

FOR OFFICIAL USE



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

National
Qualifications
SPECIMEN ONLY

Mark

--

S827/76/01

**ESOL
Listening**

Date — Not applicable

Duration — 45 minutes



* S 8 2 7 7 6 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 — 25

Attempt ALL questions.

You will hear three 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.



* S 8 2 7 7 6 0 1 0 1 *

Total Marks — 25
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 1–3: Choose the correct answer for each question and tick (✓) **one** box.

1. According to the speaker, TV talent shows 1

- A create a celebrity culture.
- B make too many people celebrities.
- C offer an unconventional path to fame.
- D aren't the only way people hope to achieve fame.

2. According to the speaker, the desire to become a celebrity 1

- A is not a recent phenomenon.
- B is unusual in the average person.
- C leads to too much daydreaming.
- D leads to overuse of the Internet.

3. According to the speaker, the images of overnight success will make youngsters 1

- A consider a career in managing bands.
- B pursue fame instead of education.
- C be more accepting of celebrities.
- D feel better about themselves.



Recording 1 questions (continued)

Question 4:

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 5–7: Complete each sentence using **NO MORE THAN THREE WORDS**.

- 5. UK researchers found that most 16 year-olds had hopes of _____
_____ . 1
- 6. The research team say that young people may later regret _____
_____ on the Internet. 1
- 7. Another point is that the obsession with fame will ultimately lead to _____
_____ for most. 1

[Turn over



Recording 1 questions (continued)

8. 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 8 2 7 7 6 0 1 0 4 *

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.

Questions 9–10: Choose the correct answer for each question and tick (✓) **one** box.

9. 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.
- D too expensive to use.

10. 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.
- D There will always be rapid expansion.

Questions 11–12:

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

11. If a factory automates its production it can lower its _____
 _____ . 1

12. If not many people have jobs, companies will start to _____
 _____ . 1



Recording 2 questions (continued)

13. 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.

14. Choose the correct answer and tick (✓) **one** box.
According to Theresa, machine translation **1**

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

15. 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.



Recording 3

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 3 before the recording begins.

Questions 16–21: Choose the correct answer for each question and tick (✓) one box.

16. Which of these statements is true about Linda’s children? **1**

- A Callum is happy at school but Hannah is unhappy.
- B Hannah is happy at school but Callum is unhappy.
- C Neither of them is happy at school.
- D Both of them are happy at school.

17. Linda and her husband previously sent their children to an international school because **1**

- A it was the only school available.
- B Linda was working in the school.
- C they felt it was worth the money.
- D they wanted them to develop posh accents.

18. Steve says that, in comparison with boys, girls tend to **1**

- A adopt posher accents.
- B retain the accent of the family home.
- C change their accent to sound like their friends.
- D try to sound more grown up.

[Turn over



Recording 3 questions (continued)

19. Steve's attitude to St Kilda's School is 1

- A it's impressive but socially exclusive.
- B it doesn't give value for money.
- C it's an ideal educational environment.
- D it creates jealousy.

20. Linda says that single-sex schools are good for girls because 1

- A they learn to be more co-operative.
- B they focus more on science.
- C their education reflects the wider society.
- D they develop more assertiveness.

21. Complete the sentences below. Use **NO MORE THAN THREE WORDS** for each answer.

(a) St Kilda's has developed _____
with Maxwell College. 1

(b) Linda thinks that it might be better to narrow Hannah's
_____. 1

(c) Steve isn't sure about what he's going to talk about in his
_____. 1

[END OF SPECIMEN QUESTION PAPER]



MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS



* S 8 2 7 7 6 0 1 0 9 *

MARKS

DO NOT
WRITE IN
THIS
MARGIN

ADDITIONAL SPACE FOR ANSWERS



* S 8 2 7 7 6 0 1 1 0 *



National
Qualifications
SPECIMEN ONLY

S827/76/11

**ESOL
Listening Transcript**

Date — Not applicable

Duration — 45 minutes

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 8 2 7 7 6 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 and one female 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.

