

FOR OFFICIAL USE

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X222/201



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NATIONAL
QUALIFICATIONS
2010

MONDAY, 7 JUNE
9.00 AM – 9.30 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2
Section A: Listening

Do not open this paper until you are told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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

Number of seat

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

Marks

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

1. Scottish Borders Council

A rejected the plan to build a wind farm.

☐

B accepted the plan to build a wind farm.

☐

C appealed to the Scottish Government.

☐

1

2. The wind farm at Cauldstane Rig will be

A the first one in the Borders.

☐

B the first one in the Eastern Borders.

☐

C the first one in the Central Borders.

☐

1

3. Simon doesn't think the wind farm will affect visitor numbers because

A the area isn't popular with tourists.

☐

B people don't mind seeing wind farms.

☐

C they will still want to see the abbeys and castles.

☐

1

Marks

4. Which **two** of these things does Felicity say? Tick (✓) **two** boxes.

- | | | |
|---|---|--------------------------|
| A | The Borders already produce a lot of electricity from wind farms. | ☐ |
| B | There is a high demand for electricity in the Borders. | ☐ |
| C | The Scottish Government wants more energy from renewable sources. | ☐ |
| D | Wind farms should be built near where electricity users live. | ☐ |
| E | There shouldn't be any wind farms in the Borders. | ☐ |

2

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

5. Michael says that the wind farm at Whitelee, near Glasgow, is expected

1

6. Felicity says that the local population _____

_____ to a wind farm on

Arthur's Seat.

1

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

7. This discussion is

- | | | |
|---|--------------------------------|--------------------------|
| A | a private one between friends. | ☐ |
| B | a public discussion on radio. | ☐ |
| C | part of a business meeting. | ☐ |

1

[Turn over

Marks

Section A Recording 2

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

8. Hannah wants Ben to have a Leisure Card because

A he wants to start going to the gym. ☐

B the gym is quite expensive. ☐

C she prefers to pay by direct debit. ☐

1

9. Hannah says that most British people

A don't want to be fit. ☐

B like to go to gyms. ☐

C like to meet people in gyms. ☐

1

10. Hannah believes British sports facilities should be better because

A she comes from Denmark. ☐

B Britain can afford them. ☐

C Britain is a European country. ☐

1

11. Hannah suggests that in the last Olympics

A Denmark was more successful than Britain. ☐

B other countries won more gold medals than Britain. ☐

C Australia won more gold medals than Britain. ☐

1

12. Hannah thinks

A more lottery money should go into sport. ☐

B the government should help good athletes. ☐

C the government should help more people to do sports. ☐

1

Marks

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

13. Hannah says that Copenhagen has _____
_____ than any city in Britain.

1

14. She says that in Denmark people use sports centres in order to

as well as to do sport.

1

[Turn over

Section A Recording 3*Marks**Choose the correct answer for each question and tick (✓) **one** box.***15.** Dr Sharif is talking to

A a television audience.

B a radio audience.

C a group of people.

☐☐☐**1****16.** Dr Sharif is presenting

A her personal opinions.

B the views of the city council.

C a report for the city council.

☐☐☐**1****17.** The traffic situation in the city is

A getting steadily worse.

B bad, but it will improve.

C very bad, and it will get worse.

☐☐☐**1****18.** Dr Sharif thinks trams are

A slower than buses but faster than cars.

B faster than buses but slower than cars.

C faster than cars and buses.

☐☐☐**1**

19. Which **two** of these things does Dr Sharif say? Tick (✓) **two** boxes.

- | | | |
|---|---|--------------------------|
| A | The city hasn't thought enough about cycling. | ☐ |
| B | Most cyclists are annoyed by drivers. | ☐ |
| C | More cyclists should drive cars. | ☐ |
| D | Traffic would speed up if more people cycled. | ☐ |
| E | A quarter of drivers in Amsterdam should start cycling. | ☐ |

Marks

2

20. Write the figures.

- | | | | |
|-------|---------------------------------------|---------|---|
| (i) | Work trips by bike in Amsterdam: | _____ % | 1 |
| (ii) | People overweight in the Netherlands: | _____ % | 1 |
| (iii) | Work trips by bike in Edinburgh: | _____ % | 1 |
| (iv) | People overweight in Scotland: | _____ % | 1 |

[END OF SECTION A—LISTENING]

[END OF QUESTION PAPER]

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X222/202

NATIONAL
QUALIFICATIONS
2010

MONDAY, 7 JUNE
9.00 AM – 9.30 AM

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 dialogue 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 dialogue 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 two male and one female speaker.

