to give up working altogether for a time, until a friend introduced her to eModeration. “They were looking specifically for a parent who could do five hours a week on a mother and baby site. So I thought that’d be perfect, just for a little bit of money on the side,” she recalls.
- 5 The arrangement suited her well: “I loved it, reading this forum for pregnant mums and being able to do it from home. My youngest was about two at the time and I didn’t really want to be working in town.”
- 6 Since then she has taken on more projects, fitting them around the needs of her three children, all of whom are now established at school. Stacks of board games on shelves and brightly coloured drawings on the walls show that the children exist, but otherwise the immaculately tidy house has a stillness to it that I find unusual - I’m more used to the buzz of an office.
- 7 I wonder if the isolation can be lonely, but the solution, appropriately enough, lies in eModeration’s network of 180 or so other home-based workers around the world. All are connected to instant messaging, Skype and email, as well as via a virtual office called Campfire, and actively encouraged to chat and support one another as though in a regular office environment. “Here,” Kitchener points out, looking genuinely touched, “someone’s put up a message saying Happy Peanut Butter Day!”



8 Kitchener thinks moderating, from a parental perspective, makes her more open minded: “You learn how to keep your kids safe. Otherwise, I don’t think I’d know what goes on.” On this theme, she sounds as if she might even be composing a comment of her own. “Once people are behind a computer, they can turn into monsters, saying things I don’t think they’d ever say in real life,” she says, before pausing to reflect. “It’s a different world. You just have to look at it like that, I think.”

**Questions**

**Questions 13–17:** Complete these sentences with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–4).

13. Dawn’s job is to check that what the public write on websites is 1

\_\_\_\_\_

14. In the recent past she had enough time to change or delete messages before they were \_\_\_\_\_ 1

15. Her job has become more demanding as a result of the growth in 1

\_\_\_\_\_

16. Some words such as \_\_\_\_\_ , may be a problem but may not, depending on the context. 1

17. Dawn found it hard to mix travelling to work with 1

\_\_\_\_\_

**Questions 18–20:** Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 5–7).

18. Early on in her job, she was very enthusiastic about the 1

A subject matter.

B rate of pay.

C contact with other mums.



**Text 2 Questions (continued)**

19. The writer knew that Dawn had children because of

1

A their school things.

B board games and drawings.

C the buzz around the house.

20. eModeration's workers

1

A are isolated and lonely.

B get together in an office.

C communicate over the Internet.

**Questions 21–23. Write ONE WORD from the text.**

21. Which word in paragraph 7 means existing only on the internet?

1

\_\_\_\_\_

22. Which word in paragraph 7 means emotionally affected?

1

\_\_\_\_\_

23. Which word in paragraph 8 means point of view?

1

\_\_\_\_\_

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

24. Dawn thinks that Internet message boards

1

A attract bad people.

B can make some people bad.

C are part of real life.



Text 2 Questions (continued)

MARKS

DO NOT  
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MARGIN

25. The best title for this text would be

1

A Protecting children on the Internet.

B Problems of a web moderator.

C A modern and flexible career.

[Turn over



\* X 7 2 7 7 5 0 2 0 9 \*





**Part 2**

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

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

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

**Task 1 — Work**

**15**

**Report**

You work for a small company which delivers boxes. The boss intends to buy a new van and has asked you to write a **report** considering each of the three possible choices below. You should recommend the best option to buy and justify your choice. As well as using the information given, you may add your own ideas.

	<b>Ford Alpha</b>	<b>Fiat Beta</b>	<b>Mazda Buggy</b>
Cost	£23,000	£21,000	£16,000
Capacity	30 boxes	32 boxes	27 boxes
Fuel	45 miles per gallon	55 miles per gallon	53 miles per gallon
Insurance	£350 per year	£330 per year	£300 per year
Other points	Well equipped — leather seats; quality sound system; very quiet engine	Basic van — comfortable; basic sound system and quiet engine; reliable.	Small van — comfortable; no sound system; fairly reliable.

You should write between 200–220 words.









ADDITIONAL SPACE FOR ANSWERS

MARKS DO NOT  
WRITE IN  
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ADDITIONAL SPACE FOR ANSWERS

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ACKNOWLEDGEMENT

Text 1 – Article is adapted from “*How to Run Your First Marathon*” by Jeff Galloway.

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Text 2 – Article is adapted from “*A working life: the website moderator*” by Graham Snowdon, taken from *The Guardian*, Friday 3 February 2012. Reproduced by permission of Guardian News and Media. Copyright Guardian News & Media Ltd 2015.

