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National
Qualifications
2021 ASSESSMENT RESOURCE

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X827/75/02**ESOL
Reading**

Duration — 1 hour 10 minutes



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Fill in these boxes and read what is printed below.

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Total marks — 35

Read the THREE texts and attempt ALL questions.

You must 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.

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.



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Text 1

Read the article below and attempt the questions that follow.

- 1 Like many of us, Stacey Dooley loves fashion. “It’s retail therapy,” she says. “For me, shopping is a way to unwind. I buy a treat, and I get home, try it on and take loads of photos wearing it.” But in today’s world of fast fashion, shops no longer just produce new clothes each season but often drop new lines weekly on the High Street. As a result, shopping has the potential to become even more addictive. People often make unnecessary purchases, just to follow the latest trends – and Stacey, who loves to see what new clothes her favourite shops have available, is one of them.
- 2 “There are problems with fast fashion,” says Lucy Siegle, a journalist specialising in environmental issues. “It’s a production system that brings us clothes at intense volume.” The more that retailers produce duplicates of catwalk fashion at affordable prices, the more that people are tempted to keep updating their looks – and their wardrobes.
- 3 One major problem with this, however, is the damage it’s doing to the environment as Stacey investigates in her documentary, *Fashion’s Dirty Secrets*, which explores the shocking impact our insatiable appetite for cheap clothing is having around the globe. There have been recent claims that the fashion industry is in the top five most-polluting industries in the world, alongside the oil industry. “I find that utterly staggering,” says Stacey. “Globally, we’re producing over 100 billion new garments from new fibres every single year, and the planet cannot sustain that,” explains Lucy.
- 4 Cotton, which is the most used fibre in textiles produced in the EU and totals 43% of all clothing sold, might not sound like an extreme polluter in the way coal or oil is. However, the production process includes pesticides used in cotton farming, toxic dyes in manufacturing – and the huge amount of natural resources used, like water, is causing significant shortages. In an experiment in the documentary, Stacey is told that it can take over 15,000 litres of water to grow the cotton to make a pair of jeans. “I’ve never associated clothes production with pollution before,” she says.
- 5 Another big issue to do with the cheap garment industry is the chemical waste discarded during manufacturing. Dr Sunardi, an environmental scientist, tests river water and has found dangerous levels of mercury, cadmium, lead and arsenic in water that locals rely on for bathing and washing clothes. “It fills me with dread. It’s hard to think that the clothes I’m wearing could do so much damage, but I now see how the industry is such a threat to the planet.”
- 6 But some fashion brands *are* trying to solve this problem. Paul Dillinger, head of global product innovation for the jeans brand Levi’s, told Stacey, “We share information on how to reduce the water footprint of our cotton. We’re working on a solution that takes old garments, chemically deconstructs them and turns them into a new fibre that feels and looks like cotton, but with zero water impact.”
- 7 But large-scale change is still a long way off. “This is a big industry. It’s so broadly decentralised that affecting change is nearly impossible”, adds Dillinger. More fashion brands need to start investing in eco-friendly production but the government needs to do their bit too. One possible solution, according to fashion influencer Niomi Smart, is changing people’s attitudes to avoid buying into fast fashion. It’s letting people know they can wear the same outfit more than once or exchange clothes with friends.



- 8 “For me to tell you that I’m never going to shop again would be completely dishonest,” says Stacey. “However, the few pounds we spend for an item of clothing isn’t the true cost – the real cost is the millions of gallons of clean water that was used to grow the fabric, or the millions of gallons of fresh water that was polluted with toxic chemicals to dye the clothes. It’s a situation that needs addressing. There has to be a sense of urgency now because to be totally honest with you, we’re running out of time.”

Questions

Questions 1–4: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

1. Shops are not only producing clothes in seasonal collections but on a _____ basis. 1
2. The writer says keeping up to date with changing fashion causes shoppers to _____ . 1
3. When shops copy fashion designers, customers _____
_____ to buy more clothes. 1
4. Stacey has made a programme about the _____
our love of clothes has on the environment. 1

[Turn over



Text 1 questions (continued)

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

What is said about cotton?

