



SUBJECT:	English
PAPER NUMBER:	Oral
DATE:	18 th March 2019

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 a few 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. Are you satisfied with the environment around the place where you live? Why or why not?
2. Do you separate waste for recycling? Why?
3. Do you think people in your country take enough care of the environment?
4. Do you feel you have the power, as an individual, to affect the environment? How?
5. Do you think young people today are more or less conscious of the environment? Why?
6. If you had to make one change that would help the environment, what would it be?

[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 a few 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 as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to transport. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What are the advantages of using public transport?
2. Why do you think many people prefer to drive their own cars?
3. How would your life be different if there were no cars where you live?
4. Do you agree with the idea of making city and town squares car-free zones? Why or 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. 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. Social media influencers
2. Talent shows on television
3. Voluntary work
4. Ways of managing stress
5. What makes a great public speaker?

[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: **18th March 2019**

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. Social media influencers
2. Talent shows on television
3. Voluntary work
4. Ways of managing stress
5. What makes a great public speaker?

(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:	18 th March 2019

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. Social media influencers
2. Talent shows on television
3. Voluntary work
4. Ways of managing stress
5. What makes a great public speaker?

(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 2019

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 a few 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 have any work experience?
2. Are you planning to work in summer this year? Why or why not?
3. Would you prefer office work or working outside in summer? Why or why not?
4. Would you consider a summer job that involves travelling? Why or why not?
5. How important is money in choosing a job?
6. Do you think it is possible to work and be a full-time student at the same time? 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.

(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 as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to cooking and eating. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What are the benefits of cooking one's own food at home?
2. How far do you agree that it is difficult to have a healthy diet in today's fast-paced society?
3. In which ways is eating at home different from eating out, whether at a restaurant or places like the countryside or the beach?
4. Why do you think some people prefer to eat with others rather than on their own?

[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. Should we prioritise cars or pedestrians? Why?
2. How useful is technology in education?
3. Cyber bullying
4. Leadership
5. Whose responsibility is it to take care of the environment? Why?

[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 2019

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. Should we prioritise cars or pedestrians? Why?
2. How useful is technology in education?
3. Cyber bullying
4. Leadership
5. Whose responsibility is it to take care of the environment? Why?

(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 2019

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. Should we prioritise cars or pedestrians? Why?
2. How useful is technology in education?
3. Cyber bullying
4. Leadership
5. Whose responsibility is it to take care of the environment? Why?

(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 2019

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 a few 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 reading? Why?
2. Which are some of your favourite books?
3. Why do you think some people do not like reading?
4. Do you prefer to read or listen to audiobooks? Why?
5. Do your friends read enough? Why or why not?
6. What do you think could be done to encourage people to read more?

[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 as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to urban and rural spaces. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Do you agree that living in the countryside is better for our health? Why or why not?
2. Are high rise buildings a good solution to the problem of lack of space? Why or why not?
3. What do you think are the important factors for having a good quality of life?
4. What do you think are the main differences between urban and rural life?

[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. Continuous assessment, examinations, or both? What would your preference be for assessment in education, and why?
2. Why do so many people want to be famous?
3. Limiting screen time
4. Sport as a way of life
5. Empathy

[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 2019

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. Continuous assessment, examinations, or both? What would your preference be for assessment in education, and why?
2. Why do so many people want to be famous?
3. Limiting screen time
4. Sport as a way of life
5. Empathy

(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 2019

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. Continuous assessment, examinations, or both? What would your preference be for assessment in education, and why?
2. Why do so many people want to be famous?
3. Limiting screen time
4. Sport as a way of life
5. Empathy

(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 2019

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 a few 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 have any good memories of the last school you went to?
2. What makes an ideal teacher in your opinion?
3. And what about the ideal student?
4. Do you think schools do enough to prevent bullying?
5. Do you like to plan your daily studying ahead or prefer to decide on the day? Why or why not?
6. Do you think exams in Malta require students to study too much? 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.

