



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	20 th March 2018

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)

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. Have you ever studied a foreign language? Why?
2. Why may studying a foreign language be useful?
3. Is studying any language easy? Why?
4. Do you enjoy being around friends? Why?
5. Do you think that friends can be more important than family? How?
6. How far should one trust friends?

[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.

(Total: 4 marks)

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)

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 ONE 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 related to belief systems. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. How does daily exercise affect the lifestyle we lead?
2. What might the consequences be if a person decides to lead an inactive life with little or no physical exercise?
3. How does society affect the decisions we make about how physically active we are?
4. What could be the repercussions on society of an inactive young generation?

[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. Now we shall proceed to Part 3.

(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write 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:

Which title have you chosen?

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

You may begin.

Titles:

1. Climate change will affect us all.
2. Character is a combination of nature and upbringing.
3. Just as a candle cannot burn without fire, man cannot live without a spiritual life.
4. Music in everyday life.
5. Fake news.

[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.]

(Total: 8 marks)

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

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

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

SUBJECT: **English**
PAPER NUMBER: Oral
DATE: 20th March 2018

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)



(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Climate change will affect us all.
2. Character is a combination of nature and upbringing.
3. Just as a candle cannot burn without fire, man cannot live without a spiritual life.
4. Music in everyday life.
5. Fake news.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	20 th March 2018

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Climate change will affect us all.
2. Character is a combination of nature and upbringing.
3. Just as a candle cannot burn without fire, man cannot live without a spiritual life.
4. Music in everyday life.
5. Fake news.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	21 st March 2018

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)

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 do you keep yourself busy when you are not studying or working?
2. Do you find that you have enough time for yourself? Why or why not?
3. If you had more time, what new activity would you consider trying?
4. Do you enjoy shopping for clothes? Why?
5. Would you rather shop online or otherwise?
6. Do you think that clothes affect the way people see each other? 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.

(Total: 4 marks)

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)

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 ONE 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 related to belief systems. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What do you think are some of the reasons behind wars?
2. Do you agree that in war there are no winners? Why?
3. What do you think are some of the effects of terrorism on the countries which are targeted?
4. Do you think there are any links between wars and migration? Why?

[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. Now we shall proceed to Part 3.

(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write 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. Why is sports more than just physical exercise?
2. Not all readers are leaders, but all leaders are readers.
3. Who are the role models for young people today?
4. Where words fail, music speaks.
5. How people deal with conflict shows you the kind of people they are.

[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.]

(Total: 8 marks)

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

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

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

SUBJECT: **English**
PAPER NUMBER: Oral
DATE: 21st March 2018

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)



(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Why is sports more than just physical exercise?
2. Not all readers are leaders, but all leaders are readers.
3. Who are the role models for young people today?
4. Where words fail, music speaks.
5. How people deal with conflict shows you the kind of people they are.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	21 st March 2018

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Why is sports more than just physical exercise?
2. Not all readers are leaders, but all leaders are readers.
3. Who are the role models for young people today?
4. Where words fail, music speaks.
5. How people deal with conflict shows you the kind of people they are.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	22 nd March 2018

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)

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 like the neighbourhood you live in? Why?
2. Does it take you long to get from home to school or work? Why?
3. In the future, would you like to stay in your area or move away? Why?
4. Do you often find time to relax? How?
5. If you had more free time, how would you use it?
6. Is relaxing important? Why?

[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.

(Total: 4 marks)

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)

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 ONE 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 related to belief systems. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Are music concerts relevant to our life? How?
2. How can music be a form of both public and private entertainment?
3. Do you think people attend music concerts only for the music? Why or why not?
4. What are some of the feelings that music may evoke in us? Why?

[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. Now we shall proceed to Part 3.

(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write 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. Fake news can be both playful and dangerous.
2. Imagination makes us aware of limitless possibilities.
3. Challenging fear helps you gain self-confidence.
4. Sports help people keep away from bad habits.
5. Living without modern communication technologies.

[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.]