1

- | | | |
|---|---|--------------------------|
| A | It's obvious that it causes some pollution. | <input type="checkbox"/> |
| B | Its manufacture poisons the environment. | <input type="checkbox"/> |
| C | There are significant shortages of it. | <input type="checkbox"/> |
| D | Production is difficult because of water shortages. | <input type="checkbox"/> |

Questions 6–9: Match each person with an opinion by writing the correct letter in each box. (A–E)

There is one opinion that you do NOT need.

- | | | | |
|----|----------------|--------------------------|---|
| 6. | Lucy Siegle | <input type="checkbox"/> | 1 |
| 7. | Dr Sunardi | <input type="checkbox"/> | 1 |
| 8. | Paul Dillinger | <input type="checkbox"/> | 1 |
| 9. | Niomi Smart | <input type="checkbox"/> | 1 |

- A We need to swap garments more often.
- B We are recycling clothes to make a cotton substitute.
- C I am fearful about the environment.
- D The government is helping the fashion industry.
- E The world cannot support current levels of clothes production.



* X 8 2 7 7 5 0 2 0 4 *

Text 1 questions (continued)

Questions 10–11: Choose the correct answer for each question and tick (✓) **one** box.

10. Stacey Dooley:

1

A is never going to shop for clothes again.

☐

B does not spend much on fashion.

☐

C thinks clothes are too expensive.

☐

D thinks we need to take action quickly.

☐

11. The best title for this text would be:

1

A How fast fashion is cleaning up its own pollution.

☐

B The environmental cost of the fashion industry.

☐

C An overview of the global fashion industry.

☐

D The role of cotton in the fashion industry.

☐

[Turn over



Text 2

Read the article below and attempt the questions that follow.

- 1 For thousands of years, achieving a comfortable room temperature in hot climates was a constant struggle. People tried all sorts of tricks, from hanging wet mats outside their windows to having slaves fan air over a pile of snow through a hole in the ceiling. Fast-forward to the present day and a refreshing cool breeze can be yours by adjusting the thermostat.
- 2 And yet, the majority of workers still aren't content. A recent survey of 129 office workers in the USA found that 42% of people think their building is too warm, while 56% think the opposite. Now that we can have our offices whatever temperature we like, we just can't agree what temperature that is. It's a dilemma Ben Morse, an office worker in London, knows well. "In my office there's a daily debate about the temperature. The air con is on and off three or four times a day."
- 3 Failing to keep workers comfortable has serious financial implications. Around 2% of office hours in the UK are wasted by battles for climate control, costing the economy more than £13 billion each year. In Australia, stifling heat slows productivity by \$6.2 billion. Getting the temperature right can boost job satisfaction, productivity and collaboration. Getting it wrong can make workers slow, fat, or even sick.
- 4 Facebook founder Mark Zuckerberg controls the thermostat and testifies to the mind-focusing effects of a truly arctic conference room. In contrast, President Obama's use of the Oval Office thermostat (he justified it in terms of comfort) enabled his adviser to joke to the New York Times that "You could grow tropical plants in there". So who's right – the guy under the hand-dryer, or the guy with no jacket? As it turns out, we're asking the wrong question. Over the years, employers have spent millions on research, discovering that finding an office temperature to please everyone is basically impossible. "Part of the problem is trying to work out the 'correct' temperature. It depends what you're measuring," said David Shipworth, a researcher at the UCL Energy Institute.
- 5 Take productivity. One study looked at the impact of temperature on worker efficiency, by tracking the activity of administrators in an insurance office. Although it measured the activity of just nine women, the results were surprising. At 25°C they were typing non-stop with an error rate of just 10%. When the temperature dropped five degrees, they were only half as productive, more than doubling the number of mistakes.
- 6 But it's not quite that simple, Shipworth points out. When students were asked individually to pick the most cost-effective mobile phone plan from two options in either a cool (19°C) or a warm (25°C) room, those in the cooler room chose the right plan twice as often. Hard thinking, suggests Shipworth, is more difficult when we're warm.
- 7 A review of the evidence found the ideal temperature for 'typical' office work – calls to customers, word-processing, using Excel spreadsheets – is 22°C. But before you go blaming your last performance review on a poorly adjusted thermostat, consider this: the studies done in this area involve fewer than 100 participants.



