



SUBJECT:	<b>English and Communication (Listening)</b>
PAPER NUMBER:	Level 2-3
DATE:	27 <sup>th</sup> April 2023
TIME:	Approx. 20 minutes

**EXAMINER'S PAPER**

**INSTRUCTIONS TO EXAMINERS**

**Procedure during the session:**

**This is the SEAC English and Communication Listening Comprehension.**

- (1) Tell the candidates:  
**You are going to listen to a programme which is divided into TWO parts. Answer questions on BOTH parts on the booklet provided. You may answer the questions at any time during the session. First, you have TWO minutes to read the questions on Part 1.**  
 Give the candidates two minutes to read the questions on Part 1.

Part 1. First Reading.

- (2) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Part 1. Second and final reading.

- (3) Tell the candidates:  
**You have TWO minutes to complete your answers.**  
 Give the candidates two minutes to complete their answers.

- (4) Tell the candidates:  
**The TWO minutes are up. Kindly go to Part 2. You now have TWO minutes to read the questions on Part 2.**  
 Give the candidates two minutes to read the questions on Part 2.

Part 2. First Reading.

- (5) Tell the candidates:  
**You have THREE minutes to continue working on the questions.**  
 Give the candidates three minutes to continue working on the questions.

Part 2. Second and final reading.

- (6) Tell the candidates:  
**You have TWO minutes to complete your answers.**  
 Give the candidates two minutes to complete their answers.

This is the End of the Examination.

**Part 1:**

Sam: Hello. This is *6-minute English* from BBC Learning English, I'm Sam.

Rob: And I'm Rob. Now on Friday the 29th of June 1975, movie posters appeared in cinemas all over the USA with the now notorious words "You'll never go in the water again." So, do you know which movie was being promoted, Sam?

Sam: Yes, I think it was *Jaws*. Steven Spielberg's infamous horror movie, which terrified a generation with its story of a man-eating great white shark with a taste for revenge and for human flesh.

Rob: *Jaws* multiplied people's fascination with and fear of sharks.

Sam: But sharks' fearsome reputation is not based on facts. Most attacks on humans are cases of mistaken identity, where the shark mistakes a swimmer for fish. In recent years, the average annual number of worldwide deaths from shark bites was as low as four.

Rob: Today, sharks should be the apex predators of the ocean, the top predator that hunts and eats other animals but has no natural predator of its own.

Sam: Instead, over 100 million sharks are caught and killed each year, and thanks to this overfishing, many shark species are now endangered. We'll hear more soon, but first I have a question for you, Rob. Approximately how many different species of shark exist today? Is it A) 330 B) 530 or C) 730?

Rob: Well, I'll take a guess at B) 530.

Sam: OK, I'll reveal the correct answer later in the programme.

Rob: Now, as Sam mentioned, *Jaws* made many people nervous about swimming in the sea, largely thanks to scenes in the movie showing the shark biting swimmers in a frenzy of teeth and blood.

Sam: George Burgess has spent 40 years studying the cause of shark attacks in his job as director of the Florida Program for Shark Research. According to him, the movie's depiction of great whites is totally unrealistic as he told BBC World Service programme *The Inquiry*.

## **Part 2:**

Rob: In the movie, sharks are portrayed as vengeful creatures who recognise and try to kill individual people. The shark in *Jaws* had a grudge, a feeling of anger or hatred towards someone because of what they did in the past.

Sam: According to marine biologist George Burgess, this is nothing like the real behaviour of sharks in the wild. He says nothing could be further from the truth, an expression used to emphasize that something is not true at all.

Rob: The actual truth is that sharks have been perfectly designed by evolution for their ocean environment. In fact, they have hardly changed over the last 400 million years, making them even older than the dinosaurs.

Sam: Sharks' characteristic design, they're thin, teeth and skin allows them to thrive in their natural environment.

