



SUBJECT: **English**
PAPER: Oral
DATE: 28th August 2018

SESSION 1

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (c. 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 would you plan your next holiday?
2. If you had to live abroad, where would you choose to live? Why?
3. Are you fond of entertaining friends? Why?
4. Do you see yourself as a good organiser? 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: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

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

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

Please describe what you see in the picture. 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 picture, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described a picture depicting friendship. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What type of friendships are you aware of?
2. What would you say is the difference between your friends and your close friends?
3. Why do we need to have different types of relationships in our life?
4. What are some of the things that may endanger a good relationship?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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. Should businesses and employers support individuals seeking to maintain a healthy lifestyle? If so, how should they do this, and if not, why not?
2. As homeschooling and independent learning become more popular, how do you think schooling and education can meet new challenges in the future?
3. Would you like to learn a new musical instrument, and if so, which one?
4. Religions of the world have a useful role to play in questions of ethics and morality. Discuss.
5. Competitiveness in many sports is discouraging children from taking up a sport. Discuss.

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

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

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

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 28th August 2018

SESSION 1

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Should businesses and employers support individuals seeking to maintain a healthy lifestyle? If so, how should they do this, and if not, why not?
2. As homeschooling and independent learning become more popular, how do you think schooling and education can meet new challenges in the future?
3. Would you like to learn a new musical instrument, and if so, which one?
4. Religions of the world have a useful role to play in questions of ethics and morality. Discuss.
5. Competitiveness in many sports is discouraging children from taking up a sport. Discuss.

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

(Total: 5 marks)



SUBJECT:	English
PAPER:	Oral
DATE:	28 th August 2018

SESSION 1

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Should businesses and employers support individuals seeking to maintain a healthy lifestyle? If so, how should they do this, and if not, why not?
2. As homeschooling and independent learning become more popular, how do you think schooling and education can meet new challenges in the future?
3. Would you like to learn a new musical instrument, and if so, which one?
4. Religions of the world have a useful role to play in questions of ethics and morality. Discuss.
5. Competitiveness in many sports is discouraging children from taking up a sport. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 2

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 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. What is your favourite season of the year? Why?
2. Do you find that people around you behave differently with the changing seasons?
3. What is the best film or TV series you have watched this year?
4. How much time do you spend watching TV series?

[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: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture 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 picture. 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 picture, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described a picture showing people at a conference. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Which language are delegates likely to use at an international conference? Why?
2. Which technological devices might facilitate communication at international fora?
3. Apart from the use of technology, which are the best means by which speakers of other languages collaborate with each other?
4. Are interpreters an effective means by which communication can be facilitated? 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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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. This year the local government stopped mid-yearly exams in state schools. Are there any more exams which in your opinion should be reviewed in some way?
2. Some studies now suggest that our electronic devices can be addictive. How would you address this risk in your own life?
3. What do you think are some of the disadvantages of working in creative fields such as the theatre, or the film or music industries?
4. A new convent of nuns has just been established in Great Britain. What do you feel is the role of a religious community in today's world.
5. Money makes the world of Sport go round. Discuss.

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

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

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

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

(Total: 5 marks)

SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 2

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. This year the local government stopped mid-yearly exams in state schools. Are there any more exams which in your opinion should be reviewed in some way?
2. Some studies now suggest that our electronic devices can be addictive. How would you address this risk in your own life?
3. What do you think are some of the disadvantages of working in creative fields such as the theatre, or the film or music industries?
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5. Money makes the world of Sport go round. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 2

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. This year the local government stopped mid-yearly exams in state schools. Are there any more exams which in your opinion should be reviewed in some way?
2. Some studies now suggest that our electronic devices can be addictive. How would you address this risk in your own life?
3. What do you think are some of the disadvantages of working in creative fields such as the theatre, or the film or music industries?
4. A new convent of nuns has just been established in Great Britain. What do you feel is the role of a religious community in today's world.
5. Money makes the world of Sport go round. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 3

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (c. 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 have you spent the last three months?
2. What are your plans for the next three months?
3. Which career would you choose to have for life? Why?
4. If you had to decide between a well paid job and one which offers high job satisfaction, which one would you opt for? 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: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

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

Please describe what you see in the picture. 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 picture, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described a picture depicting street activity. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Do you think that we all lead a hectic life? Why or why not?
2. Do you think that being busy is positive or negative? Why or why not?
3. What might be the challenges of living in a city?
4. How can we avoid being trapped by the hectic lifestyle of a city?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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. Conflict between groups is often unavoidable. Should conflicts always be perceived as negative? Why or why not?
2. Preservation of one's own culture does not require contempt or disrespect for other cultures. Discuss.
3. Climate change keeps making the headlines, especially when unusual weather patterns turn into a natural disaster. What are we doing to address this global issue?
4. The family is a link to our past and a bridge to our future. Discuss.
5. Students learn through the process of playing a game. Discuss.

