



SUBJECT: **English**
PAPER: Oral
DATE: 27th March 2019
TIME: P.M.

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 do you spend your free time in winter?
2. Given the opportunity, which winter sport would you try to practice? Why?
3. What did you do on your last birthday?
4. Which other day of the year do you deem important? Why?

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

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

Thank you. Now we shall proceed to Part 2.

(Total: 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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. 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 pictures. You have about one minute, so don't worry if I stop you.



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

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

The examiner tells the candidate:

You've described two pictures which focus on eating. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why do we enjoy eating together?
2. How important is food in bringing communities together?
3. What other ways do people enjoy spending time together?
4. Where are some of the best places to enjoy a meal together?

[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. Society does not value art as much as it does science.
2. Young people typically do not care about global current affairs.
3. Our educational system prizes studying more than learning.
4. Malta is very limited in terms of entertainment venues.
5. Some people base their lifestyle choices on a comparison with others.

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: 27th March 2019
TIME: P.M.

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. Society does not value art as much as it does science.
2. Young people typically do not care about global current affairs.
3. Our educational system prizes studying more than learning.
4. Malta is very limited in terms of entertainment venues.
5. Some people base their lifestyle choices on a comparison with others.

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: 27th March 2019
TIME: P.M.

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. Society does not value art as much as it does science.
2. Young people typically do not care about global current affairs.
3. Our educational system prizes studying more than learning.
4. Malta is very limited in terms of entertainment venues.
5. Some people base their lifestyle choices on a comparison with others.

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: 28th March 2019
TIME: P.M.

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. Do you enjoy travelling? Why / Why not?
2. Where would you most like to travel to?
3. What do you hope to be doing this time next year?
4. Did you find time to rest during the exam period?

[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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. 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 pictures. You have about one minute, so don't worry if I stop you.



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

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

The examiner tells the candidate:

You've described two pictures which focus on people greeting each other. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Are first impressions important when meeting new people?
2. Is body language as important as verbal language when meeting new people?
3. Is it always easy to meet people from different cultures?
4. Does the internet make meeting new people easier or harder?

[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. Young people have unrealistic lifestyle expectations because of social media.
2. Most romantic relationships are short-lived.
3. Showing respect towards different belief systems is still difficult for some people.
4. Too many people are obsessed with a consumeristic lifestyle nowadays.
5. Caring for the environment should be every individual's responsibility.

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 March 2019
TIME: P.M.

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. Young people have unrealistic lifestyle expectations because of social media.
2. Most romantic relationships are short-lived.
3. Showing respect towards different belief systems is still difficult for some people.
4. Too many people are obsessed with a consumeristic lifestyle nowadays.
5. Caring for the environment should be every individual's responsibility.

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: 28th March 2019
TIME: P.M.

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. Young people have unrealistic lifestyle expectations because of social media.
2. Most romantic relationships are short-lived.
3. Showing respect towards different belief systems is still difficult for some people.
4. Too many people are obsessed with a consumeristic lifestyle nowadays.
5. Caring for the environment should be every individual's responsibility.

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: 29th March 2019
TIME: P.M.

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. Where do you study best?
2. What was your favourite subject at school?
3. How much do you enjoy learning new skills?
4. What's the most interesting thing you've encountered while studying?

[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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. 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 pictures. You have about one minute, so don't worry if I stop you.



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

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

The examiner tells the candidate:

You've described two pictures which focus on people practising sports. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Is running the best sport for keeping fit? Why? / Why not?
2. Is it always important to keep fit? Why? / Why not?
3. What are some other ways of keeping fit and healthy?
4. Is sports for everyone? Why? / 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)

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. Technology gives us easier access to the music we like.
2. Conflict is one of the main reasons for people's displacement from their homes.
3. Saving money for a rainy day is currently more important than it was in the past.
4. The media influences many aspects of our day-to-day lives.
5. Contemporary society seems to have given up its responsibility for the environment.

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: 29th March 2019
TIME: P.M.

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. Technology gives us easier access to the music we like.
2. Conflict is one of the main reasons for people's displacement from their homes.
3. Saving money for a rainy day is currently more important than it was in the past.
4. The media influences many aspects of our day-to-day lives.
5. Contemporary society seems to have given up its responsibility for the environment.

