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Qualifications
SPECIMEN ONLY

Mark

S827/75/02

**ESOL
Reading**

Date — Not applicable

Duration — 1 hour 10 minutes



* S 8 2 7 7 5 0 2 *

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 — 35

Read the **THREE** texts and attempt **ALL** questions.

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.

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 5 0 2 0 1 *

Text 1

Read the article below and attempt the questions that follow.

- 1 The 1920s and 1930s saw an explosion of enthusiasm for open-air life and country pursuits like hiking and cycling among industrial working-class people who wanted to escape poverty and industrial stress. Glasgow was at the forefront of this movement because of its high numbers of working-class people and because of its wild countryside within a few miles of the city centre.
- 2 In those years, going to the countryside at Milngavie was likely to be the best “holiday” a family might get. A one-penny tram ride north from the centre of Glasgow took you almost to Milngavie. From Milngavie, a three-mile walk took you to Craigallian Loch on the Carbeth Estate and, from there, all Scotland lay before you.
- 3 The landowner of Carbeth Estate, Allan Barns-Graham, was clearly sympathetic to country walkers. From the mid-1920s, he organised the construction of several hutted areas for a variety of ex-soldiers, unemployed and working men and their families from Glasgow. You could stay in your hut* every weekend and for two weeks’ holiday a year, though this rule was interpreted in a fairly relaxed manner.
- 4 It was hardly surprising that young enterprising people would want to escape Glasgow and explore the countryside outside it. Many young unemployed men went to the country and returned to the city once a week to collect their 15 shillings (75p) unemployment benefit. Many of these young men were much better off in the country than the city: they could add to their food supplies by taking potatoes and turnips from the fields, as long as the farmer wasn’t around.
- 5 There would have been a number of fires being lit over this area by walkers. The Craigallian Fire, most probably, would have started towards the latter years of the 1920s. It was a good site for a fire and a sing-song. Wood, water and some shelter with a fine view over the loch to Craigallian House — perfect!
- 6 It appears that Allan Barns-Graham had concerns about a fire being lit here, partly because “the police were involved at the beginning of it”. Not surprising really — he’d be worried about the hazard of a fire spreading through the woods to the huts and tents. However, he must have come to some arrangement with the firefighters because the Fire continued to be lit. A legend began.
- 7 During the 1930s, it was a meeting-place for many types — climbers, walkers, adventurers and wanderers. They talked and sometimes slept round it. The Fire offered warmth, company, interesting discussions and an ever-boiling can of tea into which the visitor’s mug could be dipped. At any one time, there might be 30 people or more sitting round the Fire.
- 8 Hillwalking, politics and even science were discussed at length. Schoolboys and even families with young children would come to the Fire and listen to the “old timers” telling tales of adventure in the wild places further north. Some of those who sat at the Fire and shared its bounty would fight for the freedom of all people to enjoy the Scottish countryside through the development of such things as our rights of way** and national parks.



9 Few of us present-day walkers, climbers and cyclists realise how important these Fire-sitters were so we are going to commemorate what they have given us by putting up a memorial on the site of the Fire. We're also trying to collect any anecdotes people have told us about the Fire so that we can produce the best information we can before it's lost to us all.

* Hut: very basic house

** Right of way: path which must be open to the public

Questions

Questions 1–5: Complete each sentence with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–4).

1. Many Glasgow workers suffered from _____ 1
2. A Glasgow family could get on a _____ if they wanted to go to the countryside. 1
3. People from Glasgow benefited from the generosity of _____ 1
4. There was a _____ about how much time you could spend at Carbeth. 1
5. In the 1930s, young men who were _____ left the city for the countryside. 1

Questions 6–9: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 4–7).

6. Country living made sense because you could 1
 - A sell food
 - B steal food
 - C grow food.

[Turn over



7. The Craiggallian Fire was

- A not often lit
- B the first of its kind
- C in a picturesque place.

1

8. Barns-Graham

- A allowed the Fire to continue
- B sometimes lit the Fire himself
- C was unhappy when the Fire spread.

1

9. Which best summarises what the Fire offered, according to paragraph 7?

- A Human connection
- B Safety and security
- C Food and drink

1

10. Which word in paragraph 9 means “stories”?

1

Question 11: Choose the correct answer and tick (✓) one box (refer to the whole text).