(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 as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to shopping and selling. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. How would you describe the experience of shopping from a mall?
2. Do you think the internet is making people shop more and possibly making them addicted to shopping?
3. Are there any advantages to people buying their food and daily needs from small grocers rather than supermarkets?
4. What do you think contributes to a good quality service in a shop?

[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. Taking care of one's own online presence
2. A flat battery on one's smartphone
3. Excellence in sports
4. Contributing to one's community
5. Should young people be interested in politics? Why or why not?

[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 2019

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. Taking care of one's own online presence
2. A flat battery on one's smartphone
3. Excellence in sports
4. Contributing to one's community
5. Should young people be interested in politics? Why or why not?

(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 2019

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. Taking care of one's own online presence
2. A flat battery on one's smartphone
3. Excellence in sports
4. Contributing to one's community
5. Should young people be interested in politics? Why or why not?

(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:	25 th March 2019

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 a few 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 usually have enough free time?
2. How do you like to spend your free time?
3. How are you planning to spend your free time during the summer holidays?
4. Are there any activities you used to do in your free time and that you don't do anymore?
Why?
5. Which hobbies do you think are most popular among young people today?
6. Are hobbies important for you? 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.

(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 as instructed by the guidelines below.

The examiner tells the candidate:

You've described two pictures related to different kinds of work environment. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What are some of the major differences between working in an office and working outside?
2. What do you think is needed to make one's working environment safe?
3. Do you agree that money is the most important consideration in choosing a job? Why or why not?
4. Do you think it is generally a good idea for people to change jobs often? Why or 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. 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. The benefits of sport
2. Changing trends in music
3. The best qualities in a friend
4. Should we care about war in other countries? Why or why not?
5. The relation between the environment and our well-being

[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: 25th March 2019

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. The benefits of sport
2. Changing trends in music
3. The best qualities in a friend
4. Should we care about war in other countries? Why or why not?
5. The relation between the environment and our well-being

(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:	25 th March 2019

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. The benefits of sport
2. Changing trends in music
3. The best qualities in a friend
4. Should we care about war in other countries? Why or why not?
5. The relation between the environment and our well-being

(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:	18 th May 2019
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

ANTONY Octavius, I have seen more days than you,
And though we lay these honours on this man,
To ease ourselves of divers slanderous loads,
He shall but bear them as the ass bears gold,
To groan and sweat under the business,
Either led or driven, as we point the way;
And having brought our treasure where we will,
Then take we down his load, and turn him off,
Like to the empty ass, to shake his ears,
And graze in commons.

OCTAVIUS You may do your will;
But he's a tried and valiant soldier.

ANTONY So is my horse, Octavius, and for that
I do appoint him store of provender.
It is a creature that I teach to fight,
To wind, to stop, to run directly on,
His corporal motion governed by my spirit;
And, in some taste, is Lepidus but so.
He must be taught and trained and bid go forth –
A barren-spirited fellow, one that feeds
On objects, arts and imitations,
Which, out of use and staled by other men,
Begin his fashion. Do not talk of him
But as a property. And now, Octavius,
Listen great things: Brutus and Cassius
Are levying powers. We must straight make head.
Therefore let our alliance be combined,
Our best friends made, our means stretched
And let us presently go sit in council,
How covert matters may be best disclosed,
And open perils surest answerèd.

OR

- (b) Discuss the power of words as a means of persuasion in *Julius Caesar*.

OR

- (c) By referring closely to the play, discuss the main character traits of Cassius and how these contribute to tragedy in *Julius Caesar*.

2. ***The Tempest***

EITHER

- (a) Gobbet

MIRANDA

Abhorred slave,
Which any print of goodness wilt not take,
Being capable of all ill! I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other. When thou didst not, savage,
Know thine own meaning, but wouldst gabble like
A thing most brutish, I endowed thy purposes
With words that made them known. But thy vile race,
Though thou didst learn, had that in't which good natures
Could not abide to be with; therefore wast thou
Deservedly confined into this rock,
Who hadst deserved more than a prison.

CALIBAN

You taught me language; and my profit on't
Is I know how to curse. The red plague rid you
For learning me your language!