(Total: 8 marks)

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

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

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

SUBJECT: **English**
PAPER NUMBER: Oral
DATE: 22nd March 2018

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)



(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Fake news can be both playful and dangerous.
2. Imagination makes us aware of limitless possibilities.
3. Challenging fear helps you gain self-confidence.
4. Sports help people keep away from bad habits.
5. Living without modern communication technologies.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	22 nd March 2018

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Fake news can be both playful and dangerous.
2. Imagination makes us aware of limitless possibilities.
3. Challenging fear helps you gain self-confidence.
4. Sports help people keep away from bad habits.
5. Living without modern communication technologies.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	26 th March 2018

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)

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 do you normally travel to school or work?
2. Is travelling in Malta expensive or tiring? Why?
3. Were you to be given an alternative means of transportation, what would you choose? Why?
4. Do you lead a healthy lifestyle? Why?
5. Does your daily schedule make it easy to keep up a healthy lifestyle? How?
6. What do you think should be most important if you want to maintain a healthy lifestyle?

[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.

(Total: 4 marks)

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)

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 ONE 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 related to belief systems. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why do you think the environment is important for our survival?
2. Mention some reasons why you think people may choose to live in densely built up areas.
3. Does the individual affect the environment, or does the environment affect the individual (or both)? How?
4. Do you think people can be educated to protect the environment? How?

[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. Now we shall proceed to Part 3.

(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write 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. Political debate is healthy if conducted in the right way.
2. We live in an age in which people are expected to be connected and available at all times.
3. Conflict is inevitable, but combat is optional.
4. Are boy or girl bands relevant to the modern music scene?
5. Children risk losing their childhood due to the pressures of education.

[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.]

(Total: 8 marks)

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

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

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

SUBJECT: **English**
PAPER NUMBER: Oral
DATE: 26th March 2018

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)



(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Political debate is healthy if conducted in the right way.
2. We live in an age in which people are expected to be connected and available at all times.
3. Conflict is inevitable, but combat is optional.
4. Are boy or girl bands relevant to the modern music scene?
5. Children risk losing their childhood due to the pressures of education.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	26 th March 2018

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Political debate is healthy if conducted in the right way.
2. We live in an age in which people are expected to be connected and available at all times.
3. Conflict is inevitable, but combat is optional.
4. Are boy or girl bands relevant to the modern music scene?
5. Children risk losing their childhood due to the pressures of education.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	27 th March 2018

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)

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 normally celebrate your birthday? Why?
2. Are there other important dates that you like celebrating? Why?
3. Do you think that some key dates in the year, like the New Year, are over-celebrated? Why?
4. Which technological means do you use to communicate with your friends?
5. Do you think that you are dependent on technology in order to communicate with others? Why?
6. How would you feel if you were asked to live without modern technologies of communication for some time?

[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.

(Total: 4 marks)

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)

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 ONE 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 related to belief systems. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What draws individuals to risking their lives while practising a sport like base jumping?
2. Why do you think some high-risk injury sports are encouraged and well-funded?
3. Can you think of two reasons why sports should be promoted?
4. Do you think competition in sports is important? Why?

[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. Now we shall proceed to Part 3.

(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write 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:

Which title have you chosen?

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

You may begin.

Titles:

1. Excessive ambition.
2. Which is more important: following orders or doing the right thing?
3. How has technology changed in the last twenty years?
4. We won't have a society if we destroy the environment.
5. The importance of art subjects in education.

[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.]

(Total: 8 marks)

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

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

THE EXAMINER COLLECTS THE PENCIL AND PAPER, AND THE CANDIDATE'S PAPER.

SUBJECT: **English**
PAPER NUMBER: Oral
DATE: 27th March 2018

CANDIDATE'S CLASSROOM PAPER

PART 2 – GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(about 4 minutes)



(Total: 6 marks)

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Excessive ambition.
2. Which is more important: following orders or doing the right thing?
3. How has technology changed in the last twenty years?
4. We won't have a society if we destroy the environment.
5. The importance of art subjects in education.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	27 th March 2018

CANDIDATE'S CORRIDOR PAPER

PART 3 – CANDIDATE-TO-EXAMINER LONG TURN

(about 3 minutes)

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 write some notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Excessive ambition.
2. Which is more important: following orders or doing the right thing?
3. How has technology changed in the last twenty years?
4. We won't have a society if we destroy the environment.
5. The importance of art subjects in education.