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: 29th March 2019
TIME: P.M.

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. Technology gives us easier access to the music we like.
2. Conflict is one of the main reasons for people's displacement from their homes.
3. Saving money for a rainy day is currently more important than it was in the past.
4. The media influences many aspects of our day-to-day lives.
5. Contemporary society seems to have given up its responsibility for the environment.

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 April 2019
TIME: P.M.

SESSION 4

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 was the last film you watched?
2. Do you enjoy binge watching series? Why / Why not?
3. How did you spend the day when you last took time off from your studies / work?
4. What is your ideal break?

[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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. 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 pictures. You have about one minute, so don't worry if I stop you.



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

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

The examiner tells the candidate:

You've described two pictures which focus on beaches. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Are crowded beaches a good sign? Why? / Why not?
2. Is tourism placing a strain on different environments or habitats?
3. Describe some ways humans are trying to minimise their impact on the environment.
4. Are beach holidays the most relaxing holidays? Why? 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)

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. A career in music is still too difficult for most aspiring artists.
2. Schools do not do enough to encourage young people to take up sports.
3. Many people fail to appreciate the value of religious beliefs.
4. The news can sometimes be very dispiriting.
5. Our obsession with plastic is rapidly ruining the world we live in.

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 April 2019
TIME: P.M.

SESSION 4

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. A career in music is still too difficult for most aspiring artists.
2. Schools do not do enough to encourage young people to take up sports.
3. Many people fail to appreciate the value of religious beliefs.
4. The news can sometimes be very dispiriting.
5. Our obsession with plastic is rapidly ruining the world we live in.

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 April 2019
TIME: P.M.

SESSION 4

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. A career in music is still too difficult for most aspiring artists.
2. Schools do not do enough to encourage young people to take up sports.
3. Many people fail to appreciate the value of religious beliefs.
4. The news can sometimes be very dispiriting.
5. Our obsession with plastic is rapidly ruining the world we live in.

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: 2nd April 2019
TIME: P.M.

SESSION 5

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 do you spend your evenings when you're with friends?
2. What do you hope to be doing in two years' time?
3. Where do you enjoy going with family or friends?
4. What have you enjoyed most about studying for A levels?

[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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. 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 pictures. You have about one minute, so don't worry if I stop you.



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

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

The examiner tells the candidate:

You've described two pictures which focus on shopping. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why do people often enjoy shopping?
2. Is it important to support local business? Why? / Why not?
3. Is online shopping going to take over the way we shop? Why? / Why not?
4. Is technology going to change the way we spend and save our money? Why? / 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)

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. Long hours at work are harming people's ability to enjoy other activities.
2. Inspiring teachers can leave a huge impact on young people's lives.
3. Every one of us is a custodian of the environment for future generations.
4. Journalists have exciting jobs because they cover the news events that matter.
5. For some people, making friends is very difficult.

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: 2nd April 2019
TIME: P.M.

SESSION 5

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. Long hours at work are harming people's ability to enjoy other activities.
2. Inspiring teachers can leave a huge impact on young people's lives.
3. Every one of us is a custodian of the environment for future generations.
4. Journalists have exciting jobs because they cover the news events that matter.
5. For some people, making friends is very difficult.

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: 2nd April 2019
TIME: P.M.

SESSION 5

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. Long hours at work are harming people's ability to enjoy other activities.
2. Inspiring teachers can leave a huge impact on young people's lives.
3. Every one of us is a custodian of the environment for future generations.
4. Journalists have exciting jobs because they cover the news events that matter.
5. For some people, making friends is very difficult.

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: 20th May 2019
TIME: 4:00 p.m. to 7:05 p.m.

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

SECTION A: WRITTEN

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

1. After being abroad on a school trip, you have been asked to contribute a written piece to the school's website. Write a description of the city you visited.
2. A local charity is planning to publish a book of creative writing entitled 'Journeys'. Write a short story for this book.
3. You have recently read an article in the local newspaper in which a columnist argued that young people desire wealth and fame more than anything else. Write a formal letter addressed to the newspaper editor expressing your opinion on this matter.