PROSPERO

Hag-seed, hence!
Fetch us in fuel, and be quick, thou 'rt best,
To answer other business—shrug'st thou, malice?
If thou neglect'st or dost unwillingly
What I command, I'll rack thee with old cramps,
Fill all thy bones with aches, make thee roar
That beasts shall tremble at thy din.

OR

- (b) Discuss magic and illusion in *The Tempest*.

OR

- (c) Discuss order and chaos in *The Tempest*.

3. ***Othello***

EITHER

(a) Gobbet

IAGO I'll send her to you presently,
And I'll devise a mean to draw the Moor
Out of the way, that your converse and business
May be more free.

CASSIO I humbly thank you for't.

Exit IAGO

I never knew a Florentine more kind and honest.

Enter EMILIA

EMILIA Good morrow, good Lieutenant. I am sorry
For your displeasure, but all will sure be well.
The general and his wife are talking of it,
And she speaks for you stoutly. The Moor replies
That he you hurt is of great fame in Cyprus,
And great affinity, and that in wholesome wisdom
He might not but refuse you. But he protests he loves you
And needs no other suitor but his likings
To take the safest occasion by the front
To bring you in again.

CASSIO Yet, I beseech you,
If you think fit, or that it may be done,
Give me advantage of some brief discourse
With Desdemona alone.

OR

(b) With detailed reference to Shakespeare's *Othello*, discuss the aspects of Othello's character that make him vulnerable to Iago's manipulation.

OR

(c) Discuss the themes of revenge and forgiveness in Shakespeare's *Othello*.

SECTION B: POETRY SET TEXTS

1. **Emily Dickinson**

EITHER

- (a) 'One of Emily Dickinson's poetic skills is the ability to describe abstract concepts with concrete images.' Discuss with reference to at least **THREE** poems of your choice.

OR

- (b) Discuss the importance of the self in **THREE** poems by Emily Dickinson of your choice.

2. **John Keats**

EITHER

- (a) With reference to **THREE** poems of your choice, discuss the love of beauty as it appears in Keats's poetry.

OR

- (b) 'Paradox is central to Keats's poetry.' Discuss with reference to **THREE** poems of your choice.

3. **Wilfred Owen**

EITHER

- (a) With detailed reference to **THREE** or more poems of your choice, discuss the poetic techniques that Wilfred Owen uses to convey the horror and futility of war.

OR

- (b) 'Wilfred Owen's poetry does not simply describe war. It is also an argument against war.' 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.

Home-Coming

When I stepped homeward to my hill,
Dusk went before with quiet tread;
The bare laced branches of the trees
Were as a mist about its head.

Upon its leaf-brown breast the rocks
Like great grey sheep lay silentwise,
Between the birch trees' gleaming arms,
The faint stars trembled in the skies.

The white brook met me half-way up,
And laughed as one that knew me well,
To whose more clear than crystal voice
The frost had joined a crystal spell.

The skies lay like pale-watered deep,
Dusk ran before me to its strand
And cloudily leaned forth to touch
The moon's slow wonder with her hand.

By Léonie Adams



SUBJECT:	English
PAPER NUMBER:	II
DATE:	18 th May 2019
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

The night is my own, my own time, to do with as I please, as long as I am quiet. As long as I don't move. As long as I lie still. The difference between *lie* and *lay*. Lay is always passive. Even men used to say, I'd like to get laid. Though sometimes they said, I'd like to lay her. All this is pure speculation. I don't really know what men used to say. I had only their words for it.

I lie, then, inside the room, under the plaster eye in the ceiling, behind the white curtains, between the sheets, neatly as they, and step sideways out of my own time. Out of time. Though this is time, nor am I out of it.

But the night is my time out. Where should I go?

Somewhere good.

Moira, sitting on the edge of my bed, legs crossed, ankle on knee, in her purple overalls, one dangly earring, the gold fingernail she wore to be eccentric, a cigarette between her stubby yellow-ended fingers. Let's go for a beer.

You're getting ashes in my bed, I said.

If you'd make it you wouldn't have this problem, said Moira.