(Total: 8 marks)

AT THE END OF THE EXAM, PLEASE GIVE THIS PAPER BACK TO THE EXAMINER, TOGETHER WITH THE PENCIL AND PAPER.

SUBJECT:	English
PAPER NUMBER:	I
DATE:	19 th May 2018
TIME:	9:00 a.m. to 12:05 p.m.

Answer **ONE** question from **EACH** section. In Sections A and B, each answer must **not** be shorter than 400 words. In Section C, it is **recommended** that essays are not shorter than 400 words. 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.

SECTION A: SHAKESPEARE SET TEXTS

 1. **Julius Caesar**
EITHER

(a) Gobbet

Cassius
(drawing his dagger)

I know where I will wear this dagger then:
 Cassius from bondage will deliver Cassius.
 Therein, ye gods, you make the weak most strong;
 Therein, ye gods, you tyrants do defeat.
 Nor stony tower, nor walls of beaten brass,
 Nor airless dungeon, nor strong links of iron,
 Can be retentive to the strength of spirit;
 But life, being weary of these worldly bars,
 Never lacks power to dismiss itself.
 If I know this, know all the world besides,
 That part of tyranny that I do bear
 I can shake off at pleasure.

Thunder still
Casca

So can I.

So every bondman in his own hand bears
 The power to cancel his captivity.

Cassius

And why should Caesar be a tyrant then?
 Poor man, I know he would not be a wolf
 But that he sees the Romans are but sheep.
 He were no lion, were not Romans hinds.
 Those that with haste will make a mighty fire
 Begin it with weak straws. What trash is Rome,
 What rubbish and what offal, when it serves
 For the base matter to illuminate
 So vile a thing as Caesar! But, O grief,
 Where hast thou led me? I perhaps speak this
 Before a willing bondman; then I know
 My answer must be made. But I am armed,
 And dangers are to me indifferent.

OR

This section continues on the next page

- (b) Discuss the concepts of virtue and vice in Shakespeare's *Julius Caesar*.

OR

- (c) 'Tragedy in Shakespeare's *Julius Caesar* is in many ways a consequence of the characters' misreading of the world around them.' Discuss.

2. ***The Tempest***

EITHER

- (a) Gobbet

Prospero

Now my charms are all o'erthrown,
And what strength I have's mine own,
Which is most faint. Now, 'tis true,
I must be here confined by you
Or sent to Naples. Let me not,
Since I have my dukedom got,
And pardoned the deceiver, dwell
In this bare island by your spell;
But release me from my bands
With the help of your good hands.
Gentle breath of yours my sails
Must fill, or else my project fails,
Which was to please. Now I want
Spirits to enforce, art to enchant;
And my ending is despair,
Unless I be relieved by prayer,
Which pierces so, that it assaults
Mercy itself and frees all faults.
As you from crimes would pardoned be,
Let your indulgence set me free.
He awaits applause, then exit.

OR

- (b) Discuss the tension between nature and civilisation in *The Tempest*.

OR

- (c) Discuss the theme of control in *The Tempest*, with special reference to Prospero and Caliban.

3. **Othello**

EITHER

(a) Gobbet

Othello

Her father loved me, oft invited me,
Still questioned me the story of my life
From year to year, the battles, sieges, fortunes
That I have passed.
I ran it through even from my boyish days
To th' very moment that he bade me tell it,
Wherein I spoke of most disastrous chances,
Of moving accidents by flood and field,
Of hair-breadth scapes i' th' imminent deadly breach,
Of being taken by the insolent foe
And sold to slavery, of my redemption thence,
And portance in my traveller's history;
Wherein of antres vast and deserts idle,
Rough quarries, rocks, and hills whose heads touch heaven,
It was my hint to speak. Such was the process,
And of the cannibals that each other eat,
The Anthropophagi, and men whose heads
Do grow beneath their shoulders. This to hear
Would Desdemona seriously incline,
But still the house affairs would draw her thence,
Which ever she could with haste dispatch,
She'd come again, and with a greedy ear
Devour up my discourse; which I observing,
Took once a pliant hour, and found good means
To draw from her a prayer of earnest heart
That I would all my pilgrimage dilate,
Whereof by parcels she had something heard,
But not intentively. I did consent,
And often did beguile her of her tears
When I did speak of some distressful stroke
That my youth suffered. My story being done,
She gave me for my pains a world of sighs.

