

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	15 th April 2016
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

Can you tell me your index number?

Thank you.

In this part of the exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. What do parties mean to you?
2. Do you think parties have changed in the past 5 years? Why or why not?
3. Imagine you were rich and famous and you decide to plan a big party for all your friends; what would you have at the party?
4. What kinds of advertisements catch your eye?
5. Do advertisements tell the truth? Why or why not?
6. Why are advertisements important?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about 1 minute, so don't worry if I stop you.



[If the candidate is unable to sustain his/her turn for ONE minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described two pictures of people playing musical instruments. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What may determine one's preferences in music?
2. Is the difference between good and bad music merely a matter of taste? Why or why not?
3. Should music be compulsory in formal education? Why or why not?
4. Why, do you think, different cultures have different music?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. May I have the paper back, please? Now we shall proceed to Part 3.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Large supermarkets and today's lifestyle.
2. Most sports stars are becoming bad role models for young people to follow.
3. Faith is like Wi-Fi, it is invisible but it has the power to connect.
4. Communication is the key to good relationships.
5. We are now at a point when we must consider the environmental effects of what we are eating.

[If the examiner notes that the candidate is unable to maintain discourse for the required **THREE minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]**

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking exam.

The examiner collects the pencil and paper, and the candidate's paper.

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UNIVERSITY OF MALTA, MSIDA
MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	15 th April 2016
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Large supermarkets and today's lifestyle.
2. Most sports stars are becoming bad role models for young people to follow.
3. Faith is like Wi-Fi, it is invisible but it has the power to connect.
4. Communication is the key to good relationships.
5. We are now at a point when we must consider the environmental effects of what we are eating.

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	15 th April 2016
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Large supermarkets and today's lifestyle.
2. Most sports stars are becoming bad role models for young people to follow.
3. Faith is like Wi-Fi, it is invisible but it has the power to connect.
4. Communication is the key to good relationships.
5. We are now at a point when we must consider the environmental effects of what we are eating.

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	18 th April 2016
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

Can you tell me your index number?

Thank you.

In this part of the exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Were you ever accused of behaving like a typical man/woman? Why?
2. Do you agree with the opinion that women talk more than men? Why or why not?
3. Does society hold different expectations for sons and daughters? Why or why not?
4. Have you ever done community service? Why or why not?
5. Should parents continue supporting their children financially even after they turn 18? Why or why not?
6. Should older people refrain from spending their savings on themselves so their children may come to a substantial inheritance? Why or why not?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about 1 minute, so don't worry if I stop you.



[If the candidate is unable to sustain his/her turn for ONE minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described two pictures depicting some form of entertainment. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What does theatre offer the audience that a film does not?
2. How has Google influenced our lives?
3. How has home entertainment changed in the last decade?
4. Why is the clubbing scene so popular with young adults?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. May I have the paper back, please? Now we shall proceed to Part 3.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. How can parents become more involved in schools?
2. Humanity has more important wars to fight than those with each other.
3. Good music does not have an expiry date.
4. People are living longer. What are the implications of this?
5. Animal extinction – some reasons and solutions.

[If the examiner notes that the candidate is unable to maintain discourse for the required **THREE minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]**

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking exam.

The examiner collects the pencil and paper, and the candidate's paper.

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MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	18 th April 2016
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. How can parents become more involved in schools?
2. Humanity has more important wars to fight than those with each other.
3. Good music does not have an expiry date.
4. People are living longer. What are the implications of this?
5. Animal extinction – some reasons and solutions.

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	18 th April 2016
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. How can parents become more involved in schools?
2. Humanity has more important wars to fight than those with each other.
3. Good music does not have an expiry date.
4. People are living longer. What are the implications of this?
5. Animal extinction – some reasons and solutions.

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	19 th April 2016
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

Can you tell me your index number?

Thank you.

In this part of the exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. How many hours of sleep do you need for a restful night?
2. When you can't sleep, what keeps you awake at night?
3. What special remedies do people try to help them sleep?
4. Which characteristics in a person may make you suspect they are dangerous?
5. Can we keep out of harm's way in life? Why or why not?
6. Have you ever taken a risk and endangered yourself or others? If yes, how?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about 1 minute, so don't worry if I stop you.