Sender's details:

Use this fictional name: Aaron Pace

Use this address: 21, Main Street, Rabat, RBT 1083, Malta

Recipient's details:

Use this address: Malta Connect, Vanguard Building, Valletta, VLT 1003, Malta

Recipient's details: Use this email address: gemma.white@y2y.com

4. Global issues are everyone's concern. Discuss.
5. Not many young people do voluntary work in Malta. How can this issue be addressed?
6. You form part of a committee responsible for organising an international youth assembly taking place in Malta next year. After having visited a number of possible venues, the committee has identified a hotel where it would like to hold the event. In order for approval to be granted by the European agency that is funding the event, an evaluation of the venue needs to be submitted.

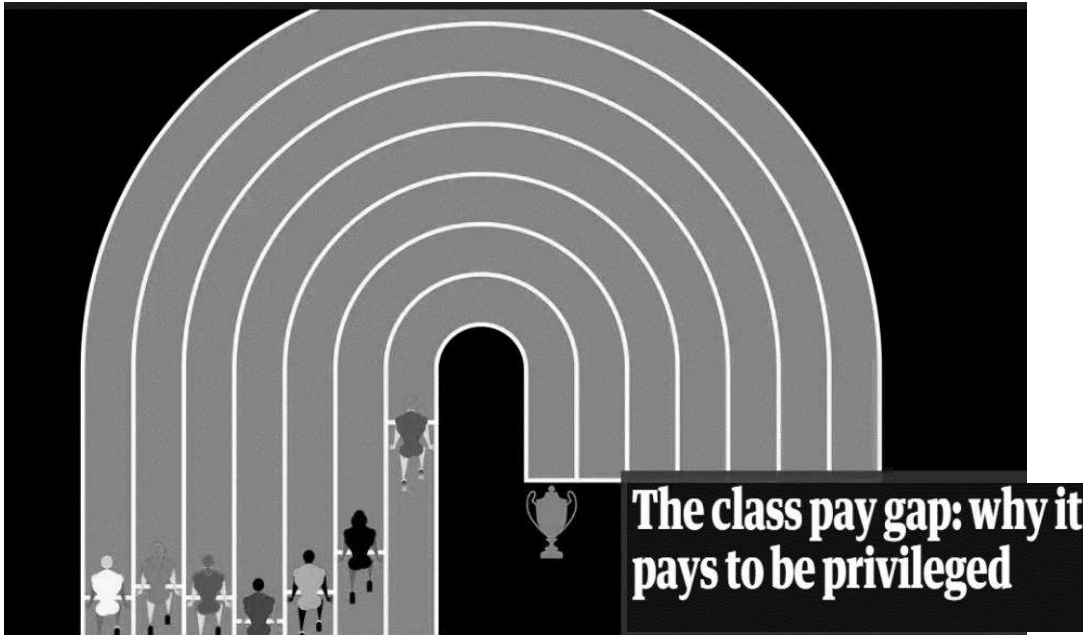
Write a report addressed to the chairperson of the European agency. In the report you might consider focusing on:

- the positive and negative aspects of the venue and its services;
- why you think this venue should be chosen;
- how the venue might ensure the success of the event.

(Total: 30 marks)

SECTION B: READING AND LANGUAGE AWARENESS

Read the following passage and answer the questions given below.



The class pay gap: why it pays to be privileged

Mark has one of the most coveted jobs in television. As a senior commissioner at one of Britain's biggest broadcasters, he controls a budget extending to the millions. At just 39, Mark is young to wield such power. After making his name as a programmemaker, he initially became a commissioner at a rival broadcaster before being headhunted five years ago. A string of hits later, he is now one of the industry's biggest players.

Yet when we met Mark, and invited him to narrate his career in his own words, a very different account emerged. It is not that he disavowed his success; he is clearly proud of what he has achieved. But what is striking is Mark's acknowledgment that his upward trajectory, particularly its rapid speed and relative smoothness, has been contingent on "starting the race" with a series of profound advantages. He is certainly from a privileged background. His parents were both successful professionals and he was educated at one of London's top private schools before going on to Oxford.

"It is not like I think I am rubbish," he said towards the end of our interview. "I've seen lots of peers with greater networks and privilege fail because they just weren't good enough. But at the same time, it is mad to pretend there's not been an incredibly strong following wind throughout my career."