OR

(b) Compare and contrast Desdemona and Emilia. Focus on their relationships with and attitudes toward their husbands and other male characters in *Othello*.

OR

(c) Discuss the themes of passion and self-control in *Othello*.

SECTION B: POETRY SET TEXTS

1. **Emily Dickinson**

EITHER

- (a) With reference to **THREE** poems, discuss the importance of grief in Emily Dickinson's poetry.

OR

- (b) With reference to **THREE** or more poems, discuss some of the ways in which Emily Dickinson's poetry explores the concept of truth.

2. **John Keats**

EITHER

- (a) 'The appeal to the senses is a crucial aspect of John Keats's poetry.' Discuss with reference to **THREE** or more poems.

OR

- (b) With reference to **THREE** or more poems, discuss the ways in which John Keats's poetry explores the relationship between the self and the world.

3. **Wilfred Owen**

EITHER

- (a) With reference to **THREE** or more poems, discuss the contrasts between the ways Owen portrays soldiers going to war and returning from war.

OR

- (b) 'Owen's poetic language is heavily dependent on the evocation of the senses.' Discuss with reference to **THREE** or more poems of your choice.

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.

Note to a Sister

Blood is dark, heavy with
mossed memories. Relationship,
a treacherous tie, bound by
terrors of childhood, guilts
past the forgiving.

We pass, parallel showers of stars,
committed, grope toward absolution
in a world where each holds one
piece only of a crucial puzzle:

mine,
a jagged tear, a torment.
endlessly I reach, retreat,
lunging back & out
—seeking to steal the peace
that might be given, in love.

by Keith Wilson



SUBJECT:	English
PAPER NUMBER:	II
DATE:	19 th May 2018
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. This section carries two thirds 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 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) Gobbet

We go past the shops and come to the barrier again, and are passed through. We continue on among the large empty-looking houses, the weedless lawns. At the corner near the house where I'm posted, Ofglen stops, turns to me.

"Under His Eye," she says. The right farewell.

"Under His Eye," I reply, and she gives a little nod. She hesitates, as if to say something more, but then she turns away and walks down the street. I watch her. She's like my own reflection, in a mirror from which I am moving away.

The sitting space in the courtyard is filled now; we rustle and wait. At last the Commander in charge of this service comes in. He's balding and squarely built and looks like an aging football coach. He's dressed in his uniform, sober black with the rows of insignia and decorations. It's hard not to be impressed, but I make an effort: I try to imagine him in bed with his Wife and his Handmaid, fertilizing away like mad, like a rutting salmon, pretending to take no pleasure in it. When the Lord said be fruitful and multiply, did he mean this man?

This Commander ascends the steps to the podium, which is draped with a red cloth embroidered with a large whitewinged eye. He gazes over the room, and our soft voices die. He doesn't even have to raise his hands. Then his voice goes into the microphone and out through the speakers, robbed of its lower tones so that it's sharply metallic, as if it's being made not by his mouth, his body, but by the speakers themselves. His voice is metal-coloured, horn-shaped.

'Today is a day of thanksgiving,' he begins, 'a day of praise.'

I tune out through the speech about victory and sacrifice. Then there's a long prayer, about unworthy vessels, then a hymn: 'There is a Balm in Gilead.'

'There is a Bomb in Gilead,' was what Moira used to call it.

OR

(b) 'Indoctrination is a very important part of control in *The Handmaid's Tale*.' Discuss.

2. **Emma, Jane Austen**

EITHER

(a) Gobbet

They remained but a few minutes together, as Miss Woodhouse must not be kept waiting; and Harriet then came running to her with a smiling face, and in a flutter of spirits, which Miss Woodhouse hoped very soon to compose.