[If the candidate is unable to sustain his/her turn for ONE minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described two pictures representing different forms of relationships. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What may be some of the frustrating aspects of a relationship?
2. Do you think the relationship between teenagers and their grandparents is important? Why or why not?
3. Should individuals try to change each other in a relationship? Why?
4. How may one's childhood experience shape that person's later relationships?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. May I have the paper back, please? Now we shall proceed to Part 3.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Stress in life – it is fine in small doses.
2. There is no 'I' in team sports.
3. What does spirituality mean to you?
4. Home environment and child development.
5. Lifelong learning – continuing to learn throughout life.

[If the examiner notes that the candidate is unable to maintain discourse for the required **THREE minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]**

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking exam.

The examiner collects the pencil and paper, and the candidate's paper.

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	19 th April 2016
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Stress in life – it is fine in small doses.
2. There is no ‘I’ in Team Sports.
3. What does spirituality mean to you?
4. Home environment and child development.
5. Lifelong learning – continuing to learn throughout life.

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	19 th April 2016
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Stress in life – it is fine in small doses.
2. There is no 'I' in Team Sports.
3. What does spirituality mean to you?
4. Home environment and child development.
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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2016
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

Can you tell me your index number?

Thank you.

In this part of the exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Mention one or two habits you have that may annoy people from time to time.
2. What annoys you most in a friend?
3. Imagine you have to inform your friend that they are annoying. How would you approach them?
4. Do you think that creativity is a positive trait? Why or why not?
5. Does the local education system encourage creativity? How?
6. Do you think people are born creative or can they learn to become creative? Why or why not?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about 1 minute, so don't worry if I stop you.



[If the candidate is unable to sustain his/her turn for ONE minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described two pictures of people and their environment. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Does the environment we live in influence the way we behave? Why?
2. Why is the social and cultural environment important?
3. Should we change the way we live in order to slow down climate change? Why? How?
4. Do you think future generations will have the power to reverse the current damage on the environment?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. May I have the paper back, please? Now we shall proceed to Part 3.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Do films influence our lives?
2. Mixed ability classrooms or streaming?
3. War is one big example of human failure.
4. Handling conflict in relationships.
5. Teenagers' choice of music is supposed to be hated by parents.

[If the examiner notes that the candidate is unable to maintain discourse for the required **THREE minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]**

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking exam.

The examiner collects the pencil and paper, and the candidate's paper.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2016
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Do films influence our lives?
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At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2016
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

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2. Mixed ability classrooms or streaming?
3. War is one big example of human failure.
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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2016
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

Can you tell me your index number?

Thank you.

In this part of the exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Do you ever catch yourself gossiping? Why or why not?
2. What are the most common topics people enjoy gossiping about?
3. How can gossip be harmful?
4. How many languages can you speak?
5. What is the true value of learning a language?
6. How important is it to learn a new language while still a child? Why or why not?

[If the candidate answers a question too briefly or is unable to move beyond one- or two-word responses, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. Now we shall proceed to Part 2.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

The examiner hands the visual prompt to the candidate. After 30 seconds, the examiner prompts the candidate:

Please describe what you see in the pictures. You have about 1 minute, so don't worry if I stop you.



[If the candidate is unable to sustain his/her turn for ONE minute, the examiner should proceed to the second stage of this part of the examination.]

After the candidate has finished describing the pictures, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described two pictures of people engaged in learning. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. People learn in different ways. What type of learning method do you prefer? Why?
2. Why do most governments today encourage citizens to continue learning?
3. Should students be paid to continue their studies or pay for their studies? Why?
4. Do schools prepare students for the real world? If yes, how? If no, why not?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

After the candidate has answered all the questions in the set, the examiner says:

Thank you. May I have the paper back, please? Now we shall proceed to Part 3.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's a pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Wealth is not just money but the ability to fully experience life.
2. Sport is competitive because life is competitive.
3. The young do not seem to realise that the elderly really know what life can throw at you.
4. YouTube is becoming much more than entertainment.
5. The electric car – is it the answer to less pollution?

[If the examiner notes that the candidate is unable to maintain discourse for the required **THREE minutes, the examiner should pose just **ONE** prompt to assist the candidate. If the candidate is still unable to proceed, then the examiner should bring the exam to an end.]**

After the candidate has concluded the presentation, the examiner says:

Thank you. May I have the paper back, please? This is the end of the speaking exam.