* X 8 2 7 7 5 0 2 0 6 *

- 8 All said, the thermostat wars might be at an end. "We're increasingly moving towards personalised control," said Shipworth. That means that desks will have their own climate systems. Heating units will radiate warmth on to the tops of your legs, and you will be able to open and close air vents, like those in airplanes.
- 9 So what office temperature should we aim for? It's impossible to say, but it's likely to lie somewhere between 22 and 24°C. Take it from Singapore's first prime minister, Lee Kuan Yew, who passionately believed the optimal temperature was exactly 22°C. When asked in 1999 what was responsible for the tropical country's economic triumphs, he gave an unexpected reply: air conditioning.

Questions

Questions 12–16: Choose the correct answer and tick (✓) **one** box.

12. Paragraph 1 tells us that:

1

- A it continues to be difficult to get a comfortable room temperature. ☐
- B clever people achieved the right room temperature in the past. ☐
- C hanging wet mats outside wasn't an effective cooling technique. ☐
- D making a room colder is much easier than it used to be. ☐

13. Ben Morse:

1

- A does not agree with those surveyed in the USA. ☐
- B agrees with the findings of the USA survey. ☐
- C wishes that his office building was warmer. ☐
- D cannot make up his mind about office temperature. ☐

[Turn over



* X 8 2 7 7 5 0 2 0 7 *

Text 2 questions (continued)

14. Paragraph 3 says that in Britain, money is lost because of:

1

A disagreements.

☐

B heat.

☐

C job dissatisfaction.

☐

D sickness.

☐

15. A lot of research by employers has been wasted by focusing on:

1

A what managers want.

☐

B behaviour in warm conditions.

☐

C finding the ideal temperature.

☐

D inaccurate measurements.

☐

16. The study described in paragraph 5:

1

A analysed the feelings of administrators.

☐

B was conducted only on a small scale.

☐

C reached no clear conclusions.

☐

D found that cold air helped productivity.

☐


* X 8 2 7 7 5 0 2 0 8 *

Text 2 questions (continued)

Questions 17–18: Give short answers from the text (NO MORE THAN FOUR WORDS).

17. What does the writer use spreadsheet work as an example of? 1

_____.

18. What should we NOT use as an excuse at work? 1

_____.

Questions 19–22: Match each person with an opinion by writing the correct letter in each box. (A–E)

There is one opinion that you do NOT need.

19. Mark Zuckerberg ☐ 1

20. President Obama ☐ 1

21. David Shipworth ☐ 1

22. Lee Kuan Yew ☐ 1

A The right office temperature will benefit the nation.

B A cold environment is best for meetings.

C A warm office environment is best.

D Researchers should do larger-scale studies.

E A cooler environment is best for difficult decisions.

[Turn over



* X 8 2 7 7 5 0 2 0 9 *

Text 2 questions (continued)

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

The writer's main message is that:

1

- A office workers should stop changing their thermostats. ☐
- B most office tasks benefit from warmer conditions for workers. ☐
- C different people and different tasks need different temperatures. ☐
- D office workers should not be trusted to set temperatures. ☐



Text 3

Read the article below and attempt the questions that follow.

