

FOR OFFICIAL USE



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National  
Qualifications  
2021 ASSESSMENT RESOURCE

Mark

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**X827/76/02**

**ESOL  
Reading**

Duration: 1 hour 10 minutes



Fill in these boxes and read what is printed below.

Full name of centre

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Town

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Forename(s)

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Surname

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Number of seat

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Date of birth

Day

Month

Year

Scottish candidate number

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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.



Read the THREE texts and attempt ALL questions

Text 1

Read the article below and attempt the questions that follow.

- 1 Eigg is a small island off the west coast of Scotland. Throughout the twentieth century, it was owned by a series of eccentric landowners, who rarely saw eye to eye with the local population. 20 years ago, however, something remarkable happened: the locals bought out the last landowner and opted instead for community ownership, in which the whole island is run as a set of linked businesses (involving tourism, brewing and the creative industries) for the good of its people. I'm off to see how well this enterprise has worked. But I'm not the first . . .
- 2 A constant stream of filmmakers, journalists, anthropologists and scientists have pitched up to study the place, so I sense a certain weariness when I pull my notebook from my pocket. Sarah Boden moved back to Eigg in 2010, after years as a music journalist in London. She's amazed by how many members of her former tribe arrive on storytelling business each summer and expect her to delightedly drop everything. "A lot of them come with a script that they expect you to conform to, but usually the reality is a lot more complicated than that. They don't really listen to what you say and go away none the wiser."
- 3 The newspapers' cautionary tales about Eigg appear to have lodged in the minds of many who briefly visit. I met two tourists on Barra who passed on gossip they had heard about Eigg politics, claiming it was a cliquey, "clannish" place. And more than once before I reached Eigg, I heard that familiar accusation: it's full of people who flee to a small island because they can't manage in the mainstream.
- 4 There was another charge too: its residents were dependent on grants, sustaining their laidback lifestyles with mainland subsidies. I chatted to the captain of a small ferry on my way to Eigg and he criticised his larger rival, the government-subsidised ferry. I assumed he'd attack Eigg's subsidised existence too, but he unexpectedly defended the island: everyone talks about Eigg's grant money, he argued, but no one on the mainland describes the National Grid or roads or hospitals as state handouts, whereas Eigg built its own electricity grid and doesn't have hospitals or proper roads.
- 5 Plenty of outsiders look more positively upon Eigg. On my way home from the island, I stopped for supper in Glasgow with Alastair McIntosh, the author and activist who invigorated Eigg's independence movement. He cherishes Eigg, which represents a rare win for activists. "When we set up the first Eigg Trust, the original vision was about renewable energy, cultural renewal and renewal of the spirit. Not only has all of it been fulfilled, but it's been considerably surpassed." He's not claiming the credit; it's the islanders who've exceeded the Trust's hopes. He recently returned to Eigg. "The ones who were heavy on the drink were still heavy on the drink, but the thing that impressed me was the number of young people who were back, balancing babies with a rich matrix of economic activities by which they held their lives together and built their homes, unfettered by an absentee landlord."
- 6 The old divide between indigenous people and newcomers, suggests McIntosh, has disappeared on Eigg with a younger generation who are a melange of both. Many islanders working quietly at the heart of the community are from indigenous families. Eigg's success has come from a genuine fusion of Hebridean culture and mainland counterculture. Incomers who have fitted in with island life, regardless of any interest in amazing views, have taken on the best Hebridean traditions of spirituality, cooperation, hospitality and music, and Eigg has attracted people wanting to participate in a less materialistic community. But to create a community less focused on money, people need a platform to share it, argues McIntosh, and that platform is "the land".



\* X 8 2 7 7 6 0 2 0 2 \*

- 7 Community ownership, he says, enables Eigg to run its own housing association and provide cheap rents – currently about half the market level of “affordable housing” in this region of Scotland. Low-rent societies where residents are liberated from the grind of earning a lot to pay for a house are likely to be more radical, creative places: people have the freedom, and time, to pursue less money-oriented goals.
- 8 Eigg has thrived, said Alastair McIntosh, because the community has developed a way to manage disputes. “That’s of such importance. In my view, the main inhibitor of community landownership is that people are afraid of themselves. They wonder what might be set loose if they don’t have a controlling figure above them.” But in reality, the residents of Eigg have faced their inner demons and won.
- 9 I sat in the croft of Maggie Fyfe, one of the older islanders, where water-and-wind-powered fairy lights twinkled over the mantelpiece and the air smelt of roll-ups and woodsmoke. Is Eigg a utopia? “Utopia is a bit strong.” She cackled wildly at my question and then paused. “I think it is. I love it here.”