The examiner collects the pencil and paper, and the candidate's paper.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2016
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Wealth is not just money but the ability to fully experience life.
2. Sport is competitive because life is competitive.
3. The young do not seem to realise that the elderly really know what life can throw at you.
4. YouTube is becoming much more than entertainment.
5. The electric car – is it the answer to less pollution?

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2016
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

Choose one of the titles given below and prepare a three-minute presentation on the topic. Before your presentation the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Wealth is not just money but the ability to fully experience life.
2. Sport is competitive because life is competitive.
3. The young do not seem to realise that the elderly really know what life can throw at you.
4. YouTube is becoming much more than entertainment.
5. The electric car – is it the answer to less pollution?

At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	I
DATE:	14 th May 2016
TIME:	9.00 a.m. to 12.05 p.m.

Answer one question from each section.

Each section carries one-third of the total marks allotted to this paper.

In the gobbet question you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to at least two of the following while making reference to the play as a whole: **characterisation, imagery, theme, setting.**

Each answer must not be shorter than 400 words.

SECTION A: Shakespeare Set Texts

1. JULIUS CAESAR

Either

(a) **Brutus** I am not well in health, and that is all.

Portia Brutus is wise, and were he not in health,
He would embrace the means to come by it.

Brutus Why, so I do. Good Portia, go to bed.

Portia Is Brutus sick and is it physical
To walk unbraced and suck up the humours
Of the dank morning? What, is Brutus sick?
And will he steal out of his wholesome bed
To dare the vile contagion of the night?
And tempt the rheumy and unpurged air
To add unto his sickness? No, my Brutus,
You have some sick offence within your mind
Which by the right and virtue of my place
I ought to know of: and upon my knees
I charm you, by my once commended beauty,
By all your vows of love, and that great vow
Which did incorporate and make us one,
That you unfold to me, your self, your half,
Why you are heavy – and what men tonight
Have had to resort to you: for here have been
Some six or seven who did hide their faces
Even from darkness.

Or

(b) Discuss moral complexity in *Julius Caesar*.

Or

(c) Examine the representation of inflexibility of character in *Julius Caesar*.

2. **THE TEMPEST**

Either

Enter Ferdinand, bearing a log.

- (a) **Ferdinand** There be some sports are painful, and their labour
Delight in them sets off: some kinds of baseness
Are nobly undergone; and most poor matters
Point to rich ends. This my mean task
Would be as heavy to me as odious, but
The mistress which I serve quickens what's dead,
And makes my labours pleasures: O, she is
Ten times more gentle than her father's crabbed,
And he's compos'd of harshness. I must remove
Some thousands of these logs, and pile them up,
Upon a sore injunction: my sweet mistress
Weeps when she sees me work, and says, such baseness
Had never like executor. I forget:
But these sweet thoughts do even refresh my labours,
Most busy lest, when I do it.

Enter Miranda; and Prospero [at a distance, unseen].

Miranda Alas, now, pray you,
Work not so hard: I would the lightning had
Burnt up those logs that you are enjoin'd to pile!
Pray, set it down, and rest you: when this burns,
'Twill weep for having wearied you. My father
Is hard at study; pray, now, rest yourself:
He's safe for these three hours.

Or

- (b) Discuss the way authority is exercised in *The Tempest*.

Or

- (c) 'One of the themes of *The Tempest* is regeneration through suffering.' Discuss.

3. *OTHELLO*

Either

(a) *1 Senator* Here comes Brabantio and the valiant Moor.

Enter Brabantio, Othello, Cassio, Iago, Roderigo and Officers.

Duke Valiant Othello, we must straight employ you
Against the general enemy Ottoman.
[to *Brabantio*] I did not see you: welcome, gentle signior,
We lacked your counsel and your help tonight.

Brabantio So did I yours. Good your grace, pardon me,
Neither my place nor aught I heard of business
Hath raised me from my bed, nor doth the general care
Take hold on me, for my particular grief
Is of so flood-gate and o'erbearing nature
That it engulfs and swallows other sorrows
And it is still itself.

Duke Why? What's the matter?

Brabantio My daughter, O my daughter!