- 1 I first discovered memory techniques just after leaving secondary school when I had to spend a few months in hospital. Needing a project to escape the boredom, I began reading a book a friend had given me called 'Learn to Remember' by Dominic O'Brien (the "eight-time world memory champion"). I still remember the delight of realising how simple the ideas were. Improving your memory is first of all improving your imagination, O'Brien explained. Within weeks of beginning the book, my skills had reached a high enough level to attract a small crowd of nurses to my bedside for demonstrations.
- 2 Inspired by this attention, by the time I went home a couple of months later, I had become a great remembering enthusiast. But I wasn't just using the techniques for their own sake, memorising the 1,000-digit numbers used in memory championships. I was quite clear how useful they were for the philosophy degree I was then doing. And I wondered why I hadn't been taught them earlier. So did my housemates, who keenly adopted them for their history and classics studies.
- 3 How do such techniques work? In many ways, they are a collection of very simple and quite common-sense rules for making what you have to learn more memorable. This is worth repeating: the idea is not to improve our capacity to remember things, as might happen if we were to grow new cells in every area of the brain. Instead, we are looking to learn in a creative way to make what we are learning more memorable, more meaningful, more approachable, more personal.
- 4 So, how do we go about this? Firstly, we break the information we need to learn into many small, manageable chunks. Small things fit into the brain much more easily than large ones, and knowledge, however complex, can be broken down. Then we connect the new knowledge actively with what we already know, as new information needs to find its place in the mind. We then repeat what has to be learned often and in unpredictable ways, so that we don't just "have" it, we have it at our mental fingertips, accessible whenever we need it. The theme underlying all of these memory techniques is that they encourage us to think of learning as connected to our own personal curiosity.
- 5 I realised these techniques could be used much more widely in education. And it seemed to me a no-brainer to try to share them. They're fun, they work, you learn much faster, you have much more control and personal involvement in how you do your learning. Soon I was teaching the techniques in schools, running workshops and giving talks in more than 200 secondary schools across the country. I still return annually to Brighton Hill School in Hampshire, whose head teacher, Chris Edwards, has had quite amazing results in a formerly struggling school using the techniques.
- 6 All in all, anybody can learn anything if they're motivated to pay attention to it. And so our interest and curiosity must be the first step to learning, and there are techniques for making that easier. Give them a go! You won't be disappointed.

[Turn over



Text 3 questions

Questions 24–27: Choose the correct answer for each question and tick (✓) **one** box (refer to paragraph 1–3).

24. The writer's interest in memory techniques started because:

1

A he was finishing school.

☐

B he needed something to do.

☐

C he had an illness affecting his brain.

☐

D his friend was a memory champion.

☐

25. How did the writer feel about O'Brien's ideas?

1

A Pleased they weren't complicated.

☐

B Surprised they were so complex.

☐

C Impressed with their creativity.

☐

D Amazed they were so popular.

☐

26. After leaving hospital, the writer used the memory techniques to:

1

A enter memory competitions.

☐

B improve his academic studies.

☐

C get attention from others.

☐

D impress his university friends.

☐


* X 8 2 7 7 5 0 2 1 2 *

Text 3 questions (continued)

27. According to the writer, the memory techniques:

1

A enable you to store more information.

☐

B develop more brain cells.

☐

C focus on how we learn.

☐

D make learning more independent.

☐

Questions 28–30: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to **paragraph 4**).

28. It is possible for difficult topics to _____
so they are easier to learn.

1

29. People need to review what they are learning frequently and
_____ to make it easier to recall.

1

30. There is a link between learning and _____ .

1

[Turn over



Text 3 questions (continued)

Questions 31–33: Give short answers for each question (refer to paragraphs 5 and 6).

31. What word or phrase in paragraph 5 tells us the writer thought it was obvious that memory techniques should be used? 1

32. In addition to being enjoyable and effective, give **two** more reasons why the writer feels memory techniques are beneficial? 1

(i) _____ 1

(ii) _____ 1

33. How does the writer describe the performance in Brighton Hill School before the introduction of memory techniques? 1

34. Choose the correct answer and tick (✓) one box (refer to the whole text).
What is the best title for this text? 1

- A Make Learning Memorable. ☐
- B Memory Techniques for University. ☐
- C Tips to improve your Memory. ☐
- D Training Your Brain to Compete. ☐

[END OF QUESTION PAPER]



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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Text 3 — Article is adapted from “How to learn: boost your brain with a trip down memory lane” by Ed Cooke, taken from The Guardian, 14th October 2018. Reproduced by permission of The Guardian.

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