



FOR OFFICIAL USE

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National
Qualifications
2025

Mark

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X827/75/02

**ESOL
Reading**

WEDNESDAY, 21 MAY

9:00 AM – 10:10 AM



* X 8 2 7 7 5 0 2 *

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

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Date of birth

Day

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Month

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Year

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Scottish candidate number

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Total marks — 35

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

You must 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.



* X 8 2 7 7 5 0 2 0 1 *

Text 1

Read the article below and attempt the questions that follow.

- 1 On Wednesday, activists protested at the National Gallery of Australia, writing in blue marker pen over the prints of Andy Warhol's art, *Campbell's Soup Cans*. The protesters, who belong to the group Stop Fossil Fuel Subsidies, tried to glue themselves to one of the prints. It was not the first climate protest to involve soup: five days earlier, Italian activists from the group Last Generation threw pea soup over a Vincent van Gogh painting in Rome. The Van Gogh work, like the Warhol prints, was protected by glass.
- 2 Protests targeting famous works of art began in the UK in 2022, with the group Just Stop Oil carrying out actions in Manchester, Glasgow and multiple London galleries. The campaigns have also caught on globally: activists have targeted artworks in Milan, Melbourne and Madrid. The activists involved were all arrested and galleries such as the Prado have stated that they 'reject endangering cultural heritage as a means of protest'.
- 3 Last month, Just Stop Oil activists threw tomato soup at Van Gogh's *Sunflowers* painting at the National Gallery in London. Widespread criticism gave rise to a theory that the daughter of an oil executive funded the protest in order to damage the reputation of real climate activists. Indeed, some people claim that radical action like this can actually harm rather than advance the group's goals.
- 4 Historically, research has suggested that such protests have been effective for two purposes, says Professor Winnifred Louis, a social psychologist at the University of Queensland. The first is in raising awareness — particularly useful when a group is starting out — because the media are more likely to cover actions when they are shocking or break social norms. The second area where this type of protest has been successful is in preventing specific events that don't have public approval — 'destroying a particular building against the wishes of the community, or digging up trees,' Louis says. In 1998, direct action — including blocking a mine site for nine months — helped to prevent coal mining in Northern Australia.
- 5 Christopher Wright, a professor of organisational studies at the University of Sydney, points to the Lock the Gate group as another successful example. In this case they protested against fossil fuel mining by focussing on the 'specific concerns of communities around how mining is going to endanger their quality of life or environment.'
- 6 More disruptive action also exerts what researchers call the 'radical flank effect', in which the more extreme part of a social movement can increase support for moderate groups in the same movement. The effect has been demonstrated in relation to the American civil rights, animal rights and climate movements. It also has the effect of normalising extreme actions over time, suggests Professor Dana Fisher, a sociologist at the University of Maryland. 'Mainstream green groups are now engaging in these types of protest', she says.
- 7 On the other hand, research also suggests extreme actions can negatively influence public opinion regarding social movements. 'This is what we call, in social psychology, the activist's dilemma,' says Dr Morgana Lizzio-Wilson, a research fellow at Flinders University. 'Radical actions can bring greater attention to a cause, but they can at the same time reduce the popularity of that cause.' For example, radical actions such as secret investigations at factory farms have been found to be less successful at generating support for issues like animal welfare.



Text 1 (continued)

- 8 Research in this area is, however, disputed. A review conducted by the Social Change Lab in London has found that non-violent action will increase a movement's overall chances of success. Others have found that controversial climate action can put off those who are already sympathetic to the cause.

Text 1 questions

Questions 1–4: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

1. Activists from protest groups have attempted to _____
_____ artworks. 1

2. The works of art were not damaged because they were _____
_____. 1

3. Galleries oppose these types of protest as they put _____
_____ at risk. 1

4. The attack on the Van Gogh artwork received _____
_____. 1

Questions 5 and 6: Give short answers to the following questions.

5. Which word in paragraph 4 means 'report on'?
_____ 1

6. Which phrase in paragraph 4 means 'to be generally accepted by most people'?
_____ 1



Text 1 questions (continued)

Question 7: Match the people below (i-iv) with their opinions (A-E) about protest groups. There is one opinion that you do **NOT** need.

- | | | |
|----------------------------|--------------------------|---|
| (i) Winnifred Louis | <input type="checkbox"/> | 1 |
| (ii) Christopher Wright | <input type="checkbox"/> | 1 |
| (iii) Dana Fisher | <input type="checkbox"/> | 1 |
| (iv) Morgana Lizzio-Wilson | <input type="checkbox"/> | 1 |
-
- A Extreme protests can both decrease support and promote awareness of an activist group.
- B People will only support disruptive protests if there is an impact on their community.
- C A protest group can succeed by highlighting how local people will be directly affected.
- D Well-known environmental groups have started to take part in extreme protests.
- E A good way for a new protest group to attract attention is through radical action.

Question 8: Choose the correct answer for the question below and tick (✓) **one** box (refer to the whole text).

