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National
Qualifications
2022

Mark

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X827/75/02

**ESOL
Reading**

WEDNESDAY, 25 MAY

10:05 AM – 11:15 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

--

Number of seat

--

Date of birth

Day

--	--

Month

--	--

Year

--	--

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 When it comes to food waste we like to think we know the bigger picture. That slice of pizza littering the street. The mouldy lettuce we've thrown into the bin. Well, think again. Most of the food we throw away is perfectly edible. Imagine boxes and boxes of fresh fruit, dumped off the end of a truck into landfill. Or misshapen but still crunchy vegetables being fed to farm animals. Or delicious bread and cakes being turned into fuel. The UN estimates that roughly one third of the food produced in the world for human consumption every year — approximately 1.3 billion tonnes — gets lost or wasted.
- 2 But what does this waste actually look like in the UK? It is 200,000 tonnes of milk. It is 160,000 tonnes of meat, poultry and fish and 130,000 jars of jam, peanut butter and beans. To help put this in perspective, the UK's surplus milk alone weighs the same as 156,250 Ford Focus cars. When it comes to the bigger picture on wasted food, tragically that picture is very big indeed.
- 3 Britain's surplus food can be caused by a number of factors including packaging malfunctions, labelling errors, over supply due to favourable growing conditions and the short shelf life of certain foods. Regardless of the cause, what all of this surplus food has in common is that it is edible. Yet every year in the UK at least 250,000 tonnes of it is dumped in landfill, turned into biofuel or used for animal feed, while the UN estimates that 8.4 million people in the UK are in food poverty. But FareShare, Britain's biggest charity which aims to redistribute surplus food, is doing something about it.
- 4 FareShare began in 1994 when the well-known charity Crisis got together with the supermarket chain Sainsbury's to open a warehouse to take waste food and pass it on to people in need. Over 20 years later, FareShare has 21 regional centres with 800 volunteers packing, sorting and checking the 17,000 tonnes of quality surplus food that they receive from 500 food companies, and delivering this food to thousands of charities and community groups up and down the country. Children's breakfast clubs, day clubs for older people, homeless shelters and drug and alcohol rehab units — they all help to feed over 770,000 people in need every week with surplus food from FareShare. But because the UK still sends tonnes of its surplus food to landfill, or animal feed, or bio-fuel, the waste goes on.
- 5 Part of the problem is that there is currently no financial reason for the food industry to donate their waste to charities such as FareShare. It can often be more expensive for them to redistribute surplus food to the charities than it is to throw it away. FareShare is hoping to change this with its new Feed People First campaign, asking the government to introduce a £15m fund to cover transport and storage costs of surplus food. This fund would be available to any charity or producer to cover the costs of redistributing food, saving charities £150m by making free food available to them.
- 6 "It's completely scandalous that it's cheaper to send thousands of tonnes of good edible food to be turned into fuel or animal feed when there are millions of people regularly missing meals across the UK right now," said FareShare chief executive Lindsay Boswell. Environment ministers have discussed giving farmers and food producers financial incentives to encourage them to get waste food onto tables. But FareShare says these need to lead to a level playing field so it's not cheaper to waste food or turn it into animal feed or energy.



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

Questions

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

- | | |
|--|---|
| 1. Much of the food that goes into landfill is _____ . | 1 |
| 2. Some food waste is used to feed animals or make
_____ . | 1 |
| 3. In the UK, _____ forms the largest proportion
of waste produce. | 1 |
| 4. Good weather can lead to _____ ,
which is one cause of food waste. | 1 |

Questions 5–8: Choose the correct answer and tick (✓) one box (refer to paragraphs 4 and 5).

- | | |
|--|--------------------------|
| 5. FareShare was started by: | 1 |
| A an existing charity working independently. | <input type="checkbox"/> |
| B multiple charities working together. | <input type="checkbox"/> |
| C a charity and a supermarket chain. | <input type="checkbox"/> |
| D a collaboration between supermarkets. | <input type="checkbox"/> |

[Turn over



Text 1 questions (continued)

6. FareShare provides food:

1

A directly to people who need it.

B to five hundred food businesses.

C to other organisations to distribute.

D to children in particular.

7. Giving food to FareShare is:

1

A not always cost effective for businesses.

B easier than throwing away food waste.

C expensive for many charities.

D cheaper than other methods of disposal.

8. The new government fund proposed by FareShare would:

1

A only be available to charities.

B be available to all food manufacturers.

C only be available to cover the cost of storing food.

D be available to pay for food redistribution.

Questions 9–10: Give short answers for the following questions.

9. Which word in paragraph 6 means ‘reasons to do something’?

1



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

Text 1 questions (continued)

10. Which phrase in paragraph 6 means ‘a situation that is fair for everyone?’ 1

Question 11: Choose the correct answer and tick (✓) **one** box.