**MARKS** DO NOT  
WRITE IN  
THIS  
MARGIN

**Questions 1–4:** Complete each gap with **ONE OR TWO WORDS** from the text.

- |  |          |
|--|----------|
| 1. The people of Eigg tended not to get on well with their _____<br>_____.                               | <b>1</b> |
| 2. At least one local seems to show _____<br>when yet another commentator arrives to study their island. | <b>1</b> |
| 3. Sarah Boden refuses to follow the _____<br>that journalists want her to follow.                       | <b>1</b> |
| 4. Some say people on Eigg were unable to cope in _____<br>so they escaped to a small island instead.    | <b>1</b> |

[Turn over



**Text 1 questions (continued)**

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

**5.** The captain who was interviewed: **1**

- A gets a subsidy to run his ferry.
- B criticises the subsidies received by Eigg.
- C thinks the mainland gets a lot of subsidies.
- D helped build the Eigg electricity grid.

**6.** Alastair McIntosh says that: **1**

- A island activists usually win their political battles.
- B the community have done better than expected.
- C Eigg's success is due to his contributions.
- D Eigg's young people are drinking too much.

**7.** McIntosh thinks that new arrivals to Eigg: **1**

- A have disappeared because of an old divide.
- B have mixed well with other islanders.
- C tend to work quietly on the farms.
- D come to look at the landscape.



Text 1 questions (continued)

Questions 8–9: Give short answers — NO MORE THAN FIVE WORDS.

8. What organisation helps residents live affordably? 1

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9. What sometimes makes it difficult for islanders to run their own affairs, according to McIntosh? 1

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

10. McIntosh believes that the key to Eigg’s success is: 1

- A a set of businesses that will make money.
- B the establishment of renewable energy.
- C a community united by the land.
- D a controlling figure above the locals.

11. The article: 1

- A raises some criticisms of Eigg’s community but ends very positively.
- B has many criticisms of the community despite quoting McIntosh.
- C has only positive things to say about the community on Eigg.
- D starts more optimistically about Eigg than it finishes.

[Turn over



## Text 2

Read the article below and attempt the questions that follow.

- 1 Now is the only time I will ever say this: on the matter of part-time work, I genuinely think women are stupid. Roll back your chair, right now, and look around – in every corner of every office, you’ll see a woman doing a four-day week, for four days’ money. That’s not the bit I think is stupid. It is an ideal that as our productivity increases, instead of matching it with needless consumption, we should pare back working hours and spend time with our families, or learning the violin, or reading. Indeed, this is as close as you’d get to a capitalist vision of utopia, the idea that we’d reach perfect self-actualisation – accomplished, erudite, rested, always available to the people we loved – not by ripping up the system and starting again, but by maximising our efficiency.
- 2 No, working part-time is not why women are stupid. Loads of people (25% of Britons) work 30 hours or less; and though not all are women, most – very nearly 6 million out of 8 million, are. But what I’ve always noticed is that women who work part-time hours and get paid for part-time hours, do full-time jobs. They constantly rush, they never chat, they finish things at home, they simply do the whole lot faster. Even that isn’t the bit I think is stupid: I have nothing against people who work too hard. What I think is stupid is that they resolutely hide, deny, fail even to believe themselves, how valuable they are. “I’m afraid I don’t work Wednesdays,” they say, sheepishly, as if they’ve just told you that they’ve missed a deadline that was arranged months before. They should be shouting it from the rooftops: “Can you believe I don’t work Wednesdays? When I get this much done, and am this pivotal?”
- 3 You’d think that if you had a core of your workforce who heaped pressure upon themselves, who appeared to be working faster out of guilt, that you’d value them very highly. You’d readily recruit them, you’d fight to keep them, and you’d reward their industry. Yet they are not valued. The Timewise Foundation has just produced a report – the first of its kind – on the experience of working part-time. It has chosen to survey people earning £20,000 to £100,000 (full-time equivalent), since the challenges facing part-timers on low wages are different (zero-hours contracts, lack of security) and have been documented elsewhere.
- 4 The results are conclusive: employers simply aren’t recruiting part-timers; 77% of people say they feel trapped in their current job because there’s nowhere to move; 73% say they haven’t had a pay rise or a promotion since reducing their hours; 34% say they don’t feel as valued as full-timers; 11% say they feel invisible. The average salary sacrifice was £6,730. This is a picture of people taking jobs below their skill level.
- 5 Statistics are a little shaky on the precise reason why people choose to work part-time – the Office for National Statistics doesn’t ask, so even while we’ve got a good picture of how large this issue is and the male/female split within it; we don’t know what proportion of women cut their hours because of caring responsibilities. The Timewise survey did ask: 48% of women went part-time to look after their children. However, this is a sample of high-earners, and it seems likely that among low-earners the proportion would be higher; it’s harder to make work pay when your earnings are no greater than your nursery costs.
- 6 I suspect, though I can’t say for certain, that the low status of the part-timer is down to straight sexism, since they are mainly women; I strongly suspect that the guilt expected from the working mother has eroded her ability to lobby hard for her own interests. Clearly there’s a problem of perception on the employer side; it takes more than logistical clarity to consider a part-timer for a senior role. You also need an imagination – you need to be able to conceive of a person who shows their commitment some other way than round-the-clock availability.