Listen to this discussion between 3 people and 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

Simon: Good morning and welcome to The Daily Debate. My name's Simon Pringle and I'll be with you until the news at 11 o'clock. Our topic today is wind farms, and particularly the proposal to site ten 400-foot turbines at Cauldstane Rig near the village of Aikton. Now, this plan was turned down by Scottish Borders Council but the company behind the proposal, Turbopower UK, appealed to the Scottish Government. And yesterday, following a public enquiry, the government reversed the decision—giving the go-ahead. So, today on the programme we have Michael Radley, a Turbopower Executive—morning Michael—

Michael: Good morning.

Simon: . . . and Felicity Laidlaw, who is part of the group, Borders Wind Farm Resistance.

Felicity: Hi Simon.

Simon: Now, the country around Aikton is unspoilt and tranquil, and Cauldstane Rig is the highest point for miles. Michael, tell me why you want to ruin it by putting a wind farm there.

Michael: Well, I don't know if "ruin" is the word I'd use. However, we looked at a number of locations, and consulted widely with landowners and the community . . .

Felicity: Huh!

Michael: . . . and there's also the fact that there isn't a wind farm currently in the Central Borders.

Felicity: Yes—the fact is that the Eastern Borders have already been ruined—there are wind farms all over the place, and now you want to destroy another area. It will be visible for miles around. What effect that's going to have on visitors I don't know.

- Simon: Well, Felicity, that particular part of the Borders doesn't actually attract a high number of visitors. The countryside is nice enough, but it isn't as spectacular as the Highlands. People who come to the Borders tend to visit the historic sites, like abbeys and castles, and there aren't any in the area.
- Felicity: Well, they're certainly not going to come to see a massive wind farm.
- Simon: But the Scottish Government has committed itself to renewable energy targets—50 percent of the country's energy from renewables by 2020?
- Felicity: Yes.
- Simon: So shouldn't the Borders play its part in producing that?
- Felicity: We already are. In terms of population, we're producing well above average from wind farms. Look, most people in Scotland live in and between Edinburgh and Glasgow. That's where the demand is. If there have to be wind farms, build them there, so there's less waste in sending electricity over long distances.
- Simon: Well, Michael?
- Michael: There already are some wind farms in the Central Belt—the largest one in Scotland is at Whitelee, near Glasgow. It has 140 turbines, and there are plans to expand it. However, the problem is that most of the land in the Central Belt is low-lying and quite flat, and turbines work much better if they're up on a hill.
- Felicity: That's absolute rubbish—look at Edinburgh. It has plenty of hills—there's Arthur's Seat, right in the city centre. If turbines are so inspiring, as you said, why not build them on Arthur's Seat?
- Simon: So why not, Michael?
- Michael: Well . . .
- Felicity: I'll tell you why not—because there are a lot of people in Edinburgh, and they would object to it. No, the reason you come into the Borders is because there's a small scattered population and it's more difficult to organise resistance and you know you can get away with it.
- Simon: All right, Felicity—erm I think maybe we could move things on a bit. Michael, I wonder if you could tell us how you can justify wind farms in environmental terms?
- Michael: Well, as you know, climate change is a serious issue, and . . . (*fade*)

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

[Turn over

Instruction to reader(s):

Recording 2

The dialogue 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 dialogue 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 may be read by a male and a female speaker.

Listen to this conversation between a husband and wife and 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

Hannah: Do you want some coffee?

