

FOR OFFICIAL USE



National  
Qualifications  
2019

Mark

**X827/75/02**

**ESOL  
Reading**

WEDNESDAY, 22 MAY

9:55 AM – 11:05 AM



\* X 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.



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



## Text 1

Read the article below and attempt the questions that follow.

- 1 When it comes to accommodation nightmares, I thought I'd seen it all. I've lived in a flat with a filthy shared bathroom, above a pub. I've been electrocuted as I was making pasta in a place I rented above a shop. I've paid my rent, monthly in cash, to dodgy landlords and taken threatening calls from angry ones. But none of this comes close to what I see when I visit George Almond.
- 2 Almond, a 23-year-old youth worker, shows me around the house he shared with friends. "The estate agent had warned us that the house wasn't in a great condition. We just thought that meant it was a bit scruffy. It turned out to be a very damp and mouldy property that had been painted to hide the worst patches. The fungi\* started to grow as autumn turned to winter. Our landlord, who was hard to get hold of, never kept his promises of anti-mould paint and building work to fix it."
- 3 Almond and his friends refused to pay rent and were threatened with legal action. But, Almond says, they faced obstacles at every turn. They couldn't get help with legal fees and nor could they get help from Citizens Advice, whose funding had been cut back by 75%. Eventually he came across a national campaign called Generation Rent.
- 4 Generation Rent is made up of much smaller, regional groups. Its name comes from the idea that private renters are mainly students, recent graduates or young workers, many of whom will never be able to afford to buy their own home. But there are now large numbers of adults of all ages in the UK with no hope of buying their own home, and the problem is only getting worse. Thanks to rising house prices and stagnating wages, private renters make up an increasing proportion of the British population. According to a recent housing survey, there are around 12 million private renters in the UK. Another survey estimates that private landlords own one in five homes in Britain.
- 5 "We're trying to create local groups that unite private tenants so they can get a fair deal from landlords," says Generation Rent's communications officer Dan Wilson, who got involved after suffering his own unaffordable rent increase. "We've set up some Generation Rent groups in towns and cities across the UK."
- 6 One such group is North London Private Tenants, set up by Eleonora Schinella. She saw her landlord on a BBC documentary, discussing his dubious activities quite openly. As a result, she set up an anonymous Twitter account to enable his tenants to discuss their rights. "There were quite a lot of flats and houses that had very poor lighting, terrible ventilation and overcrowding," she says. "The flat I lived in was visited by Environmental Health Officers and found to be unsafe. I had water coming through my light fittings." The Twitter account, she says, "lasted for about three glorious weeks, but then everyone who followed the account who had a recognisable name was forced to leave their homes, me included".
- 7 Schinella, who moved in with her boyfriend as a result, is understandably nervous about going on the record with her views, but is keen to spread the message to other tenants about the importance of knowing your rights. People will generally blame themselves, she adds. "A lot of people feel stupid about having got themselves into a certain situation but they shouldn't. I want to make people realise that you have to make yourself heard rather than hide."



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

8 Organising a fightback against landlords can be a challenge. “We’ve occasionally had people who are very supportive, but then they’ve moved away because they were thrown out, their rent got too high or their living conditions were just too poor,” Schinella says. Finding the energy can be difficult, too. “You’re spending so much of your time trying to work in order to pay rent that you don’t have time to build links in your community.” But she is optimistic that change will come. “Renters must demand more. They can’t just throw millions of us out. I’m still hopeful.”

\* fungi: something that can grow on the walls in your home if there is a problem with damp.

**Questions**

Questions 1–4: Tick (✓) the correct answer from the options listed below (refer to paragraphs 1–3 for your answers).

1. What kind of rental experiences has the writer had? 1

- A A mix of positive and negative
- B Mostly positive
- C Mostly negative
- D Worse than George Almond’s

2. What did Almond expect the property to be like from the estate agent’s description? 1

- A Completely terrible
- B Needing some improvement
- C In average condition
- D Of a high standard

[Turn over



3. Almond's landlord:

1

- A was impossible to contact.
- B didn't do the repairs.
- C was always coming to check things.
- D was doing building work.