In half an hour, I said. I had a paper due the next day. What was it? Psychology, English, Economics. We studied things like that, then. On the floor of the room there were books, open face down, this way and that, extravagantly.

OR

(b) '*Atwood's The Handmaid's Tale* is a powerful warning against the dangers of complacency.' Discuss.

2. **Emma, Jane Austen**

EITHER

(a) Gobbet

Harriet Smith was the natural daughter of somebody. Somebody had placed her, several years back, at Mrs. Goddard's school, and somebody had lately raised her from the condition of scholar to that of parlour-boarder. This was all that was generally known of her history. She had *no* visible friends but what had been acquired at Highbury, and was *now* just returned from a long visit in the country to some young ladies who had been at school there with her.

She was a very pretty girl, and her beauty happened to be of a sort which Emma particularly admired. She was short, plump, and fair, with a fine bloom, blue eyes, light hair, regular features, and a look of great sweetness, and, before the end of the evening, Emma was as much pleased with her manners as her person, and quite determined to continue the acquaintance.

She was not struck by anything remarkably clever in Miss Smith's conversation, but she found her altogether very engaging—not inconveniently shy, not unwilling to talk—and yet so far from pushing, shewing so proper and becoming a deference, seeming so pleasantly grateful for being admitted to Hartfield, and so artlessly impressed by the appearance of everything in so superior a style to what she had been used to, that she must have good sense, and deserve encouragement. Encouragement should be given. Those soft blue eyes, and all those natural graces, should not be wasted on the inferior society of Highbury and its connections. The acquaintance she had already formed were unworthy of her. The friends from whom she had just parted, though very good sort of people, must be doing her harm. They were a family of the name of Martin, whom Emma well knew by character, as renting a large farm of Mr. Knightley, and residing in the parish of Donwell—very creditably, she believed—she knew Mr. Knightley thought highly of them—but they must be coarse and unpolished, and very unfit to be the intimates of a girl who wanted only a little more knowledge and elegance to be quite perfect. *She* would notice her; she would improve her; she would detach her from her bad acquaintance, and introduce her into good society; she would form her opinions and her manners. It would be an interesting, and certainly a very kind undertaking; highly becoming her own situation in life, her leisure, and powers.

OR

- (b) 'Jane Austen's *Emma* illustrates the importance of a good balance between social relations and the obligations that come with friendship'. Discuss.

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

EITHER

(a) Gobbet

Sarah Pocket conducted me down, as if I were a ghost who must be seen out. She could not get over my appearance, and was in the last degree confounded. I said "Good-bye, Miss Pocket"; but she merely stared, and did not seem collected enough to know that I had spoken. Clear of the house, I made the best of my way back to Pumblechook's, took off my new clothes, made them into a bundle, and went back home in my older dress, carrying it—to speak the truth—much more at my ease too, though I had the bundle to carry.

And now, those six days which were to have run out so slowly, had run out fast and were gone, and to-morrow looked me in the face more steadily than I could look at it. As the six evenings had dwindled away, to five, to four, to three, to two, I had become more and more appreciative of the society of Joe and Biddy. On this last evening, I dressed myself out in my new clothes for their delight, and sat in my splendour until bedtime. We had a hot supper on the occasion, graced by the inevitable roast fowl, and we had some flip to finish with. We were all very low, and none the higher for pretending to be in spirits.

I was to leave our village at five in the morning, carrying my little hand-portmanteau, and I had told Joe that I wished to walk away all alone. I am afraid—sore afraid—that this purpose originated in my sense of the contrast there would be between me and Joe, if we went to the coach together. I had pretended with myself that there was nothing of this taint in the arrangement; but when I went up to my little room on this last night, I felt compelled to admit that it might be so, and had an impulse upon me to go down again and entreat Joe to walk with me in the morning. I did not.

OR

(b) Discuss the theme of justice in Dickens's *Great Expectations*.

4. ***The Heart of the Matter, Graham Greene***

EITHER

(a) Gobbet

"A man's boy's always all right. He's a real nigger - but these, look at 'em, look at that one with a feather boa down there. They aren't even real niggers. Just West Indians, and they rule the coast. Clerks in the stores, city council, magistrates, lawyers—my God. It's all right up in the Protectorate. I haven't anything to say against a real nigger. God made our colours. But these—my God! The Government's afraid of them. The police are afraid of them. Look down there," Harris said, "look at Scobie."