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

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

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

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 3

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Conflict between groups is often unavoidable. Should conflicts always be perceived as negative? Why or why not?
2. Preservation of one's own culture does not require contempt or disrespect for other cultures. Discuss.
3. Climate change keeps making the headlines, especially when unusual weather patterns turn into a natural disaster. What are we doing to address this global issue?
4. The family is a link to our past and a bridge to our future. Discuss.
5. Students learn through the process of playing a game. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 1st September 2018

SESSION 3

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 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 make notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. Conflict between groups is often unavoidable. Should conflicts always be perceived as negative? Why or why not?
2. Preservation of one's own culture does not require contempt or disrespect for other cultures. Discuss.
3. Climate change keeps making the headlines, especially when unusual weather patterns turn into a natural disaster. What are we doing to address this global issue?
4. The family is a link to our past and a bridge to our future. Discuss.
5. Students learn through the process of playing a game. Discuss.

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

(Total: 5 marks)



SUBJECT:	English
DATE:	31 st August 2018
TIME:	9:00 a.m. to 12:05 p.m.

Answer **ALL** sections. You are advised to spend about 1 hour on each task.

SECTION A: WRITING

Choose one title and write 450 (+/- 10%) words.

1. You recently attended a photography exhibition at a museum in Valletta. Write a description of the exhibition for your school newsletter.
2. Write a story entitled 'Defiance' for a website that publishes short stories by young adults.
3. You recently organised a party to celebrate your best friend's birthday. This was held at a five-star hotel in St Julian's. Due to a number of reasons, you are not happy with the service offered by the venue.

Write a formal letter addressed to Mr Steve Borg, the hotel's Events Manager, in which you complain about the things you are not satisfied with.

Sender's details:

Use this fictional name: Karen Apap

Use this address: 14, Cherry Road, Marsaskala, MSK 1173, Malta

Recipient's details:

Use this address: Steve Borg, Seawaves Hotel, 29, Main Street, St Julian's, STJ 1710, Malta

4. It is essential for young people to travel on their own for them to become independent. Discuss.
5. Young children no longer seem to be spending enough time outdoors. What could be done to address this issue?
6. Your school has some funds available for those wishing to found clubs based at the school. Together with a group of friends you are interested in setting up a club devoted to your favourite hobby.

Write a report addressed to the school's administration. In the report you might consider focusing on:

- why you would like to found the club;
- how the club would be of benefit to the school and its students;
- how you would use the funds offered by the school.

(Total: 30 marks)

Please turn the page.

SECTION B: READING AND LANGUAGE AWARENESS

Read the following passage and answer the questions given below.

'Antibiotic apocalypse': doctors sound alarm over drug resistance, by Robin McKie

The terrifying prospect that even routine operations will be impossible to perform has been raised by experts alarmed by the rise of drug-resistant genes.



Over-prescription of antibiotic drugs is just one of the reasons why resistance to vital medicines is growing. Photograph: Alamy Stock Photo

5 Scientists attending a recent meeting of the American Society for Microbiology reported they had uncovered a highly disturbing trend. They revealed that bacteria containing a gene known as mcr-1 – which confers resistance to the antibiotic colistin – had spread round the world at an alarming rate since its original discovery 18 months earlier. In one area of China, it was found that 25% of hospital patients now carried the gene.

Colistin is known as the “antibiotic of last resort”.¹ In many parts of the world, doctors have turned to its use because patients were no longer responding to any other antimicrobial agent. Now resistance to its use is spreading across the globe.

10 In the words of England’s chief medical officer, Sally Davies: “The world is facing an antibiotic apocalypse.” Unless action is taken to halt the practices that have allowed antimicrobial resistance to spread and ways are found to develop new types of antibiotics, we could return to the days when routine operations, simple wounds or straightforward infections could pose real threats to life, she warns.

¹ Antibiotics are a type of drug used in the treatment and prevention of bacterial infections. They work by killing or inhibiting the growth of bacteria.

