

FOR OFFICIAL USE



National  
Qualifications  
SPECIMEN ONLY

Mark

**SQ16/H/02**

**ESOL  
Listening**

Date — Not applicable

Duration — 30 minutes



Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Number of seat

Date of birth

Day

Month

Year

Scottish candidate number

**Total marks — 20**

Attempt ALL questions.

You will hear two different recordings. **Before you hear each recording, you will have one minute to study the questions.** You will hear each recording twice, with an interval of ten seconds between playings. You will then have time to answer the questions before hearing the next recording.

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.



**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 will have one minute to read the questions before the recording begins. You will also have one minute between the two recordings.

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

- |  |   |                 |
|--|---|-----------------|
| <p>1. According to the speaker, TV talent shows</p> <p>A make too many people celebrities.</p> <p>B offer an unconventional path to fame.</p> <p>C aren't the only way people hope to achieve fame.</p>                      | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <p><b>1</b></p> |
| <p>2. According to the speaker, the desire to become a celebrity</p> <p>A is not a recent phenomenon.</p> <p>B is unusual in the average person.</p> <p>C leads to too much daydreaming.</p>                                 | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <p><b>1</b></p> |
| <p>3. According to the speaker, the images of overnight success will make youngsters</p> <p>A consider a career in managing bands.</p> <p>B pursue fame instead of education.</p> <p>C be more accepting of celebrities.</p> | <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> | <p><b>1</b></p> |



**Recording 1 Questions (continued)**

**Questions 4 and 5:**

Which **two** of these statements reflect the speaker's views of today's celebrities?  
Tick (✓) **two** boxes.

**2**

They are

- A highly accomplished.
- B dependent on family connections.
- C unwilling to put in the effort.
- D exposed for who they really are.
- E becoming more talented.
- F not worthy of praise.

**Questions 6-9: Complete each sentence using NO MORE THAN THREE WORDS.**

- 6. UK researchers found that most 16 year-olds had hopes of \_\_\_\_\_  
\_\_\_\_\_. **1**
- 7. The research team say that young people may later regret \_\_\_\_\_  
\_\_\_\_\_ on the internet. **1**
- 8. Media experts say that to get on TV today seems less \_\_\_\_\_  
\_\_\_\_\_. **1**
- 9. Another point is that the obsession with fame will ultimately lead to \_\_\_\_\_  
\_\_\_\_\_ for most. **1**



Recording 1 Questions (continued)

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

10. What is the best title for the talk? Choose the correct answer and tick (✓) one box.

1

A The negative effects of television on the young.

B Our obsession with how celebrities live.

C How to become a celebrity overnight.

D Young people's dreams of becoming famous.



\* S Q 1 6 H 0 2 0 4 \*

**Recording 2**

**Questions 11-12:** Choose the correct answer for each question and tick (✓) **one** box.

11. According to Theresa, robots are 1

A becoming dominant in all industries.

B just one aspect of automation.

C only used where labour is expensive.

12. Which one of these points does Theresa make? 1

A Markets grew quickly in the early 19th century.

B There was a lot of unemployment at that time.

C There will always be a demand for cars.

**Questions 13-16:**

Complete the sentences below with words from the recording. Write **NO MORE THAN THREE WORDS** in each space.

13. If a factory automates its production it can lower its \_\_\_\_\_  
 \_\_\_\_\_ . 1

14. If people lose their jobs they can't \_\_\_\_\_ so much. 1

15. If not many people have jobs, companies will start to \_\_\_\_\_  
 \_\_\_\_\_ . 1

16. The price of products could drop because they become so \_\_\_\_\_  
 \_\_\_\_\_ . 1



**Recording 2 Questions (continued)**

**Questions 17-18:**

Which **two** of these statements reflect Danny's views? Tick (✓) **two** boxes.

**2**

- A There will be a limited number of new jobs.
- B The job of airline pilots today is not at all demanding.
- C The relationship between pilots and planes will change.
- D All service sector jobs are badly paid.
- E Service sector jobs will expand in the future.

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

**1**

According to Theresa, machine translation

- A does not affect professional translators.
- B is as good as human translation.
- C sometimes replaces translators.
- D is a method of language learning.

**20.** Which of these is true? tick (✓) **one** box.

**1**

- A Theresa is optimistic about the future of work.
- B Danny is more optimistic than Theresa.
- C Both think there will be fewer jobs in the future.
- D Both think that the problems can be overcome.

**[END OF SPECIMEN QUESTION PAPER]**



ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 1 6 H 0 2 0 7 \*

ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN



\* S Q 1 6 H 0 2 0 8 \*



National  
Qualifications  
SPECIMEN ONLY

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**SQ16/H/12**

**ESOL  
Listening Transcript**

Date — Not applicable

Duration — 30 minutes

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**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.



\* S Q 1 6 H 1 2 \*

## Transcript — Higher

### 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 or one female speaker.

Listen to the talk. Answer the questions which follow.