This idea of a "following wind", a gust of privilege, gets to the heart of what we call the class ceiling. It neatly captures the propulsive power provided by an advantaged class background – how it acts as an energy-saving device that allows some to get further with less effort – deftly shaping career trajectories, delineating what courses of action are possible, what kind of support is available, and how one's "merits" are perceived by others.

But thinking about privilege as a prevailing wind is not just an obsession about getting to the top; our class backgrounds do not matter only in relation to who has the top salaries, or the most powerful jobs. Instead, privilege affects all sorts of life outcomes, in all sorts of ways and all parts of the class structure. And in each of these domains, the key issue is that when the following wind of privilege is misread as merit, the inequalities that result are legitimised. This leads those who have been fortunate to believe they have earned it on their own, and those who have been less fortunate to blame themselves.

30 But is getting ahead in contemporary Britain really just a matter of merit; of “legitimate fortune”? Well, having spent the past five years researching who gets in and who gets on in Britain’s elite occupations, our answer is a resounding no. Only 10% of those from working-class backgrounds make it into Britain’s higher managerial, professional or cultural occupations.

35 And access is particularly restricted in areas such as medicine, law and journalism. Only 6% of doctors, for example, are from working-class backgrounds, while the figure among the workforce as a whole is 33%. Some of this can be explained by the advantages enjoyed by those who follow directly in their parents’ footsteps. If you have a parent who is a doctor, you are 24 times more likely to become a doctor.

40 Still, it is important that we don’t fixate on this issue of access. We wanted to shift the debate – from getting in to getting on, and what we found was striking. In contemporary Britain, it quite literally pays to be privileged. Even when those from working-class backgrounds are successful in entering the country’s elite occupations, they go on to earn, on average, £6,400 less than colleagues whose parents did “middle-class” professional or managerial jobs – a nearly 16% class pay gap.



45 These numbers are certainly concerning. But it is important not to jump to the conclusion that that they are entirely driven by class prejudice and discrimination. Education does explain some of the gap. Those from privileged backgrounds tend to have higher qualifications and attend more prestigious universities, both of which are associated with higher earnings. Yet significantly, even Oxford and Cambridge, supposedly the ultimate sorting houses of academic ability, do not wash away the advantages of class origins. Graduates from privileged backgrounds still go on to earn £5,000 a year more than their working-class peers.

50 To investigate what mechanisms are at work we brokered access to a number of elite firms, conducting 175 interviews, and this revealed a number of hidden mechanisms that propel the privileged forward.

55 People tend to presume that career progression rests solely on the labour of individuals. Yet our interviews revealed that people rarely progress in elite occupations based on their own efforts alone. Instead, very often, when our interviewees narrated decisive moments in their careers there were others in their stories who provided a significant hand up. Such help tends to come from two directions.

60 First, we consistently saw the profound advantages afforded to those who can draw upon “the bank of mum and dad”. This kind of financial patronage is pivotal in propelling careers forward. Here money acts as an important early career lubricant, allowing the privileged to manoeuvre into more promising career tracks, resist exploitative employment and take risky

opportunities. In contrast, those who lack the insulation of family money described the day-to-day of making a living in these areas a kind of economic chaos.

65 Yet a helping hand does not always push from behind or below. In many elite occupations, support is more likely to come from above. And instead of economic it is often social – in the form of sponsorship. This process is simple; a senior leader identifies a junior protege and then fast-tracks their career by brokering job opportunities, allocating valuable work or advocating on their behalf. We discovered that sponsor relationships were rarely established on the basis of
70 work performance. Instead, they were almost always forged, in the first instance, through a sense of class-cultural affinity – shared humour, taste or lifestyle.

This also fundamentally complicates our understanding of “merit”. Merit is not only assumed to be the sole property of individuals. A key theme running through our research is that merit has to be continually demonstrated in the workplace, and others – especially senior
75 decisionmakers – have to be persuaded of its value. And the key point here is that supposedly objective measures of merit are often actually received, assessed and valued very differently according to how they are performed. Some performances “fit”, in other words, and others do not.

To understand “fit”, it is first important to understand the dominant behavioural codes that
80 prevail in elite occupations. These are rooted in the history of these occupations, in what type of people have done this work in the past and how, over time, they have been successful in embedding their own ideas about the “right” way to be at work.