Finlay: No thanks. I'll wait a while. (*Sound of footsteps and plates being moved.*) Look Hannah, leave the dishes—call the kids back. They can clear them.

Hannah: No—I told them to do their homework. I'll do them while the kettle's boiling.

Finlay: OK, I'll give you a hand.

Hannah: No—you sit there and fill in this form—I've asked you about a dozen times. Here's a pen—get on with it.

Finlay: Oh . . . um . . . yes—what's it for, again?

Hannah: It's for Ben—it's an application for a Leisure Card. It's so he can go to the gym and pay less. He's costing us a fortune just now.

Finlay: Why can't you do it?

Hannah: Because it involves a direct debit and you do the bank stuff.

Finlay: Oh, OK. Ben's going to the gym quite a lot these days. Do you think he meets girls there?

Hannah: Maybe. Good thing if he does—but I think he's just keen on it. He wants to exercise and build up his muscles . . .

Finlay: Uh-huh.

Hannah: . . . which is quite unusual in this country.

- Finlay: Oh, don't start on that again. You're always going on about how unhealthy everybody is. It's just because you lived in Denmark. I know things are better in Denmark—you've told me often enough.
- Hannah: Well, it annoys me. Britain's a rich country and the sports facilities are so poor. Things are better in many European countries. I just don't understand our politicians. They go on and on about how the population is overweight and unhealthy but when you ask them to spend something on sports facilities, suddenly there's no money available.
- Finlay: Well, we're putting quite a lot of money into different sports—we did very well at the last Olympics. We got—how many? Nineteen gold medals. How many did Denmark get?
- Hannah: Two, if you're interested. But Britain's got about eleven times their population. So you could say that for its size, Denmark actually did better. In fact, if you want to think about population, lots of countries did better. Australia's got about a third of the number of people in the UK, but we only managed to beat them for the first time. Anyway, as far as I can see, most of the money that goes into sport comes from the National Lottery, not the government. But that's not the point—it isn't really about giving money to successful or developing athletes. It's down at the basic level that it matters, helping everybody to take part in sport.
- Finlay: Yes, but having successful sportsmen and women inspires others to take up sports.
- Hannah: Some people, yes, but most only do it for a few weeks. Anyway, that isn't any use if you don't have anywhere to practise. Look—there's a suburb not far from where I used to work in Copenhagen. It has about—I don't know—maybe 20,000 people. But it's got a really good sports centre. And that's only one of many. There isn't a city in Britain with sports facilities anything like as good as Copenhagen.
- Finlay: OK, point taken.
- Hannah: The thing is, people in Denmark see their local sports centre as a place to go in the evening. They don't just go for the sport, they meet their friends there, drink coffee and so on. Here, people might go for a swim or play squash or something, but after it they either go home or go for a drink. Sport's seen as something different, not part of a normal life.
- Finlay: But do you think it would be possible to change that culture?
- Hannah: I think it would be a good idea to try.

(10 second pause after first reading)

TONE

(1 minute pause after second reading)

[Turn over

Instruction to reader(s):

Recording 3

The passage 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 passage 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 a female speaker.

Listen to the presentation and 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

Good evening, ladies and gentleman. I'm Doctor Suheila Sharif and I'm a senior lecturer in the Department of Transport Studies at the university. I'm very pleased to be here tonight. Professor Smeaton, the chair of this working group, asked me to come along and give you my thoughts about the future of traffic and transport in the city. I'd like to say, to begin with, that these thoughts are my own. They're backed up by research, of course, but at the end of the day, they're my opinions. The hope is that they will provide a starting point for discussion, and from that, you, as a group, can reach some conclusions. In turn, these will be written up as a report and presented to the city council.

So, let's take a look at the current situation. I think it's fair to say that the traffic situation in this city, at the moment, has never been worse. However, that may not be altogether a bad thing, because a lot of the problems are caused by building work for the new tram system. Streets are being dug up all over the city, traffic is being diverted, and there are many slow-downs and jams. However, after all the work is finished, we should have a modern tram system, and that's a good thing. Why? Well, trams move so much faster than buses, and people like them because of this. What you have to do, you see, is get the motorists out of their cars. But buses just don't do this, because they don't move much faster than cars. But if you can give the people that choice—half an hour in your car or ten minutes in a tram, that can make the difference.