You now have one minute to read the questions before you start.

*(one minute pause)*

#### TONE

Good morning everyone. *(pause)* This is the first of our series of lectures about the psychology of celebrity culture and the youth of today. Today I'll talk about our celebrity-obsessed culture before looking at how media visibility is out of proportion to celebrity achievements. *(pause)* To prepare for this lecture I've had to watch my fair share of TV music competitions and I've been reminded of just how many people want to be famous and live the life of a celebrity. And although this type of talent show is responsible for laying down that now cemented short path to fame, it appears that it's just one of many routes that people hope will turn them into the next Leona Lewis or James Arthur.

But just why is our modern-day culture so obsessed with fame? *(pause)*

Certainly wanting to be the next big celebrity isn't anything new. Each generation has had its portion of wannabe rock, movie and TV stars. But since the rise of the internet, along with its ability to give the average person an immediate audience, the kid who spent his time gazing at the ceiling dreaming of stardom from his bed has leapt off the mattress and headed to the nearest computer to show the world what he can do artistically.

What's also different from past generations are the many examples that young people see on television these days of a person going from an unknown to a global sensation seemingly overnight. It seems that an extremely large portion of youngsters would rather be a celebrity than the lawyers and the accountants that manage their brands. What's scary is that some of these youngsters won't just stop at dreaming of fame. A few will ignore their personal responsibilities and put more realistic goals, like getting a degree, on the back burner. Today's culture is full of people who just want to be famous so they can feel better accepted.

We can differentiate the various ways people hope to become famous: from wanting to achieve celebrity through a great accomplishment, to wanting to be associated with someone who is already famous, like a prominent family or famous actress. But what's most prominent in today's culture is becoming a celebrity without displaying a talent or putting in any kind of work. Simply put, they want the benefits of being in front of the camera and have no desire of being away from the camera to perfect a craft. *(pause)*

Celebrity comes from the Latin noun meaning ‘fame and renown’, but these days, it has a new meaning, which designates someone who has become a public figure through seeking media exposure. These persons seem to be increasing in number, and they have done nothing that deserves public acclaim. They’re simply calling attention to themselves.

A team of UK researchers recently studied a group of 16-year-olds, and determined that more than half had no desire to go into professions that didn’t involve being a celebrity. Some might say this is normal and such dreams will eventually fade away. But more worryingly, the research team also pointed out that many young people don’t know what it takes to apply a talent in order to achieve a respectable kind of notoriety. So many go the faster route and may do things they will subsequently regret, (*pause*) like posting inappropriate videos.

Many media experts say the fact that people don’t necessarily have to display a talent, makes it seem much less challenging to be on TV these days, so people are even further motivated to pursue fame.

What also may sound troubling to some is the fact that the celebrity bug is extremely hard to stamp out. Many people will chase unrealistic pursuits their whole lives and the majority will live in a perpetual state of disappointment. (*pause*) Out of the four million fame-seekers, if you look at the Halls of Fame and biographies around the world, there are perhaps only 20,000 entries. (*pause*) But I doubt that these figures will keep people from trying to be the next big celebrity.

*(ten second pause after first reading)*

TONE

*(one minute pause after second reading)*

**Instructions to reader(s):**

**Recording 2**

The conversation below should be read clearly and naturally. After reading the introduction you should pause for one minute to allow candidates to read the questions. On completion of the first reading, pause for ten seconds, then read the conversation a second time. On completion of the second reading, pause for one 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 three speakers: two male and one female.

Speakers: Jim, radio host  
Theresa, senior lecturer  
Danny, writer

**Listen to the discussion. Answer the questions which follow. You now have one minute to read the questions before you start.**

*(one minute pause)*

**TONE**

**Jim** ... So, just to remind you, this is the Jim Watson Show on Radio Central and the time is now three o'clock. Now, are robots taking over our jobs? What is the future of work? Will a day come when there's no more work to do? With me in the studio to discuss this is Theresa Arniston, a senior lecturer in Employment Studies, and the writer Danny Redgrave, whose latest book, *No Work, No Future*, was published last week. Welcome to both of you.

**Theresa** Hi.

**Danny** Afternoon.

**Jim** Theresa, are robots taking over the world?

**Theresa** Well, they're certainly taking over some industries – car manufacturing, for example – where robots have been keeping things moving for 30 years. *(pause)* It's not so much robots as such, but mechanisation in general is coming more and more into production processes. Even in countries where labour has always been cheap, like China, they're spending billions on automating factories.

**Jim** And presumably this means that workers lose their jobs?

**Theresa** Yes, many of them do. But this process is nothing new. When machines were first introduced in the early 19th century, workers protested and destroyed them. But the difference then was that markets were expanding rapidly and these new factories with their machines were able to provide jobs. That's still happening to a certain extent – you can say that demand for cars will expand until everybody in the world that wants one can afford one. However, in general terms, expansion can't go on as quickly as it once did, and there are signs that it's already slowing down.