A vulture flapped and shifted on the iron roof and Wilson looked at Scobie. He looked without interest in obedience to a stranger's direction, and it seemed to him that no particular interest attached to the squat grey-haired man walking alone up Bond Street. He couldn't tell that this was one of those occasions a man never forgets: a small cicatrice had been made on the memory, a wound that would ache whenever certain things combined—the taste of gin at mid-day, the smell of flowers under a balcony, the clang of corrugated iron, an ugly bird flopping from perch to perch.

"He loves 'em so much," Harris said, "he sleeps with 'em."

"Is that the police uniform?"

"It is. Our great police force. A lost thing will they never find—do you know the poem?"

"I don't read poetry," Wilson said. His eyes followed Scobie up the sun-drowned street. Scobie stopped and had a word with a black man in a white panama: a black policeman passed by, saluting smartly, Scobie went on.

"Probably in the pay of the Syrians too if the truth were known."

OR

- (b) 'The "heart of the matter" in Greene's novel is the burden of responsibility.' How far do you agree with this statement?

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

EITHER

(a) Gobbet

In the half hour before lights out, after cocoa, the girls would be in and out of each other's rooms, sitting on their beds writing letters home, or to sweethearts. Some still cried a little from homesickness, and there would be much comforting going on at this time, with arms around shoulders and soothing words. It seemed theatrical to Briony, and ridiculous, grown young women tearful for their mothers, or as one of the students put it through her sobs, for the smell of daddy's pipe. Those doing the consoling seemed to be enjoying themselves rather too much. In this cloying atmosphere Briony sometimes wrote her own concise letters home which conveyed little more than that she was not ill, not unhappy, not in need of her allowance and not about to change her mind in the way that her mother had predicted. Other girls proudly wrote out their exacting routines of work and study to astound their loving parents. Briony confided these matters only to her notebook, and even then, in no great detail. She did not want her mother to know about the lowly work she did. Part of the purpose of becoming a nurse was to work for her independence. It was important to her that her parents, especially her mother, knew as little about her life as possible. Apart from a string of repeated questions which remained unanswered, Emily's letters were mostly about the evacuees. Three mothers with seven children, all from the Hackney area of London, had been billeted on the Tallis family. One of the mothers had disgraced herself in the village pub and was now banned. Another woman was a devout Catholic who walked four miles with her three children to the local town for mass on Sunday. But Betty, a Catholic herself, was not sensitive to these differences. She hated all the mothers and all their children. They told her on the first morning that they did not like her food. She claimed to have seen the churchgoer spitting on the hallway floor.

OR

(b) Discuss the theme of control in McEwan's *Atonement*.

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

EITHER

(a) Gobbet

Brenda's stay at Hetton lasted only three nights. Then she returned to London, saying that she had to see about the flat. It did not, however, require very great attention. There was only the colour of the paint to choose and some few articles of furniture. Mrs Beaver had them ready for her inspection, a bed, a carpet a dressing-table and chair—there was not room for more. Mrs Beaver tried to sell her a set of needlework pictures for the wall, but these she refused, also an electric bed warmer, a miniature weighing machine for the bathroom, a frigidaire, an antique grandfather clock, a backgammon set of looking-glass and synthetic ivory, a set of prettily bound French eighteenth century poets, a massage apparatus, and a wireless set in a case of Regency lacquer, all of which had been grouped in the shop for her as a 'suggestion'. Mrs Beaver bore Brenda no ill will for the modesty of her requirements. She was doing very well on the floor above with a Canadian lady who was having her walls covered with chromium plating at great expense.

In the meantime, Brenda stayed with Marjorie on terms that became gradually acrimonious. "I'm sorry to be pompous," she said one morning, "but I just don't want your Mr Beaver hanging about the house all day and calling me Marjorie."

"Oh well, the flat won't be long now."

