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SUBJECT: **English**  
DATE: 23<sup>rd</sup> May 2022  
TIME: 4:00 p.m. to 7:05 p.m.

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

**SECTION A: WRITTEN**

**(Total: 30 marks)**

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

1. You are doing some research on an old grand property that has been lovingly cared for by the same family for five generations. The current owners, a brother and sister in their seventies whom you have never met, have agreed to give you a rare interview. Describe these two characters and your impression of them.
2. Rummaging in an old wooden box in the garage, your ten-year-old grandson discovers a strange looking artefact made of wood, metal and rope. It is something you have nearly forgotten about, but when you see it, the memory of a wondrous experience from your teenage years comes rushing back. Narrate the story of how you came to be in possession of the item.
3. 'The public's obsession with celebrities reflects the public's interest in society's norms and values.' Discuss.
4. In Malta, the rate of early school leavers has decreased over the years, going down from 23.8% in 2010 to 16.7% in 2020. Unfortunately, according to figures issued by Eurostat, 16.7% still placed Malta as the country with the highest percentage of early school leavers in 2020. Write an essay focusing on solutions that may possibly encourage and help potential school leavers to further their studies.
5. You form part of a committee of an ever-growing youth group in your community. The building you are currently using is becoming too small for the group and the local council has offered you a much larger building. Unfortunately, the building, though structurally safe, has not been used for many years and needs some serious attention. The local council has challenged your group to start improving the premises but also promised it would help in whatever you need. With volunteers working to improve the site for a couple of months, a lot of progress has been made but there are a few things with which your group would require assistance.

Write an informative report to the local council explaining what has been achieved so far and how the local council may help. In the report you might consider focusing on:

- the improvements you and the volunteers made to the building;
- which aspects of the building still require attention;
- how the local council could assist to complete the project.

**SECTION B: READING AND LANGUAGE AWARENESS****(Total: 30 marks)****Read the following passage and answer the questions given below.**

An article by Elizabeth Bartholet published in the May-June 2020 issue of *Harvard Magazine* sent shockwaves through the homeschooling community. At the top of the article, entitled "The Risks of Homeschooling", is a drawing of a forlorn girl looking out of the barred windows of a tiny house where one of the walls is composed of books labelled "Reading, Writing, Arithmetic, and Bible".

- 5 What she sees outside are children — presumably public-school children — joyfully skipping, chasing, and in other ways playing.



Illustration by Robert Neubecker

(Source: [www.harvardmagazine.com](http://www.harvardmagazine.com))

- 10 The article then goes on to summarize the view of Elizabeth Bartholet, a law professor who contends that homeschooling should either be banned or severely regulated. The words in the article misrepresent homeschooling to such a degree that, if I did not know better, I would think it was satire. So, I decided to read the 80-page article that Bartholet had published entitled "Homeschooling: Parents' Rights Absolutism vs. Child Rights to Education and Protection".

- 15 Before summarizing what is wrong with Bartholet's arguments, let me start by agreeing with her on one point. It is true that some parents who are seriously neglectful of their children use homeschooling as a cover. Neglect, be it educational, social or psychological is a very serious problem and I believe, as does Bartholet, that the state has an obligation to protect children in such situations. The state needs to have clear and reasonable definitions of neglect and means to enforce laws against such neglect in all families, whether they are homeschooling families, public schooling families, or private schooling families. But that is the end of my agreement with Bartholet.

20 I have chosen to organize my case against Bartholet's case against homeschooling by focusing on three terms that she uses in the title of her article: *Child rights, child protection, and education*.

Bartholet contends that children have the *right* to government-enforced compulsory schooling. Think about that for a moment. A right that they cannot refuse. A perfect example of  
25 doublespeak if ever there was one. Somehow, according to Bartholet's logic, a state that forces children to attend the state schools is respecting children's rights, but a family that offers their child the option of homeschooling is not.

It is obvious that compulsory schooling (which literally means forced schooling) is an assault on children's liberty. Children are required to go to school, and in school, they are not free. They  
30 are told exactly where they must be and what they must do almost every moment; freedom of speech and assembly are banished; they have no say in the rules they must follow; and when they are accused of violating a rule, there is no due process in determining guilt or innocence or what their punishment will be.

