

FOR OFFICIAL USE

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Total Mark
(A+B+C)

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NATIONAL QUALIFICATIONS 2015

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
INTERMEDIATE 2

X222/11/01

Section A: Listening

MONDAY, 25 MAY
1.00 PM – 1.30 PM



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

--

Date of birth

Day

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Month

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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.



Section A Recording 1

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

1. Shona is thinking about

- A Craig's birthday present.
- B Craig's birthday party.
- C the school Craig goes to.
- D the school Craig will go to.

1

2. Which of these statements is true about Duncan?

- A He now lives in a different town from where he grew up.
- B He still lives quite near the place he grew up.
- C He grew up in a bungalow in Lennox Avenue.
- D The bungalow isn't good enough for him.

1

3. Which of these best represents how Shona thinks?

- A The family business is less profitable than before.
- B She'd like to send both children to a private primary school.
- C She'd like to move to another part of the city.
- D She wants to buy a new house as soon as possible.

1

4. Duncan doesn't want to move further away from his family because

- A he doesn't want to leave the country.
- B he doesn't like driving.
- C it goes against his sense of family loyalty.
- D he likes living in a council house.

1



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

Marks

5. Which of these best shows Duncan's attitude to the children's future?

- A He'd like Craig to train as a plumber.
- B Rachel shouldn't work in the business.
- C He couldn't accept Rachel training as a plumber.
- D He'd prefer Craig to work in the office.

1

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

(i) Shona thinks the children might **not** want to _____
_____ .

1

(ii) Shona says that plumbers _____
_____ than some university graduates.

1

(iii) She thinks the children will _____
_____ if they go to better schools.

1

8 Marks

[Turn over



Section A Recording 2

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

7. Ronnie Martin's hobby is

- A looking for large metal objects.
- B looking for buried mines.
- C looking for old metal objects.
- D walking in the country with friends.

1

8. Where are landowners **not** legally entitled to a reward if objects are found on their land?

- A England
- B Wales
- C Northern Ireland
- D Scotland

1

9. David Booth found some gold objects using a metal detector

- A in a field on his first day out.
- B outside a field on his first day out.
- C in a field on his fifth day out.
- D outside a field on his fifth day out.

1

10. If you find a valuable object

- A you have to give it to the Queen.
- B you can keep it and sell it.
- C you may be allowed to keep it and sell it.
- D you may keep it but you can't sell it.

1

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

Marks

11. The only people allowed to use metal detectors on an archaeological site are

A nighthawks with the landlord's permission.

B legal detectorists who pay the landlord.

C nighthawks invited by archaeologists.

D legal detectorists invited by archaeologists.

1

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

(i) Detectorists can find things like _____
_____ on a battlefield.

1

(ii) The woman's engagement ring had belonged _____
_____.

1

(iii) The couple's friends searched for the ring on their _____
_____.

1

(iv) Ronnie found the ring within _____
_____.

1

9 Marks

[Turn over



Section A Recording 3

Marks

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

(i) The lecturer says the internet newspaper article represents

_____ .

1

(ii) Sarah Parsons says that 20 years ago children _____

_____ own games.

1

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

14. What does Sarah Parsons say about entertainment technology?

A People are aware of the impact it is having.

B 75 per cent of children watch TV.

C Half of children have a TV in their bedroom.

D It has taken the place of conversation at mealtimes.

1

15. The lecturer suggests that Sarah Parsons is

A nostalgic.

B local.

C absolutely correct.

D older than he is.

1

16. The lecturer doesn't accept Sarah Parsons' view of outdoor activities because

A they can be dangerous.

B his memories are different.

C he feels her memory is at fault.

D he had a violent adolescence.

1



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

Marks

17. What does the lecturer say is **always** true about his family?

- A They eat home-cooked food.
- B They eat together.
- C They talk to each other.
- D They watch TV at mealtimes.

1

18. Which of these does the lecturer say?

- A As people get older, they think the world is getting worse.
- B The ancient Greeks thought the world was improving.
- C The world is actually getting worse.
- D TV was better when he was young.

1

19. Which of these things does he say is increasing in young people?

- A intelligence
- B crime
- C drug use
- D playing video games

1

8 Marks

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]



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ADDITIONAL SPACE FOR ANSWERS

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ADDITIONAL SPACE FOR ANSWERS

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X222/11/11

NATIONAL MONDAY, 25 MAY
QUALIFICATIONS 1.00 PM – 1.30 PM
2015

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 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.