1

11. The writer wants people to remember most of all

- A the extreme poverty of the 1930s and how people suffered
- B the increased access to the countryside for ordinary people
- C the special beauty of the countryside north of Glasgow.



Text 2

Read the article below and attempt the questions that follow.

- 1 Children can be fierce in their ideas of which toys are or aren't appropriate: "It's for babies!" or "It's for girls!" they will insist. But when, on a recent visit to a toy shop, Emma Moore's daughter announced that farm animals were for boys, Emma was disappointed. "All the signs were blue and there was a boy playing there", says Emma, 40, and the mother of two daughters. "When I had a second girl, the pink stuff piling into my house became even more noticeable", she says. She and her sister Abi, who has two boys, were so angry about the gender division of children's toys promoted by retailers that they decided to act.
- 2 The result was Pinkstinks, a campaign they set up four years ago to raise awareness of what they say is gender stereotyping* that damages children. This week it won a sponsored award from a popular British website for mothers, for promoting body confidence in children. The sisters say they are thrilled, partly because they thought they were too radical for a mainstream award.
- 3 When they started Pinkstinks: "It was really challenging within our own family as well as in the wider world", says Emma. "Some of the presents Mum had given my daughters, I was like, really? A pink plastic castle? Are you sure?", she says. Abi chips in: "Vast numbers of people have accepted all this stuff as normal, and when we started questioning it, we were questioning ourselves as well."
- 4 Their first targeted campaign, in December 2009, attacked the pink/blue colour-coding system used by one popular toyshop. They quickly found themselves on breakfast television and in newspapers around the world. "Would you put your son in a fairy dress? Why not?", one radio host asked them, while broadcaster Nina Myskow confronted them on TV dressed in pink. The sisters say neither could have done it on her own. "You've got to be so strong to use your voice", says Abi.
- 5 The sisters run Pinkstinks alongside their day jobs. Emma works for a health research company and Abi is a film-maker, working mainly for charities. Two volunteers have been recruited to keep an eye on social media, but otherwise this is it: two working mothers campaigning in the evenings. But they have influence. They have followings on social media and two large department stores have responded quickly to criticism, removing a "girls" label from a set of pink toy figures and a "boys" label from a science kit.
- 6 When they started campaigning, they were concerned that brightly coloured toys "for boys" focused on work and outdoor activity, while pink things "for girls" were domestic and homely. But about a year ago they noticed a change of emphasis. Emma's daughter Rebecca, then four, was given make-up in a party bag. Emma threw it in the bin, but soon they began to see make-up everywhere, some of it labelled for girls as young as two and three. This was the reason for their new campaign, *Slap*.
- 7 "Girls' toys are now very much about being in front of a mirror. Beauty parlours, make-up, brushing your hair", Abi says, pointing to a catalogue featuring a toddler in a pink bedroom scene, hair-dryers on the dressing table. Emma says: "Think for one minute about sitting your three-year-old down at one of these beauty tables and giving her a make-up set. What is that telling her?"



8 Abi continues: "I don't want my sons growing up in a world where they have a one-dimensional view of women, where some pop star or model or whoever, is what we should all aspire to. But while both women agree that boys, too, can be badly affected by the roles on offer, they see girls as the main victims. "We're going backwards", says Emma, "and it's time to start moving in the other direction."

* Stereotyping: a fixed, over-generalised belief about a particular group or class of people

Questions

Questions 12–14: Answer each question below using **NO MORE THAN FIVE WORDS** (refer to paragraphs 1–2).

12. What did Emma not want to be colour-coded? 1

13. Which word suggests there were a large number of unwanted girls' toys in Emma's house? 1

14. What surprised the sisters? 1

Questions 15–18: Choose the correct answer for each question and tick (✓) one box (refer to paragraphs 3–5).

15. The sisters think that responsibility for the problem lies with 1

A manufacturers

B everyone

C families.



16. Some people in the media

- A challenged the sisters
- B ignored the sisters
- C supported the sisters.

1

17. Abi thinks that

- A media appearances are enjoyable
- B her sister's support is vital
- C she's confident at interviews.

1

18. Paragraph 5 tells us that Pinkstinks

- A benefits from the sisters' day jobs
- B sells its material in famous shops
- C is powerful despite having few staff.

1

Questions 19–21: Answer each question below using **NO MORE THAN FIVE WORDS**.