'Only think of our happening to meet him!—How very odd! It was quite a chance, he said, that he had not gone round by Randalls. He did not think we ever walked this road. He thought we walked towards Randalls most days. He has not been able to get the Romance of the Forest yet. He was so busy the last time he was at Kingston that he quite forgot it, but he goes again to-morrow. So very odd we should happen to meet! Well, Miss Woodhouse, is he like what you expected? What do you think of him? Do you think him so very plain?'

'He is very plain, undoubtedly—remarkably plain:—but that is nothing compared with his entire want of gentility. I had no right to expect much, and I did not expect much; but I had no idea that he could be so very clownish, so totally without air. I had imagined him, I confess, a degree or two nearer gentility.'

'To be sure,' said Harriet, in a mortified voice, 'he is not so genteel as real gentlemen.'

'I think, Harriet, since your acquaintance with us, you have been repeatedly in the company of some such very real gentlemen, that you must yourself be struck with the difference in Mr. Martin. At Hartfield, you have had very good specimens of well educated, well bred men. I should be surprised if, after seeing them, you could be in company with Mr. Martin again without perceiving him to be a very inferior creature—and rather wondering at yourself for having ever thought him at all agreeable before. Do not you begin to feel that now? Were not you struck? I am sure you must have been struck by his awkward look and abrupt manner, and the uncouthness of a voice which I heard to be wholly unmodulated as I stood here.'

OR

- (b) 'You have been no friend to Harriet Smith, Emma.' Discuss Emma's relationship with Harriet in the light of Mr Knightley's comment.

3. ***Great Expectations*, Charles Dickens**

EITHER

(a) Gobbet

'Now, I return to this young fellow. And the communication I have got to make is, that he has great expectations.'

Joe and I gasped, and looked at one another.

'I am instructed to communicate to him,' said Mr. Jaggers, throwing his finger at me sideways, 'that he will come into a handsome property. Further, that it is the desire of the present possessor of that property, that he be immediately removed from his present sphere of life and from this place, and be brought up as a gentleman,—in a word, as a young fellow of great expectations.'

My dream was out; my wild fancy was surpassed by sober reality; Miss Havisham was going to make my fortune on a grand scale.

'Now, Mr. Pip,' pursued the lawyer, 'I address the rest of what I have to say, to you. You are to understand, first, that it is the request of the person from whom I take my instructions that you always bear the name of Pip. You will have no objection, I dare say, to your great expectations being encumbered with that easy condition. But if you have any objection, this is the time to mention it.'

My heart was beating so fast, and there was such a singing in my ears, that I could scarcely stammer I had no objection.

'I should think not! Now you are to understand, secondly, Mr. Pip, that the name of the person who is your liberal benefactor remains a profound secret, until the person chooses to reveal it. I am empowered to mention that it is the intention of the person to reveal it at first hand by word of mouth to yourself. When or where that intention may be carried out, I cannot say; no one can say. It may be years hence. Now, you are distinctly to understand that you are most positively prohibited from making any inquiry on this head, or any allusion or reference, however distant, to any individual whomsoever as *the* individual, in all the communications you may have with me. If you have a suspicion in your own breast, keep that suspicion in your own breast.'

OR

(b) Discuss Dickens's treatment of abuse and wrongdoing in *Great Expectations*.

4. ***The Heart Of The Matter, Graham Greene***

EITHER

(a) Gobbet

'I don't know how to put it, Father, but I feel – tired of my religion. It seems to mean nothing to me. I've tried to love God, but –' he made a gesture which the priest could not see, turned sideways through the grille. 'I'm not sure that I even believe.'

'It's easy,' the priest said, 'to worry too much about that. Especially here. The penance I would give to a lot of people if I could is six months' leave. The climate gets you down. It's easy to mistake tiredness for – well, disbelief.'

'I don't want to keep you, Father. There are other people waiting. I know these are just fancies. But I feel – empty. Empty.'

'That's sometimes the moment God chooses,' the priest said. 'Now go along with you and say a decade of your rosary.'

'I haven't a rosary. At least . . .'