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

(1 minute pause)

TONE

Duncan: Hi love, there's your coffee.

Shona: Thanks, Duncan. Two biscuits? You can take one away—I'm watching my weight.

Duncan: OK, I'll have it. What are you reading?

Shona: It's the property guide.

Duncan: Shona, my dear, why are you reading the property guide?

Shona: Well, it's Craig's fourth birthday next week.

Duncan: You're going to buy him a house for a present?

Shona: Don't be silly. His presents are all wrapped up and in the cupboard—I've got his party organised. Right now I'm more concerned about his school—he'll be starting next year.

Duncan: His school? What's wrong with the one up the road?

Shona: Quite a lot, really.

Duncan: It was good enough for me.

Shona: Well, when you were a kid you lived on the council estate. You've moved a few streets from there but it's the same catchment area and the same school.

Duncan: I see, so now we have a nice bungalow in Lennox Avenue, my old school isn't good enough for you?

Shona: Some of the other mums I know, through the nursery school, well . . . they're sending their kids to private schools.

Duncan: We can't afford that. The business is doing well enough but we couldn't manage school fees—and there's Rachel as well.

Shona: Rachel's just a baby.

Duncan: I have noticed. What I mean is, if we send one we have to send both and that will be another set of fees in five years' time—come on, Shona, you do the accounts, you know what the business is making.

Shona: I do, and I know it's growing. We've been doing quite well over the past couple of years.

Duncan: Well, not too badly, I suppose.

Shona: Anyway, I'm not suggesting we send them to a private primary school.

Duncan: Really? So what do you want?

Shona: Well, just maybe move into a better catchment area so they go to a good local primary.

Duncan: Move house? You mean you want to . . .

Shona: It doesn't have to be right now, though, just some time in the next year.

Duncan: You mean move away from around here?

Shona: Yes.

Duncan: But I like it here—most of my family are still on the council scheme . . . my mum . . .

Shona: For God's sake, Duncan, I'm not suggesting we leave the country, just move a couple of miles into a better area, or an area with a better school.

Duncan: Oh . . . I don't know . . .

Shona: I mean, you drive into the city every day to work. You could surely drive a couple of miles to see your mum and the rest of the family.

Duncan: (*pause*) It's not so much the distance . . . it's like, well, abandoning them. Moving away. (*pause*) Too good to live near them any more.

Shona: Duncan, this house is worth . . . quite a bit.

Duncan: I know. So?

Shona: So don't kid yourself we're living in a council semi. We're in a moderately posh house, Duncan. You're running a successful business. You can stop pretending you're just a working plumber.

Duncan: (*heatedly*) There's still a bag of tools in the garage. Last week, I got them out and went to work. I spent part of Thursday afternoon lying under a sink in a house in Glenwood.

Shona: You could still do that if we move to a new house.

Duncan: (*pause*) Oh . . . I don't know—I mean, how much education do the kids need?

Shona: What are you saying?

Duncan: Well, I was hoping they'd maybe follow us into the business, and you can't run a plumbing business unless you train as a plumber. I was kind of hoping Craig . . .

Shona: You want Craig to be a plumber?

Duncan: I thought, maybe . . . yes.

Shona: What about Rachel?

Duncan: Well, she could work in the office, doing the money stuff like you do.

Shona: And what if Rachel wants to be a plumber and Craig wants to keep the books?

Duncan: Well . . . I suppose so, yes.

Shona: And what if neither of them want to join the business? What if they want to do something else entirely?

Duncan: Well, I can . . . I can live with that.

Shona: Live with it? Wouldn't you like them to be lawyers or doctors or architects?

Duncan: Well, if that was their choice . . .

Shona: If that was their choice? Most parents would be proud of it. Look, Duncan, I've got no problem with Craig or even Rachel becoming a plumber. They'd probably make more money than in a lot of jobs that university graduates get, especially nowadays. But that isn't the point. I want them to find their *own* way in life, make their own decisions. I'd like them to have options, and they'll have more options if they go to better schools.

Duncan: I suppose so.

Shona: They can always make their minds up later. Now, look, (*begin fade*) here's a nice detached villa in Cairneyhowe. It's got a garage and a nice garden. What do you think?

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

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.

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 start.

