

FOR OFFICIAL USE

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Total Mark
(A+B+C)

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NATIONAL QUALIFICATIONS 2014

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
INTERMEDIATE 2



* X 2 2 2 1 1 0 1 *

Section A: Listening

X222/11/01

TUESDAY, 27 MAY 1.00 PM – 1.30 PM

Fill in these boxes and read what is printed below.

Full name of centre

Town

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Forename(s)

Surname

Number of seat

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Date of birth

Day

Month

Year

Scottish candidate number

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For this examination you must use **blue** or **black ink**.

Section A Listening

25 marks are allocated to this paper.

You will hear 3 different recordings played twice. There will be a gap before each recording is repeated. You will have 1 minute to finish answering the questions after you hear the second playing of each recording.

There will also be 1 minute at the end to check your answers.

You will have 1 minute to read the questions before you hear each recording.

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

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



* X 2 2 2 1 1 0 1 0 1 *

Section A Recording 1

1. Which **two** of these does Graham say? Tick (✓) **two** boxes.

A Berwick grew up on the north side of the River Tweed.

B Berwick was a major English port for 300 years.

C Berwick's population was expelled by the English king, Edward I.

D The Scots took the town back in 1482.

E Berwick has been English for longer than it was Scottish.

2

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

The football club, Berwick Rangers, play in the Scottish league because:

A Berwick has close associations with Scotland.

B the players feel more Scottish than English.

C the club is nearer to more Scottish teams.

1

3. Are these statements **true** or **false**? Write **T** (true) or **F** (false) on each line.

(i) Some pupils in Berwick high school live in Scotland.

_____ 1

(ii) Doctors in Berwick have patients from Scotland and England.

_____ 1

(iii) Berwick Infirmary has patients from Scotland and England.

_____ 1



* X 2 2 2 1 1 0 1 0 2 *

Marks

4. Complete the sentences below. Write no more than **three** words for each answer.

(i) Some people feel that Berwick _____
_____ to Scotland.

1

(ii) Due to its growth. Berwick has now _____
_____ the River Tweed.

1

(iii) If the land border moved to the south, the _____
_____ would have to move as well.

1

9 Marks

[Turn over



Section A Recording 2

5. Are these statements **true** or **false**? Write **T** (true) or **F** (false) on each line.

(i) Pets as Therapy arranges for people in hospitals to own pets.

_____ 1

(ii) PAT can help children with a strong fear of dogs or cats.

_____ 1

(iii) Patting a dog or stroking a cat can make people feel more relaxed.

_____ 1

(iv) Sanjeev's attitude to pets is negative.

_____ 1

6. Which two of these does Sanjeev say about keeping dogs in India? Tick (✓) **two** boxes.

A Vets are not common in some areas.

B Rabies can be fatal to dogs.

C Many people can't afford to keep a dog.

D People think that food is wasted on dogs.

2

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

More people are keeping dogs as pets in developing countries because:

A they are a mark of middle-class status.

B people want a watchdog to guard their house.

C pet food is becoming more available.

1



Marks

8. Which one of these is **true** about *Pets As Therapy*? Tick (✓) **one** box.

A They provide pets for people to take into hospitals.

B PAT dogs must have a suitable temperament.

C PAT dogs have to wear a yellow coat.

1

8 Marks

[Turn over



Section A Recording 3

Marks

Choose the correct answer for each question and tick (✓) **one** box.

9. Paolo has just finished teaching

A a first-year class

B 2R4

C a Higher class.

1

10. Which **one** of these is true of Paolo's lesson?

A It was filmed for TV.

B He used a microphone.

C He found it tiring.

1

11. Why is Paolo surprised that Michael Anderson is in the Modern Studies class?

A Michael isn't in favour of much discussion in class.

B Michael doesn't seem to have strong views on anything.

C Michael's more interested in maths.

1

12. Are these statements **true** or **false**? Write **T** (true) or **F** (false) on each line.

(i) Teaching of reading in Japan is not very good.

_____ 1

(ii) Teaching of maths and science in Japan is good.

_____ 1

(iii) A high percentage of Japanese pupils go on to university.

_____ 1



* X 2 2 2 1 1 0 1 0 6 *

Marks

13. Complete the sentence below. Write no more than **three** words for the answer.

Sally says Sony and Nintendo are quite _____
_____.