And there's another side to the picture. Let's say an individual company automates its production process. This will reduce its wage bill and lead to increased profits. But it means that they don't need so many workers, so a lot of them are going to lose their jobs. Then you get lots of unemployed people and they can't afford to buy so many things, so demand for products goes down. OK, so that only happens in the local area, but this process is happening all over the world and, if it continues, sooner or later companies will start to go bankrupt because nobody can afford the stuff they produce. (pause) Another scenario is that the market value of products falls, since they begin to be so cheap to produce...

**Jim** Let's go back to the issue of employment. Danny, won't new technology create new types of job?

**Danny** I think that's being optimistic, to a certain extent. For example, robots need to be maintained, so an example of a new job is a robot mechanic. But one mechanic can service a whole lot of robots, who in their turn displaced a whole lot of people. (pause) They say that planes will one day be flown by pilots on the ground. Well, although some parts of a pilot's job are difficult and demanding – take-off and landing for example – most of an airline pilot's day at the moment consists of sitting in the cockpit and doing nothing, while the plane flies on automatic pilot. So I don't believe it will be one pilot for one plane, or even two or three planes. The job will be divided into different elements – take-off, flying, landing, and distributed around the pilots. But the end result will be a smaller number of pilots controlling a larger number of planes.

They used to say that the service sector would provide lots of new jobs – selling coffee and hamburgers and so on. Well, aside from the fact that most of these jobs are very low paid, you're still up against the fact that people who are unemployed can't afford to go out for coffee and hamburgers, so these jobs depend on employment levels in other sectors.

**Theresa** Another aspect is that automation is also eating into the more highly skilled jobs. Take translation, for example. Machine translation, which anybody can access on the internet, isn't good enough to provide you with, say, a legal document, but you can certainly use it for a lot of day-to-day work that you'd once have had to employ a translator for. And machine translation is steadily improving. (pause) Maybe one day people won't bother to learn foreign languages because they can just get a translation app on their phone.

**Jim** Well, most people in Britain don't bother to learn foreign languages now, so that won't make any difference. Anyway, let's hope all the gloomy predictions don't come true. Thanks to both of you. (begin fade) Now, over to Tanya for the weather report.

*(ten second pause after first reading)*

TONE

*(one minute pause after second reading)*

**You now have one minute to check your answers.**

*(one minute pause)*

**This is the end of the listening test.**

**[END OF SPECIMEN TRANSCRIPT]**

*Acknowledgement of Copyright*

Recording 1 Text is adapted from the article, "Why are young people so obsessed with becoming famous?" by Daryl Nelson. Reproduced by kind permission of Consumer Affairs.



**SQ16/H/02**

**ESOL  
Listening**

## Marking Instructions

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

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## General Marking Principles for Higher ESOL Listening

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.
- (d) The Marking Instructions indicate the essential idea that a candidate should provide for each answer and there may be variation in candidate responses. Credit should be given according to the accuracy and relevance of a candidate's answers.
- (e) The answers for each question must come from the original recording. Candidates may be awarded marks where the answer is accurate and expressed in their own words.
- (f) Where questions require a response of eg 'no more than three words', candidates should not be penalised if they use an additional word, provided that the essential idea required by the question is correct.
- (g) Candidates should not be penalised for making spelling mistakes where the meaning of the word has clearly been understood.
- (h) Where there is a multiple choice question and the candidate ticks more boxes than required: award 0 marks where a candidate ticks all boxes. If **two** answers are required and the candidate ticks three boxes with two correct answers, award 1 mark. If two answers are required and a candidate ticks three boxes with one correct answer, award 0 marks.
- (i) Question 10 in Recording 1 and Question 20 in Recording 2 are the overall purpose questions. For this type of question, candidates must draw meaning from their overall understanding of the recording.

## Detailed Marking Instructions for Higher ESOL Listening

### Recording 1

Question			Expected response	Max mark	Additional guidance
1			C	1	For open answer questions 6-9, candidates may use words directly from the recording or write an appropriate synonym or paraphrase.
2			A	1	
3			B	1	
4			C	1	
5			F	1	
6			being/becoming a celebrity/ famous/fame	1	
7			posting/putting (inappropriate) videos	1	
8			challenging/difficult	1	
9			disappointment/(unrealistic pursuits)	1	
10			D	1	

### Recording 2

Question			Expected response	Max mark	Additional guidance
11			B	1	For open answer questions 13-16, candidates may use words directly from the recording or write an appropriate synonym or paraphrase.
12			A	1	
13			wage bill	1	
14			afford to buy/buy/afford	1	
15			close/go bankrupt/shut down	1	
16			cheap to produce	1	
17			A	1	
18			C	1	
19			C	1	
20			C	1	

[END OF SPECIMEN MARKING INSTRUCTIONS]