We've also got Park and Ride. You can leave your car in a car park on the edge of the city and take a bus into the centre. But if these car parks are linked to the tram system, they'll become much more popular.

One area I feel the city is overlooking at the moment is cycling. Now, let me give you a situation—you're driving along and you have to slow down because there's a cyclist ahead of you. Very annoying, you think. Well, it may be, and there's no doubt that some drivers don't like cyclists. But where does this line of thinking take us? What's the answer? That cyclists should leave their bikes at home and drive cars? More cars on the road, helping to destroy the environment? Do we really want that? Last year I spent a month studying the traffic situation in Amsterdam. That's a city where a high number of people use bikes. And the result is that traffic moves much more smoothly than it does here. Interesting that, isn't it? You could say they're streets ahead of us. *(laugh)* The fact is that if even a quarter of

drivers here left their cars at home and jumped onto a bike, traffic would move faster, and a lot of people would be healthier.

So that's my recommendation—get in a traffic expert from Amsterdam. Make this city more cycle-friendly, encourage people to use bikes. Just to finish, let me give you some figures. In Amsterdam, 40% of people cycle to work and the figure for adult obesity in the Netherlands is 10%. In Edinburgh, 4% of people cycle to work and the adult obesity figure for Scotland is 24%. Work it out for yourself.

(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
2010

MONDAY, 7 JUNE
9.50 AM – 11.20 AM

ENGLISH FOR
SPEAKERS OF OTHER
LANGUAGES
INTERMEDIATE 2

Section B: Reading

Section C: Writing

Do not open this paper until you are told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

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Scottish candidate number

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Number of seat

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.

Protecting Scotland's Seas

1 Scotland's seas are some of the most diverse in the world, containing over 40,000 species of marine life and many globally important habitats. From sharks feeding along the west coast to thousands of gannets living off the Bass rock in the east, Scotland's seas have an abundance of life, including 5 million seabirds and one third of the world's grey seal population. Sarah Dolman from the Whale and Dolphin Conservation Society (WDCS) points out that it isn't just those species we can see from land that are important but also those living further out such as common dolphins and four different species of whales. Scotland's seas aren't only important to wildlife — they also support the nation's economy by an estimated £14 billion a year. This money comes from fishing, fish farming and wildlife tourism.

2 The range of life and habitats in Scotland's waters is extraordinary but the seas and the livelihoods that depend on them are under threat.

3 Climate change is warming the seas and damaging the wildlife. A warmer sea means less food for some sea birds, which in turn leads to poor breeding seasons and fewer birds. Over-fishing and oil extraction can also lead to problems with fish stocks falling, leading to an imbalance in the food chain. Some conservation organisations are also concerned about the potential damage to the marine environment from renewable energy developments. Wave and wind power causes vibrations which

some marine wildlife may be very sensitive to. That said, climate change is a much bigger threat to marine wildlife and these technologies could play a major role in moving Scotland towards a greener economy.

4 Even though some parts of Scotland's waters are already legally protected, such as the Special Area of Conservation (SAC) just off the coast of Inverness, these rules may not protect some wildlife species enough. To tackle the threats to the seas and marine wildlife, a group called Link, made up of 34 voluntary conservation organisations, has launched a "Save Scottish Seas" campaign, calling on the government to introduce a Marine Bill.

5 They want to see a bill that has a healthy marine environment as its main aim with a network of nationally important marine areas created. They want these areas to be mobile so that the protection it gives the animals follows the wildlife as it moves around the coast of Scotland. It is quite a novel idea but it has been seen to work in other countries. John Hughes from the WDCS states, "if we get the environment right, then the social and economic benefits will follow".