(1 minute pause)

TONE

- Kathy: Thanks for that, Charlie, and I hope it stops raining in Aberdeen sometime soon. So, just to recap before my next guest comes in—this is Kathy Sullivan on Gowrie FM, your local radio station. Now, my next guest is Ronnie Martin. Good morning, Ronnie.
- Ronnie: Morning, Kathy.
- Kathy: So, this large metal object you've brought into the studio. It looks a bit like one of these things soldiers use to find mines—what is it?
- Ronnie: It's a very dear friend of mine, Kathy. It's a metal detector.
- Kathy: And what do you do with it—I mean, I know it detects metal, but where and when?
- Ronnie: Well, I go out into the country most weekends and look for old things, like coins, that are underground.
- Kathy: And where do you go?
- Ronnie: Well, you have to have the permission of the landowner but they're usually quite happy to have detectorists on their land.
- Kathy: Detectorists?
- Ronnie: Yep—this is a detector, and I'm a detectorist.
- Kathy: And these landowners, why are they happy to have you wandering over their land?
- Ronnie: Well, if we find anything valuable, they get half of the money. In England, Wales and Northern Ireland, that's the law. It isn't in Scotland but we give it to them—it's a sort of gentleman's agreement and it means they're happy to have us there.
- Kathy: So, you're a treasure hunter?
- Ronnie: Not at all. A lot of detectorists never find anything of any real value. It's just the interest in what you might turn up.

Kathy: But some do—there was that guy who found the gold things that are now in the National Museum.

Ronnie: David Booth—yes, an amazing story. It was his first day out with a metal detector—he'd only had it for five days. He got permission to search in a field—this was in Stirlingshire—and he parked his car next to it. But he didn't even get into the field. There was some flat ground behind the car so he went there, turned on the detector and bingo! He found four gold neck bands over a couple of thousand years old. They were worth almost half a million pounds.

Kathy: Cool. So what do you do if you find something valuable? Just sell it?

Ronnie: No, you have to declare it. Everything you find is the property of the Queen and if it has any value or historical interest you have to report it to the Treasure Trove Unit. If they want it, you get money equivalent to its value. If not, they'll give you a certificate to say you can keep it, and you can sell it if you like.

Kathy: And does everyone do this?

Ronnie: Any honest detectorist will do it.

Kathy: But there are people who go out at night, illegally . . .

Ronnie: Yes, they're known as nighthawks, and they're just in it for the money. They do it without the landowner's permission and they often do it on archaeological and historical sites, and nobody's allowed to use a detector in these places without special permission. In some parts of England, where there are a lot of objects, it can be a real problem.

Kathy: But detectorists can sometimes be useful to archaeologists, can't they?

Ronnie: Oh yes, they sometimes call us in to help excavate a site, and we've been involved in historical TV programmes as well. If, say, they're looking at a battlefield we can find objects for them—weapons, for example. We can also help people who have lost things. A couple contacted me last year. They'd been on a picnic and the woman lost her engagement ring. It was very old—it had belonged to her grandmother. They'd gone back with some friends and searched the area, everybody down on their hands and knees, but found nothing. I drove up there quite early in the morning and found it within half an hour—it was just lying in the grass.

Kathy: They must have been pleased about that.

Ronnie: They were delighted.

Kathy: Well, Ronnie, thanks very much for telling me about your fascinating hobby. Now, if you want to get involved (*fade out*) with metal detecting you can contact Ronnie's club at . . .

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

TONE

Instruction to reader(s):

Recording 3

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 speaker.

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

(1 minute pause)

TONE

Right . . . OK . . . be with you in a minute . . . ah, here it is. So, this week we're going to think about the impact of information technology on children. Today's talk is just a general introduction so I won't be going too deeply into the issues. I'll just throw some ideas at you and you can discuss these in your seminars tomorrow.

I'd like to start by reading a couple of paragraphs from an article on the subject. It came from an internet newspaper, and I think it's a good summary of a popular view. I'll put the details on the website so you can follow it up later. Anyway, this is what the writer, Sarah Parsons, has to say:

“When we try to understand the issues facing children today it's worth thinking about the good old days when we were growing up. Only 20 years ago children used to play outside all day, riding bikes and playing sports. They had good imaginations, inventing their own games that didn't need costly equipment or parental supervision. The dining-room table was the central place where families came together to eat and talk about their day.

Today's families are different. Entertainment technology has advanced so quickly that families have hardly noticed the significant impact and changes to their family structure and lifestyles. It has been estimated that 75 per cent of children have TVs in their bedrooms and 50 per cent of homes have the TV on all day. Gone is the dining-room conversation, replaced by the big screen and takeaway.”