1 Senator Dead?

Brabantio Ay, to me:
She is abused, stolen from me and corrupted
By spells and medicines bought of mountebanks,
For nature so preposterously to err
Being not deficient, blind, or lame of sense,
Sans witchcraft could not.

Or

(b) Discuss aspects of love in Shakespeare's *Othello*.

Or

(c) Examine the link between manipulation and jealousy in *Othello*.

SECTION B: Poetry Set Texts

1. EMILY DICKINSON

Either

- (a) Discuss any three of Dickinson's poems which might be representative of her poetic art.

Or

- (b) 'Emily Dickinson's self-imposed isolation enables her to write outside what was current, fashionable and expected.' Discuss with close reference to at least three of her poems.

2. JOHN KEATS

Either

- (a) What makes Keats a 'Romantic' poet? Discuss with reference to three of his poems.

Or

- (b) 'Keats is concerned with the relation between poetic imagination and time.' Discuss.

3. WILFRED OWEN

Either

- (a) 'One of Owen's strengths as a war poet is his ability to portray contrasting experiences of war.' Discuss with particular reference to three poems.

Or

- (b) 'In his poetry, Owen uses religious reference both thematically and in his imagery.' Discuss.

SECTION C: Literary Criticism

In this exercise of practical criticism, you are asked to write an appreciation of the poem below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the poem that you consider to be worthy of discussion:

- theme and motifs;
- form and structure;
- imagery and rhetoric;
- rhyme and metre;
- style and tone;
- place, time and mood.

Bad Moon

The moon must be sick of being in poems –
always gripped by fingers of late honeysuckle,
always filtered in the lake through the jetty's slats¹,
always silvering the flicked tails of the koi².
Always a dinner plate or mirror,
always a fingernail clipping, a grin.
The moon must be sick of being in poems.
Always the bright pin in the picture's corner,
always looking in at the windows of middle-class homes.
Always shoved above a bridge in Paris or Venice,
always an eyeball or symbol,
always a radiant woman, a bowl.
It's also in the splintered windscreen of the crime scene
with its blots of blood. It's hung over the pig farm,
streaking white across the silo's³ cheek
and slanting through the lorry walls in blades.
It's in every dented can at the landfill pit,
turning the tip to a shoal of dirty fish.
Never the buried skull,
never the gummed plug in the junkie's sink.
Never the white cat under the truck's wheel,
never the beached and stinking jellyfish.
Never the gallstone or the pulled tooth, of course.
Nobody wants to read poems about this.

Claire Askew

¹*slats*: long narrow strips of wood arranged in transverse rows

²*koi*: a local name in Japan for a type of freshwater fish

³*silo*: a tower or pit on a farm used to store grain

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	II
DATE:	14 th May 2016
TIME:	4.00 p.m. to 7.05 p.m.

Answer both sections.

SECTION A: Novel Set Texts

Answer two questions (not on the same novel) from this section. Answers in this section must not be shorter than 400 words.

In the gobbet question you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to two or more of the following while making reference to the novel as a whole: **characterisation, imagery, theme, setting.**

1. THE HANDMAID'S TALE (Margaret Atwood)

Either

(a) I would like to believe this is a story I'm telling. I need to believe it. I must believe it. Those who can believe that such stories are only stories have a better chance.

If it's a story I'm telling, then I have control over the ending. Then there will be an ending, to the story, and real life will come after it. I can pick up where I left off.

It isn't a story I'm telling.

It's also a story I'm telling, in my head; as I go along.

Tell, rather than write, because I have nothing to write with and writing is in any case forbidden. But if it's a story, even in my head, I must be telling it to someone. You don't tell a story only to yourself. There's always someone else. Even when there is no one.

A story is like a letter. *Dear You*, I'll say. Just you, without a name. Attaching a name attaches *you* to the world of fact, which is riskier, more hazardous: who knows what the chances are out there, of survival, yours? I will say *you, you*, like an old love song. *You* can mean more than one.

You can mean thousands.

I'm not in any immediate danger, I'll say to you.

I'll pretend you can hear me.

But it's no good, because I know you can't.

Or

(b) 'Moirra's character in *The Handmaid's Tale* explores central themes in the novel, such as rebellion and subjugation.' Discuss.