(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 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.

(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 three speakers: two male and one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 2

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

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.

(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.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instructions to reader(s):

Recording 3

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 one female speaker. Sections marked **(t)** should be read by the teacher.

(t) Recording 3

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 3 before the recording begins.

(one minute pause)

TONE

Steve Oh, hi Linda — didn't know you'd be in today.

Linda Hi Steve — well, Karen's off sick and I said I'd cover her lecture.

Steve Tough luck. Do you want a cup of tea? Coffee?

Linda Just finished one — that's OK.

Steve What's that you're reading?

Linda This — oh, it's a prospectus for St Kilda's.

Steve St Kilda's — the posh girls' school over in Morningfield?

Linda Yes, that's the place.

Steve *(pause)* It's none of my business but . . . why?

Linda Well, since you asked, we're having a bit of a problem with Hannah. Since we came back from Dubai, we — well, we couldn't afford to put the kids into a private school because neither of us had a job, so we sent them to the local state school — Stonebrae High. Callum settled in fine but Hannah's been having problems — she's been quite miserable for a while now.

Steve What sort of school were they in when you were in Dubai?

Linda That's part of the problem. It was an international school — lots of kids with quite well-off parents. Chris was earning a good salary out there, and I did a bit of teaching at the local university so we were OK for money, and it seemed a good way to spend some of it. But they came back here with quite posh accents, which they'd picked up in the school. Callum lost his in about three weeks but Hannah kind of held on to hers.

- Steve** That's not unusual—girls tend to be more socially aspirational. Boys are more likely to bond with their pals by speaking in the same way. The same's true of adults.
- Linda** Well, thanks for that.
- Steve** It is my field, after all—or part of it.
- Linda** Yes, and I suppose she maybe made the mistake of thinking that the other kids would be interested in her previous life in Dubai, but I've learned myself that when you come back from working somewhere abroad, most people couldn't care less about where you've been.
- Steve** True—and if you're away for a year or so, they often don't notice you've gone.
- Linda** (*laughs*) That's true—they'll say, "Oh, I haven't seen you for a couple of weeks". In our case it was a couple of years. (*pause*) Anyway, what with the accent and the tales of foreign parts, she was branded as a bit of a snob and she's been isolated.
- Steve** Bullied?
- Linda** No, I wouldn't say so—it's just that nobody wants to be her friend.
- Steve** So you're going to send her to St Kilda's? Give me that brochure. Hmm—very nice. Lovely playing fields—oh, look at the library. Gorgeous, but does it have a proper social mix? A bit expensive I imagine, not everyone would be able to afford that. What are the fees?
- Linda** About three to four thousand a term. It's only for a couple of years, though, and with Chris's new job we can just about manage it.
- Steve** But what about Callum—won't he be jealous?
- Linda** No, we've spoken to him about it. He's settled in fine at Stonebrae. Callum's different. He's very sporty—plays football, and so on. And he can look after himself. In fact, he was quite aghast at the idea of being sent to a private school—said his new friends wouldn't speak to him again. Also, he'll be doing his Highers next year, and it's best not to move him if he's settled.
- Steve** Fair enough—but why St Kilda's? It's a girls-only school, isn't it?
- Linda** Yes, the only one in the city nowadays. Well, there's a lot of research that says girls do better in single-sex schools.
- Steve** Well, you may have a point, but don't you think it's a bit of an unnatural situation, to have only girls around?
- Linda** Well, it depends what you mean by a natural situation. Does that mean that the boys are more competitive and the girls are co-operative? That the girls do humanistic subjects and the boys monopolise the science and engineering, just like it is in wider society? We're trying to improve the role of women in the world, not carry on with things as they've always been. I've been doing a bit of reading on this and it suggests that single-sex education for girls actually makes them more competitive, more assertive.
- Steve** Yes, but surely—I mean, well, they need to learn about relating to boys.
- Linda** Well, yes, but St Kilda's has close links with Maxwell College—it's all-boys.
- Steve** Yes, I know that, and it probably costs about the same as St Kilda's.

