

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2013
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

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 test, 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 are you from?
2. Given a choice, would you choose to live anywhere else? Why?
3. Are friends important to you? Why?
4. Over the years, you must have separated from friends for various reasons. Can you give examples?
5. Are there particular colours you favour when buying clothes? Why?
6. What is your relationship with clothes?

[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 of the test.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the test, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 1 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 that show the different behaviour of children. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What do you consider to be the main difference between the two pictures?
2. Why is the upbringing of children crucial to society?
3. Is it always possible to protect children from the evils of the world? Why?
4. What do you think are some of the most serious threats to childhood innocence around the world? Why?

[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:

May I have the paper back, please? Thank you. Now we shall proceed to Part 3 of the test.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the test, 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 paper and a pencil to make some notes. You may refer to these notes during your presentation.*

The examiner hands a sheet of paper and a pencil 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. Healthy eating – prevention is better than cure.
2. Different music genres send different messages.
3. Does sport keep teenagers out of trouble?
4. Reality shows on television.
5. War is what happens when communication fails.

[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 test to an end.]**

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2013
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Healthy eating – prevention is better than cure.
2. Different music genres send different messages.
3. Does sport keep teenagers out of trouble?
4. Reality shows on television.
5. War is what happens when communication fails.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2013
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Healthy eating – prevention is better than cure.
2. Different music genres send different messages.
3. Does sport keep teenagers out of trouble?
4. Reality shows on television.
5. War is what happens when communication fails.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	22 nd April 2013
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

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 test, 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 normally spend your weekend?
2. Besides the weekend, what would your ideal break from daily routine be like?
3. What qualities do you look for in a friend?
4. Can you mention some of the usual disagreements you may have with friends?
5. What makes you happy in life?
6. What angers you?

[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 of the test.

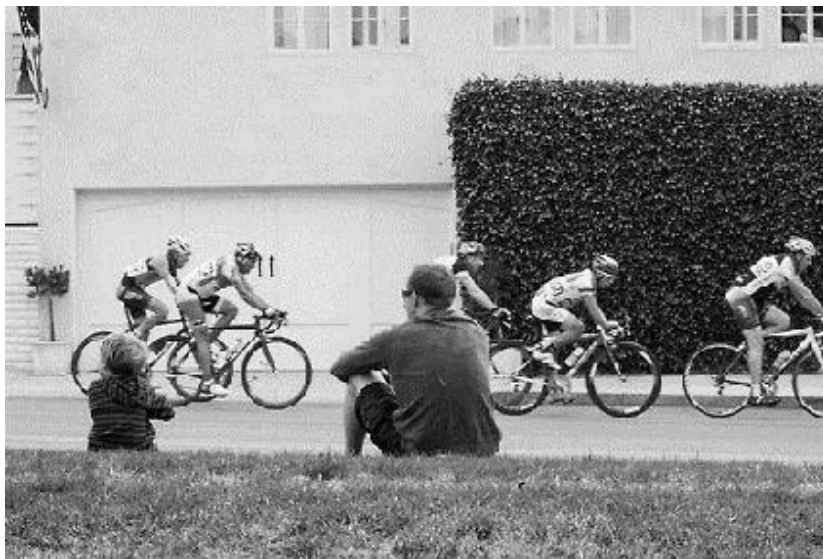
PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the test, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 1 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 that depict cycling either as a sport or as a means of transportation. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What do you consider to be the main difference between the two pictures?
2. Do you consider cycling to be an efficient means of transportation? Why?
3. Would you say that cycling is a very popular sport? Why?
4. Why is regular exercise crucial in our lives?

[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:

May I have the paper back, please? Thank you. Now we shall proceed to Part 3 of the test.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the test, 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 paper and a pencil to make some notes. You may refer to these notes during your presentation.*

The examiner hands a sheet of paper and a pencil 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. The lifestyle of the rich and famous.
2. Music training should be an integral part of the curriculum.
3. Are libraries needed in a world ruled by technology?
4. Faith is like a radar that sees through the fog.
5. Tourism puts pressure on 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 test to an end.]**