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7 But part-timers need to change as well – they need to start asserting themselves, negotiating on the basis that their hours are a blessing, not a curse. They need to reject the view of the Facebook boss Sheryl Sandberg that working less is “taking your foot off the gas”. They need to remind the world that prioritising your work over all other things doesn’t necessarily make you any good at it: having a rounded life, as well as making you a better and faster employee, may well indicate that you are a more analytical and forward-thinking person.

**MARKS** DO NOT WRITE IN THIS MARGIN

**Questions 12–14:** Complete each gap with **NO MORE THAN FOUR WORDS** from the text.

12. We should use our increased production for less work and not

\_\_\_\_\_ . 1

13. Working less and spending more time on ourselves and families is almost a

\_\_\_\_\_ . 1

14. We don’t need a revolution to become happy, we can do this through

\_\_\_\_\_ . 1

**Question 15:** Choose the correct answer for this question and tick (✓) **one** box.

The author thinks that women are stupid because they:

1

A take more part-time jobs than men do.

B work the hours of a full-time job on part-time hours.

C don’t tell others how great working part-time is.

D don’t believe they are useful in the workplace.

[Turn over



\* X 8 2 7 7 6 0 2 0 7 \*

Text 2 questions (continued)

Questions 16–19: Give short answers to the following questions (refer to paragraphs 3 to 7).

16. What **two** things does the author suggest employers should do to value their part-time workers? 2

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17. What do the statistics in paragraph 4 suggest about the work that part-time workers do? 1

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18. Why do more people on low wages work part-time? 1

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19. Give **two** reasons the writer gives for valuing part-time workers? 2

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Questions 20–21: Choose the correct answer for each question and tick (✓) **one** box.

20. The author states that for the current position to change: 1

- A women have to stop feeling guilty.
- B employers need to be more imaginative.
- C part-time workers need to demand better hours.
- D part-time workers need to show their commitment.





## Text 2 questions (continued)

21. The best summary for this article would be:

1

A Part-timers need to be valued more.

B Part-timers work more for less.

C Part-timers need to fight back.

D Part-timers are less intelligent.

[Turn over



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### Text 3

Read the article below and attempt the questions that follow.

- 1 We're told that writing is dying. Typing on keyboards and screens dominates written communication today. Even scribbling a signature has become rarer due to the prevalence of chip-and-pin credit cards. In an age where our children swipe, pinch and tap on smartphones and tablets from birth, is the "hand" in "handwriting" about to be removed forever?
- 2 Learning cursive, joined-up handwriting was once compulsory in schools. But now, not so much. Yet some experts point out that writing lessons can have hidden benefits. Anne Trubek, author of *The History and Uncertain Future of Handwriting*, argues that such lessons can reinforce a skill called automaticity. That's when you've perfected a task, and can do it almost on auto pilot, granting you extra mental bandwidth to think about or do other things while you're doing the task. In this sense, Trubek likens handwriting to driving. "Once you have driven for a while, you don't consciously think 'Step on gas now'," she explains. "You just do it. That's what we want children to acquire when learning to write. You and I don't think 'now make a loop going up for the 'l'. Therefore, our brains are freed to think about higher order concerns – our destination in the car, the trees on the side of the road, or the ideas we are writing about." However, she believes students are learning automaticity faster with keyboards than with handwriting: students are learning how to type without looking at the keys at earlier ages, and to type faster than they could write, granting them extra time to think about word choice or sentence structure.
- 3 She explains that two of the most common arguments she hears from detractors regarding the decline of handwriting is that not protecting it will result in a "loss of history" and a "loss of personal touch". On the former she counters that 95% of handwritten manuscripts can't be read by the average person anyway – "that's why we have paleographers," she explains, paleography being the study of ancient styles of writing – while the latter refers to the warm associations we give to handwritten personal notes, such as thank-you cards. "I counter that there are lots of ways to show we care and take time to do so – send a batch of cookies, say, if your cursive isn't good."
- 4 Some educators seem to agree, at least to an extent. In Finland, for example, a series of curriculum revisions in 2014 has led to a revised approach to handwriting education, prioritising print and digital communication methods instead. Minna Harmanen of Finland's National Agency of Education cites the response to the changes as generally positive. "There have been no complaints by teachers, children or parents to the Finnish National Agency of Education," she says. Harmanen says that the most important reason for the change is that cursive handwriting is not used much anymore. "Later, in working life you have to make almost all texts by computer and therefore fluent typing skills are important," she says.
- 5 There is, however, research to support the notion that handwriting can provide several cognitive benefits. A study by the University of Washington found that while writing by hand and by keyboard had some overlap in terms of the fundamental abilities they involve, they utilised different brain functions. This sentiment was echoed by William Klemm in an article written for *Psychology Today* in 2013. "To write legible cursive, fine motor control is needed over the fingers. You have to pay attention and think about what and how you are doing it. You have to practise. Brain imaging studies show that writing cursive activates areas of the brain that do not participate in keyboarding."



