




---

SUBJECT:	<b>English</b>
PAPER NUMBER:	I
DATE:	30 <sup>th</sup> August 2023
TIME:	9:00 a.m. to 12:05 p.m.

---

Answer **ONE** question from Section A, **ONE** from Section B, and Section C.

**SECTION A: SHAKESPEARE SET TEXTS**

**(33 marks)**

In Section A, essays must **NOT** be shorter than 500 words.

Essays responding to a gobbet (1a or 2a) should:

- identify the immediate context of the extract and its relation to the play as a whole;
- focus primarily on the given extract while also referring to the play as a whole;
- relate the extract to at least **TWO** of: characterisation, theme, imagery, and setting.

1. **Romeo and Juliet**

**EITHER**

(a) Gobbet.

**FRIAR LAURENCE** Virtue itself turns vice being misapplied,  
And vice sometime's by action dignified.

*Enter ROMEO.*

Within the infant rind of this weak flower  
Poison hath residence, and medicine power:  
For this, being smelt, with that part cheers each part;  
Being tasted, stays all senses with the heart.  
Two such opposed kings encamp them still  
In man as well as herbs: grace and rude will;  
And where the worser is predominant  
Full soon the canker death eats up that plant.

**ROMEO** Good morrow, father.

**FRIAR LAURENCE** Benedicite.

What early tongue so sweet saluteth me?  
Young son, it argues a distemper'd head  
So soon to bid good morrow to thy bed.  
Care keeps his watch in every old man's eye,  
And where care lodges sleep will never lie,  
But where unbruised youth with unstuff'd brain  
Doth couch his limbs, there golden sleep doth reign.  
Therefore thy earliness doth me assure  
Thou art uprous'd with some distemperature;  
Or, if not so, then here I hit it right:  
Our Romeo hath not been in bed tonight.

**OR**

(b) Discuss the loss of youth and innocence in Shakespeare's *Romeo and Juliet*.

**OR**

(c) Discuss the character and role of Tybalt in Shakespeare's *Romeo and Juliet*.

## 2. *Othello*

**EITHER**

(a) Gobbet.

**IAGO** I am glad of this: for now I shall have reason  
To show the love and duty that I bear you  
With franker spirit. Therefore, as I am bound,  
Receive it from me. I speak not yet of proof.  
Look to your wife; observe her well with Cassio.  
Wear your eye thus: not jealous, nor secure.  
Out of self-bounty, be abused. Look to't.  
I know our country disposition well:  
In Venice they do let God see the pranks  
They dare not show their husbands; their best conscience  
Is not to leave't undone, but keep't unknown.

**OTHELLO** Dost thou say so?

**IAGO** She did deceive her father, marrying you,  
And when she seemed to shake, and fear your looks,  
She loved them most.

**OTHELLO** And so she did.

**IAGO** Why, go to, then!  
She that, so young, could give out such a seeming,  
To seal her father's eyes up close as oak –  
He thought 'twas witchcraft. – But I am much to blame,  
I humbly do beseech you of your pardon  
For too much loving you.

**OTHELLO** I am bound to thee for ever.

**OR**

(b) Discuss the conflict between romantic love and sexual lust in Shakespeare's *Othello*.

**OR**

(c) Shakespeare's tragic hero Othello describes himself as 'one that lov'd not wisely but too well'.  
To what extent is Othello's estimation of his own character true?

**SECTION B: POETRY SET TEXTS**

**(33 marks)**

In Section B, essays must **NOT** be shorter than 500 words.

**1. Elizabeth Bishop**

- (a) 'In her poetry, Elizabeth Bishop observes human beings with a deep sense of poignancy.'  
Discuss this statement with reference to **THREE** poems of your choice.

**OR**

- (b) With reference to **THREE** poems of your choice, discuss how Elizabeth Bishop expresses intense wonder through her poetic language.

**2. Carol Ann Duffy**

- (a) Discuss Carol Ann Duffy's concern with education in her poetry with reference to **THREE** poems of your choice.

**OR**

- (b) Carol Ann Duffy often draws inspiration from her past while composing her poetry. Discuss with reference to **THREE** poems of your choice.

**3. Seamus Heaney**

- (a) With reference to **THREE** poems of your choice, discuss how and why Seamus Heaney's poetry creates a link between manual labour and the natural world.