Rob: Sharks' skeletons are made of cartilage, not bone. Cartilage is a strong, flexible tissue which connects joints in the bodies of living creatures.

Sam: Feel for the bony material in the fold of your ear. Fat cartilage.

Rob: Not having bones allows sharks to be both flexible, able to bend without breaking, and agile able to move their body quickly and easily. Boneless, bendy and built for speed, sharks really are the perfect evolutionary design.

Sam: Yet overfishing and the cruel practice of finning, cutting off shark fins to make exotic soups and returning the wounded creature to the sea to die, are threatening shark numbers.

Rob: Which is why it's tragic that so many of their species are facing extinction. And speaking of shark species, what was the answer to your question, Sam?

Sam: Mmmm in my quiz question, I asked how many species of shark there are in existence.

Rob: Yeah, and I guess it was around 530 different species.

Sam: Which was the correct answer, Rob! And the variety of shark species is incredible. From giants, like the great White to the tiny dwarf lantern shark.

*(Source: <https://www.bbc.co.uk/programmes/>)*



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PAPER NUMBER: Level 2-3

DATE: 27<sup>th</sup> April 2023

TIME: 2 hours

**SECTION A: LISTENING**

**(Total: 40 marks)**

**You will listen to a programme in two parts. Answer all questions in Parts 1 and 2.**

**Part 1**

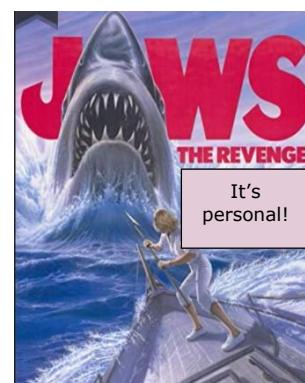
1. Fill in the table below with the missing number. (8)

	the year when <i>Jaws</i> started being advertised
	the average number of deaths caused by shark bites in the last few years
	the number of sharks preyed on in one year
	the number of years George Burgess spent on research

2. Tick (✓) the poster which best represents the way *Jaws* was advertised. (2)








3. Underline the correct answer. (8)

- a. How does Sam describe Steven Spielberg's horror movie *Jaws*?  
 i. widely known                      ii. rebellious                      iii. unpopular
- b. What happened to the people's interest in sharks after watching the movie *Jaws*?  
 i. it decreased                      ii. it remained the same                      iii. it increased
- c. Why do sharks attack humans?  
 i. for revenge                      ii. by mistake                      iii. for their taste
- d. The apex predators of the ocean are defined as predators that  
 i. do **not** prey on other animals  
 ii. are prey for bigger animals  
 iii. are **not** prey for other animals

4. Quote a phrase which shows that the shark in *Jaws* kills swimmers brutally. (2)

**Part 2**

5. Underline the correct answer. (6)
- a. The shark in the movie *Jaws* is seen as (unforgiving, friendly, crazy).
  - b. George Burgess believes that the movie *Jaws* gives us a (true, close, false) picture of the behaviour of sharks.
  - c. Over the last 400 million years, the evolution of sharks changed (completely, moderately, slightly).

6. Tick (✓) the **FOUR** characteristics which are true about sharks. (4)

Sharks are angry creatures that hate humans.	
Sharks are slim.	
Sharks can distinguish between humans.	
The shark's teeth and skin are perfect for their environment.	
The shark's body is made up of many bones.	
Sharks swim very fast.	
The shark's boneless structure makes it very flexible.	

7. List the **TWO** things which are causing sharks to decrease in number. (4)

- a. \_\_\_\_\_
- b. \_\_\_\_\_

8. Put the following points in the order you have listened to them. (4)

the different types of sharks in existence	
the shark as an endangered species	
the behaviour of the shark in the movie <i>Jaws</i>	
the physical features of sharks	

9. Tick (✓) the video you would most likely find in your feed after listening to this programme: (2)







**SECTION B: READING****Task B1: Please read Text 1 found in the Extracts booklet and answer ALL questions.****(Total: 40 marks)**

1. Underline the correct answer.

a. What is the purpose of this poster?