Linda Well, whatever—but they have social events and other stuff—concerts, debating, study courses. They even go on expeditions together. Look—there’s a page about it here in the prospectus.

Steve (*sarcastically*) Well, I’m sure that’ll broaden her social horizons, mixing with the boys from Maxwell College.

Linda Frankly, I think she’s had quite enough experience of broad social horizons over the past year. She might do better if we narrow them a bit.

Steve Well, it’s up to you—must dash. I’ve got a seminar at eleven and right now I don’t have much idea what I’m going to talk about.

Linda Oh, you’ll be fine—you always were good at winging it.

Steve Yeah, it’s a trick I learned at school. Cheers.

Linda Bye.

(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 pause)

(t) 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, from www.consumeraffairs.com.

SQA has made every effort to trace the owners of copyright materials in this question paper, and seek permissions. We will be happy to incorporate any missing acknowledgements. Please contact question.papers@sqa.org.uk.



National
Qualifications
SPECIMEN ONLY

S827/76/01

**ESOL
Listening**

Marking Instructions

These marking instructions have been provided to show how SQA would mark this specimen question paper.

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is reproduced, SQA should be clearly acknowledged as the source. If it is to be used for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

Where the publication includes materials from sources other than SQA (ie secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the user's responsibility to obtain the necessary copyright clearance.

General marking principles for Higher ESOL Listening

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Use your 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. Award marks according to the accuracy and relevance of a candidate's answers.
- (e) The answers for each question must come from the original recording. Award marks where the candidate's answer is accurate and expressed in their own words.
- (f) Where questions require a response of, for example 'no more than three words', do not penalise candidates if they use an additional word, provided that the essential idea required by the question is correct.
- (g) Do not penalise candidates for spelling mistakes where they have clearly understood the meaning of the word.
- (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) For overall purpose questions, candidates must draw meaning from their overall understanding of the recording.

Marking instructions for Higher ESOL Listening

Recording 1

Question			Expected response	Max mark	Additional guidance
1			D	1	<p>Q4 - Award 0 marks where a candidate ticks all boxes. Award 1 mark where a candidate ticks 3 boxes with two correct answers. Award 0 marks where a candidate ticks 3 boxes with one correct answer.</p> <p>For open answer questions 5-7, candidates may use words directly from the recording or write an appropriate synonym or paraphrase.</p>
2			A	1	
3			B	1	
4			C F	2	
5			being/becoming a celebrity/ famous/fame	1	
6			posting/putting (inappropriate) videos	1	
7			disappointment/(unrealistic pursuits)	1	
8			Overall purpose question D	1	

Recording 2

Question			Expected response	Max mark	Additional guidance
9			B	1	<p>For open answer questions 11-12, candidates may use words directly from the recording or write an appropriate synonym or paraphrase.</p> <p>Q13 - Award 0 marks where a candidate ticks all boxes. Award 1 mark where a candidate ticks 3 boxes with two correct answers. Award 0 marks where a candidate ticks 3 boxes with one correct answer.</p>
10			A	1	
11			wage bill	1	
12			close/go bankrupt/shut down	1	
13			A C	2	
14			C	1	
15			Overall purpose question C	1	

Recording 3

Question		Expected response	Max mark	Additional guidance
16		A	1	
17		C	1	
18		A	1	
19		A	1	
20		D	1	
21	(a)	Overall purpose questions (close) links/good connections	1	No more than 3 words. Accept any synonym for <i>ties/links</i> .
	(b)	(social) horizons	1	No more than 3 words. Accept any synonym for <i>horizons</i> but must include <i>social</i> , for example <i>social perspective/social experience</i> .
	(c)	seminar	1	No more than 3 words.

[END OF SPECIMEN MARKING INSTRUCTIONS]