19. What does the *Slap* campaign fight against?

1

20. Which word or phrase in paragraph 7 means a child who has just learned to walk?

1

21. Which word or phrase in paragraph 8 means “limited”?

1

[Turn over



MARKS

DO NOT
WRITE IN
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Questions 22–23: Choose the correct answer for each question and tick (✓) **one** box (refer to the whole text).

22. For Abi and Emma, boys

1

A don't want careers in modelling or pop music

B are part of Pinkstinks' concerns but not central to them

C suffer more from gender stereotypes.

23. Pinkstinks would best be described as a campaign group that

1

A criticises companies which promote gender differences

B wants girls' toys to be about work and the outdoors

C does not want women to buy beauty products.



* S 8 2 7 7 5 0 2 0 8 *

Text 3

Read the text below and attempt the questions that follow.

- 1 “Get ready”, a friend warned. “The school uniform pictures are coming.” Sure enough, my social media feeds are now full of pictures of embarrassed children posing awkwardly for their parents before their first day of the new school year, wearing brand-new uniforms. Now let’s be clear: I enjoy these pictures. I like seeing how distant friends’ children are growing and changing. I also like getting clear evidence that the teenagers who have been lazing on my sofa all summer shooting people on the video game *Call Of Duty* now have a different way to spend their time — at least until half-term.
- 2 For Matthew Tate, the new headteacher of Hartsdown Academy in Margate, Kent, school uniform has proved more of a headache. He made headlines nationally recently by standing at the school gates and turning away students whose uniform wasn’t up to standard: 50 of them on the first day of term, 20 the day after. Angry parents complained and made abusive comments, even though Tate was simply trying to stamp his authority on the school by sending home kids who were wearing trainers.
- 3 It is true that it might have been a little harsh to send students home on their first day. Perhaps a warning letter would have been more diplomatic, giving harassed and cash-strapped parents a few days to go to the shops and get their kids kitted out correctly. The start of term can be a financial nightmare, and one loans company is offering £300 to help with back-to-school expenses — at an eye-watering interest rate equivalent to 200% a year. But it is also true that nearly 900 students in an economically disadvantaged part of Kent did manage to turn up in the required outfit: in an interview, the head claimed that in previous years, some students had been bullied for turning up in full uniform.
- 4 All of which might imply that I’m all for school uniforms. I am not. I hated mine. My teenage skin reacted badly to nylon — still does, probably, though I haven’t tested that for decades — and the horrible nylon blouses my school imposed on me left me with two choices: horrible acne on my back, or my mum’s solution, a thick cotton vest.
- 5 The argument is that uniform levels everyone, making all students look the same. This is nonsense. The well-off kids are the ones with the fashionably-styled skirts and trousers and expensive shoes, while the poorer kids are marked out by their worn-out footwear or the worn, ankle-swinging trousers they outgrew months before. And individuality always finds an expression. There are many ways to knot a tie, to adjust a skirt, or throw a sweater round your shoulders, and these tiny signs say all kinds of things in the closed, claustrophobic world of school.
- 6 But nonetheless, research has shown that uniform can be effective. It takes away the pressure of deciding what to wear in the morning, and removes at least some of the peer pressure to wear expensive brands. Uniform policies banning short skirts, high heels and tight trousers gives our children a break from being obsessively body conscious.
- 7 Uniform can also help with discipline, it gives the school an identity and hopefully pride, and it helps to identify people who shouldn’t be in school more easily, as well as truants*: the head at my son’s old school managed to boost attendance considerably, just by riding around the area on his bike at 9am, rounding up uniformed students wandering off in the wrong direction.



* S 8 2 7 7 5 0 2 0 9 *

8 Hartsdown Academy is rated by the government as a “good” school. As he starts his new job, I’d imagine Matthew Tate, like most headteachers, is struggling to attain the “excellent” grade from inspectors. We can criticise him for keeping to his zero-tolerance uniform policy as some sort of magic solution. But unless we’re willing to fund schools properly and give teachers the resources they deserve, what else has he got?

* truants: pupils who stay out of school without permission

Questions

Questions 24–26: Complete each sentence with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

24. Pupils feel _____ when their parents take pictures of them in their uniform. 1

25. School uniform photos on her social media show the writer that _____ are getting taller. 1

26. Recent newspaper _____ focused on a headteacher’s strict uniform policy. 1

Questions 27–29: Answer each question below using **NO MORE THAN FOUR WORDS** (refer to paragraph 3).