"And I shall go on saying that I think you're making a ridiculous mistake."

"It's just that you don't like Mr Beaver."

"It isn't only that. I think it's hard cheese on Tony."

"Oh, Tony's all right."

"And if there's a row –"

"There won't be a row."

"You never know. If there is, I don't want Allan to think I've been helping to arrange things."

"I wasn't so disagreeable to you about Robin Beasley."

"There was never much in that."

But with the exception of her sister's, opinion was greatly in favour of Brenda's adventure.

OR

(b) '*A Handful of Dust* perfectly captures the breakdown of personal lives as the result of social change.' Discuss.

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.

It is one of those better-to-be-dead-than-alive days you get in the north of England in February, the space between the land and sky itself unfathomably banal. A stage unsuited to tragedy, even here where the dead lie quietly. There are two men in the cemetery, occupied in the duties of the heart. They don't look up. In these parts you must wage war against the weather if you don't want farce to claim you.

Signs of just such a struggle are etched on the face of the first of the mourners, a man of middle age and uncertain bearing, who sometimes walks with his head held arrogantly high, and at others stoops as though hoping not to be seen. His mouth, too, is twitchy and misleading, his lips one moment twisted into a sneer, the next fallen softly opens, as vulnerable to bruising as summer fruit. He is Simon Strulovitch – a rich, furious, easily hurt philanthropist with on-again-off-again enthusiasms, a distinguished collection of twentieth-century Anglo-Jewish art and old Bibles, a passion for Shakespeare (whose genius and swashbuckling Sephardi looks he once thought could only be explained by the playwright's ancestors having changed their name from Shapiro, but now he isn't sure), honorary doctorates from universities in London, Manchester and Tel Aviv (the one from Tel Aviv is something else he isn't sure about) and a daughter going off the rails. He is here to inspect the stone that has recently been erected at the head of his mother's grave, now that the twelve months of mourning for her has elapsed. He hasn't mourned her conscientiously during that period – too busy buying and lending art, too busy with his foundations and endowments, or 'benefacting', as his mother called it with a mixture of pride and concern (she didn't want him killing himself giving money away), too busy settling scores in his head, too busy with his daughter – but he intends to make amends. There is always time to be a better son.

Or a better father. Could it be that it's his daughter he's really getting ready to mourn? These things run in families. His father had mourned him. *'You are dead to me!'* And why? Because of his bride's religion. Yet his father wasn't the slightest bit religious.

'Better you were dead at my feet...'

Would it really have been better?

We can't get enough of dying, he thinks, shuffling between unheralded headstones. 'We' – an idea of belonging to which he sometimes subscribes and sometimes doesn't. We arrive, lucky to be alive, carrying our belongings on a stick, and immediately look for somewhere to bury the children who betray us.



SUBJECT:	English
PAPER NUMBER:	III
DATE:	20 th May 2019
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. A moment that I will remember forever
2. A walk along the coast
3. Fear of the unknown
4. Should employees be allowed to have visible tattoos in the workplace? Why?
5. 'Politics should be part of a student's compulsory education.' How far do you agree with this statement?
6. Discuss some of the ways in which technology affects the way human beings communicate.
7. Are videogames a waste of time?
8. The village feast

(Total: 33 marks)

SECTION B: SUMMARY

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

"Stan Lee and his Marvel comic world are responsible for creating many of our shared stories about what it is to be an American," says Eric Jentsch, who works as a curator of culture and arts at the Smithsonian's National Museum of American History.

5 For Jentsch, it was Black Bolt, the leader of a genetically altered race known as the Inhumans, who had the most powerful effect on him. Black Bolt debuted in Marvel's Fantastic Four in December 1965. As Black Bolt's powerful voice could lay waste to his surroundings, the comic-book character resolved not to speak at all.

10 "That really resonated with me," says Jentsch. "Growing up, I latched onto the inward-looking character, who understood more than most how speaking can be both powerful but also dangerous."

Every Marvel fan can name a character like Black Bolt, whose complexities, flaws and abilities especially hit home. They owe a debt of gratitude to the man synonymous with establishing that sprawling universe of characters, Stan Lee, who died in November 2018 at age 95.