We would argue that this ability to land merit plays a critical role in erecting, and maintaining, Britain’s class ceiling. Of course we don’t mean to say there is no such thing as talent, or that career success is unrelated to individual skill or ability. Instead, our key point is that the identification of merit, as in Mark’s case, is inextricably intertwined with the way it is executed, facilitated, and recognised. We can raise wider questions about an economic system that too often allocates profoundly unequal rewards based on the accident of social origin.

(Adapted from: www.theguardian.com)

Answer all questions. With the exception of Questions 1(b), (c) and (d), use your own words at all times. Write accurately and with clarity.

1. ‘His parents were both successful professionals and he was educated at one of London’s top private schools before going to Oxford’ (lines 10 – 12).
 - a) Explain why the above is a compound sentence.
 - b) Copy the two subjects in the above sentence.
 - c) Copy one adverbial phrase and one adverbial clause from the sentence.
 - d) Identify the word class for each of the two underlined words in ‘were both successful professionals’. (4)
2. Explain the link between the title of this article and the two images. (3)
3. In this text, the authors make a strong argument that, when it comes to success, it pays to be privileged. Identify **THREE** strategies used by the authors to support their argument.(4)
4. In what way is Mark’s understanding of his success not typical of those who, like him, come from a privileged background? (2)
5. According to the writers, what is the relationship between education, one’s social background and the income one eventually earns? (2)
6. Explain the organisational pattern of paragraph 6 (lines 29 – 32) and the link between paragraph 6 and paragraph 7 (lines 33 – 37). (3)

7. What do the writers mean when they speak of 'fit' in the elite occupations? (2)
8. In a paragraph of between 80 and 100 words, summarise how being born privileged helps in becoming successful. (10)

(Total: 30 marks)

SECTION C: LITERARY AWARENESS

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

EITHER

1. In 'The Teddy-Bears' Picnic' and 'Mother's Help', the male protagonists psychologically imprison their female victims. Discuss. (30)

OR

2. When the results appeared in the morning papers, Rakesh scanned them barefoot and in his pajamas, at the garden gate, then went up the steps to the verandah where his father sat sipping his morning tea and bowed down to touch his feet.

"A first division, son?" his father asked, beaming, reaching for the papers.

"At the top of the list, papa," Rakesh murmured, as if awed. "First in the country."

Bedlam broke loose then. The family whooped and danced. The whole day long visitors streamed into the small yellow house at the end of the road to congratulate the parents of this *Wunderkind*, to slap Rakesh on the back and fill the house and garden with the sounds and colors of a festival. There were garlands and halwa, party clothes and gifts (enough fountain pens to last years, even a watch or two), nerves and temper and joy, all in a multicolored whirl of pride and great shining vistas newly opened: Rakesh was the first son in the family to receive an education, so much had been sacrificed in order to send him to school and then medical college, and at last the fruits of their sacrifice had arrived, golden and glorious.

To everyone who came to him to say "*Mubarak*, Varmaji, your son has brought you glory," the father said, "Yes, and do you know what is the first thing he did when he saw the results this morning? He came and touched my feet. He bowed down and touched my feet." This moved many of the women in the crowd so much that they were seen to raise the ends of their saris and dab at their tears while the men reached out for the betel-leaves and sweetmeats that were offered around on trays and shook their heads in wonder and approval of such exemplary filial behavior. "One does not often see such behavior in sons any more," they all agreed, a little enviously perhaps. Leaving the house, some of the women said, sniffing, "At least on such an occasion they might have served pure ghee sweets," and some of the men said, "Don't you think old Varma was giving himself airs? He needn't think we don't remember that he comes from the vegetable market himself, his father used to sell vegetables, and he has never seen the inside of a school." But there was more envy than rancor in their voices and it was, of course, inevitable—not every son in that shabby little colony at the edge of the city was destined to shine as Rakesh shone, and who knew that better than the parents themselves?

- a) Grounding your answer in the gobbet, explain how Anita Desai uses language to present the celebratory moment at the beginning of the story. (13)

- b) With reference to the whole story, explain how Anita Desai explores the different perspectives that affect relationships in the narrative. (17)

(Total: 30 marks)