- i. to outline a set of rules to be followed at work
- ii. to advertise meditation services offered in the workplace
- iii. to give medical advice about work-related stress
- iv. to recommend mindfulness practices in the workplace (2)

b. Choose the best title for this poster.

- i. 10 ideas to get on well with your colleagues
- ii. 10 ways to be more self-aware at work
- iii. 10 simple steps for effective work management
- iv. 10 strategies good leaders should follow (2)

c. Which link would direct you to this poster?

- i. [www.safetyatwork.org](http://www.safetyatwork.org)
- ii. [www.righttherapy.com](http://www.righttherapy.com)
- iii. [www.manageyouranger.com](http://www.manageyouranger.com)
- iv. [www.creativejobs.org](http://www.creativejobs.org) (2)

2. Some of the subtitles in the poster are missing. Write down the number of the section (1 to 5) which best fits each subtitle.

SUBTITLE	SECTION
Be thankful	
Put up with what you can't change	
Be aware of yourself	
Slow down to speed up	
Be a single tasker	

(5)

3. Which of the actions below would you suggest for sections 6 to 10 in the poster?

ACTION	SECTION
Reflect on the benefits of pressure.	
Be in touch with your senses for some time.	
Set a timer which goes off three times a day to remind you to be awake and present to the here and now.	
Take on a new challenge you would normally avoid, that may stretch you a little.	
Thank a colleague who has helped you to be where you are today.	

(5)

***Please turn the page.***

**Task B2: Please read Text 2 found in the Extracts booklet and answer ALL questions.**

1. Underline the correct answer.
  - a. This article was written to
    - a. promote video games.
    - b. discuss the possible effects of gaming.
    - c. explain why youngsters should have different hobbies. (1)
  - b. Who would be interested in reading this text?
    - a. the parents of an adolescent
    - b. teenagers who are keen on video games
    - c. video game developers (1)
  - c. Under which tab would you find this text on an online newspaper?
    - a. Sport
    - b. Culture
    - c. Health (1)
2. This article starts off with Oliver’s story, but it is not about Oliver. Underline the reason which best explains the writer’s intention for mentioning Oliver.
  - a. The writer wants to prove that Oliver’s obsession could have been prevented.
  - b. The writer wants to show how guilty Oliver’s parents feel about their son’s death.
  - c. The writer wants to use Oliver’s story to warn the reader about the dangers of excessive gaming. (1)
3. Choose whether the facts listed below are true (T) or false (F) by circling the correct answer. Give reasons for your answers in the space provided underneath each statement

a.	Oliver started showing symptoms of gaming addiction during the year before his death.	T / F
Reason:		
b.	Oliver’s behaviour improved when he spent less time playing video games.	T / F
Reason:		
c.	According to the World Health Organisation, gaming for long periods of time causes a gaming disorder.	T / F
Reason:		
d.	Researchers concluded that violence in video games makes people aggressive.	T / F
Reason:		
e.	Young people in good mental health are not affected by video games.	T / F
Reason:		

(5)

4. List **THREE** types of people who are prone to take up gaming in order to deal with their problems.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_ (3)

5. a. Quote **ONE** sentence which states that using gaming to distract yourself from the difficulties you are facing, just puts your problems on hold for some time.