'Well, five Our Fathers and five Hail Marys then.' He began to speak the words of Absolution, but the trouble is, Scobie thought, there's nothing to absolve. The words brought no sense of relief because there was nothing to relieve. They were a formula: the Latin words hustled together – a hocus-pocus. He went out of the box and knelt down again, and this too was part of a routine. It seemed to him for a moment that God was too accessible. There was no difficulty in approaching Him. Like a popular demagogue He was open to the least of His followers at any hour. Looking up at the Cross he thought, He even suffers in public.

OR

- (b) 'Pity smouldered like decay at his heart.' Discuss the character of Scobie in the light of this quotation.

5. ***Atonement*, Ian McEwan**

EITHER

(a) Gobbet

One word contained everything he felt, and explained why he was to dwell on this moment later. Freedom. In his life as in his limbs. Long ago, before he had even heard of grammar schools, he was entered for an exam that led him to one. Cambridge, much as he enjoyed it, was the choice of his ambitious headmaster. Even his subject was effectively chosen for him by a charismatic teacher. Now, finally, with the exercise of will, his adult life had begun. There was a story he was plotting with himself as the hero, and already its opening had caused a little shock among his friends. Landscape gardening was no more than a bohemian fantasy, as well as a lame ambition – so he had analysed it with the help of Freud – to replace or surpass his absent father. Schoolmastering – in fifteen years' time, Head of English, Mr R. Turner, MA Cantab – was not in the story either, nor was teaching at a university. Despite his first, the study of English literature seemed in retrospect an absorbing parlour game, and reading books and having opinions about them, the desirable adjunct to a civilised existence. But it was not the core, whatever Dr Leavis said in his lectures. It was not the necessary priesthood, nor the most vital pursuit of an enquiring mind, nor the first and last defence against a barbarian horde, any more than the study of painting or music, history or science. At various talks in his final year Robbie had heard a psychoanalyst, a Communist trade union official and a physicist each declare for his own field as passionately, as convincingly, as Leavis had for his own. Such claims were probably made for medicine, but for Robbie the matter was simpler and more personal: his practical nature and his frustrated scientific aspirations would find an outlet, he would have skills far more elaborate than the ones he had acquired in practical criticism, and above all he would have made his own decision. He would take lodgings in a strange town – and begin.

OR

(b) Discuss McEwan's portrayal of childhood in *Atonement*.

6. ***A Handful Of Dust*, Evelyn Waugh**

EITHER

(a) Gobbet

The air of antiquity pervading Brat's, derived from its elegant Georgian façade and finely panelled rooms, was entirely spurious, for it was a club of recent origin, founded in the burst of bonhomie immediately after the war. It was intended for young men, to be a place where they could straddle across the fire and be jolly in the card room without incurring scowls from older members. But now these founders were themselves passing into middle age; they were heavier, balder and redder in the face than when they had been demobilized, but their joviality persisted and it was their turn now to embarrass their successors, deploring their lack of manly and gentlemanly qualities.

Six broad backs shut Beaver from the bar. He settled in one of the armchairs in the outer room and turned over the pages of the *New Yorker*, waiting until someone he knew should turn up.

Jock Grant-Menzies came upstairs. The men at the bar greeted him saying, 'Hullo, Jock old boy, what are you drinking?' Or, more simply, 'Well, old boy?' He was too young to have fought in the war but these men thought he was all right; they like him far more than they did Beaver, who, they thought, ought never to have got into the club at all. But Jock stopped to talk to Beaver. 'Well, old, boy,' he said. 'What are you drinking?'

'Nothing so far.' Beaver looked at his watch. 'But I think it's time I had one. Brandy and ginger ale.'

Jock called to the barman and then said:

'Who was the old girl you wished on me at the party last night?'

'She's called Mrs Tipping.'

'I thought she might be. That explains it. They gave me a message downstairs that someone with a name like that wanted me to lunch with her.'

'Are you going?'

'No, I'm no good at lunch parties. Besides I decided when I got up that I'd have oysters here.'

The barman came with the drinks.

'Mr Beaver, sir, there's ten shillings against you in my books for last month.'