15 The arithmetic is stark and disturbing. At present about 700,000 people a year die from drug-resistant infections. However, this global figure is growing relentlessly and could reach 10 million a year by 2050.

20 The danger, say scientists, is one of the greatest that humanity has faced in recent times. In a drug-resistant world, many aspects of modern medicine would simply become impossible. An example is provided by transplant surgery. During operations, patients' immune systems have to be suppressed to stop them rejecting a new organ, leaving them prey to infections. So doctors use immunosuppressant cancer drugs. In future, however, these may no longer be effective.

25 Or take the example of more standard operations, such as abdominal surgery or the removal of a patient's appendix. Without antibiotics to protect them during these procedures, people will die of peritonitis or other infections. The world will face the same risks as it did before Alexander Fleming discovered penicillin in 1928.

30 "Routine surgery, joint replacements, caesarean sections, and chemotherapy also depend on antibiotics, and will also be at risk," says Jonathan Pearce, head of infections and immunity at the UK Medical Research Council. "Common infections could kill again."

35 As to the causes of this growing threat, scientists point to the widespread misuse and overuse of antibiotics and other drugs and to the failure of pharmaceutical companies to investigate and develop new sources of general medicines for the future. Western doctors are over-prescribing antibiotics to patients who expect to be given a drug for whatever complaint they have. In many countries, both land and fish farmers use antibiotics as growth promoters and indiscriminately pour them on to their livestock. Drug manufacturers also often do not dispose of their industrial waste appropriately. In the latter case the end result is antibiotics leaching into streams and rivers with alarming results, particularly in Asia.

40 In Asia, the widespread use of the antibiotic colistin as a growth promoter in pigs encouraged the evolution of resistant strains which have spread to humans. The creation of these soups of antibiotic-laden waters and banks of drug-soaked soils is ideal for the development of "superbugs". Rare strains that are resistant to antibiotics start to thrive in farm animals that are raised in these artificial environments and emerge as highly potent infectious agents that then spread across the planet with startling speed. Examples of these include tuberculosis, which was once easily treated but which, in its modern multi-drug-resistant form, known as MDR-TB, now claims the lives of 190,000 people a year.

45 Another even more revealing example is provided by colistin. "Colistin was developed in the 50s," says Matthew Avison, reader in molecular biology at Bristol University. "However, its toxic side-effects made it unpopular with doctors. So it was taken up by vets and used in animals. But as resistance – in humans – to other antibiotics has spread, doctors have returned to colistin on the grounds that it was better than nothing."

50 But the antibiotic's widespread use as a growth promoter for poultry and pigs in Asia had – by this time – encouraged the evolution of resistant strains and these have now spread to humans. "Colistin was a drug we discarded and gave to the vets and now, all of a sudden, we expect that we can take it back again," said Avison. "However, the genie is already out of the bottle."

55 The position is summed up by Lance Price, an antibiotic researcher at George Washington University in Washington DC. "Superbugs are gaining strength because we continue to squander these precious medicines through overuse in human medicine and as cheap production tools in animal agriculture."

This passage continues on the next page.

60 Bans on the agricultural use of antibiotics like colistin are being imposed in Asia but have come far too late to be effective, a problem acknowledged by Lord Jim O'Neill, whose report to the UK government on antimicrobial resistance was published last year. "When we were putting our report together, colistin resistance was considered to be a problem that would not affect us for some time. Now we find it has already spread all over the place."

65 The report that was overseen by O'Neill put forward a number of proposals to stop antibiotic resistance from overwhelming health services. In particular, it argued that drug companies should now foot the bill for the development of new antibiotics and that patients should not be allowed to get them without a test to ensure they are needed. O'Neill said that the development of rapid diagnostic tests on patients – which would establish whether an antibiotic was necessary and, if so, which kind – must now be an urgent priority.

70 The proposal is popular, although Professor Alastair Hay of Bristol University counselled caution. "It is a very good idea, but we should note that a new type of diagnostic test like this will also add time and work for our already overburdened health service," he points out.

75 Then there is the issue of travel, one of the biggest problems we face over the spread of antimicrobial resistance, according to Davies, who has spearheaded Britain's part in the battle to fight its spread around the world.

80 "One Swedish study followed a group of young backpackers who went off on holiday to different parts of the world. None had resistant bacteria in their guts when they left. On their return a quarter of them had picked up resistant bugs. That shows the pervasive nature of the problem we face," she said.