\_\_\_\_\_  
\_\_\_\_\_ (1)

b. Give **TWO** reasons why some researchers believe that stopping young people from gaming is a bad idea.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_ (1)

6. What do the words below refer to in the passage?

- a. his (line 4) \_\_\_\_\_
- b. it (line 14) \_\_\_\_\_
- c. those (line 26) \_\_\_\_\_
- d. they (line 51) \_\_\_\_\_ (2)

7. Between lines 35 and 42, find single words that match the following meanings as used in the passage.

- a. delicate \_\_\_\_\_
- b. problems \_\_\_\_\_
- c. proof \_\_\_\_\_
- d. completely \_\_\_\_\_ (2)

***Please turn the page.***





**SECTION C: WRITING****(Total: 40 marks)**

**Task C1: You are Andy Cauchi and you have just taken part in a sports festival at your school during which Jamie Abela, one of your teammates, was involved in an accident. The Head of School asked you to fill in an accident report form to give information about what happened. Fill in the form below with the requested details.**

(15 marks)

<b>ACCIDENT INFORMATION</b>	
Name of student involved in the accident:	
Date of accident:	Time of accident:
Location of accident:	
Additional persons involved (if any):	
Description of accident:	
<b>POLICE/MEDICAL ASSISTANCE</b>	
Was medical treatment provided? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> REFUSED	
If yes, where was medical treatment provided? <input type="checkbox"/> ON SITE <input type="checkbox"/> HOSPITAL <input type="checkbox"/> OTHER	
Were the police notified? <input type="checkbox"/> YES <input type="checkbox"/> NO	
If yes, was a report filed? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Action taken:	
<b>PERSON FILING REPORT</b>	
NAME:	DATE:
CLASS:	SIGNATURE:

***Please turn the page.***

**Task C2: You are Sam Vella and you attended the Food Festival which was organised by your local council. Write an email to the mayor, Ms Lilian Gauci, in which you give your praise for the event and recommend a similar one in the future.**

(25 marks)



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**SECTION B: READING**

***Please turn the page.***



**Text 1**

<p>1. _____ </p> <p>To be mindful at work means to be consciously present in what you're doing, while you're doing it, as well as managing your mental and emotional state.</p> <p><b>ACTION:</b> Be present in whatever you're doing, whether you consider it important, or not.</p>	<p><b>6. USE SHORT MINDFUL EXERCISES AT WORK</b> </p> <p>Even one minute of consciously connecting with one of your senses can be classified as a mindful exercise. You don't need to close your eyes. You don't even need to be sitting down.</p> <p><b>ACTION:</b> _____</p>
<p>2. _____ </p> <p>Nobody can actually multitask. Your brain is madly switching from one thing to the next, often losing data in the process.</p> <p><b>ACTION:</b> Challenge yourself to switch off your email notifications when working on an important task.</p>	<p><b>7. USE MINDFUL REMINDERS</b> </p> <p>Being on autopilot means that you're not fully present and awake to the opportunities and choices around you. By using some form of reminder, you can be mindful again. The reminder shakes you out of autopilot mode.</p> <p><b>ACTION:</b> _____</p>
<p>3. _____ </p> <p>Effective leaders, workers and entrepreneurs need to calm down and reflect to make the best decisions and actions.</p> <p><b>ACTION:</b> The next time you catch yourself rushing, stop. You'll save energy and make less mistakes too.</p>	<p><b>8. MAKE STRESS YOUR FRIEND</b> </p> <p>If you want to make stress your friend, you need to change the way you think about it and, in turn, your body's response to it. Mindfulness can help you achieve this change in perception.</p> <p><b>ACTION:</b> _____</p>
<p>4. _____ </p> <p>Actively practising gratitude makes you feel better and has a positive impact on your creativity, health, working relationships and quality of work.</p> <p><b>ACTION:</b> Write down one thing every day that you're grateful for about your work. Even if it's a small thing.</p>	<p><b>9. CULTIVATE HUMILITY</b> </p> <p>Humility is often confused with meekness or timidity but they're not the same. Humility does not mean seeing yourself as inferior, rather, it means being aware of your natural dependence on and equity with those around you.</p> <p><b>ACTION:</b> _____</p>
<p>5. _____ </p> <p>Acceptance lies at the heart of mindfulness. It means to accept yourself, just as you are now, acknowledging the truth of how things are now, before trying to change anything.</p> <p><b>ACTION:</b> Take a few moments each day to remind yourself 'I am good enough just the way I am.'</p>	<p><b>10. ADOPT A GROWTH MINDSET</b> </p> <p>Expect and face tests and trials, seeing them as opportunities for inner growth. Don't mind getting negative feedback but view it as a chance to discover something new.</p> <p><b>ACTION:</b> _____</p>