(pause) I think I'll stop here. You can get her gist—things aren't as good as they were in the good old days. Well, I don't know where Ms Parsons grew up but, since she's talking about being a child 20 years ago, she can't be much younger than me, but the picture she paints of childhood doesn't really fit in with my own memories. As I recall, a significant proportion of these 'outdoor activities', as she chooses to call them, at least for adolescent boys, involved drinking alcohol round the back of the supermarket, spraying graffiti on walls and vandalising phone boxes.

[Turn over

I've got kids of my own now, but I don't recognise the modern picture of dinner involving a big screen and takeaways. We do have the occasional takeaway but my wife and I both enjoy cooking so most nights we eat home-cooked food, and we do usually eat together, but it isn't an absolute rule. For example, if one of the kids really wants to watch a TV programme, they might eat in another room—it's no big deal really, but we still talk at mealtimes every day, even if it's only a few words about what we've done that day. We do have a TV in the kitchen and if there's something good on we might watch it, and sometimes discuss it.

So I think that's the first point I'd like to make—beware of nostalgia. There seems to be a natural tendency for people, as they get older, to think that the world is worse than it used to be. It's nothing new—you can read ancient Greek writers going on about the good old days. Well, for what it's worth, and as someone who isn't as young as he used to be, I'd just like to say that I think the world is a lot more interesting now than it was in the so-called 'good old days'. I'm old enough to remember black and white TV, and only two channels, for goodness sake.

However, that's hardly an academic point. You might like to consider why most studies, outside those quoted by the tabloid press, seem to show that school children are becoming more intelligent, and rates of crime and drug use among the young are declining. So it would seem that making use of a computer doesn't necessarily destroy your brain or your character.

I'd now like to look at Ms Parsons' idea (*begin fade*) that you can only develop your imagination when you play outside all day.

(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 2015

ENGLISH FOR SPEAKERS OF
OTHER LANGUAGES
INTERMEDIATE 2

X222/11/02

Section B: Reading Section C: Writing

MONDAY, 25 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 Whether it is photographs from a holiday, tickets from concerts or football matches, souvenirs of trips, athletes' trophies, children's report cards or stamps, everyone collects something. It does seem that as we grew up, we all collected something we made into a hobby. It could have begun with football cards, marbles or stamps. Then it moved on to antique books or furniture or clocks. For others it is collecting the really unusual that works best for them. People actually collect bad poetry, barbed wire, jokes, string, mouse pads, phone books or clothing of famous people.
- 2 During the 1700s and 1800s there were aristocratic collectors who travelled the world in search of fossils, shells, zoological specimens, works of art and books. The collected objects were then kept in special rooms for safekeeping and private viewing. This was a display of the collector's power and wealth. It was these collections which led to the establishment of the first museums in Europe, and to a lesser extent in America.
- 3 Why do we collect things? Some people collect for investment. Some collect for pure enjoyment—it's fun. Some collect to expand their social lives, attending meetings and exchanging information with like-minded people. Others collect to preserve the past, but there can be risk here. Medical scientists and anthropologists collected human remains for the purpose of study but there are problems over who is the proper "owner" of the past. Archaeologists legally fight to study bones, whereas Native Americans, for example, legally fight to bury them. For
- some people collecting is simply looking for something, in some cases a life-long interest that is never complete. The satisfaction may come from experimenting with organising and classifying parts of the world. This can be a way of creating a comfort zone in one's life, eg calming fears and erasing insecurity. The motives are not mutually exclusive, as many can combine to create a collector.
- 4 Terry Shoptaugh from Minnesota State University can explain why people collect. In his article he suggests that people collect in an effort to remember and relive the past. This may explain why people collect old war memorabilia in an effort to remember the romantic aspects of war while not forgetting the true horror of such times.
- 5 Margery Akin of the University of California agrees with Shoptaugh and also includes four other reasons why people collect. The first is to please personal tastes. Others collect items that are weird or unusual to show individualism. Another reason is for the collector's need to finish what they started. Akin says she has seen people cry out in relief once their collection is complete. She adds that while many know the value of their collection to the penny, but never sell a thing, others collect for money and profit.
- 6 Kim A. Herzinger, an English professor, award-winning author and collector, provides yet another twist on obsession with collecting. "Collecting helps overcome a sense of incompleteness brought on by unfulfilled childhood needs," Herzinger said. The sense of completion is one of the main



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

motivations of collectors. Herzinger continues to explain, however, that it's important for collectors to maintain a sense of control over their own collection. To collect every football card would be impossible, leaving the collector with a feeling of always being overwhelmed. To cure this, the collector narrows the collection from football cards to Manchester United cards. In this way, the collector can maintain the balance of control and completion.