4. How did Almond and his flatmates respond to the situation?

1

- A They took their landlord to court.
- B They got advice from lawyers.
- C They stopped renting the property.
- D They decided not to give their landlord money.

Questions 5–6: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 4–6).

5. \_\_\_\_\_  
of private renters are part of the Generation Rent campaign.

1

6. Generation Rent wants \_\_\_\_\_  
for tenants.

1

Question 7

7. Which word in paragraph 6 means 'not to be trusted'?  
\_\_\_\_\_

1



Questions 8–11: Give short answers — NO MORE THAN SIX WORDS (refer to paragraphs 6–8).

8. What was Schinella’s initial opinion of the Twitter account? 1

\_\_\_\_\_

9. Why could Schinella be worried about making her views public again? 1

\_\_\_\_\_

10. According to Schinella, what do most private renters do when they have problems? 1

\_\_\_\_\_

11. Why does Schinella think groups of private renters could be successful? 1

\_\_\_\_\_

[Turn over



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

## Text 2

Read the article below and attempt the questions that follow.

- 1 You're relaxing on the beach admiring the waves when your phone goes beep. You've got mail. From your boss. In many jobs, work e-mails don't stop when the employees leave the office. And now France has decided to act. It has introduced rules to protect people working in the digital sector from work e-mails outside office hours. The deal signed between employers' federations and unions says that employees will have to switch off work phones and avoid looking at work e-mails, and employers cannot pressure staff to check messages.
- 2 Paul Sellers, a Trades Union Congress policy adviser, says the same problem that France is seeking to address exists in the UK. He says people in the law, media, finance and local government are not being allowed to switch off. "Why are we expecting people to work at 8.30 at night?" The Working Time Regulations, which limit the number of hours a person can work in any given 24-hour period, were drawn up in the 1990s before mobile phones were in wide circulation. The rules have not caught up.
- 3 Technology has redrawn the working day. Woody Allen's 1972 film "Play It Again Sam" contains a running joke about a workaholic businessman. He begins every scene by phoning the office to give the telephone number where he can be reached and for how long, followed by the next contact number. He was the exception — workers used to be able to disappear. Today anyone with a smartphone is usually reachable, such as Michael Reid, an IT teacher at a Liverpool secondary school, who says his evenings are regularly interrupted. "An e-mail arrives at 11.45 pm and you know a colleague is working late and you want to support them." When he sees it in his inbox he is crestfallen. "It takes the joy out of what you are doing," he says.
- 4 An advertising consultant in London, who wants to remain anonymous, says she is expected to respond to e-mails. A flood of them comes through between 6 pm and 10 pm. "Needless to say not all e-mails require a response straight away though if I'm to tell which do and which don't, I do need to check them." Requests for information she accepts as part of the role. Others — "can I remind you of X" or invitations to meetings with no context — drive her "nuts", she says.
- 5 So would a ban such as that introduced in France be the way forward? Firstly, there is the issue of who would be protected by the ban. Although there is already protection for many types of worker in the form of The Working Time Regulations, the Trades Union Congress argues this simply doesn't cover out-of-hours e-mail. Furthermore, there are exemptions for categories of worker like lawyers and doctors. If an out-of-hours e-mail ban was brought in, the situation would be similar and not everybody would be protected, says employment lawyer Andrew Lilley.
- 6 Having an effective e-mail ban would be almost impossible, argues Alief Rezza, an oil analyst in Stavanger, Norway. He checks his e-mail every half hour from when he leaves work at 4.30 pm–7 pm. The stock market is still open and he might get an urgent message from colleagues in London. When he wakes, he checks to see if colleagues in the US or Singapore have been in touch. "I don't think a ban would work. If Norway bans my company from sending e-mails to me then my company needs to make sure someone is able to do the things that should have been in my inbox." The industry would find a way around it, he argues.