Sometimes people say that a child's experience at school is like an adult's at work, but that  
35 is a delusion. A job might sometimes feel like prison to some adults, but adults are not forced by law to work at a particular job, and adults are always free to quit. Forced work is illegal for adults; it is called slavery. I do not know of any adults who would willingly accept a job where they are so tightly micromanaged as children are at school; a job where you cannot talk with your co-workers, cannot leave your seat without permission, and are continuously monitored, tested, and  
40 compared with your co-workers in a manner that seems almost deliberately designed to shame. More than a century ago we banned full-time child labour for children, believing it was not good for them. But now schooling has become, in time commitment, the equivalent of a full-time job and something worse than the kind of full-time job that adults would tolerate.

Another right that I think should be enshrined is the child's right to be a child. Children are  
45 by nature curious and playful. There is a reason for that. Self-directed exploration and play are how they learn. Children were designed by nature to educate themselves by playing and exploring. And yet our schools shut off these natural ways of learning. Homeschooling is a way to open them up.

As I said, I deplore child abuse in all forms, and I agree with Bartholet that we need better  
50 protection against the abuse that occurs within families. What Bartholet overlooks is that school itself can be abusive and that many families who remove their children from school are doing so precisely to protect them from abuse. The harm that forced schooling can do has been documented in many research studies. Such research has, for example, shown that children are less happy in school than in any other setting in which they regularly find themselves so much so  
55 that hair cortisol level (a measure of chronic stress) was significantly higher in children two months after they started kindergarten compared to two months before they started. Also, school-aged teenagers are the most stressed-out people in America with 83% of them citing school as a major source of their stress if not the major source. It is therefore not surprising that, when adults are asked about traumatic experiences in their childhood the most commonly reported instances  
60 are neglect that occurred in school, primarily from teachers.

Bartholet claims that most families that homeschool are doing so for religious reasons which she equates with narrow mindedness; but the only systematic nationwide data on reasons for  
homeschooling indicate that a far more common reason is to protect children from harm. In their most recent nationwide survey (2016), the U.S. Department of Education found that only 12% of  
65 homeschooling families reported homeschooling primarily for religious reasons. In contrast, 29% cited their concern about the lack of safety of the school environment as their primary reason and 74% cited that as one of the reasons. Other common reasons checked included the special needs of the children, which the school could not meet, and illness or physical disabilities that the school could not appropriately accommodate. On the basis of available evidence, it is absurd to believe

70 that the total amount of hurt done to children would go down rather than up if homeschooling were outlawed.

Bartholet, in her article, contends that one of the ways that homeschooling abuses children is by depriving them of an education. She argues, essentially, that if homeschooling is allowed at all it should be allowed only for families where a parent is qualified to teach the standard school  
75 curriculum and that homeschooled children should be tested regularly by the state to be sure they are learning that curriculum. Apparently, to Bartholet, education is whatever the state decides to include in their curriculum, and children who are not learning those particular things, on the state's schedule, are not getting an adequate education.

80 What really is an education? That is something to which I have given a lot of thought. Our team at the Alliance for Self-Directed Education defines education as follows: 'Education is the sum of everything a person learns that enables that person to live a satisfying and meaningful life.' I think that is a really meaningful, practical definition. Now, think honestly here, how much of education, by that definition, actually occurs in school? And, how much of what is supposed to be learned in school actually contributes to education, so defined?

85 The amount of knowledge and valued skills in our world keeps going up. Nobody can learn more than a tiny sliver of it. What possible sense does it make to believe that everyone should learn the same sliver? We are much better off with diversity. What is a satisfying and meaningful life for Person A is not the same as that for Person B. Our standard schools do not account at all for these differences; they force everyone to learn the same things, at the same pace, regardless  
90 of interest, regardless of need, regardless of the harm caused by forced learning. Homeschooling, properly done, allows children to discover and pursue their own interests and in that way achieve a real education.

(Adapted from: [www.psychologytoday.com](http://www.psychologytoday.com))

**Answer all the questions. With the exception of Questions 1, 4(a), and 5(b), use your own words at all times. Write accurately and with clarity.**

1. Read the sentence below and attempt any four tasks (a, b, c, d, e, f and g).  
Write each of your answers on a separate line.

'An article by Elizabeth Bartholet published in the Harvard Magazine sent shockwaves through the homeschooling community' (lines 1-2).