6 The Scottish Wildlife Trust (SWT) believes that after years of campaigning, they are very close to getting the protection they want for Scotland's seas and wildlife. The government is due to begin a consultation on the proposed Marine Bill and campaigners hope that it will be in place in the next few years.

7 If the Marine Bill is successful then it is not too late for Scotland's seas. Evidence from other places shows that protected areas can have a big impact

and can quite quickly help to improve the health of the seas and the species that live there.

QUESTIONS

DO NOT
WRITE IN
THIS
MARGIN

Part 1

Marks

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

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

- A There are 40,000 types of seabirds living around Scotland. ☐
- B Greener energy could save Scotland's seas. ☐
- C The marine environment provides economic benefits to Scotland. ☐

1

2. Which one of the following is **not** true?

- A Scotland's seas are important nationally and globally. ☐
- B Scotland's seas are in danger. ☐
- C Scotland's seas are fully protected. ☐

1

3. The conclusion of the article is:

- A hopeful about the future of Scotland's seas. ☐
- B confident about the future of Scotland's seas. ☐
- C pessimistic about the future of Scotland's seas. ☐

1

[Turn over]

Part 2

Marks

Provide short answers to the following questions.

4. Which word in paragraph 3 means “possible”?

1

5. Which word in paragraph 4 means “dangers”?

1

6. What may suffer from renewable energy development?

1

7. What may benefit from renewable energy development?

1

Part 3*Marks*

*In the left hand column in the table you can see opinions expressed in the passage, and in the right hand column you can see the name of the person or group who expressed each opinion. Match the name with the opinion by writing A–E in the correct space. There is **one** name which does not need to be used.*

8.	The Marine Bill could be brought in soon. _____	A. Sarah Dolman	1
9.	Marine protection should be mobile. _____	B. Scottish Government	1
10.	The environment can benefit the economy. _____	C. Link	1
11.	Marine species near the coast and out at sea should be protected. _____	D. SWT	1
		E. John Hughes	

11 Marks**[Turn over**

Text 2

DO NOT
WRITE IN
THIS
MARGIN

Part 4

Marks

12. Read the text below and write **one** word for each gap of the text.

Thrifty* Living

Thrifty living can become an interesting way of life. The person who is careful with money learns to look out for opportunities to save money at home, at work, at play and while travelling, relaxing and shopping. As you become more skilled at being thrifty, there is enormous satisfaction, not just in the savings made, (i)_____ also in the ability to see and use the opportunities.

1

Thrifty living can lead to big savings so that even on a low budget, you can still afford the odd luxury. It can allow you to live comfortably, (ii)_____ than struggling from day to day. As a beneficial side effect, being thrifty is also environmentally friendly, encouraging the saving of resources and recycling of materials.

1

Strategies for (iii)_____ money may be as dull as dealing regularly with your bills, (iv)_____ as pleasant as spending a day in your local library where you can find free warmth and lighting in the winter.

1

1

Almost everybody can benefit from being thrifty and everyone can make huge savings by learning some simple techniques; for example, groups such as elderly and retired people who are not as (v)_____ as they once were, students struggling to make ends meet, parents with children and young professionals in debt through over-spending.

1

Thrifty living can be both satisfying and fruitful on one level and, if nothing else, prevent you from getting into financial trouble. Read some of our thrifty living tips on the next page.

*being careful with money

[Turn over for Part 5 on *Page eight*

Part 5

Marks

In the left hand column in the table you can see different money saving advice tips. 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.

	On your bike J	A. If you don't already know how to do it, learn how to read your bank statement. It does NOT tell you how much money you have; it tells you what has gone through your account at the bank so far that month. You have to work out how much money you actually have each month.	
13.	Computer safety _____	B. Don't waste your hard-earned money by not complaining if you have purchased something which is unsatisfactory. Return it to the shop.	1
14.	Take it back _____	C. It's a simple idea but a good one — join the library or an online bookclub to share books you've enjoyed.	1
15.	Don't take it with you _____	D. Organise a swap shop with friends for things like music, books and clothes. Bring what you don't want and donate anything left over to the local charity shop. It's a good way of giving goods another life.	1
16.	Pass it on _____	E. The four-day wait works. If you are about to buy something which isn't a necessity, and you have a little quiet voice somewhere whispering to you, listen to it, and wait four days before you make the purchase.	1
17.	Second best _____	F. Computers are used by companies to save money. If you have a computer at home, use it in the same way. Use the spreadsheet to help with budgeting. Keep your bank balance on it.	1