\* X 8 2 7 7 5 0 2 0 6 \*

7 Ksenia Zheltoukhova, research associate at the Chartered Institute of Personnel and Development, feels strongly that a ban on e-mail is not the answer. She believes it could even hurt workers who increasingly require flexible working — keeping in touch on trains, e-mailing between time zones and leaving early to look after the children. A better approach is to educate managers about work-life balance and encourage them to prioritise.

**Questions**

**Questions 12–16:** Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–3).

12. It is common for people to check their work e-mails after they  
 \_\_\_\_\_ . **1**

13. France has introduced laws to protect employees in \_\_\_\_\_  
 \_\_\_\_\_ . **1**

14. Companies are not allowed to \_\_\_\_\_  
 their workers to read work-related e-mails. **1**

15. When the rules about the length of the working day were written  
 \_\_\_\_\_ were not common. **1**

16. In the past, being in contact with an employee all the time was  
 \_\_\_\_\_ . **1**

**Question 17**

17. Which word in paragraph 3 means ‘very sad and disappointed’?  
 \_\_\_\_\_ **1**

[Turn over



18. Which **two** of these statements are true for the London advertising consultant? Tick (✓) **two** boxes (refer to paragraph 4).

2

- A She's happy to be named and quoted.
- B It's her choice to open work e-mails in the evening.
- C She feels some evening e-mails are part of her job.
- D She thinks you need to reply to all e-mails immediately.
- E She receives a moderate number of e-mails outside working hours.
- F Some of the e-mails she receives annoy her.

19. Match each person with an opinion about a ban on out of hours e-mail by writing the correct letter in each box.

There is one opinion that you do NOT need.

- (i) Andrew Lilley  1
- (ii) Alief Rezza  1
- (iii) Ksenia Zheltoukhova  1

- A It would be hard to enforce.
- B It would limit the ways people could work.
- C It would only help some people.
- D It would be unpopular abroad.



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

The ideas in the article as a whole suggest that a ban on out-of-hours e-mails in the UK:

1

A would improve things for everyone.

B would not be the best solution.

C would annoy employers.

D would not increase productivity.

[Turn over



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

### Text 3

Read the article below and attempt the questions that follow.

- 1 Like all teachers, I've spent many hours correcting homework. Yet there's a debate over whether we should be setting it at all. I teach both primary and secondary, and regularly find myself arguing with people about it. Parents, and sometimes colleagues, question its validity. We all argue about how much trouble students have completing assignments. All of which has led me to look at the academic research into homework. Is it worth it?
- 2 Increasingly, there's a divide between those who support the need for homework and those who suggest the time would be better spent with family and developing relationships. The anxiety related to homework is frequently researched. A survey of high-performing schools by Denise Pope of Stanford University, for example, found that 56% of students considered homework a main source of stress. The same study reported that the demands of homework caused sleep deprivation, headaches, and stomach problems, as well as less time for friends, family and extracurricular pursuits.
- 3 But to understand why homework can be useful, we need to understand how the brain works. When students learn in the classroom, they are using their short-term or working memory. This information is continually updated during the class. On leaving the classroom, the information in the working memory is replaced by the topic in the next class. Adults experience a similar reaction when they walk into a new room and forget why they are there. The new set of sensory information — lighting, smells, temperature — enters their working memory and any pre-existing information is replaced. It's only when the person returns to the same environment that they remember the key information.
- 4 But education is about more than memorising facts. Students need to access the information in ways that are relevant to their world, and to transfer knowledge to new situations. Many of us will have struggled to remember someone's name when we meet them in an unexpected environment (a workmate at the gym, maybe), and we are more likely to remember them again once we've seen them multiple times in different places. Similarly, students must practise their skills in different environments.
- 5 Homework can involve revising the key skills learned in the classroom. This means students are more likely to remember what they have learnt, contributing to their overall education. The link between homework and educational achievement is supported by research: in a summary of research done between 1987 and 2003, Professor Steven James wrote that "With only rare exceptions, the relationship between the amount of homework students do and their exam results was found to be positive and statistically significant."
- 6 The homework debate often involves comparing primary with secondary school. Professor John Hattie, who has investigated various influences on student learning and achievement, found that homework in primary schools has a negligible effect. However, it makes a much bigger difference in secondary schools. His explanation is that students in secondary schools are often given tasks that reinforce key skills learned in the classroom that day, whereas primary students may be asked to complete separate assignments. "The worst thing you can do with homework is give kids projects; the best thing you can do is reinforce something you've already learned," he said.