27. What response to pupils wearing trainers would the writer have preferred? 1

28. What kind of business is taking advantage of financially desperate parents? 1

29. What reportedly happened to pupils in the past whose uniforms met school guidelines? 1



30. Match each paragraph with a heading by writing the correct letter in each box.
There are two headings that you do NOT need.

- | | | |
|-----------------|--------------------------|---|
| (a) Paragraph 4 | <input type="checkbox"/> | 1 |
| (b) Paragraph 5 | <input type="checkbox"/> | 1 |
| (c) Paragraph 6 | <input type="checkbox"/> | 1 |
| (d) Paragraph 7 | <input type="checkbox"/> | 1 |

- A Advantages of uniform for children’s well-being
- B Advantages of uniform for the school
- C A personal experience of uniform
- D Uniform makes children all look the same
- E All kinds of differences among uniform-wearers
- F Uniform makes behaviour worse

Question 31: Choose the correct answer and tick (✓) one box (refer to paragraph 8). 1

31. Matthew Tate

- | | |
|---|--------------------------|
| A is confident the government grade for his school will improve | <input type="checkbox"/> |
| B may find it difficult to improve the grade for his school | <input type="checkbox"/> |
| C has given up his strict uniform policy after criticism | <input type="checkbox"/> |
| D has the resources he needs to improve his school. | <input type="checkbox"/> |

[Turn over



MARKS

DO NOT
WRITE IN
THIS
MARGIN

Question 32: Choose the correct answer and tick (✓) one box (refer to the whole text).

32. The writer thinks that school uniform

1

A has problems but is necessary in many schools

B should be abandoned because it's so expensive

C is used by headteachers to oppress pupils

D is often bad for children's self-esteem.

[END OF SPECIMEN QUESTION PAPER]



* S 8 2 7 7 5 0 2 1 2 *



ADDITIONAL SPACE FOR ANSWERS

MARKS

DO NOT
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* S 8 2 7 7 5 0 2 1 3 *

ADDITIONAL SPACE FOR ANSWERS

MARKS

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* S 8 2 7 7 5 0 2 1 4 *

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Text 3 Article is adapted from 'Why the head was right to send home 500 pupils for wearing the wrong uniform' by Sheryl Garratt, taken from *The Guardian*, 8 September 2016. Copyright Guardian News and Media Ltd 2017.



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Marking Instructions

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

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General marking principles for National 5 ESOL Reading

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the specific marking instructions for each question. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the specific marking instructions for the relevant question.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the original text.
- (e) Where there is a multiple choice question, award 0 marks where a candidate ticks all boxes.
- (f) In addition, markers should use their professional judgement, subject knowledge and experience, and understanding to mark candidate responses.

Marking instructions for each question

Text 1

Question		Expected response	Max mark	Additional guidance
1.		poverty/industrial stress/poverty and stress	1	
2.		tram	1	
3.		Allan Barns-Graham/The landowner	1	
4.		rule	1	
5.		<ul style="list-style-type: none"> • enterprising • unemployed <p><i>(1 mark for either of the above points)</i></p>	1	
6.		B	1	
7.		C	1	
8.		A	1	
9.		A	1	
10.		anecdotes	1	
11.		B	1	

Text 2

Question		Expected response	Max mark	Additional guidance
12.		<ul style="list-style-type: none"> • signs • children's toys <p><i>(1 mark for either of the above points)</i></p>	1	
13.		<ul style="list-style-type: none"> • piling 	1	
14.		<ul style="list-style-type: none"> • award • award from a popular/mothers' website <p><i>(1 mark for either of the above points)</i></p>	1	
15.		B	1	
16.		A	1	
17.		B	1	
18.		C	1	
19.		make-up for young girls	1	
20.		toddler	1	
21.		one-dimensional	1	
22.		B	1	
23.		A	1	

Text 3

Question		Expected response	Max mark	Additional guidance
24.		embarrassed	1	
25.		(distant) friends' children	1	
26.		headlines	1	
27.		a warning letter	1	
28.		a loans company	1	
29.		they were bullied	1	
30.	(a)	C	1	
	(b)	E	1	
	(c)	A	1	
	(d)	B	1	
31.		B	1	
32.		A	1	

[END OF SPECIMEN MARKING INSTRUCTIONS]

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Change since last published:

Extension to question paper time and style changes to question paper and marking instructions.