1

14. Choose the correct answer for the question and tick (✓) **one** box.

Paolo's pupil, Kenji Takahashi

A has been away from Japan for a number of years.

B knows a lot about the Japanese school system.

C only learned how to be independent in secondary school.

1

8 Marks

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]



ADDITIONAL SPACE FOR ANSWERS

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ADDITIONAL SPACE FOR ANSWERS

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* X 2 2 2 1 1 0 1 1 2 *

X222/11/11

NATIONAL TUESDAY, 27 MAY
QUALIFICATIONS 1.00 PM – 1.30 PM
2014

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2
Listening Transcript

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.



Instruction 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.

Listen to the talk. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 1 before you hear the recording.

(1 minute pause)

TONE

Teacher: Are you ready Graham? OK, give me a second to focus the camera—right, this is Graham Baker, class 5K3, History, and he’s going to do his presentation. It’s the 13th of March. Graham, carry on when you’re ready.

Graham: Sure. OK, the title of my presentation is, “Berwick, my home town”. I was born and grew up in Berwick, and I lived there until my family moved up here two years ago. So, how many of you here know where Berwick is? OK?, most of you. For those who don’t know, it’s on the east coast, on the border between Scotland and England. Its full name is Berwick upon Tweed—because it’s on the River Tweed.

Now, on the east side of Britain, the lower part of the River Tweed forms the border between the countries. That was established, like most of the rest of the border, round about the year 1000. Berwick grew up on the north side of the river, where it meets the sea, and in time became a major Scottish port.

Well, things went on for the next 300 years, but then war started between Scotland and England. In 1296 the English king, Edward I, invaded Scotland. He captured Berwick, killed all the people and replaced them with the English settlers. Some time later the Scots took the town back and over the next couple of hundred years Berwick changed hands 13 times until the English captured it again in 1482, and since then it’s stayed in England. So, although Berwick is north of the river, it’s politically in England and has been for over 500 years—much longer, by the way, than it was ever part of Scotland.

However, the fact is that Berwick is much closer to Edinburgh than it is to London. Also, there are many more people living near the border on the Scottish side than the English side. If you travel south, it’s thirty miles to the next town. On the Scottish side there are, oh, many places within thirty miles. So Berwick has always had close associations with Scotland. The football team, Berwick Rangers, play in the Scottish league. This has nothing to do with feelings of nationality—it’s just a question of not having to travel so far to matches.

But the whole place is mixed up like that. Obviously, most pupils in Berwick high school live in England, but there are some whose families have crossed the border. Those who live in the English side have to pay university fees while those on the Scottish side don't. The local doctors have patients on both side of the border, but that isn't true of the hospitals. So patients near Berwick on the Scottish side will travel over 20 miles to Kelso Hospital, rather than being taken just down the road to Berwick Infirmary. Estate agents in Berwick deal with property on both sides of the border, but they have to use solicitors qualified either in England or Scotland to do the legal work because of the different laws.

From time to time there are calls for Berwick to return to Scotland. However, I really doubt if that will happen. As I said, the town started on the north side of the River Tweed, but it's long since spread across the river. So if it returned to Scotland, the border couldn't be the river, but south of it—probably a few miles south to give the town a bit of space. And that new border would have to be projected across the North Sea, which would result in many square miles of the sea being transferred to Scotland. Now we're not just talking about water—that sea is rich in oil and there's some good fishing there too, and I can't imagine London agreeing to move the sea border. So I think Berwick will stay in England, but it'll always be Scottish in some ways. Thanks a lot.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

[Turn over

Instruction to reader(s):

Recording 2

The radio discussion 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 discussion 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, plus one male/female presenter.

Listen to the radio discussion. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 2 before you hear the recording.

(1 minute pause)

TONE

Nick: So, Sanjeev, you'd say that the future of the Indian community in Glasgow is secure?

Sanjeev: Yes, I think so.

Nick: Great. OK, just a reminder that you're listening to the Nick Maxton show on your very own Radio Kelvin. I've been discussing the history of the Indian community in Glasgow with my first guest, Sanjeev Patel. Now, Sanjeev, I hope you can stay with me for the next half an hour or so because my second guest has just arrived. And it's a very warm welcome to Reanna Robertson, who's here to talk about pets. Hi, Reanna.

Reanna: Hello, Nick.