'Ah, thank you, Macdougall, remind me sometime, will you?'

'Very good, sir.'

OR

- (b) *A Handful of Dust* has been described as 'a social novel about adultery, treachery, betrayal, tragic and sordid desolation.' Discuss the novel in the light of this comment.

SECTION B: LITERARY CRITICISM

This section carries one third of the total marks allotted to this paper. It is recommended that answers in this section are NOT shorter than 400 words.

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.

5 For Arthur there was a normal distance between home and church; but each place was filled with presences, with stories and instructions. In the cold stone church where he went once a week to kneel and pray, there was God and Jesus Christ and the Twelve Apostles and the Ten Commandments and the Seven Deadly Sins. Everything was very orderly, always listed and numbered, like the hymns and the prayers and the verses of the Bible.

10 He understood that what he learned there was the truth; but his imagination preferred the different, parallel version he was taught at home. His mother's stories were also about far distant times, and also designed to teach him the distinction between right and wrong. She would stand at the kitchen range, stirring the porridge, tucking her hair back behind her ears as she did so; and he would wait for the moment when she would tap the stick against the pan, pause, and turn her round, smiling face towards him. Then her grey eyes would hold him, while her voice made a moving curve in the air, swooping up and down, then slowing almost to a halt as she reached the part of the tale he could scarcely endure, the part where exquisite torment or joy awaited not just hero and heroine, but the listener as well.

15 'And then the knight was held over the pit of writhing snakes, which hissed and spat as their twining lengths ensnared the whitening bones of the previous victims...'

'And then the black-hearted villain, with a hideous oath, drew a secret dagger from his boot and advanced towards the defenceless...'

20 'And then the maiden took a pin from her hair and the golden tresses fell from the window, down, down, caressing the castle walls until they almost reached the verdant grass on which he stood...'

25 Arthur was an energetic, headstrong boy who did not easily sit still; but once the Mam raised her porridge stick he was held in a state of silent enchantment – as if a villain from one of her stories had slipped a secret herb into his food. Knights and their ladies then moved about the tiny kitchen; challenges were issued, quests miraculously fulfilled; armour clanked, chain mail rustled, and honour was always upheld.



SUBJECT:	English
PAPER NUMBER:	III
DATE:	21 st May 2018
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:

1. Walking on stilts
2. A live music concert
3. Are selfies an expression of narcissism or a tool for empowerment? Discuss.
4. 'The best education occurs outside the classroom.' Discuss.
5. 'A digitised economy's ever-changing demands are steadily killing job security.' Discuss.
6. The fear of following a dream
7. Independence of thought
8. Speed

(Total: 33 marks)

SECTION B: SUMMARY

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

There is a debate in climate circles about whether you should try to scare the living daylights out of people, or give them hope – think images of starving polar bears on melting ice caps on the one hand, and happy families on their bikes lined with flowers and solar-powered lights on the other.

5 The debate came to something of a head this year, after David Wallace-Wells lit up the internet with his 7,000-word, worst-case scenario published in New York magazine. It went viral almost instantly, and soon was the best-read story in the magazine’s history. A writer in Slate called it “the Silent Spring of our time”. But it also garnered tremendous criticism and from more than those who usually deny the existence of climate change.

10 Beyond quibbles with the science, critics including the illustrious climate scientist Michael Mann took issue with the piece’s “doomist framing” because, as he wrote at the time, there is “a danger in overstating the science in a way that presents the problem as unsolvable, and feeds a sense of doom, inevitability and hopelessness”.

15 But others say scaring people is the only way to make them care. Perhaps the most famous purveyor of climate scare tactics is Guy McPherson. His doomsday theory of “near-term extinction” has attracted something of a following.

20 Both sides are wrong, from a psychological standpoint. Emotions are complicated and can vary tremendously from person to person, but trying to crudely manipulate them does not work. That is the conclusion from behavioral scientists at the University of Massachusetts who, in a recent paper, seek to bring the lessons of psychology to bear on communicating the importance of climate change. To attempt to either scare or inspire people “simultaneously oversimplifies the rich base of research on emotion while overcomplicating the very real communications challenge advocates face by demanding that each message have the right ‘emotional recipe’ to maximise effectiveness”, they write.