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

- A causes of food waste in the UK.
- B different ways food waste can be used.
- C using food waste to help people.
- D the financial cost of food waste.

[Turn over



Text 2

Read the article below and attempt the questions that follow.

- 1 Working from home is often seen as offering the best chance of balancing a career and home life. But has it ever really been this way?
- 2 It is something that more than four million Britons now do on a regular basis. People think it offers flexible lifestyles and greater freedom. Although men are more likely to work from home, 4 out of 10 homeworkers are women, a proportion that continues to rise each year. But for some women, balancing paid work with an unequal share of domestic duties can mean working at home doesn't meet their expectations. It's a situation which hasn't changed for over 200 years — and the past can tell us why things are as they are today.
- 3 Until 1800, there had not been a dividing line between “home” and “work”, with a large proportion of men and women farming their own land and producing wool and cloth. With the establishment of factories, domestic life changed. Men now went out to work, leaving women in charge of the home and children, even though some also went out to work. Other women often took in work at home to add to a husband's low wage in the factories. Some preferred it to the option of working in a factory. In the case of widows and single mothers, it was the only way they could earn money. They took on jobs like sewing shirts, and making boxes and paper bags. Low pay for many homeworkers continued throughout the 20th century, despite the best efforts of campaigners and the introduction of the minimum wage.
- 4 During World War 2, the government recruited as many as 20,000 workers to assemble military equipment in their homes and village halls. After the war, a government inquiry in 1948 estimated that there were up to 60,000 homeworkers in specialised industries like glove-making and tailoring. Even though this work often required a lot of training, it was usually badly paid. In the 1970s and 1980s, there was a dramatic increase in the clothing trade, which employed many migrant women from the Indian sub-continent to meet the demand for cheap fashion. Earning money by sewing garments at home was attractive for those who had little English and who had experienced racism on the streets. It also meant they could look after their children while earning an income.
- 5 However, homeworkers were still at risk. Many were unaware of their rights as employees. There was also little control over the quantity of work, with too much work one week and none the next. For many, the balance between work and family life was a myth. As one mother said: “I got bad-tempered because I knew I had to finish the work, working till late. If the children woke at night, I got annoyed. Not with them, but because I knew I didn't have any time.”
- 6 As in the past, many women who choose to work at home nowadays do so because of limited work opportunities elsewhere and family pressures. A shortage of affordable childcare, as well as a gender pay gap of 18%, can make homeworking the most attractive option. Wherever they work, women still do the bulk of the housework, doing 60% more, such as cooking, cleaning and childcare, than men. Today, parents and carers have a right to request flexible working arrangements, although employers do not have to let employees work at home. Of course, there are a multitude of women — and men — who work at home happily and enjoy success in doing so. But we should always remember the complicated history of how homeworking developed.



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

Questions

Questions 12–14: Choose the correct answer for each question and tick (✓) **one** box (refer to paragraphs 1–3).

12. The number of female homeworkers in the UK: **1**

- A will soon reach four million.
- B is greater than that of men.
- C is increasing annually.
- D hasn't changed since 1800.

13. Before 1800, people: **1**

- A had separate work and home lives.
- B worked for different landowners.
- C worked where they lived.
- D usually made their own clothes.

14. After factories were established: **1**

- A women often shared their husband's factory jobs.
- B some women earned more than their husbands.
- C homeworking provided some women's only source of income.
- D female homeworkers campaigned successfully for better wages.

[Turn over



Text 2 questions (continued)

Question 15: Tick (✓) the two statements from the list A–E which are true about homeworking (refer to paragraph 4).

2

- A Military projects were done mostly by women.
- B By the middle of the 20th century, around 60,000 homeworkers were employed by the government.
- C After the war, even skilled homeworkers received low wages.
- D As more migrants arrived the demand for clothing increased.
- E Women from the Indian sub-continent preferred working at home.

Questions 16–17: Give short answers for the following questions.

16. Apart from financial pressures, give **TWO MORE** reasons why some women still chose to work from home.

2

- 1. _____
- 2. _____

17. Apart from low pay and exploitation, give **TWO MORE** disadvantages of working from home.

2

- 1. _____
- 2. _____



Text 2 questions (continued)

18. Which word in paragraph 6 means 'choice'? 1

19. Which word in paragraph 6 means 'majority'? 1

Question 20: Choose the correct answer and tick (✓) **one** box.

20. The most appropriate title for this article would be: 1

- A Why homeworking has never been an easy option.
- B Why homeworking has been good for women.
- C How to make homeworking more attractive.
- D How homeworking has been good for the economy.

[Turn over



Text 3

Read the article below and attempt the questions that follow.