Nick: Now, Reanna, you're here representing a voluntary organisation called Pets as Therapy. Care to tell us something about it?

Reanna: Of course—well, in Pets as Therapy we arrange for pets, and their owners, to visit hospitals, hospices, care homes and so on . . .

Nick: Pets As Therapy—am I right in thinking that might be an acronym? P-A-T—pat?

Reanna: Of course—pat the pet. Most people like animals, and often when they're in hospitals and care homes they miss the pets they had at home, and it's really good for them to meet, well, let's say, a nice cuddly dog.

Nick: Interesting . . .

Reanna: But it's more than that. Pets can help patients suffering from clinical depression, or children who might have a dog or cat phobias. Like our name says—therapy. Pets are good for people. It's been clinically proved that patting a dog or stroking a cat can help to reduce stress levels.

Nick: Right—Sanjeev, what do you think about this?

Sanjeev: Absolutely fine—sounds good to me.

Nick: Have you got a pet yourself?

Sanjeev: Yes, we've got a cat . . . the kids love her . . . we've had her for years. But . . . I'll be the first to admit that not many Indian families do keep pets. Things are changing though. OK, living in a village in India, where the nearest vet is miles away, can make owning a dog quite difficult. And if dogs are going to live a long healthy life they may need to see a vet occasionally. Also, a lot of dogs have rabies. It's a killer disease for humans and it means that many people are put off dogs—they just don't want to be near them. Also, for a lot of people, their main concern is feeding their family, and feeding a dog is just beyond their budget. All of these things might condition your attitude to pets.

Nick: That's true.

Sanjeev: On the other hand, if you've grown up in a bungalow in Glasgow, like I did, with plenty of vets around and no rabies—you might feel differently.

Nick: Yes, good point.

Reanna: Actually, things are changing in many developing countries. The middle classes are getting into the idea—you know, buy a house, buy a car, buy a dog. They all show your higher position in society. Of course many dogs are still kept as watchdogs—they live outside the house and are often chained up—but more and more people are keeping dogs as pets. Did you know, Nick, that the fastest-growing market for pet food in the world is India?

Nick: That's interesting. But, to get back to Pets As Therapy—I take it people use their own pets—you don't supply them?

Reanna: That's right.

Nick: And what kind of pets are we talking about? Is it only dogs and cats?

Reanna: Yes. They're the most suitable.

Nick: Well, let's say I have a dog and I want to get it signed up for Pets As Therapy. What do I do?

Reanna: Well, the dog would be checked to see that it's well-trained and sociable. Also, we'd want a note from the vet to say it's in good health. Then, if that's OK you get an official badge and there's even a special yellow coat the dog can wear if you like. And then the organiser would start arranging visits to hospitals and so on.

Nick: That's great—thanks for coming along today. *(fade)* So, if you have a dog or cat and are interested in joining Pets As Therapy you can contact Reanna at . . .

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instruction 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 discussion 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.

Listen to the conversation. Answer the questions which follow. You now have 1 minute to read the questions in Section A Recording 3 before you hear the recording.

(1 minute pause)

TONE

Sally: Hi Paolo. *(sits down)*

Paolo: Oh, hi Sally. How are things?

Sally: OK—I wanted to have a word about the arrangements for the school dance.

Paolo: Oh, have I messed things up?

Sally: Not at all, but there are just a couple of things we need to straighten out.

Paolo: Right, yeah—can we do it at lunch time? I really need to switch off for a few minutes.

Sally: Of course—have you had a rough lesson?

Paolo: Rough? Well, no, not like teaching some of the first year classes.

Sally: Or 2R4—particularly horrible second-year class. I've just had two periods with them.

Paolo: No, it was the Higher class—nice group. It started off with a discussion of university fees, but then we started talking about different ways of learning.

Sally: Sounds interesting.

Paolo: Oh, it was, it was—but keeping something like that going can be exhausting—I felt like one of these hosts on daytime TV—you know, when they have a studio audience and run around with the microphone. It really took it out of me.

Sally: *(laughs)* Can't say I do much running around in my classroom. Anyway, what sort of things did they bring up?

Paolo: Well, Michael Anderson—you know him?

Sally: Of course—not the most exciting pupil in the school.

Paolo: That's him—well, he thinks education is far too liberal and what pupils need is more facts, more facts, and more facts, and less discussion—oh, and a lot more maths as well. I don't know what he's doing in a Modern Studies class.