2. *EMMA* (Jane Austen)

Either

- (a) Harriet Smith's intimacy at Hartfield was soon a settled thing. Quick and decided in her ways, Emma lost no time in inviting, encouraging, and telling her to come very often; and as their acquaintance increased, so did their satisfaction in each other. As a walking companion, Emma had very early foreseen how useful she might find her. In that respect Mrs Weston's loss had been important. Her father never went beyond the shrubbery, where two divisions of the ground sufficed him for his long walk, or his short, as the year varied; and since Mrs Weston's marriage, her exercise had been too much confined. She had ventured once alone to Randalls, but it was not pleasant; and a Harriet Smith, therefore, one whom she could summon at any time to a walk, would be a valuable addition to her privileges. But in every respect, as she saw more of her, she approved her, and was confirmed in all her kind designs.

Harriet certainly was not clever, but she had a sweet, docile, grateful disposition, was totally free from conceit, and only desiring to be guided by anyone she looked up to. Her early attachment to herself was very amiable; and her inclination for good company, and power of appreciating what was elegant and clever, showed that there was no want of taste, though strength of understanding must not be expected. Altogether she was quite convinced of Harriet Smith's being exactly the young friend she wanted – exactly the something which her home required. Such a friend as Mrs Weston was out of the question. Two such could never be granted. Two such she did not want. It was quite a different sort of thing, a sentiment distinct and independent. Mrs Weston was the object of a regard which had its basis in gratitude and esteem. Harriet would be loved as one to whom she could be useful. For Mrs Weston there was nothing to be done; for Harriet everything.

Or

- (b) "Seldom, very seldom, does complete truth belong to any human disclosure; seldom can it happen that something is not a little disguised or a little mistaken." Explore the theme of deception in *Emma*.

3. ***GREAT EXPECTATIONS*** (Charles Dickens)

Either

- (a) Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

‘Hold your noise!’ cried a terrible voice, as a man started up from among the graves at the side of the church porch. ‘Keep still, you little devil, or I’ll cut your throat!’

Or

- (b) Discuss the theme of control with specific reference to Magwitch and Miss Havisham in Dickens’s *Great Expectations*.

4. THE HEART OF THE MATTER (Graham Greene)

Either

- (a) Turning this way and that down the avenues of tarpaulin and wood, he was aware of a nerve in his forehead that beat out the whereabouts of Ali.

The body lay coiled and unimportant like a broken watchspring under a pile of empty petrol drums: it looked as though it had been shovelled there to wait for morning and the scavenger birds. Scobie had a moment of hope before he turned the shoulder over, for after all two boys had been together on the road. The seal grey neck had been slashed and slashed again. Yes, he thought, I can trust him now. The yellow eyeballs stared up at him like a stranger's, flecked with red. It was as if this body had cast him off, disowned him – 'I know you not'. He swore aloud, hysterically, 'By God, I'll get the man who did this,' but under that anonymous stare insincerity withered. He thought: I am the man. Didn't I know all the time in Yusef's room that something was planned? Couldn't I have pressed for an answer? A voice said, 'Sah?'

'Who's that?'

'Corporal Laminah, sah.'

'Can you see a broken rosary anywhere around? Look carefully.'

'I can't see nothing, sah.'

Scobie thought: If only I could weep, if only I could feel pain; have I really become so evil? Unwillingly he looked down at the body. The fumes of petrol lay all around in the heavy night and for a moment he saw the body as something very small and dark and a long way away – like a broken piece of the rosary he looked for: a couple of black beads and the image of God coiled at the end of it. Oh God, he thought, I've killed you: you've served me all these years and I've killed you at the end of them. God lay there under the petrol drums and Scobie felt the tears in his mouth, salt in the cracks of his lips. You served me and I did this to you. You were faithful to me, and I wouldn't trust you.

'What is it, sah?' the corporal whispered, kneeling by the body.

'I loved him,' Scobie said.

Or

- (b) 'For all the physical entanglements in Greene's *The Heart of the Matter*, the characters are profoundly isolated from one another emotionally.' Discuss.

5. *ATONEMENT* (Ian McEwan)

Either

(a) 'Darling! What's up?'