7 Herzinger also warns that while the collection brings much love and joy to the collector, there will always be disappointment. "I once had a very good friend, a record collector, who was showing me around his jazz collection. At some point, after showing some of the best items, he became silent, apparently disappointed with my response, or lack of it." Many people feel they have a special bond with their collection and

feel frustrated that no one seems to appreciate it as much as they do.

8 There is a more worrying side of collecting, known as hoarding, where people find it impossible to throw anything away. This abnormal behaviour interferes with an otherwise reasonable life. Some theorists suggest that the behaviour associated with hoarding is related to major depression and obsessive-compulsive disorder.

9 However, Kurt Kuersteiner offers one more reason. In his article, "Collecting Collections," Kuersteiner says, "I believe the main reason people collect something is a basic interest in the topic." Can it really be that simple? The debate over the reasons people collect continues to go on, but the one truth that cannot be denied is that people will always continue to collect, whatever the reason.

QUESTIONS

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

1. The article suggests that having a collection as an adult is

A normal.

B dangerous.

C unusual.

1

2. The wealthy collectors of the past collected in order to

A leave a record of the past for others to see.

B show others they were rich and powerful.

C make money from their collections.

1

[Turn over

DO NOT
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Marks



* X 2 2 2 1 1 0 2 0 3 *

Marks

Give short answers to the following questions.

3. What do anthropologists who collect items from the past have to be careful of?

1

4. How can collecting things make you feel calmer?

1

Match the opinions **A–D** with the names **5–8**. Write **A, B, C** or **D** in each space.

<p>5. Terry Shoptaugh</p> <p>_____</p>		<p>A. There is no mystery in why people collect things.</p>	1
<p>6. Margery Akin</p> <p>_____</p>		<p>B. People like to remember good things about the past.</p>	1
<p>7. Kim A. Herzinger</p> <p>_____</p>		<p>C. Having a collection can lead to negative feelings.</p>	1
<p>8. Kurt Kuersteiner</p> <p>_____</p>		<p>D. People collect things for different reasons.</p>	1



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

Marks

9. Which **one** word in paragraph 3 means “hobby”?

1

10. Which **one** word in paragraph 3 means “reasons”?

1

10 Marks

[Turn over



* X 2 2 2 1 1 0 2 0 5 *

Text 2

DO NOT
WRITE
IN THIS
MARGIN

Marks

11. Text extract removed due to copyright issues.

1

1

1

1

1

5 Marks



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

Marks

12. In the left hand column of the table you can see different headings about the Titanic. In the right hand column you can see the information about each heading. Match the heading 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.

Accompanying music <u> </u> G	A. Most of the lifeboats that were launched off the Titanic were not completely full. For instance, the first lifeboat to launch only carried 24 people, despite being able to take 65. Another lifeboat carried the fewest people—only seven crew and five passengers despite having a capacity for 40.	
(i) Left at sea <u> </u>	B. The ship was able to carry 3,547 people but on its first trip across the Atlantic there were only 2,223 people, including passengers and crew, aboard.	1
(ii) Unlikely survivors <u> </u>	C. With the order for women and children first into the lifeboats, and the knowledge that there were not enough lifeboats for everyone to be saved, it is surprising that two dogs out of the nine on board made it into the lifeboats.	1
(iii) Lives lost due to unused space <u> </u>	D. The day before survivors reached New York another ship was sent to search for bodies. In all, 328 bodies were found, but 119 of these were buried at sea.	1
(iv) Ship's press <u> </u>	E. Originally, a lifeboat drill was scheduled to take place the day before the Titanic hit the iceberg. However, for an unknown reason, Captain Smith cancelled the drill. Many believe that had the drill taken place, more lives could have been saved.	1

[Turn over



* X 2 2 2 1 1 0 2 0 7 *

Marks

12. (continued)

<p>(v) Just for show</p> <p>_____</p>		<p>F. Titanic was officially responsible for delivering mail. On board the Titanic was a post office with five postal clerks. They were responsible for the 3,423 sacks of mail on board.</p>
<p>(vi) Desperate response</p> <p>_____</p>		<p>G. The musicians in the band continued playing to calm the passengers. They only stopped when the ship sank. They all died.</p>
<p>(vii) Safety measure ignored</p> <p>_____</p>		<p>H. The Titanic seemed to have everything on board, including its own newspaper. Atlantic Daily Bulletin was printed every day on board the Titanic. The newspaper included news, advertisements, stock prices, horse-racing results, society gossip, and the day's menu.</p>
<p>(viii) Lack of facilities</p> <p>_____</p>		<p>I. In what is now a classic image, the side view of the Titanic shows four cream and black funnels. While three of these released the steam from the boilers, the fourth was only to improve the appearance of the ship. The designers thought the ship would look more impressive with four funnels rather than three.</p>