Part 5 (continued)*Marks*

18.	Pause for thought _____	G. Save money on goods by shopping in places with B-grade stock. The goods often have just small scratches on them which you wouldn't see and can make a difference in cost.	1
19.	Read the records correctly _____	H. Avoid carrying too much cash around on you – you'll be tempted to spend it.	1
20.	Computer help _____	I. Don't discard. Save ice-cream and other plastic containers for freezing food. Cereal boxes can be used as file-holders.	1
21.	Another use _____	J. Mile for mile it's more expensive to do short rather than long car trips, so walk or cycle more and save yourself money.	1
		K. Don't pay over the odds for computer security. Look around the internet — there is a lot of software for free on the internet.	

14 Marks*[END OF SECTION B—READING]***[Turn over**

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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).*

Accidents and illness <u>are</u> cause a great deal of personal pain and	a. <u>are</u>
suffering for individuals, as well/worry and financial difficulty for	b. <u>as</u>
families. Employers they have to provide temporary cover during staff	1. _____
absence. They can lose the money as a result of disrupted business	2. _____
activities. The indirect costs it's caused by the loss of customers and	3. _____
business opportunities can also lead hardship, especially for those	4. _____
running small businesses. Government study has shown that accidents	5. _____
may cost up to 37% of an organisation's profits. Accidents ill health can	6. _____
also expensive for society as a whole. Another report has estimated an	7. _____
annual cost to society of eleven billion pounds, including on medical	8. _____
costs, lost working days and sick pay. Although there some costs	9. _____
involved in developing good health and safety standards work, we must	10. _____
also consider the huge savings that can benefit families and	
companies.	

5 Marks

[Turn over

Part 2

Read the three tasks below. Answer **one** task only on the lined answer sheets on pages 15–16.
Choose your task and write the task number selected in the box provided on page 15.

Recommended Length: 250 words (you do not need to write any addresses)
Recommended Time: 40 minutes

Task 1: Everyday Communication

You have received this letter, offering you a university scholarship. Reply to the letter and, using your notes in the margins, ask for more information.

Start date?	Dear X, Your application for a scholarship has been successful. We would like to offer you a place on your chosen course, starting in late September. The scholarship covers the cost of the course, travel and your accommodation. There may also be some additional funds available for coursebooks. Please note the most important conditions attached to this scholarship. 100% attendance at classes is expected unless there is medical evidence for days off. Furthermore, you are not usually allowed to do paid work as this distracts students from their studies. We hope you will enjoy your time with us and take advantage of the university social scene in addition to doing well in your formal academic studies. Yours sincerely, Y	Daily travel or travel from home? Details? Job interviews/family crisis/weddings? Sports?
What kind?		
Weekend job?		
Request map, term dates etc		

20 Marks

OR

Task 2: Work

A trainee called Sam has been working with you for 3 months. Your boss has asked you for comments on the trainee. Send an e-mail to your boss with your comments. Use the points below, and any others you may wish to add.

- attendance
- time-keeping
- enthusiasm
- new ideas
- working as part of a team
- computer skills
- adaptability

20 Marks

[Turn over

OR

Task 3: Study

Look at statement A and statement B. Discuss both statements, and say which of the two you prefer, giving your reasons.

A The best time to study at university is immediately after finishing school. School-leavers are

- more open to new ideas
- more used to regular study
- freer from worries about family and possessions.

B The best time to study at university is after spending a year or longer out of study. Older students are more

- mature and disciplined
- aware of the real world
- capable of making choices.

20 Marks

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[illegible]

[X222/203]

ACKNOWLEDGEMENTS

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