**OR**

- (b) Discuss Seamus Heaney's effective use of sensory detail in his poetry with reference to **THREE** poems of your choice.

***Please turn the page.***

**SECTION C: POETRY CRITICISM**

**(33 marks)**

Write a critical appreciation of the poem below.

- Your essay must **NOT** be shorter than 400 words.
- Focus on theme, imagery, form and poetic language.
- You may also comment on any other literary aspects of the poem that you consider to be worthy of discussion.

**'Unharvested'**

A scent of ripeness from over a wall.  
And come to leave the routine road  
And look for what had made me stall,  
There sure enough was an apple tree  
That had eased itself of its summer load,  
And of all but its trivial foliage free,  
Now breathed as light as a lady's fan.  
For there had been an apple fall  
As complete as the apple had given man.  
The ground was one circle of solid red.

May something go always unharvested!  
May much stay out of our stated plan,  
Apples or something forgotten and left,  
So smelling their sweetness would be no theft.

*by Robert Frost*




---

SUBJECT:	<b>English</b>
PAPER NUMBER:	II
DATE:	31 <sup>st</sup> August 2023
TIME:	9:00 a.m. to 12:05 p.m.

---

Answer **BOTH** Section A **AND** Section B.

**SECTION A: NOVEL SET TEXTS**

**(Total: 66 marks)**

- Answer **TWO** questions (**NOT** on the same novel) from this section.
- Essays in this section must **NOT** be shorter than 500 words.

1. ***The Handmaid's Tale*, Margaret Atwood**

- (a) Discuss the relationship between Offred and the Commander in *The Handmaid's Tale*, showing how this brings out the main themes of the novel.

**OR**

- (b) "I am alive, I live, I breathe." Discuss the theme of survival in *The Handmaid's Tale*.

2. ***Great Expectations*, Charles Dickens**

- (a) *Great Expectations* is a novel about the loss of innocence. Discuss.

**OR**

- (b) Discuss the importance of money and wealth in *Great Expectations*.

3. ***Atonement*, Ian McEwan**

- (a) Discuss the way McEwan uses foreshadowing in *Atonement*.

**OR**

- (b) Discuss the interplay between betrayal and forgiveness in *Atonement*.

4. ***Wuthering Heights*, Emily Brontë**

- (a) Discuss the importance of the natural landscape in *Wuthering Heights*.

**OR**

- (b) *Wuthering Heights* portrays the destructive power of obsession. Discuss.

5. ***To Kill a Mockingbird*, Harper Lee**

- (a) Discuss the themes of courage and heroism in *To Kill a Mockingbird*.

**OR**

- (b) How does Harper Lee use humour and irony to develop the main themes in *To Kill a Mockingbird*?

***Please turn the page.***

**SECTION B: PROSE CRITICISM****(Total: 33 marks)****Write a critical appreciation of the passage below.**

- Your essay must **NOT** be shorter than 400 words.
- Focus on theme, characterisation and point of view.
- You may also comment on any other literary aspect or aspects of the passage that you consider to be worthy of discussion, such as, imagery, style, tone and setting.

When I look back, I realise what a peculiar friendship it was. First, there was Lloyd Inwood, tall, slender, and finely knit, nervous and dark. And then Paul Tichlorne, tall, slender, and finely knit, nervous and blond. Each was the replica of the other in everything except colour. Lloyd's eyes were black; Paul's were blue. Under stress of excitement, the blood coursed olive in the face of Lloyd, crimson in the face of Paul. But outside this matter of colouring they were as like as two peas. Both were high-strung, prone to excessive tension and endurance, and they lived at concert pitch.

But there was a trio involved in this remarkable friendship, and the third was short, and fat, and chunky, and lazy, and, loath to say, it was I. Paul and Lloyd seemed born to rivalry with each other, and I to be peacemaker between them. We grew up together, the three of us, and full often have I received the angry blows each intended for the other. They were always competing, striving to outdo each other, and when entered upon some such struggle there was no limit either to their endeavours or passions.