Her eyes in fact were dry, and they lowered fractionally to take in the vase, then she pushed on past, to where the easel stood supporting the poster with the merry, multicoloured title, and a Chagall-like montage of highlights from her play in water-colour scattered around the lettering – the tearful parents waving, the moon-lit ride to the coast, the heroine on her sickbed, a wedding. She paused before it, and then, with one violent, diagonal stroke, ripped away more than half of it and let it fall to the floor. Cecilia put the vase down and hurried over, and knelt down to retrieve the fragment before her sister began to trample on it. This would not be the first time she had rescued Briony from self-destruction.

'Little Sis. Is it the cousins?'

She wanted to comfort her sister, for Cecilia had always loved to cuddle the baby of the family. When she was small and prone to nightmares – those terrible screams in the night – Cecilia used to go to her room and wake her. *Come back*, she used to whisper. *It's only a dream. Come back*. And then she would carry her into her own bed. She wanted to put her arm round Briony's shoulder now, but she was no longer tugging on her lip, and had moved away to the front door and was resting one hand on the great brass lion's-head handle that Mrs Turner had polished that afternoon.

'The cousins are stupid. But it's not only that. It's...'. She trailed away, doubtful whether she should confide her recent revelation.

Or

(b) Discuss some important aspects of the historical and social setting in *Atonement*.

6. *A HANDFUL OF DUST* (Evelyn Waugh)

Either

- (a) It is not uncommon at Brat's Club, between nine and ten in the evening, to find men in white ties and tail coats sitting by themselves and eating, in evident low spirits, large and extravagant dinners. They are those who have been abandoned at the last minute by their women. For twenty minutes or so they have sat in the foyer of some restaurant, gazing expectantly towards the revolving doors and alternately taking out their watches and ordering cocktails, until at length a telephone message has been brought them that their guests are unable to come. Then they go to Brat's half hoping to find friends but, more often than not, taking a melancholy satisfaction in finding the club deserted or peopled by strangers. So they sit there, round the walls, morosely regarding the mahogany tables before them, and eating and drinking heavily.

It was in this mood and for this reason that, one evening towards the middle of February, Jock Grant-Menzies arrived at the club.

'Anyone here?'

'Very quiet tonight, sir. Mr Last is in the dining room.'

Jock found him seated in a corner; he was in day clothes; the table and the chair at his side were littered with papers and magazines; one was propped up in front of him. He was half-way through dinner and three-quarters of the way through a bottle of burgundy. 'Hullo,' he said.

'Chucked? Come and join me.'

It was some time since Jock had seen Tony; the meeting embarrassed him slightly, for like all his friends, he was wondering how Tony felt and how much he knew about Brenda and John Beaver. However, he sat down at Tony's table.

Or

- (b) '*A Handful of Dust* creates tensions between the past and the present.' Discuss.

SECTION B: Literary Criticism

In this exercise of practical criticism, you are asked to write an appreciation of the passage below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the passage that you consider to be worthy of discussion:

- theme and motifs;
- pattern and form;
- character and personality;
- drama and crisis;
- imagery and rhetoric;
- style and tone;
- place, time and mood;
- idiom and register.

Around the war memorial are roses. They form a thicket. So overgrown that they suffocate the grass. Their blooms are white, rolled tight like paper. They rustle. Dawn is breaking. Soon it will be day.

5 Every morning, as he cycles alone along the road to the mill, Windisch counts the day. In front of the war memorial he counts the years. By the first poplar tree beyond it, where he always hits the same pot hole, he counts the days. And in the evening, when Windisch locks up the mill, he counts the years and the days once again.

10 He can see the small white roses, the war memorial and the poplar tree from far away. And when it is foggy, the white of the roses and the white of the stone is close in front of him as he rides. Windisch rides on. Windisch's face is damp, and he rides till he's there. Twice the thorns on the rose thicket were bare and the weeds underneath were rusty. Twice the poplar was so bare that its wood almost split. Twice there was snow on the paths.

Windisch counts two years by the war memorial and two hundred and twenty-one days in the pot hole by the poplar.

15 Every day when Windisch is jolted by the pot hole, he thinks, "The end is here." Since Windisch made the decision to emigrate, he sees the end everywhere in the village. And time standing still for those who want to stay. And Windisch sees that the night watchman will stay beyond the end.