(Adapted from: <https://www.mindful.org>)

**Text 2**

The sudden death of a thirteen-year-old British schoolboy, Oliver Cronin, has given rise to warnings about the dangerous effects which gaming can have on adolescents. The report about the investigation of Cronin's death shows that in the 12 months before his death, Oliver seemed to have become obsessed with video gaming. When **his** parents tried to limit his access to the gaming devices, things seemed to take a turn to the worse with Oliver verbally and physically abusing them. Moreover, this extreme behaviour was accompanied with wild temper tantrums. In the weeks before his death, Oliver was also involved in physical fights with other students, which resulted in two short suspensions from school.

So what can parents make of this? And is there any evidence which shows that gaming can eventually lead to depression or aggression?

Officials who studied Oliver's death reported that he had a "gaming disorder" as defined by the World Health Organisation. However, he was never diagnosed with this problem during his life. The WHO's classification of a gaming disorder is based on a person's attitude towards gaming, rather than time spent gaming. In simple terms, gaming becomes a disorder when **it** starts to interfere with a person's healthy daily routines.

Debates about the potential harms of gaming often discuss whether violence in gaming can cause violence in real life. For this, there is simply no proof. There is some link between the two, but these findings must be assessed very carefully. For example, research shows that gamers who are already more socially sensitive, or have mental health issues, may in turn be more sensitive to violence in games.

In fact, researchers claim that there is a clear difference between a gaming addiction causing aggression or depression, and an already depressed or troubled person turning to games as a form of escapism.

Studies show that gaming has no harmful effects on young people with no mental health problems. However, negative experiences in life may drive some people towards gaming as a way to cope. For instance, people who already feel a sense of guilt, **those** who have loss of control or suffer in social relationships are more likely to turn to gaming as a coping mechanism. This is very similar to the way some people may turn to drugs, alcohol or gambling.

It is a known fact that gaming is much more accessible to young people. Therefore, in situations where gaming is used to escape from the problems one may be facing in life, this does not solve the real issue. It simply shelves that problem for a while. However, some researchers believe that cutting off gaming may make it harder for them to cope and in cases where gaming is used as a way of escape, forcibly removing it from their life, may make these youngsters feel even more hopeless and depressed.

Adolescence is more likely to be a difficult and fragile time when compared to other stages in life. It is therefore not surprising that problematic gaming is more commonly found in this group. However, this is not the same as gaming itself being the cause of young people's troubles.

The bottom line is that there is no evidence to suggest that gaming itself leads to aggression or depression among young people.

The findings in Oliver's death report are a reminder that we still do not fully understand exactly how problematic gaming ties into various other factors in a person's life. We surely need much more research to arrive to a solid conclusion.

45 Besides the issue of having only a few experts who are specialised in addressing gaming disorder, many people do not agree on how dangerous gaming can be, or even if it should be considered a disorder at all.

50 For parents who may be concerned about a child's gaming habits, one approach may be to play some games with the child and spend time discussing various things with them without judging their views. This will help the parent to spend some quality time with their child while getting to know them better. Another tip would be that of leaving gaming devices out of bedrooms. Keeping them in a common area makes monitoring much easier. Having a digital curfew helps too, so that youngsters know when **they** are expected to turn off their device. Last but not least, clear expectations and limits about gaming during out-of-school hours should be set. This helps so that time for schoolwork, friends, chores or conversation do not get elbowed out when the youngster's favourite activity is gaming.

*(Adapted from: <https://theconversation.com>)*