Sally: I've no idea—maybe he wants to go into politics.

- Paolo: Well, if he does I can guess which party. Anyway, then Sophie O'Connor started arguing with him—I don't think these two like each other . . .
- Sally: Well, they're certainly poles apart politically.
- Paolo: And she made the point that in Japan there's been a lot of criticism of the school system for its focus on rote learning over independent thinking, and that there were calls there to try to introduce more creativity into the syllabus.
- Sally: (*pontificating*) Oh? I don't think the Japanese would want to give away what they have now. Japan has high literacy rates—in fact not being able to read is almost unknown, unlike here. Japan also scores well internationally in maths and science and the proportion of school pupils going on to university is one of the highest in the world. Japan's education system fuelled the economic miracle after the Second World War and I'd say that companies like Sony and Nintendo are quite imaginative and creative.
- Paolo: Wow! You sound like you're making a speech.
- Sally: (*laughs*) Actually, I'm doing a workshop on Saturday—I've been learning my script. But isn't there a Japanese pupil in the Higher class? Kenji . . .
- Paolo: Yes, Kenji Takahashi—he spoke up at one point and he was really interesting. Of course, he came here when he was eight so he doesn't have much direct experience or a deep knowledge of the Japanese system, but he did make the point that the schools there try to develop independence in the pupils. They teach them how to walk to school safely, how to pack for field trips and so on.
- Sally: That's not quite the same as teaching independent thinking.
- Paolo: No, but it's possibly something we could have a look at—it might mean not so many pupils being delivered by car. (*begin fade*) Anyway, I'd better go and get organised for the next lot. Nice talking to you, Sally.
- Sally: Sure. See you.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

You now have 1 minute to check your answers.

(1 minute pause)

TONE

This is the end of the listening test.

[END OF TRANSCRIPT]

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NATIONAL QUALIFICATIONS 2014

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
INTERMEDIATE 2



Section B: Reading Section C: Writing

X222/11/02

TUESDAY, 27 MAY 1.50 PM – 3.20 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

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For this examination you must use **blue** or **black ink**.

Section B Reading

25 marks are allocated to this section.

Read the two texts and answer the questions which follow.

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

Section C Writing

There are two parts in this section.

25 marks are allocated to this section.



SECTION B—READING

Recommended Time: 40 minutes

Text 1

Read the text below and answer the questions that follow.

- 1 “The difference between a gold medallist and finishing fourth comes down to the six inches between your ears,” says sports psychology Professor Ian Maynard of Sheffield Hallam University in the UK. “These days there is little to choose between the top athletes of any sport in terms of preparation, skill or talent; it’s mentality that decides who wins.”
- 2 This perception has driven the rapid development of sports psychology, a profession which was bitterly resented by coaches when it began in 1938. Times have changed since then, helped by success stories like Tiger Woods, who worked with a sports psychologist in his early years. “My mind is my biggest asset,” Woods said at the height of his career.
- 3 British Sports Psychologist Sarah Scott describes her role as “getting people to perform the best they can.” She talks of helping golfers conquer panic and of supporting trampolinists, gymnasts and divers suffering from “lost move syndrome” in which sudden blackouts play havoc with a well-rehearsed routine. “Often athletes can be on the point of giving up their sport when they come to me,” says Scott. “You have to work hard to develop their confidence so that they can start again.”
- 4 But sports psychologists say they can boost performance even where there is nothing obviously wrong. “Athletes perform best when they are in ‘the zone,’” explains Tomaz Mencinger. “In the zone the mind is clear and free of emotion, and the player has a relaxed intensity. If the level is too high the body will tense up; if it’s too
- low, concentration will be lost. Success is not so much all in the mind as in not letting the mind get in the way.” He cites the case of a leading tennis player who kept losing in the final stages of his matches. It emerged that he felt sorry for his opponent. “We had to work on getting him to realise that he was not responsible for his opponent’s feelings.”
- 5 Behind the work of a sports psychologist, there is a lot of supporting research by academics like Gert-Jan Papping of the Netherlands. His research has shown that negative emotions impair performance. He found that athletes need to work on feeling positive when under stress. One way of doing this is by celebrating success. Papping studied 151 penalty shoot outs to discover that the teams who celebrated after a goal were more likely to win than those who didn’t. Not many dare because of the stress of the situation, but those who do ensure that their opponent has an 80% chance of missing their next shot.
- 6 The psychological benefits of team sports are behind the work of the Positive Coaching Alliance, a movement established in the USA by Jim Thompson to ensure that sport teaches young athletes life lessons beyond ruthless competition. “The prevailing model of coaching today is what I would call a win-at-all-cost mentality,” said Thompson. In contrast, his method is based on individual improvement, emotional fulfilment, respect for rules, teammates, opponents and officials. Thompson insists that teams trained in this way are more likely to be winners. “When coaches focus mainly on winning, rather than mastery,