20 And after Windisch has counted two hundred and twenty-one days and the pot hole has jolted him, he gets off for the first time. He leans the bicycle against the poplar tree. His steps are loud. Wild pigeons flutter out of the churchyard. They are as grey as the light. Only the noise makes them different.

Windisch crosses himself. The door latch is wet. It sticks to Windisch's hand. The church door is locked. Saint Anthony is on the other side of the wall. He is carrying a white lily and a brown book. He is locked in.

25 Windisch shivers. He looks down the street. Where it ends, the grass beats into the village. A man is walking at the end of the street. The man is a black thread walking into the field. The waves of grass lift him above the ground.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2016

SUBJECT:	ENGLISH
PAPER NUMBER:	III
DATE:	16 th May 2016
TIME:	4.00 p.m. to 6.50 p.m.

Answer all Sections

SECTION A: Language Essay

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

- a. 'Breaking the news.'
- b. A scene from a war zone.
- c. Does the world need superheroes?
- d. 'Strive not to be a success, but rather to be of value.' Discuss.
- e. Keeping up with a vast array of TV series instead of reading books. Discuss.
- f. Are you mulling over whether to take a gap year or not?
- g. Intolerance
- h. Insomnia

SECTION B: Summary

Read this passage and write a summary of between 150 and 200 words.

(15 marks)

When a child is asked by parents what they got up to at school, they probably won't confess that they were told off for talking in their English lesson, or that they didn't do their maths homework.

But now honesty may be the only option as behaviour-tracking apps are becoming increasingly popular as an educational tool.

5 One of the most common apps, ClassDojo, is now used by at least one teacher in half of all UK schools, according to its developers. The app allows teachers to award points to students throughout the day for good behaviour or take away points for bad behaviour. The students, who also have the app, can see how well they are doing and parents can then see real-time updates. The points for the entire class can even be displayed on screen during the lesson.

10 Privacy experts and some educationalists have criticised the practice. They say many teachers and parents have not considered whether children's data will be kept private. "With the roll-out of the academies programme and private sector investors, you do start to ask questions: if you have someone who's got access [to online data] who might have third-party interest, where's the policy that protects the kids' data from that?" says one of the experts.

15 While recording children's behaviour digitally is useful, online reward systems require a lot of effort and consistency from teachers if they are going to work. "If you've got a child who is misbehaving, you may want to see how they're doing in other classes so that you can see if there's a pattern or if it's just you," explained a behaviour adviser.

20 But the devil is in the detail – it depends on how you use it. In most cases schools should probably focus on developing an in-school culture that encourages good behaviour and discourages bad behaviour, rather than relying on treats and rewards.

25 Behaviour management systems that rely on points to incentivise children divide opinion. Some warn that they can encourage children only to work hard in order to get a reward while others say the very children who struggle with behaviour risk being demotivated if they are constantly ranked behind their peers.

Displaying all students' results on a screen in the classroom could risk humiliating children. As an educational psychologist explains: "One of the consequences of the public display of results is that you end up shaming kids if they're not doing as well. That has knock-on effects in terms of their self-esteem, as well as their motivation and behaviour."

30 A deputy headteacher in a Primary school, who uses the app with year 6 students, says she would never display a child's individual results in front of others. But she adds that the app is a useful way to send pictures of classwork home and keep in touch with parents.

35 "We just had mock standardised exams (SAT), so I put these in the letter home with their results and said that if there are any worries that stop you or child enjoying their [half-term] holiday, please send me a message. When kids are stressed, things like that are really important," she said.

The developers of ClassDojo say the feedback they have received from both parents and teachers has been positive.

40 "We live in such a connected world and yet, every day, parents will drop their child off at school, and it's six to eight hours of having no idea what is happening with the person who matters most to them in the world," a spokesperson for the company said, adding that information is never sold or rented to third parties and that parents or students can request that their accounts be deleted.

Source: www.theguardian.com

SECTION C: Linguistics

Choose **ONE** question from this section.

1. “User-related variation in language is concerned with **regional, social and individual differences.**” Write an essay of not more than 400 words in which you explain the salient features and characteristics of Dialects, Sociolects and Idiolects.

(33 marks)

2. Answer all sub-sections, A, B and C in this question.

- A. Read the paragraph below and answer the questions that follow by providing **single** word answers from the paragraph.