15 Lee recognised early on that the one thing more powerful than a perfect superhero was a human one.

20 "As a kid I would relish reading comics of all the characters that he created," says Jentsch. "It really influenced my understanding of the world, especially in terms of interpersonal issues, different personality types, and philosophical questions; things I wasn't really getting anywhere else."

When Lee was just shy of 18 years old, he was hired as an assistant at Timely Comics, home of the Captain America Comics. Lee's big break was when he was made editor-in-chief of the publication, and there he stayed, steering the ship through Timely's reincarnations as Atlas and, later, Marvel.

25 It was the Silver Age of Comics, and by the 1960s, Lee, together with luminary co-creators Kirby and Steve Ditko, hit upon an alchemy that led to the birth of the challenging, subversive, wanting heroes of the Marvel universe that continue to resonate today.

30 "Many of the superheroes that we're seeing in movies today are about the people he created in the '60s," says Jentsch. "It's not as if there are waves of new superheroes that people are engaging with. The core Marvel Universe is still the one that he created."

35 One of popular culture's biggest strongholds is finding inroads to capture the current moment in ways that are accessible and relatable, and Lee demonstrated a remarkable sense for how to successfully weigh in on the day's anxieties. "Lee knew that balance," says Jentsch. "He made these really exciting stories about complex characters, but would always kind of add this commentary in them to make them both more interesting, but also to make people a little more thoughtful about the world around them."

40 What Lee also recognized was that everyone wanted to see themselves represented on the page. "The celebration around his character Black Panther so many years later shows that there's still a need for more stories, more diversity, for all the different types of people that populated America to have representation in stories," says Jentsch. "I think that Lee was aware of that and tried to have characters that represented not only different personality types, but just different types of people."

45 The comic book maven leaves behind a singular legacy, so much so that Jentsch struggles to think of how to contextualize him among his peers. "It would be hard to think of someone who generated so many different characters that have such a long cultural property... I'm really trying to think of what an equivalent would be," he says. "It's hard."

(Adapted from thesmithsonian.org)

(Total: 15 marks)

SECTION C: LINGUISTICS

Choose ONE question from this section.

EITHER

1.

- a) Adverbial Phrases and Clauses are used to give more information about the verb. Add an Adverbial Phrase OR an Adverbial Clause to each of the sentences below, and write whether you have added an adverbial clause or adverbial phrase in each case.

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

0. The homeless man was still sleeping.

Answer:

The homeless man was still sleeping where they had seen him last.
Adverbial clause

- i. My grandmother did some gardening.
- ii. The tired soldiers marched.
- iii. She found the lost puppy.
- iv. My friends had to leave.
- v. The man in a white suit was driving an old black car.
- vi. I saw that musical.
- vii. Do you want to go?
- viii. The children were playing.

(12)

- b) Cohesion can be defined as the links or connections that hold a text together. Read the following set of sentences, and name the specific Cohesive Links suggested by the words in bold. The first sentence (0) is given to you as an example.

0. The **jewel** was in a glass case in the middle of the room. This **jewel** was larger than any we had ever seen.

Answer - Repetition

- i. **My teacher** gave us a challenging assignment. **She** still believed we could do well.
- ii. The weather had improved slightly, **but** the captain was determined not to leave port.
- iii. A small **stationery** opened in our streets. Its shelves are bursting with **files, writing instruments, magazines, coloured paper** and a thousand other items.
- iv. It was clear there was a feeling of **agitation** in the room. One could see the **panic** in their eyes.
- v. I now realise **it** was a stupid idea. I should never have tried **to lift such a heavy weight.**
- vi. **A** boat came into the bay. **This** boat was particularly beautiful.
- vii. There was no way they were going to miss the concert, **so** they did all they could to find an available flight.

(7)

Question continues on next page

c) State whether the following sentences are Simple or Complex. If a sentence is Complex, include the Subordinate Clause in your answer. The first two sentences (0) and (01) are given to you as examples.