This intense spirit of rivalry obtained in their studies and their games. If Paul memorised one canto of "Marmion", Lloyd memorised two cantos, Paul came back with three, and Lloyd again with four, till each knew the whole poem by heart. I remember an incident that occurred at the swimming hole - an incident tragically significant of the life-struggle between them. The boys had a game of diving to the bottom of a ten-foot pool and holding on by submerged roots to see who could stay under the longest. Paul and Lloyd allowed themselves to be bantered into making the descent together. When I saw their faces, set and determined, disappear in the water as they sank swiftly down, I felt a foreboding of something dreadful. The moments sped, the ripples died away, the face of the pool grew placid and untroubled, and neither black nor golden head broke surface in quest of air. We above grew anxious. The longest record of the longest-winded boy had been exceeded, and still there was no sign. Air bubbles trickled slowly upward, showing that the breath had been expelled from their lungs, and after that the bubbles ceased to trickle upward. Each second became interminable, and, unable longer to endure the suspense, I plunged into the water.

I found them down at the bottom, clutching tight to the roots, their heads not a foot apart, their eyes wide open, each glaring fixedly at the other. They were suffering frightful torment, writhing and twisting in the pangs of voluntary suffocation; for neither would let go and acknowledge himself beaten. I tried to break Paul's hold on the root, but he resisted me fiercely. Then I lost my breath and came to the surface, badly scared. I quickly explained the situation, and half a dozen of us went down and by main strength tore them loose. By the time we got them out, both were unconscious, and it was only after much barrel-rolling and rubbing and pounding that they finally came to their senses. They would have drowned there, had no one rescued them.




---

SUBJECT:	<b>English</b>
PAPER NUMBER:	III
DATE:	1 <sup>st</sup> September 2023
TIME:	9:00 a.m. to 11:50 a.m.

---

Answer **ALL** sections.

**SECTION A: LANGUAGE ESSAY**

**(Total: 33 marks)**

**Write an essay of NOT less than 500 words on ONE of the following topics:**

1. 'All friends joke around with each other, but sometimes it is hard to tell if someone is just having fun or trying to hurt' (UNCIEF). Write the story of a teenager who is bullied.
2. Describe yourself during your most productive time of the day.
3. Teachers should give learners something to take home to think about besides homework.
4. While some students are enthused by the prospect of studying abroad, others see the experience as too challenging. Explain either why some students are motivated to take the opportunity to study abroad or find the idea too daunting.
5. Some feel safe knowing there are CCTV cameras in public places while others consider the constant 'watching' an invasion of privacy. Write an opinion essay underlining your ideas on the subject.
6. Malta is a small island highly dependent on international tourism. According to the United Nations Environment Programme (UNEP), tourism has a negative impact on natural resources. Write an essay exploring the negative effects tourism may have on Malta's natural resources and what may possibly be done to reduce the damage.
7. We design our lives through the power of choices. Discuss.
8. Working from home for an extended period of time because of the Covid-19 pandemic gave many people a work-life balance they did not know was possible before. Write an essay focusing on how the experience may have made people reconsider what they want out of their work situations, in particular their work-life balance.

***Please turn the page.***

**SECTION B: SUMMARY****(Total: 15 marks)****Write a summary of the following passage in between 150 and 200 words.****The Impact of Pets on Human Health and Psychological Well-Being**

Although not culturally universal, pet keeping exists in most societies, and various theories have been offered to explain why people bring animals into their lives. When asked what they specifically get from their relationships with pets, people typically mention companionship, having a play partner, and the need to love and care for another creature. The public has also come to accept as fact the idea that pets can also serve as substitutes for physicians and clinical psychologists. The idea that living with an animal can improve human health, psychological well-being, and longevity has been called the 'pet effect'. Most pet owners believe that their pets are good for them. Personal convictions, however, do not constitute scientific evidence. Claims about the medical and psychological benefits of living with animals need to be subjected to the same rigorous standards of evidence as a new drug, medical device, or form of psychotherapy. The reality is that research focusing on the impact of pets on human health and happiness suggests the 'pet effect' is an uncorroborated hypothesis rather than an established fact.

The first demonstration of an association between pets and health was a study of 92 heart-attack victims in which 28% of pet owners survived for at least a year as compared to only 6% of non-pet owners. These findings generated other research on the positive impact of interacting with companion animals. The most convincing of these studies was a clinical trial in which stockbrokers were randomly assigned to either pet or no-pet conditions. Six months later, when put in a stressful situation, subjects in the pet group showed lower increases in blood pressure than did those in the non-pet control condition. Researchers have also reported on the psychological benefits of living with animals. These include having a higher self-esteem, more positive moods, more ambition, greater life satisfaction, and lower levels of loneliness.