There are various ways in which health and performance can be improved by learning to behave differently. You stand a far better chance of being healthy if you can stay quite calm and remain generally positive. Nevertheless, how well you succeed in staying healthy will depend on the degree to which you can control your own emotions. In order to improve performance, you should try to convince yourself that you can achieve more than you expect. Additionally, though you may lack confidence, you need to come to terms with your deepest fears and meet each challenge in a positive way. Thus you can ensure that you learn from your mistakes.

- i. Find four different abstract nouns. (2 marks)
- ii. Find four different modal auxiliary verbs. (2 marks)
- iii. Find four different conjunctions. (2 marks)
- iv. Find two different adverbs. (1 mark)
- v. Find one possessive pronoun and one reflexive pronoun. (1 mark)
- vi. Find two different prepositions. (1 mark)

- B. Identify the clause elements (subject, verb, direct/indirect object, complement of subject/object, adverbial of manner/place/time) in the following sentences. Present your analysis as shown in the example given.

Example:

His youngest daughter keeps her pet hamster in the kitchen.

His youngest daughter = *Subject*
keeps = *Verb*
her pet hamster = *Direct Object*
in the kitchen = *Adverbial of place*

- i. The graduate assistant in our Biology class gave a presentation in the conference centre yesterday afternoon.
- ii. During the night our dog cornered a rat behind the garage.
- iii. The students found the performance of *Othello* fascinating and memorable.
- iv. Their lies seemed really convincing.
- v. The gardener fed the plants some fertiliser.
- vi. The storks flew gracefully over the G adira reserve.

(12 marks)

- C. Identify whether the following sentences are **simple**, **compound** or **complex**. In cases where you decide that a sentence is complex, you are also required to write down the subordinate clause as in the following example.

Example:

Peter went for a walk after he had finished his homework.

Complex

Subordinate Clause: ‘after he had finished his homework’

- i. Most people enjoy participating in swimming without fear of injury because it is a ‘low-impact’ sport.
- ii. After a painful month of recovery, I stopped running and switched to cycling.
- iii. In my view, the teachers’ strict attendance policy causes nervous anxiety in many students.
- iv. I found the solution to my problem and this made all the difference in my performance.
- v. Another storm is on the way according to the latest weather reports.
- vi. What I am planning to do after graduation will be a shock for my parents.

(12 marks)

3. Read the following newspaper article carefully. In not more than 400 words, write a detailed commentary of its significant linguistic features. You are expected to focus on type of newspaper and content, as well as other stylistic features such as **graphology**, **headlines**, **vocabulary**, **grammar**, **tone and bias**, and **discourse structure**.

(33 marks)

Note that the text of this newspaper article is reproduced on the next page for better legibility.

FITNESS TEST FOR COPS

TOO BLOBBY BOBBIES OUT OF JOBBIES

EXCLUSIVE by NICOLA FIFIELD


SCORES of unfit cops risk the axe in a crack-down on blobby bobbies.

More than 1,000 of the UK's 127,000 officers failed fitness tests last year.

Twice as many female officers as men could not run fast enough, and no force boasted a 100 per cent pass rate.

Assistant Chief Constable Rob Price, in charge of police fitness nationwide, revealed they could now be sacked for the first time.

He said: "Officers are failing because they are unfit and more than likely over-



Blobbies on the beat . . . in London

weight. That is something we are not afraid to have a conversation with them about." The beep test, compulsory since 2014, requires officers to run 525 metres in three minutes, 40 seconds.

A Freedom of Information request revealed 1,019 officers in England and Wales failed – of which 70 per cent were female,


The real figure is much higher as 11 forces did not respond. Of 32 which did, the worst failure rates were in the City of London (5.4 per cent), West Mercia (3.7) and Sussex (3.2).

Cops who do not pass first time get fitness advice from bosses. A second failure sees a referral to occupational health, a third means dismissal. Mr Price said: "One or two officers in every force are at risk."

Peter Cuthbertson, of the Centre for Crime Prevention, added: "It's a problem for public safety if criminals can outrun police."

Cleveland's Jacqui Cheer, 54, became the first Chief Constable to flunk the beep test in 2013 when it was voluntary.

In the same year podgy Sgt Andy Sharp was dubbed Plodzilla after he was pictured in London. exclusive@the-sun.co.uk



Call . . . Rob Price

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