- a) Write **TWO** Abstract Nouns from the sentence.
- b) Write the Object in the sentence.
- c) What Part of Speech (Word Class) is 'homeschooling'?
- d) Which is the Main Verb in the sentence?
- e) Which sequence of words functions as an Adverbial Phrase in the sentence?
- f) Write a Pronoun to replace the Subject of the sentence.
- g) Briefly explain why this is a Complex sentence. (4)

2. The article by Peter Gray may be broadly divided into two parts (has a two-part structure) with the second part further divided into three subparts. Using **ONE** sentence for each of the four parts, explain the purpose of each part in the article. (4)

3. Peter Gray's position on homeschooling is so different to that of Elizabeth Bartholet that he writes, 'if I did not know better, I would think it was satire' (lines 9-10). Using your own words, explain this conclusion by Gray about Bartholet's article. (3)

4.
  - a. What is the title of the article that originally included the image as reproduced here on p.2?
  - b. Using your own words, write **THREE** separate complete sentences to show how the image reflects Bartholet's opinion on homeschooling. (3)
5.
  - a. Why do you think Gray accuses Bartholet of 'doublespeak' (line 25)?
  - b. How does the language used by Gray emphasise the idea of children's rights in lines 28–33? To support your explanation, your answer should include examples of words and phrases from the text (lines 28–33). (4)
6. How does Gray challenge Bartholet's argument that schools definitely offer better protection for children? (2)
7. Limiting your answer to the last three paragraphs (lines 72–92) of the text, summarise in a single paragraph of between 80 and 100 words Gray's idea of the education children should benefit from. (10)

***Please turn the page.***

**SECTION C: LITERARY AWARENESS****(Total: 30 marks)****Choose only ONE question. The response must amount to a total of 500 words (+/- 10%).****EITHER**

1. Authors repeatedly use symbolic elements such as objects, images or ideas to help develop the narrative. Discuss with reference to any one short story. (30)

**OR**

2. The anger which had hung about Edwin after the quarrel had never evaporated. It was in anger that he had telephoned his mother, and further anger had smacked at him when she'd said she hoped he would have a lovely time. What she had meant was that she'd told him so: marry a pretty little thing and before you can blink you're sitting down to tea with teddy-bears. You're a fool to put up with rubbish like this was what Deborah's father had meant when he'd said rather you than me.

Edwin did not lack brains and he had always been aware of it. It was his cleverness that was still offended by what he considered to be an embarrassment, a kind of gooeey awfulness in an elderly couple's garden. At school he had always hated anything to do with dressing up, he'd even felt awkward when he'd had to read poetry aloud. What Edwin admired was solidity: he liked Westminster and the City, he liked trains moving smoothly, suits and clean shirts. When he'd married Deborah he'd known—without having to be told by his mother—that she was not a clever person, but in Edwin's view a clever wife was far from necessary. He had seen a future in which children were born and educated; in which Deborah developed various cooking and housekeeping skills, in which together they gave nice dinner parties. Yet instead of that, after only six months, there was this grotesque absurdity. Getting drunk wasn't a regular occurrence with Edwin: he drank when he was angry, as he had on the night of the quarrel.

Mr Ainley-Foxleton was pottering about with his stick on the raised lawn, but Edwin took no notice of him. The old man appeared to be looking for something, his head poked forward on his scrawny neck, bespectacled eyes examining the grass. Edwin passed into the house. From behind the closed door he could hear the voices of Mrs Ainley-Foxleton and Mrs Bright, talking about buttercups. He opened another door and entered the Ainley-Foxletons' dining-room. On the sideboard there was a row of decanters.

Edwin discovered that it wasn't easy to drink from a decanter, but he managed it none the less. Anger spurted in him all over again. It seemed incredible that he had married a girl who hadn't properly grown up. None of them had grown up, none of them desired to belong in the adult world, not even the husbands and wives who hadn't been involved in the first place. If Deborah had told him about all this on that Saturday afternoon when they'd visited this house he even wondered if he would have married her.

- a. Limiting your answer to the given passage, explain how William Trevor uses language to convey Edwin's emotions at this point in the story. (13)
- b. In 'The Teddy-bears' Picnic', William Trevor uses the egoism of a dominant character to drive the narrative. Discuss. (17)