- 6 Further academic study suggests that handwriting can stimulate visual recognition and memory retention. In a 2012 article published in the journal Trends in Neuroscience and Education, author Laura Engelhardt found that handwriting could be crucial for helping children learn the alphabet. In the study, a group of pre-school children practised learning letters by various means, including writing them out by hand and by typing them on a keyboard. Afterwards, the children were shown various letters while lying in an MRI scanner. The scans revealed that when the children viewed the letters that were practised by hand, it activated parts of the brain that viewing letters practised on a keyboard didn't. 'Our research suggests that handwriting might aid in mastering reading and writing in children' states Engelhardt.
- 7 Cursive handwriting may be declining, such is the march of progress, but its value cannot be understated. The invention of the phone, typewriter, computer keyboard and email have all failed to extinguish penmanship from daily life, and handwriting itself is a fluid and adaptable practice. And it's entirely possible that cursive could live on as the preserve of design enthusiasts, aesthetes and hobbyists. Even if it fades in time as an educational stalwart, and day-to-day notation becomes increasingly hand-free, the loops and lines of a studied hand may have some life left yet.

**MARKS** DO NOT WRITE IN THIS MARGIN

**Questions 22–23:** Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 1 and 2).

22. Studying handwriting:

1

A is mandatory in schools.

B has obvious advantages.

C benefits learners indirectly.

D is no longer useful.

23. Developing a person's automaticity enables them to:

1

A perform tasks that have been mastered without thinking at all.

B focus on more complex areas while completing basic tasks.

C learn how to write faster than they did previously.

D consciously focus on all the different aspects of a task.

[Turn over



\* X 8 2 7 7 6 0 2 1 1 \*

Text 3 questions (continued)

Questions 24–26: Complete each gap with **NO MORE THAN FOUR WORDS** from the text (refer to paragraphs 3–6).

24. Reducing handwritten communication could lead to \_\_\_\_\_  
 \_\_\_\_\_ and lessen our emotional responses to written correspondence. 1
25. Finland has introduced \_\_\_\_\_ that place  
 typed communication above handwritten communication. 1
26. Washington University’s research showed that although skills underlying  
 handwriting and typing \_\_\_\_\_,  
 they also shared similarities. 1

Question 27: Match each person with their opinion on handwriting by writing the correct letter in each box (A–E).

There is **ONE** opinion that you do **NOT** need.

- (i) Anne Trubek  1
- (ii) Minna Harmanen  1
- (iii) William Klemm  1
- (iv) Laura Engelhardt  1

- A Typing is more important for children’s futures than cursive writing.
- B Learning letters using a keyboard helps children to develop their skills.
- C Greater concentration is needed for handwriting.
- D Handwriting is not the only way of conveying a personal message.
- E Forming letters by hand might help children to learn to read and write.



## Text 3 questions (continued)

28. What word in paragraph 7 means 'skill with writing'?

\_\_\_\_\_ . 1

29. What word in paragraph 7 means 'something you can rely on and trust'?

\_\_\_\_\_ . 1

30. What is the best summary for this text? 1

A How handwriting has lost out to typing.

B The secure future of handwriting.

C Handwriting may always have a place.

D The skills needed to learn handwriting.

[END OF QUESTION PAPER]



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