1

1

1

1



* X 2 2 2 1 1 0 2 0 8 *

12. (continued)

Marks

<p>(ix) Slow response</p> <p>_____</p>		<p>J. From the time the lookouts sounded the alarm, the officers on the bridge had only 37 seconds to react before the Titanic hit the iceberg. In that time, First Officer Murdoch ordered that the ship be turned left and the engines to be put in reverse. The Titanic did turn, but it wasn't quite enough.</p>
<p>(x) Transatlantic correspondence</p> <p>_____</p>		<p>K. Although most passengers had to share bathrooms (only first class had private bathrooms), third class had poor conditions with only two bathtubs for more than 700 passengers.</p>
		<p>L. When the Titanic began sending out distress signals, the Californian was the closest ship. At 12:45 a.m. on April 15, 1912, crew members on the Californian saw mysterious lights in the sky. Because the ship's wireless operator had already gone to bed, the Californian was unaware of any distress signals until the morning, by which time it was too late.</p>

1

1

10 Marks

[END OF SECTION B—READING]

[Turn over



* X 2 2 2 1 1 0 2 0 9 *

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).

<i>If / join the library you get immediate access to many online resources,</i>	a. <u>you</u>
<i>books, DVDs and CDs (for a small fee). You can also get <u>them</u></i>	b. <u>them</u>
<i>free Internet and Wi-Fi as well as getting involved events and</i>	1. _____
<i>talks. To become a library member and have enjoy all the services, simply</i>	2. _____
<i>drop in to your local library and complete membership form.</i>	3. _____
<i>Please bring along one form of current identification contains</i>	4. _____
<i>both your name and address like a driving licence, a rent a book or</i>	5. _____
<i>an electricity bill. Alternatively, you can register it online and then</i>	6. _____
<i>bring your ID to the library on your first visit. If you not have ID with</i>	7. _____
<i>you when you are visit the library, you can register for temporary</i>	8. _____
<i>membership. When you join, you'll given a library card and personal</i>	9. _____
<i>PIN number and you can to use this to access library PCs.</i>	10. _____

5 Marks



Part 2

Read the three tasks below. Answer **one** task only on the lined answer sheets on Pages 13–14. Choose your task and write the task number selected in the box provided on Page 13.

Recommended Length: 250 words

Recommended Time: 40 minutes

Task 1: Everyday Communication

You have just had a great day out. Update your blog, telling your readers why days out with family or friends are so important. You should include the following points, adding ideas of your own.

- Health benefits
- Widens experiences
- Creating memories
- Helping to bond

20 Marks

OR

Task 2: Work

Your school/college is organising a Careers Fair* to be held before the summer break.

Write an **article** for your school/college newsletter, advising students to be prepared. You should include the following points and you may add any ideas of your own.

- Do some research
- Ask relevant questions
- Make a good impression
- Follow up contacts

*A Careers Fair is a day in school or college when employers come to present information to students about future careers and look for potential workers.

20 Marks

[Turn over



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

OR

Task 3: Study

Your school/college is looking for volunteers to act as “buddies” for next year’s intake of students to help them settle in.

Send an **e-mail** to your Headteacher/Principal, expressing an interest and describing your suitability.

Explain how you would help new students with:

- classes/courses
- extra-curricular activities
- school/college facilities
- problems.

20 Marks



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

ADDITIONAL SPACE FOR ANSWERS

DO NOT
WRITE
IN THIS
MARGIN

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* X 2 2 2 1 1 0 2 1 5 *

ACKNOWLEDGEMENTS

DO NOT
WRITE
IN THIS
MARGIN

Section B Reading Text 1 – Article is adapted from “The psychology of collecting” by Mark B McKinley, taken from *The National Psychologist*, Vol.16, No.2, Page 10 (March/April 2007 issue). Reproduced by kind permission of The National Psychologist.

Section B Question 12 – Information is adapted from “10 Facts About the Titanic That You Don’t Know” by Jennifer Rosenberg, taken from www.history1900s.about.com/od/1910s/s/titanicfacts.htm.

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