Tourism, personal hygiene, farming, medical practice – all are affected by the issue of antibiotic resistance, and effective and speedy solutions are needed to tackle the crisis.

85 "In the end, the problem posed to the planet by antimicrobial resistance is not that difficult," says O'Neill. "All that is required is to get people to behave differently. How you achieve that is not so clear, of course."

Adapted from: www.theguardian.com

1. Which of the following two sentences is simple, and which is complex? Give reasons for your answer:
 - a. One Swedish study followed a group of young backpackers who went off on holiday to different parts of the world.
 - b. On their return, a quarter of them had picked up resistant bugs. (2)
2. 'The arithmetic is stark and disturbing.' Identify the word classes to which the **FOUR** underlined words belong. An example based on the word, 'arithmetic', is provided to guide you:

'arithmetic' is a noun. (2)
3. Explain the link between the headline of the article and the image. (3)
4. One way in which the writer supports the points he makes in the text about the dangers of the resistance to antibiotics is by citing authorities in the field, such as Chief Medical Officer, Sally Davies. Identify **TWO** other writing strategies used for the same purpose. Illustrate with examples. (4)
5. Why is colistin known as 'the antibiotic of the last resort' (line 6)? (2)

6. Identify **TWO** concrete solutions mentioned in the text that could help solve the problem of antibiotic resistance. (2)
7. Discuss the structural relationship that the ninth and tenth paragraphs (lines 38-50) have with the eighth paragraph (lines 30-37). (3)
8. Why are bans on the agricultural use of antibiotics in Asia considered to 'have come far too late to be effective' (lines 60-61)? (2)
9. In a paragraph of between 80 and 100 words, summarise the factors that are leading to the growing resistance to antibiotics and the problems related to this, as mentioned in the article. (10)

(Total: 30 marks)

Please turn the page.

SECTION C: LITERARY AWARENESS

Choose only ONE question. The response must amount to a total of 500 words (+/- 10%).

EITHER

1. Write about the personality traits of **ONE** main character and explain how these traits are central to the development of the story.

OR

2. It must be near daylight now. The room is very close and hot because of the fire. Alligator still watches the wall from time to time. Suddenly he becomes greatly interested; he draws himself a few inches nearer the partition, and a thrill runs through his body. The hair on the back of his neck begins to bristle, and the battle-light is in his yellow eyes. She knows what this means, and lays her hand on the stick. The lower end of one of the partition slabs has a large crack on both sides. An evil pair of small, bright, bead-like eyes glisten at one of these holes. The snake – a black one – comes slowly out, about a foot, and moves its head up and down. The dog lies still, and the woman sits as one fascinated. The snake comes out a foot further. She lifts her stick, and the reptile, as though suddenly aware of danger, sticks his head in through the crack on the other side of the slab, and hurries to get his tail round after him. Alligator springs, and his jaws come together with a snap. He misses this time, for his nose is large, and the snake's body close down on the angle formed by the slabs and the floor. He snaps again as the tail comes round. He has the snake now, and tugs it out eighteen inches. Thud, thud comes the woman's club on the ground. Alligator pulls again. Thud, thud. Alligator pulls some more. He has the snake out now – a black brute, five feet long. The head rises to dart about, but the dog has the enemy close to the neck. He is a big, heavy dog, but quick as a terrier. He shakes the snake as though he felt the original curse in common with mankind. The eldest boy wakes up, seizes his stick, and tries to get out of bed, but his mother forces him back with a grip of iron. Thud, thud – the snake's back is broken in several places. Thud, thud – its head is crushed, and Alligator's nose skinned again.

She lifts the mangled reptile on the point of her stick, carries it to the fire, and throws it in; then piles on the wood and watches the snake burn. The boy and the dog watch too. She lays her hand on the dog's head, and all the fierce, angry light dies out of his yellow eyes. The younger children are quieted, and presently go to sleep. The dirty-legged boy stands for a moment in his shirt, watching the fire. Presently he looks up at her, sees the tears in her eyes, and, throwing his arms around her neck, exclaims:

"Mother, I won't never go drovin'; blast me if I do!"

And she hugs him to her worn-out breast and kisses him; and they sit thus together while the sickly day-light breaks over the bush.

- a. Comment on how Henry Lawson uses language effectively to capture this moment of tension and eventual relief in 'The Drover's Wife'. (13)
- b. With close reference to the story, show how the struggle with the snake is just one of the challenges faced by the wife. (17)

(Total: 30 marks)