8. The best title for this article would be: 1

- | | |
|--|--------------------------|
| A Damaging works of art for the sake of publicity. | <input type="checkbox"/> |
| B Do extreme protests help or hurt the cause? | <input type="checkbox"/> |
| C New ways to protest against climate change. | <input type="checkbox"/> |
| D Why are climate protesters losing support? | <input type="checkbox"/> |



Text 2

Read the article below and attempt the questions that follow.

- 1 'The people you work with are people you were just thrown together with,' said Tim Canterbury, the character in the popular TV comedy *The Office*. 'You spend more time with them than your friends and family, but probably all you've got in common is the fact that you walk around on the same bit of carpet, in the same office, for eight hours a day.'
- 2 That opinion may be even more accurate today: according to the psychologist Adam Grant, fewer and fewer of us have any close friends at work. It's worse in America where, between the 1980s and 2000s, the proportion of people who said they had a good friend at work dropped from half to less than a third. But the situation's hardly wonderful in Britain, where almost half of us don't.
- 3 It's easy to guess why. Once, we had a job for life, which meant we saw the same colleagues every day, and we had company events to invite the family to; in other words, there were opportunities to socialise that we just don't have today. Now, writes Grant, 'work is a more transactional place. We go to the office just to be efficient, not to form lasting relationships.' The guy at the desk next to yours might be gone in two months. Even *you* might be gone. If you're a victim of the worrying practice of hot-desking, you might not even have a permanent desk. So why bother asking that guy to go for a drink?
- 4 This might not matter if we were also spending fewer hours at work, with more free time to be able to build friendships, but the opposite's true, of course, which means the worst of both worlds: more work, with less social engagement to show for it. And friendships created in the office are fragile to begin with, as Mark Vernon explains in his book, *The Meaning Of Friendship*, because the logic of the workplace is opposed to that of making friends. Work is about getting things done, so your value is inevitably linked to what you contribute. A close friendship, by contrast, is valuable precisely because it's not a business relationship. You can't measure it. It's a commitment to be there regardless of everything else; to hang out and relax. This difference leads to awkwardness, such as when an office friend's poor work makes your work harder, or when he or she is suddenly your boss.
- 5 Assuming you can't — or don't want to — just quit office culture altogether, it's worth resisting the urge to isolate yourself socially there. All the research suggests that more work friendships mean better health and a sense of fulfilment. True, this means staying open to interaction with irritating people, too. There's that colleague of yours, who takes a single party invitation as a cue to tell you long stories about his deepest sadnesses, or, conversely, the nosy colleague who's desperate to ask you about your own deepest miseries.
- 6 Yet even these kinds of people can be enriching, as I discovered when I left a newsroom job to work from home. There I was, sitting at my kitchen table with the cat for company. I used to get cross with the loud phone-talkers, but their absence bothered me even more; even difficult social connections are connections. I now rent a desk in a workspace I share with four other people, a compromise which is just perfect for me. Sure, we're all walking on the same bit of carpet for eight hours a day, but even that's preferable to each treading our own, alone.

[Turn over



* X 8 2 7 7 5 0 2 0 5 *

Text 2 questions

Questions 9–13: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

9. Tim Canterbury says we typically don't have much _____
_____ with the people that we work beside.

1

10. The _____ of Americans with close
friends at work got smaller from the 1980s onwards.

1

11. We used to have better opportunities for making friends because we had a/an
_____.

1

12. Adam Grant suggests that you used to be able to bring _____
_____ to socialise with work colleagues.

1

13. _____ means that you might not be
sitting in the same place every day.

1

Questions 14–17: Choose the correct answer from the options listed below and tick (✓) one box (refer to paragraphs 4–6).

14. In paragraph 4, the writer worries that we:

1

A are not spending enough time at work to make friends.

☐

B have lost the ability to form real friendships.

☐

C don't have enough leisure time to make friends.

☐

D want the opposite kinds of friend to the ones we need.

☐


Text 2 questions (continued)

15. What does Mark Vernon say about friendships?

1

A He is against having friendships in the workplace.

☐

B It's important to contribute to a friendship.

☐

C They should be the number one priority.

☐

D People should be friends with their managers.

☐

16. The writer thinks that conversations about major life problems:

1

A should be kept out of the workplace.

☐

B are helpful if you are doing the talking.

☐

C usually happen at office parties.

☐

D are unavoidable if you talk to colleagues.

☐

17. When the writer worked from home, he was troubled by:

1

A the cat.

☐

B phone calls.

☐

C silence.

☐

D difficult connections.

☐

[Turn over



* X 8 2 7 7 5 0 2 0 7 *

Text 2 questions (continued)

Questions 18–19: Give short answers to the following questions.

18. Which word in paragraph 5 means ‘signal’?

1

19. Which word in paragraph 6 means ‘a middle way between more extreme alternatives’?

1

Question 20: Choose the correct answer for the question below and tick (✓) **one** box (refer to the whole text).

20. Overall, what does the writer think about friendship at work?

1

A You should try it because it’s probably worth it.

☐

B It usually causes too much trouble.

☐

C It’s not real, because it doesn’t last long enough.