Pet owners are, of course, delighted to read about such research, but while the media abounds with stories extolling the health benefits of pets, studies in which pet ownership has been found to have no impact or even negative effects on human physical or mental health rarely make the headlines. For instance, there was no media coverage of a recent study of 425 heart-attack victims that found pet owners were more likely than non-pet owners to die within a year of their heart attack, and there was no mention of a study of 1,179 older adults which found no differences in the blood pressure of pet and non-pet owners. Even the impact of pets on psychological well-being has been called into question. Researchers in England found that individuals who had acquired pets were just as lonely as they were before they got their companion animal, and a recent study found that older adults who were highly attached to their dogs tended to be more depressed than individuals who were not as attached.

The fact is that studies of the effects of pets on human health and well-being have produced conflicting results. Why are the results of studies on the 'pet effect' so inconsistent? There are various reasons why these studies are problematic. One of these is that many studies of human-animal interactions are based on self-reports of pet owners. While these can be useful, self-reports sometimes produce results that are at odds with more objective measures of health. For example, a study investigating the impact of acquiring a pet found that while the pet owners in the study claimed their animals provided them with a host of psychological and physical benefits, their scores on standardised measures indicated that they were just as tired, depressed, worried, and stressed as those who did not get a pet. In short, despite the growing body of research on the bonds between people and pets, the existence of a 'pet effect' on human health and happiness remains a hypothesis in need of confirmation rather than an established fact.

*(Adapted from Herzog (2011))*

**SECTION C: LINGUISTICS****(Total: 33 marks)**Choose **ONE** question from this section.1. Answer tasks a, b, c **AND** d.

(a) Copy the sentences below and fill each of the two spaces with a **single word** that fits. Underline the two words you add in each sentence and write the part of speech of those two words at the end of the sentence.

The first sentence **(0)** is given to you as an example.

0) The old \_\_\_\_\_ was walking \_\_\_\_\_.

**0) Answer The old man was walking slowly. (noun, adverb)**

- i. \_\_\_\_\_, the teacher gave each student \_\_\_\_\_ book to read.
- ii. This pineapple is sweet, but \_\_\_\_\_ one is \_\_\_\_\_.
- iii. If one is bitten by a \_\_\_\_\_ snake one could die \_\_\_\_\_ a short time.
- iv. The dog \_\_\_\_\_ have eaten something bad \_\_\_\_\_ it was so sick.
- v. \_\_\_\_\_ year, I spent \_\_\_\_\_ months travelling in Nepal.
- vi. The man hurt \_\_\_\_\_ trying to unload a \_\_\_\_\_ tool from the truck.
- vii. \_\_\_\_\_ of the things mentioned in the documentary are not \_\_\_\_\_.
- viii. Peter works with an engineer \_\_\_\_\_ name I cannot \_\_\_\_\_.

(8)

(b) The following are Simple Sentences. Rewrite the sentences, adding a Subordinate (embedded) Clause to change them into complex sentences.

- i. She received the documents towards the end of August.
- ii. The screen on the new mobile phone froze.
- iii. The man came to the party in a big, flashy car.
- iv. I will wait here.
- v. Simon managed to finish his research on Egyptian mummification.
- vi. Did you find the restaurant?
- vii. Who forgot to lock the door?

(7)

(c) Explain each of the following in a separate single paragraph of **NOT** more than 50 words. Each of your three paragraphs should include examples to support your explanation.

- i. Free and Bound Morphemes
- ii. Inflectional Morphemes
- iii. Derivational Morphemes

(12)

***This question continues on next page.***

- (d) Grammatical and Lexical Cohesion refer to the devices used to connect different parts of a text together. Read the following sentences. Name the cohesive device indicated by the underlined words in bold.

The first one (**0**) is given to you as an example.

0) One **engine** kept stopping. None of the mechanics could understand what was wrong with that **engine**.