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

7 So homework can be effective when it's the right type of homework. In my own practice, the primary students I teach will often be asked to find real-life examples of what is being taught instead of traditional homework tasks, while homework for secondary students consolidates the key concepts covered in the classroom. While there is no data on the effectiveness of homework in different subjects, these general rules could be applied equally to languages, mathematics, history and so on. And by setting the right type of homework, you'll help to revise key ideas in a new environment, allowing the information you teach to be used in a variety of situations in the future.

Questions 21–23: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

21. A number of adults are not sure about the \_\_\_\_\_  
of homework. 1

22. A number of students at \_\_\_\_\_  
\_\_\_\_\_ became worried about homework. 1

23. Loss of \_\_\_\_\_  
was one issue for the students surveyed. 1

Questions 24–26: Choose the correct answer and tick (✓) one box (refer to paragraphs 3–5).

24. The writer says that adults: 1

- A help students update their working memory.
- B forget things more rapidly than younger students.
- C forget things when changing their environment.
- D remember lighting, smells and temperature.

[Turn over



25. We may find it difficult to remember:

1

A a set of facts related to the subject we study.

B practical information about the real world.

C names of people who appear in surprising places.

D people we see in a number of different places.

26. Homework can make students more:

1

A flexible.

B disciplined.

C reliable.

D determined.

Questions 27–28

27. Which word in paragraph 6 means ‘very small’?

1

---

28. Which word in paragraph 7 means ‘makes stronger’?

1

---



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

29. Match each educational expert to their research finding about homework by writing the correct letter in each box.

There is one opinion that you do NOT need.

- |                   |                          |   |
|-------------------|--------------------------|---|
| (i) Denise Pope   | <input type="checkbox"/> | 1 |
| (ii) Steven James | <input type="checkbox"/> | 1 |
| (iii) John Hattie | <input type="checkbox"/> | 1 |

- A It is good for exam results.
- B It is essential in primary schools.
- C It must relate to classroom tasks.
- D It can damage leisure time.

Question 30: Choose the correct answer: A, B, C or D.

30. The best summary of this text would be: 1

- |  |                          |
|--|--------------------------|
| A homework is always worth doing, however unpopular. | <input type="checkbox"/> |
| B homework of the right kind is worth it.            | <input type="checkbox"/> |
| C homework helps you memorise facts.                 | <input type="checkbox"/> |
| D homework has limited value.                        | <input type="checkbox"/> |

[END OF QUESTION PAPER]



MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



\* X 8 2 7 7 5 0 2 1 4 \*

MARKS

DO NOT  
WRITE IN  
THIS  
MARGIN

ADDITIONAL SPACE FOR ANSWERS



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

[BLANK PAGE]

DO NOT WRITE ON THIS PAGE

*Acknowledgement of copyright*

Text 1 — Article is adapted from “Generation rent v the landlords: ‘They can’t evict millions of us’” by Rhiannon Lucy Cosslett, taken from *The Guardian*, 22 August 2015. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2019.

Text 2 — Article is adapted from “Could work emails be banned after 6pm” by Tom de Castella, from *BBC News* website, 10 April 2014. Reproduced by kind permission of BBC News.

Text 3 — Article is adapted from “Homework: is it worth the hassle” by Helen Silvester, taken from *The Guardian*, 7 February 2017. Reproduced by permission of The Guardian. © Guardian News & Media Ltd 2019.



\* X 8 2 7 7 5 0 2 1 6 \*