0. The child was playing with the new toy.
Answer – Simple

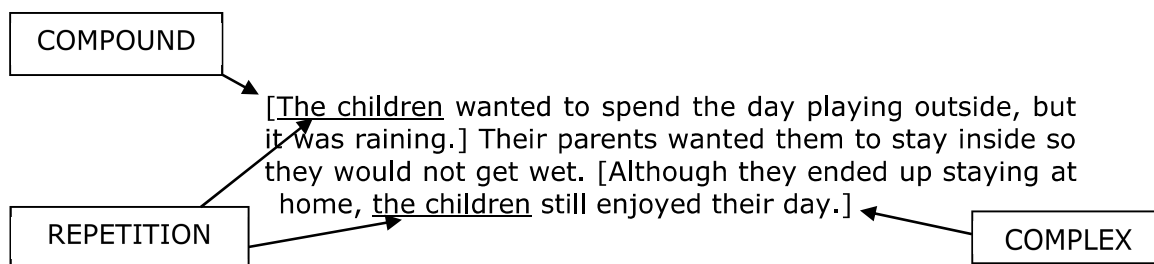
01. The boy helped the man who was crossing the street.
Answer – Complex → 'who was crossing the street'

- i. He looked as if he had seen a ghost.
- ii. The big blue metallic box in the attic belongs to my uncle.
- iii. Did you read the book I gave you?
- iv. The tired soldiers marched through the muddy landscape for days.
- v. I came across the poem that you were talking about some months ago.
- vi. Every morning, as the sun is rising, the monkeys break into a series of loud cries.

(6)

d) Write a coherent paragraph of 3 or 4 sentences about a topic of your choice. The paragraph must include **at least one Compound sentence** and **at least one Complex Sentence**. The paragraph must also make use of **at least two different Cohesive Devices**. After writing the paragraph, mark and identify the Complex and Compound Sentences as well as two of the different Cohesive Devices used.

The following is an example of how this task may be approached:



(8)

(Total: 33 marks)

OR

2. Discrimination against women is still a very real problem in many societies. In not more than 400 words, and with specific reference to vocabulary and grammar, explain how language trends often reflect sexism, and discuss some of the efforts made to try and avoid this. You are expected to illustrate your explanation with relevant examples.

(Total: 33 marks)

OR

3. Read the following advertisement carefully. In not more than 400 words, write a detailed commentary. You are expected to analyse its particular stylistic features in terms of:

- Visual Elements/Graphology
- Form and Structure
- Attitudes to the reader/audience
- Vocabulary
- Grammar
- Content

(Total: 33 marks)



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*Phone:

*Email:

*Address, City, State, Zip:

Job Type:

None Selected ▾

Submit



Welcome to Blazing Handyman

Blazing Handyman is a local, professional handyman service committed to providing quality, affordable repair services for the DuPage County and surrounding areas, including Wheaton, Naperville, Lombard and Downers Grove.

Our professional handyman service is available to the entire Dupage county area. We maintain a full staff of professional tradesmen with skills for each specific repair or remodeling job you require. We've named our business Blazing Handyman because we know sometimes home repairs need a quick response. We pride ourselves on getting the job done right in a short period of time. We've been there and know how important it is to have reliable, fast, quality service.



Aside from providing quick, quality service, our rates are among the most competitive in the industry. Our handyman rates are based on average costs for specific jobs in the Dupage county area. We're not looking to take advantage of anyone...we just want to provide a great handyman services to the community.

Our professional handyman service is also guaranteed! All of our contractors are licensed, bonded, and insured, so there is no need to worry if you're getting quality craftsmen. Some companies perform jobs with the cheapest materials and look to exit quickly. With Blazing Handyman we do the job right the first time with materials that last. If you're not satisfied with our work within one year, just call us and we'll be out the make it right.

Call us today at **630-480-3346** for more information on our handyman, remodeling, or home repair services, or to receive a **FREE ESTIMATE***.

Handyman Services:

- Electrical
- Carpentry
- Remodeling
- Plumbing
- HVAC
- Concrete
- Drywall
- Painting
- Product Assembly
- Much More...



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