* X 2 2 2 1 1 0 2 0 2 *

they instil anxiety in their players and this affects their confidence. Getting the psychology right is crucial for coaches who want their athletes to succeed both on the scoreboard and at life lessons.”

7 For some, current models don't go far enough. Sports scientist Wolfgang Schollhorn believes that techniques such as visualization interfere with physical abilities. He is now researching meditation and other practices as performance enhancers in sport. “After four weeks, the vast majority of athletes improve by between 30 and 100%,” says Schollhorn.

8 But nowhere is the success of sports psychology more apparent than in its crossover to business. Companies

such as Lane4 consultancy, founded by Olympic gold medal swimmer Adrian Moorhouse, have popularized the idea that business leaders can learn from elite athletes. He claims, “They too need to perform consistently and so can benefit from athletic qualities such as the kind of resilience that sports psychologists call ‘mental toughness’.” The lessons of sport can easily be translated into business claims Martin Perry. “It can teach us how to lead, how to be a team player, how to motivate ourselves and others and how to deal with anxiety, pressure and defeat. These are vital life skills that are just as relevant to a six year old kid in school as to an Olympic gold medallist.”

QUESTIONS

DO NOT
WRITE
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MARGIN

Marks

Choose the correct answer for each question and tick (✓) **one** box.

1. According to the text, which of the following is **true**?

- A Top athletes these days are almost the same in terms of ability.
- B Many athletes lose in their sports due to a lack of preparation.
- C Sports psychology is mainly for those with specific problems.

1

[Turn over



Marks

2. Give short answers to the following questions.

(a) What has caused sports psychology to become more popular?

1

(b) Why do some athletes find it difficult to generate positive emotions?

1

(c) Why does Adrian Moorhouse think that business can learn from sport psychology?

1

Match the opinions **A–D** with the names **3–6**. Write **A, B, C** or **D** in each space.

<p>3. Ian Maynard</p> <p>_____</p>		<p>A. In order to win, athletes must not let the mind interfere.</p>	1
<p>4. Tomaz Mencinger</p> <p>_____</p>		<p>B. A focus on winning can negatively affect athletes.</p>	1
<p>5. Jim Thompson</p> <p>_____</p>		<p>C. Sport can teach us skills for all aspects of life.</p>	1
<p>6. Martin Perry</p> <p>_____</p>		<p>D. State of mind is the key factor to winning.</p>	1



Marks

7. Which **one** word in paragraph 6 means “cruel”, “showing no pity”?

1

8. Which **one** word in paragraph 8 means “strength of spirit”?

1

10 Marks

[Turn over



Text 2

9.

Marks
DO NOT
WRITE
IN THIS
MARGIN

1

1

1

This text has been removed due to copyright issues.

1

1

5 Marks



Marks

10. In the left hand column of the table you can see different tips for writing a good blog. In the right hand column you can see the information about each tip. Match the tip to the information. **One** has been done for you as an example. There is **one** extra piece of information in the right hand column that you will not use.

Use pen and paper 5	1. Ignore everything you were taught about writing at school. You need to write as if you are talking to your readers, not writing an essay for them.
(i) Know what you want to write about	2. You need to grab people's attention within a few seconds. If you can't do this, you will lose them. You need to entice them to read further by engaging them in the content.
(ii) Get a great title	3. If you read some of the good blogs you'll see that they don't just cover the basics. They engage the reader with the finer points, although don't think that you need to share intimate, personal information unless you want to.
(iii) Hook your readers	4. Try to write posts that get a good discussion going. If you can develop a dialogue with your audience, your traffic will grow. Using this feature is the best way to achieve that.
(iv) Give the details	5. Keep a notepad handy all the time. You could get ideas at any time and need to write them down to remember them for later.
(v) Wrap it up	6. Most of us don't keep a diary or write very much in our everyday lives. You may find yourself becoming stilted or longwinded, neither of which will work. You need to develop your own voice that people will come to recognise. Try writing with someone in mind, this will help you relax and develop your own writing technique.