- 1 School start times should be radically changed to fight a sleep-deprivation crisis among young people, a scientist has suggested. Professor Paul Kelley, from the University of Oxford, said young people in Britain were losing on average 10 hours' sleep a week. This makes them more sleep-deprived than junior doctors on a 24-hour shift. Prof Kelley called for an end to early starts at schools, colleges and universities to "improve the lives of a generation". He said children aged 8 to 10 should start school at 8.30am or later, 16-year-olds should start at 10am and 18-year-olds at 11am.
- 2 Kelley has been working with other neuroscientists to push for a massive change in the approach to sleep for children. They have been working on the Teensleep Project, which Kelley said was the largest study of its kind and which aims to recruit 100 schools to trial different start times. The recommendations arise from a deeper understanding of circadian rhythms — the rhythms of our internal body clock, which sets our levels of concentration, wakefulness and work ability.
- 3 "At the age of 10 you get up and go to school and it fits in with our nine-to-five lifestyle," Kelley said. "When you are about 55 you return to this pattern. But in between it changes a huge amount and, depending on your age, you really need to be starting around three hours later, which is entirely natural." Ignoring our natural circadian rhythms could lead to exhaustion, frustration, anxiety, weight gain and hyper-tension, he said, and could make a person more likely to use stimulants or alcohol and to indulge in risk-taking.
- 4 "This is a huge issue," Kelley said. "We are, in the main, a sleep-deprived society but the 14-24 age group is more sleep-deprived than any other sector of society. This causes serious threats to mood, performance and physical and mental health." If schools across the UK adopted the new start times, he said, performance would rise by about 10%. The problem goes beyond merely feeling tired, Kelley said. If a child gets less than six hours' sleep a night, over the course of a week this can lead to more than 700 changes in the way their genes behave. Similar changes are not seen in children who get eight-and-a-half hours' sleep a night.
- 5 He said mental illnesses often developed at an age associated with the beginnings of sleep deprivation problems, and that schools in the UK without exception had the power to alter start times if they wish. He conceded that later school starts might be awkward for working parents, but added: "The interesting thing is that parents usually favour this. All the studies show that later start times improve family life, travel times are shorter, it's safer for children to travel to school."
- 6 Guy Meadows, a sleep physiologist at the Sleep School in London, agreed there was a problem that needed tackling. He said: "British children are among the most sleep-deprived in the world. There was a recent study which looked at 900,000 children across the world. The US was top and Britain came sixth. Sleep is vitally important for children, and it's when they develop mentally, physically and emotionally."
- 7 He added that individuals had a key role to play in ensuring they get enough sleep. In school classes aimed at teaching children how to improve their sleep, Meadows said, 96% of participants said they used a phone or mobile device in the last 30 minutes before sleep. "We're finding that children have phones or tablet from the age of about 10 or 11. These devices emit light which mimics the light from the sun and they essentially trick our brains into thinking we should be active, not winding down for sleep, and that interferes with our circadian rhythms," he said. This is what young people need to take control of.



Questions

Questions 21–24: Complete each gap with **NO MORE THAN THREE WORDS** from the text (refer to paragraphs 1–2).

21. Professor Kelley compares young people to _____

_____ .

1

22. Kelley says that _____

should start their day later than any other group of children.

1

23. The Teensleep Project plans to _____

in a major experiment with start times.

1

24. We all have a(n) _____

inside us that decides how focused we will be at particular times.

1

Questions 25–27: Choose the correct answer and tick (✓) **one** box.

25. In paragraph 3, Kelley says that:

1

A 10 year olds and 55 year olds have different sleep patterns.

B there are moderate changes in sleep between age 10 and 55.

C there are many reasons for us to respect our circadian rhythms.

D alcohol causes major changes to our circadian rhythms.

[Turn over



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

Text 3 questions (continued)

26. Kelley says that sleep deprivation:

1

- A is only a problem for the 14–24 age group.
- B is likely to make people feel less happy.
- C sometimes improves exam results.
- D can change children’s genes overnight.

27. Kelley believes that changing school start times:

1

- A cannot be done by every school.
- B will suit working parents most.
- C is unpopular among parents.
- D is supported by research.

Questions 28–31: Match the paragraphs 4–7 with the titles A–E.

There is one title that you do NOT need.

28. Paragraph 4

1

29. Paragraph 5

1

30. Paragraph 6

1

31. Paragraph 7

1

- A Global perspective
- B Consequences of sleep loss
- C Sleep loss and exam performance
- D Pupils should take responsibility for their sleep
- E Arguments for changing the school day



Text 3 questions (continued)

Question 32: Choose the correct answer and tick (✓) one box.

32. The best summary of this article would be:

1

- A Why children need to sleep for longer.
- B All pupils should start school later.
- C For and against changing the school day.
- D Teenage behavioural changes after sleep loss.

[END OF QUESTION PAPER]



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