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

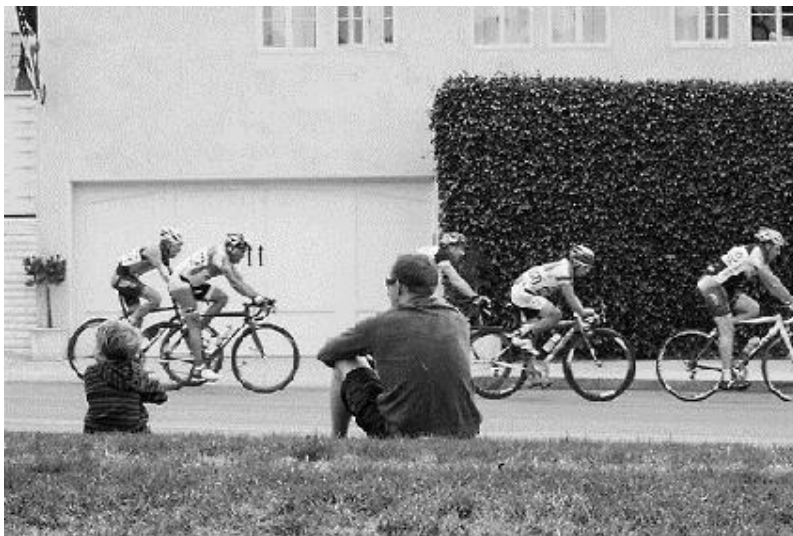
**MATRICULATION EXAMINATION
ADVANCED LEVEL**

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	22 nd April 2013
TIME:	4.00 p.m.

Candidate's Classrom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. The lifestyle of the rich and famous.
2. Music training should be an integral part of the curriculum.
3. Are libraries needed in a world ruled by technology?
4. Faith is like a radar that sees through the fog.
5. Tourism puts pressure on the environment.

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	22 nd April 2013
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. The lifestyle of the rich and famous.
2. Music training should be an integral part of the curriculum.
3. Are libraries needed in a world ruled by technology?
4. Faith is like a radar that sees through the fog.
5. Tourism puts pressure on the environment.

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2013
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

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 test, 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 type of clothes do you like to wear?
2. Do you like shopping for clothes? Why?
3. What do weekends mean to you?
4. What would your ideal weekend break be?
5. What makes you worry and why?
6. What do you normally do to relax?

[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 of the test.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the test, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 1 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 that capture two chaotic scenes. Now let's explore them further.

The examiner proceeds to ask the following questions:

1. What do you think causes such chaotic scenes?
2. Are there any solutions to heavy traffic?
3. What are the dangers of overpopulation?
4. Should we choose to live in the countryside?

[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:

May I have the paper back, please? Thank you. Now we shall proceed to Part 3 of the test.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the test, 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 paper and a pencil to make some notes. You may refer to these notes during your presentation.*

The examiner hands a sheet of paper and a pencil 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. Life is ten percent what happens to you and ninety percent how you respond to it.
2. Pain in sports is only temporary but winning is forever.
3. Can education eliminate inequality?
4. Why are ordinary people interested in celebrity gossip?
5. We need to understand that we have only borrowed the earth and need to take care of it.

[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 test to an end.]**

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

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

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

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MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2013
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Life is ten percent what happens to you and ninety percent how you respond to it.
2. Pain in sports is only temporary but winning is forever.
3. Can education eliminate inequality?
4. Why are ordinary people interested in celebrity gossip?
5. We need to understand that we have only borrowed the earth and need to take care of it.

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2013
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Life is ten percent what happens to you and ninety percent how you respond to it.
2. Pain in sports is only temporary but winning is forever.
3. Can education eliminate inequality?
4. Why are ordinary people interested in celebrity gossip?
5. We need to understand that we have only borrowed the earth and need to take care of it.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	24 th April 2013
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

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 test, 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 describe yourself? Why?
2. What do people most often criticise about you?
3. Are you technologically minded? Why?
4. Did you ever need to shop for a gadget? Why?
5. If you go to a restaurant, what are you likely to order?
6. What is your relationship with food?

[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 of the test.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the test, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 1 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 that focus on sports. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What do you consider to be the main difference in the two pictures? Why?
2. How important is team spirit in sports?
3. Has time changed the way people look at sports? How?
4. Do you think the choice of a sport depends on gender? Why?

[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:

May I have the paper back, please? Thank you. Now we shall proceed to Part 3 of the test.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the test, 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 paper and a pencil to make some notes. You may refer to these notes during your presentation.*

The examiner hands a sheet of paper and a pencil 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. Never judge a book by its movie.
2. School uniforms and dress-codes.
3. Social networking.
4. Earth provides enough to satisfy every man's needs, but not every man's greed.
5. Love can neither be sold nor bought.

[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 test to an end.]**

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	24 th April 2013
TIME:	4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Never judge a book by its movie.
2. School uniforms and dress-codes.
3. Social networking.
4. Earth provides enough to satisfy every man's needs, but not every man's greed.
5. Love can neither be sold nor bought.