1

1

1

1

1



Marks

10. (continued)

(vi) Final touches _____ 		7. Before writing the first word you need to know what the last word will be, not literally, but you need to know how you are going to start, what points you want to cover and how you will finish.	1		
(vii) Keep it current _____ 		8. Once you've planned are you ready to start writing? No, not until you come up with an awesome heading. Blogs with good ones tend to get read more. Try to make them snappy or controversial.	1		
(viii) Allow comments _____ 		9. The most successful blogs do this frequently, but try to establish a pattern that you can manage. As long as your readers know they'll learn more each time, they will keep coming back.	1		
(ix) Develop a style _____ 		10. Don't just repeat what you have talked about in the main section of the blog. Add something new and meaningful at the end.	1		
(x) Get out of your old ways _____ 		11. As news travels so fast these days make your posts topical. You don't want your postings to be old news, or already covered by hundreds of other blogs.	1		
		12. So you've finished your post? Not until you have checked spelling, grammar and punctuation. Once that's done, add a picture; it makes it easier on the eye for the reader.			

10 Marks

[END OF SECTION B—READING]



SECTION C—WRITING

Part 1

Recommended Time: 10 minutes

Read the following text. Look carefully at each line. In each line of the text there is either **one** extra word or **one** missing word. Write the extra or missing word in the spaces 1–10. The task begins with two examples (a) and (b).

Fire safety at home

<p><i>Fit smoke alarms on each level of your home—it's <u>is</u> the simplest step you can take to cut the risk of dying as / result of a fire in your home. Test the batteries in your smoke alarm week and change them every year—never remove them apart when replacing them. Take extra care when cooking with a hot oil and don't leave children alone in the kitchen when the hob or oven it is on. Plan a route to escape from your home if there is a fire make sure everyone in the house knows the plan. If there's a fire, don't tackle yourself—get out. Stay out and call the 999. Check for fire hazards in your home before you go to bed—it takes longer become aware of a fire when asleep. Try to have one plug per socket—too many of electrical appliances plugged into one socket they can overload it, which can lead to overheating.</i></p>	<p>a. <u>is</u></p> <p>b. <u>a</u></p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
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5 Marks

[Turn over



Part 2

Read the three tasks below. Answer **one** task only on the lined answer sheets on Pages 12–13. Choose your task and write the task number selected in the box provided on Page 12.

Recommended Length: 250 words

Recommended Time: 40 minutes

Task 1: Everyday Communication

Small changes can make a huge difference to your health . . . and you don't have to spend a lot of money!

Write an **article** for your college/school newsletter, giving advice on how to improve health and wellbeing. You should include the following points and you may add any ideas of your own:

- physical activity
- food
- weight control
- smoking and drinking
- stress and anxiety.

20 Marks

OR

Task 2: Work

To: all staff

From: Staff Development

Re: training opportunities

Funds are available for training in areas such as IT, interview skills, management training or language learning.

If you are interested, please **e-mail** with all the following information:

- current role and responsibilities
- your skills and abilities
- the training you require
- how this training will benefit you
- how this training will benefit the company.

20 Marks



* X 2 2 2 1 1 0 2 1 0 *

OR

Task 3: Study

Are libraries (school/college or public) still useful for studying?

Write a **formal essay**, giving your views on this subject. You should include all the following points and you may add any ideas of your own:

- free access to books
- access to computers
- online resources
- space for study
- opening hours.

20 Marks

[Turn over



Task Number

* X 2 2 2 1 1 0 2 1 2 *

ADDITIONAL SPACE FOR ANSWER

DO NOT
WRITE
IN THIS
MARGIN

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* X 2 2 2 1 1 0 2 1 4 *

ADDITIONAL SPACE FOR ANSWER

DO NOT
WRITE
IN THIS
MARGIN

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ACKNOWLEDGEMENTS

Section B Text 1—Text is adapted from an article by Jane Szita in Holland Herald, June 2012, Vol 47, No. 6 (Pages 38-40).

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* X 2 2 2 1 1 0 2 1 6 *