**0) Answer      Repetition**

- i. I never book a **holiday** through a travel agent. I consider booking **flights**, deciding on **accommodation** and planning the **itinerary** an exciting part of the experience.
- ii. The scientist found a **rare** type of beetle. It is so **uncommon** that there is very limited information about it in the literature.
- iii. The boys still jumped into the sea **although** they had been warned about the strong currents in that part of the bay.
- iv. **The mountaineers** decided to turn back because of the blizzard. **They** felt it was the best decision for the safety of the whole group.
- v. In spite of my very busy schedule, I visit **her** every week. Still, **my mother** complains I should visit more often.
- vi. **A** small mouse came in from the garden into the kitchen. I could see **the** mouse move about as if it was not its first time in there.

(6)

**OR**

2. In the *Routledge Dictionary of Language and Linguistics* (2000), taboo language refers to words or phrases that are avoided for religious, political or sexual reasons, and which are usually replaced by euphemisms. Write an essay of about 400 words on taboo language. Besides explaining what taboo language is, you may want to include how speakers may still express themselves without actually using taboo language in polite conversation, why speakers may still use taboo language in some contexts, and society's different attitudes to taboo language.

(33)

**OR**

3. The advertisement on page 5 is for the Luggie Mobility Scooter.

In about 400 words, write a detailed commentary of the advertisement. You are expected to analyse its particular stylistic features in terms of:

- (a) Visual Elements/Graphology
- (b) Form and Structure
- (c) Attitudes to the reader/audience
- (d) Vocabulary
- (e) Grammar
- (f) Content

(33)

## BRITAIN'S BEST-SELLING FOLDING SCOOTER!

Luggie, the original folding mobility scooter, now comes in a wider range of models to bring you a wider range of opportunities

# Limited Mobility? Not with this new range of Luggies!

**Having already brought renewed freedom and independence to its legions of loyal users, Luggie's 2022 range features improvements designed to help you travel further, keep you safer and ensure your journey is more comfortable and stylish than ever before!**

The Luggie Mobility Scooter is the world's best-selling folding scooter. It has brought freedom and independence to its many thousands of delighted owners. And now for 2022, new models have been added to the Luggie range which make ownership an even greater privilege. A host of new features mean extra convenience, comfort, safety and style.



### NEW FOR 2022

For example, new models in the range feature the very latest battery technology-the same used in electric cars- and allow travel up to 18 miles on a single charge!

And you're sure to enjoy the extra comfort that comes with Luggie's new and improved front wheel suspension. Plus, newly designed solid rear wheels give extra grip for safer travel on any terrain. But that's not all...

Intelligent speed resistor technology will make cornering a breeze, slowing you down as you turn and giving you worry-free travel.

### TRAVEL IS BACK

And who doesn't want to travel in style? The latest Luggies come in a range of sophisticated colours, such as Titanium Grey, Ocean Blue and Silver plus classic shades of Red, Black and Yellow.

Of course, all the features which have helped make Luggie the world's best-selling scooter have been carefully maintained.

For example, every Luggie folds down fast and with the utmost ease. Once folded, your Luggie stores away easily, even in the tightest of spaces.

And the Luggie is still the perfect travel companion for planes, trains, cars, cruiseliners, buses, trams – practically any form of transport.

In fact, the exclusively airline-approved Luggie is so compact that you can often ride it right up to your seat! It can then be folded and wheeled away to be stored with the prams and wheelchairs, so there's no excess baggage fees – and you can enjoy browsing the duty-free shops, too!

It's also good to know that the Luggie folds down to fit 96% of car boots – even Smart cars – with no modifications required.

### FREEDOM IN A BAG!

The Luggie is also one of the lightest mobility scooters available today. Yet each model has been designed around a tough and robust chassis, with some versions capable of carrying passenger weights of up to 25.7 stone. Your Luggie has also been designed to cope with almost any urban incline. The Luggie range also includes a number of optional accessories designed to make travel even easier.

**If you would like to discover how a Luggie could enhance your freedom and independence, then contact us today. Freephone 0800 012 4258 to arrange your free, no-obligation home demonstration. Act now to take advantage of our £150 OFF reader offer. Please quote DMR1010, expires 31st October. Plus...are you VAT exempt? Ask us when you call.**

*(Source: <https://www.pressreader.com/uk/daily-mirror/20221010/282660396320866>)*