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	24 th April 2013
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Never judge a book by its movie.
2. School uniforms and dress-codes.
3. Social networking.
4. Earth provides enough to satisfy every man's needs, but not every man's greed.
5. Love can neither be sold nor bought.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	25 th April 2013
TIME:	4.00 p.m.

Examiner's Paper

The Oral Session carries 6% of the global mark and should last approximately **15 minutes**. Examiners are to assess the candidate's oral skills (see the **Rating Scale** to assist you in assessing the candidate's performance).

PART 1 – Guided Examiner-to-Candidate Conversation (about 3 minutes – 4 marks)

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 test, 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. Are you a summer or a winter person? Why?
2. What are you passionate about?
3. In preparing for 'A' level English, what aspects of the course did you find most interesting? Why?
4. Why do you think 'A' Level English will be of use to you in the future?
5. In case of a misunderstanding with a friend, would you meet up, phone or send an email? Why?
6. How important is the Internet to you?

[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 of the test.

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the test, you are going to be given two pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 1 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 that depict street performance. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What do you consider to be the main difference between the two pictures? Why?
2. Do you think street performance is a result of poverty or a way of showcasing one's talent? Why?
3. How common is street performance in Malta? Why do you think this is so?
4. Do street performers make a city more entertaining? Why?

[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:

May I have the paper back, please? Thank you. Now we shall proceed to Part 3 of the test.

The examiner collects the candidate's paper.

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

The examiner tells the candidate:

*In this part of the test, 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 paper and a pencil to make some notes. You may refer to these notes during your presentation.*

The examiner hands a sheet of paper and a pencil 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. Sport for body and mind.
2. The fine line between the public and private life of famous people.
3. Human activity and pollution.
4. Wars are poor tools for carving out peaceful tomorrows.
5. Clothes reveal a lot about people.

[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 test to an end.]**

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT: ENGLISH
PAPER NUMBER: Oral
DATE: 25th April 2013
TIME: 4.00 p.m.

Candidate's Classroom Paper

PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)



PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Sport for body and mind.
2. The fine line between the public and private life of famous people.
3. Human activity and pollution.
4. Wars are poor tools for carving out peaceful tomorrows.
5. Clothes reveal a lot about people.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	25 th April 2013
TIME:	4.00 p.m.

Candidate's Corridor Paper

PART 3 – Candidate-to-Examiner Long Turn (about 3 minutes – 8 marks)

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 paper and pencil to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Sport for body and mind.
2. The fine line between the public and private life of famous people.
3. Human activity and pollution.
4. Wars are poor tools for carving out peaceful tomorrows.
5. Clothes reveal a lot about people.

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	I
DATE:	2 nd May 2013
TIME:	4.00 p.m. to 7.00 p.m.

Answer one question from each section.

Each section carries one-third of the total marks allotted to this paper.

In the gobbet question you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to at least two of the following while making reference to the play as a whole: **characterisation, imagery, theme, setting.**

The answer must not be shorter than 400 words.

SECTION A: Shakespeare Set Texts

1. JULIUS CAESAR

Either

- (a) *Cassius* Why, man, he doth bestride the narrow world
 Like a Colossus, and we petty men
 Walk under his huge legs and peep about
 To find ourselves dishonourable graves.
 Men at some time are masters of their fates:
 The fault, dear Brutus, is not in our stars,
 But in ourselves, that we are underlings.
 Brutus and Caesar: what should be in that 'Caesar'?
 Why should that name be sounded more than yours?
 Write them together, yours is as fair a name;
 Sound them, it doth become the mouth as well;
 Weigh them, it is as heavy; conjure with 'em,
 Brutus will start a spirit as soon as Caesar.
 Now, in the names of all the gods at once,
 Upon what meat doth this our Caesar feed,
 That he is grown so great? Age, thou art shamed!
 Rome, thou hast lost the breed of noble bloods!
 When went there by an age, since the great flood,
 But it was famed with more than with one man?
 When could they say till now, that talk'd of Rome,
 That her wide walls encompass'd but one man?
 Now is it Rome indeed and room enough,
 When there is in it but one only man.
 O, you and I have heard our fathers say,
 There was a Brutus once that would have brook'd
 The eternal devil to keep his state in Rome
 As easily as a king.

Or

- (b) Discuss the theme of leadership in *Julius Caesar*.

Or

- (c) "Cowards die many times before their deaths; / The valiant never taste of death but once."
 Discuss bravery and cowardice in *Julius Caesar*.