25 Climate experts, after all, are not experts on human behaviour, and the people who are say there are better ways to communicate the climate problem. Rather than treat emotions as levers to be pulled for a desired effect, they should be seen as part of a dynamic interplay among factors that shape our behaviour, exquisitely specific to the human being inhabiting them.

30 As Chapman explains, “In general, I think we need researchers and practitioners attending in an honest way to what research does and does not tell us about how to engage the public with climate change.” For instance, though we have been conditioned to think of anger as an undesirable emotion, research has shown it to be an important emotion for motivating action in the face of social injustice. And the pairing of certain feelings, like fear and efficacy, can be helpful too.

35 Like a patient who is given both a diagnosis and a course of treatment, people respond better to risks when given both a reason and a way to act. In this sense, it seems the hope and fear camps of the climate debate are each seeing only part of the puzzle.

40 Researchers caution against simplistic applications and insist that knowing your audience and what’s relevant to them is key. Are they considering chopping down a nearby forest or putting their houses up on stilts? Do they need to rebuild or relocate? Parsing people’s needs and sensitivities is critical in any form of communication, but particularly when it comes to talking about climate science, with its great technical complexity, profound personal impact, and tremendous political polarization. The overwhelming problem in climate communication, after all, is not how it is talked about so much as whether it is being talked about at all.

45 Looked at that way, David Wallace-Wells’ apocalyptic horror story that became a viral sensation is the best thing that has happened in climate communication.

Adapted from www.theguardian.com

(Total: 15 marks)

SECTION C: LINGUISTICS

Choose ONE question from this section.

EITHER

1. The linguist David Crystal writes, 'More than anything else, language shows we belong, providing the most natural badge, or symbol of public and private identity.' Focusing on dialects, sociolects and idiolects, write an essay of not more than 400 words on variety in language.

(Total: 33 marks)

OR

2. In linguistics, semantics is concerned with the study of words and meanings. Write a short paragraph on each of these **SIX** terms. Each paragraph must be around 60 words long and must include: a) a detailed explanation of the term; b) an example or examples to support the explanation.

The examples you use must be taken from the paragraph about snakes given under the list of terms.

- i. Denotation
- ii. Connotation
- iii. Hyponym
- iv. Synonymy
- v. Antonym
- vi. Lexical field

Snakes are elongated, legless, carnivorous reptiles. There are hundreds of species of snakes. Most are harmless, nonvenomous creatures posing absolutely no danger to humans, but to most the word 'snake' is still associated with fear, death and evil. This is probably because the only snakes most people seem to know about, such as the cobra, the rattlesnake and the mamba are, in fact, poisonous and very dangerous.

(Total: 33 marks)

OR

3. a) Morphology is the study of the structure of words. In the exercise below:
 - copy the given words from the list of words for analysis (below);
 - identify the free and bound morphemes (B);
 - indicate whether the bound morphemes are inflectional (I) or derivational (D).

Present your answer for each word as in the following example:

Untouchables

(B) + touch + (B) + (B)

(D) + touch + (D) + (I)

- i. uncommonly
- ii. antidepressants
- iii. argumentation
- iv. multimillionaires
- v. childishness
- vi. impossibility
- vii. messiness

(14 marks)

- b) Sentences are made up of elements. Two of these elements are the **subject** and the **object**. In the exercise below, copy the following sentences and:
- underline the subject in each sentence and write the letter S underneath it; and
 - underline the object or objects when this or these are present in the sentence and write the letter O underneath.

Present your answer for each sentence as shown in the example below.

Example:

The naughty boy kicked the ball through the windowpane.

S

O

- The young boy hurt his finger.
- The young boy's finger hurts.
- The butcher gave the dog a sausage.
- The butcher gave a sausage to the dog.
- The man was walking across the street.
- The sailor wrote a letter to the captain of the ship.
- The able seaman eventually became captain of his own ship.
- The day became darker by the hour.
- Where is the library?
- Early in the morning, the boys saw a rare bird.
- The summer heat was suffocating.

(19 marks)