☐

D It will always enrich your life inside and outside work.

☐


Text 3

Read the article below and attempt the questions that follow.

- 1 Since Alia started going to the Nature First after-school club in June, she has used clay, learned about insects and made campfires, jam, and bows and arrows. She is part of a wave of children across the UK who have recently joined forest schools and her dad, Malcolm Turner, loves hearing all about her daily adventures. 'I think my own childhood made a really big impression on me,' Turner says. 'We never had a big garden at home, but we always had at least a small one, and I loved helping my dad grow plants and vegetables. I do my best to pass on what I learned to Alia but there's only so much you can grow on the balcony of a tiny flat in central London. Choosing a forest school means she won't miss out on the magic of the great outdoors.'
- 2 Forest schools centre around unstructured play and exploration and have been popular in Scandinavian countries since the early 1950s, but they didn't arrive in the UK until four decades later. Forest school sessions are held either entirely or mostly outdoors and are intended to support, rather than replace, traditional education. A typical session might involve taking a walk into the woods, making shelters, building swings out of ropes, then finding an area to set up camp for lunch. Forest schools allow children to lead the learning; but not without input from the teachers to make sure their students follow health and safety guidelines. Staff also give pupils carefully considered suggestions of tasks and projects they believe will encourage social interaction within the group, with traditional classroom learning taking a back seat.
- 3 Vicki Stewart, director of Brightwood Training near Swindon, says forest schools are being exploited to meet the needs of children, which have been changing since the 1990s. 'Children are indoors using technology to talk to their friends rather than going outdoors, and their lives rely more and more on conversing through technology. It's perhaps not surprising, then, that many struggle with face-to-face conversation.' But while forest schools aim to remove technology from the learning experience, it can still creep in via the children's imaginations, says Kent-based forest-school leader Anna Bell. 'When a child makes a camp, not always, but a lot of the time, there'll be a thoughtfully positioned piece of wood acting as a flatscreen TV or a carefully selected flat rock in place of a tablet. All that's missing is a games console and a smartphone and you have everything you need for a great night in!'
- 4 But it's not only the children who are benefiting from forest schools. Sophie Kyle gave up her career as a magazine editor after years of working in an office. 'I adored the job, but I started becoming really aware of the damage that sitting at a computer screen was having on my staff's physical and mental health. Not that they ever complained — at least not to me,' she says. 'I started to rethink my options and could see that my values had shifted in terms of the kind of work that I wanted to be part of — and that wasn't employing people to sit in front of a computer screen. Leaving to start up my own forest school is the best decision I've ever made.'
- 5 But are there any downsides? According to Sophie, people often assume that the weather is a major disadvantage to forest schools — especially since her school is on the west coast of Scotland. But she claims she never gets children who don't want to be outside because it's too wet or too cold. 'Admittedly, I've been in a snowstorm and had to finish the session early for safety reasons — then the kids told me they were unhappy. But it's because it's rare that there's enough snow lying on the ground to play in and they wanted to make the most of it before it disappeared — they weren't ready to leave!' Sophie laughs.



* X 8 2 7 7 5 0 2 0 9 *

Text 3 questions

Question 21: Choose the correct answer for the question below and tick (✓) **one** box (refer to paragraph 1).

21. Why does Malcolm Turner send his daughter to a forest school?

1

- A He went to a forest school when he was young. ☐
- B Alia has a passion for gardening. ☐
- C There is no space to grow plants at home. ☐
- D He values time spent outdoors. ☐

Questions 22–25: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraph 2).

22. The UK's first forest school was opened several _____
_____ after they existed in Scandinavia.

1

23. Forest schools are not designed to _____
_____ conventional school systems.

1

24. Forest school teachers ensure that rules about _____
_____ are obeyed.

1

25. Activities are designed to promote _____
_____ among the students.

1



* X 8 2 7 7 5 0 2 1 0 *

Text 3 questions (continued)

Questions 26–29: Give short answers to the following questions (refer to paragraphs 2–3).

26. What phrase in paragraph 2 means ‘becoming less important’?

_____ 1

27. According to Vicki Stewart, what do many children find difficult?

_____ 1

28. How does technology find its way into forest schools?

_____ 1

29. What **TWO** items do children often create out of natural materials?

(i) _____ 1

(ii) _____ 1

Questions 30–31: Choose the correct answer for the questions below and tick (✓) **one** box.

30. Why did Sophie Kyle leave her job as a magazine editor? 1

A She no longer enjoyed working in the industry. ☐

B She was fed up dealing with employee complaints. ☐

C She had started experiencing issues with her health. ☐

D She realised that she now had different priorities. ☐

[Turn over



Text 3 questions (continued)

31. Why did the pupils at Sophie's school complain?

1

A They felt uncomfortable in the weather.

☐

B They didn't feel safe being outside.

☐

C They didn't want to go back inside.

☐

D They felt there wasn't enough snow to play in.

☐

[END OF QUESTION PAPER]



* X 8 2 7 7 5 0 2 1 2 *

ADDITIONAL SPACE FOR ANSWERS

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