2. THE TEMPEST

Either

(a) *Ariel*

You are three men of sin, whom destiny –
That hath to instrument this lower world
And what is in't – the never-surfeited sea
Hath caus'd to belch up you; and on this island,
Where man doth not inhabit, you 'mongst men
Being most unfit to live. I have made you mad;
And even with such-like valour men hang and drown
Their proper selves.

[*Alonso, Sebastian, and the others draw their swords.*]

You fools! I and my fellows
Are ministers of Fate: the elements,
Of whom your swords are temper'd, may as well
Wound the loud winds, or with bemock'd-at stabs
Kill the still-closing waters, as diminish
One dowle that's in my plume: my fellow-ministers
Are like invulnerable. If you could hurt,
Your swords are now too massy for your strengths,
And will not be uplifted. But remember –
For that's my business to you – that you three
From Milan did supplant good Prospero,
Expos'd unto the sea, which hath requit it,
Him and his innocent child; for which foul deed
The powers, delaying, not forgetting, have
Incens'd the seas and shores, yea, all the creatures,
Against your peace. Thee of thy son, Alonso,
They have bereft; and do pronounce by me
Ling'ring perdition – worse than any death
Can be at once – shall step by step attend
You and your ways; whose wraths to guard you from, –
Which here, in this most desolate isle, else falls
Upon your heads, is nothing but heart-sorrow
And a clear life ensuing.

Or

(b) Discuss the role of Ferdinand in *The Tempest*.

Or

(c) 'Prospero's governing work on the island might be seen as healthful penitence and the delayed performance of duty.' Discuss.

3. *OTHELLO*

Either

(a) *Othello* It is the cause, it is the cause, my soul!
Let me not name it to you, you chaste stars,
It is the cause. Yet I'll not shed her blood
Nor scar that whiter skin of hers than snow
And smooth as monumental alabaster:
Yet she must die, else she'll betray more men.
Put out the light, and then put out the light!
If I quench thee, thou flaming minister,
I can again thy former light restore
Should I repent me. But once put out thy light,
Thou cunning'st pattern of excelling nature,
I know not where is that Promethean heat
That can thy light relume: when I have plucked the rose
I cannot give it vital growth again,
It needs must wither. I'll smell thee on the tree;
O balmy breath, that dost almost persuade
Justice to break her sword! Once more, once more:
Be thus when thou art dead and I will kill thee
And love thee after. Once more, and that's the last.
He [smells, then] kisses her.
So sweet was ne'er so fatal. I must weep,
But they are cruel tears. This sorrow's heavenly,
It strikes where it doth love. She wakes.

Desdemona Who's there? Othello?
Othello Ay, Desdemona.

Or

(b) In *Othello*, 'fate seems to be overpowering and it seems to be on the side of evil'. Discuss.

Or

(c) '*Othello* is a play about the deceptive and destructive power of words.' Discuss.

SECTION B: Poetry Set Texts

The answer must not be shorter than 400 words.

1. EMILY DICKINSON

Either

- (a) ‘After great pain, a formal feeling comes.’ This is the first line of one of Emily Dickinson’s poems, but it could also be said to throw light on much of her poetry and its handling of emotions. Write an essay to illustrate the extent to which you agree with this view.

Or

- (b) With reference to at least three poems, examine the importance of the theme of death in the poetry of Emily Dickinson.

2. JOHN KEATS

Either

- (a) Discuss the theme of mortality in three poems by John Keats.

Or

- (b) ‘Mythology dominates in some of Keats’s poetry.’ Discuss.

3. WILFRED OWEN

Either

- (a) Frequently, in Owen’s war poetry, ‘the pity is for living soldiers, not for dead ones’. Discuss.

Or

- (b) ‘In his war poetry, Owen is concerned with those who feel guilty and those who should feel guilty.’ Discuss.

SECTION C: Literary Criticism

In this exercise of practical criticism, you are asked to write an appreciation of the poem below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the poem that you consider to be worthy of discussion:

- theme and motifs;
- form and structure;
- imagery and rhetoric;
- rhyme and metre;
- style and tone;
- place, time and mood.

The Shortness of Life

And what's a life? A weary pilgrimage,
Whose glory in one day doth fill the stage
With childhood, manhood, and decrepit age.

And what's a life? The flourishing array
Of the proud summer-meadow, which to-day
Wears her green plush, and is to-morrow hay.

Read on this dial, how the shades devour
My short-lived winter's day! hour eats up hour;
Alas! the total's but from eight to four.

Behold these lilies, which Thy hands have made
Fair copies of my life, and open laid
To view, how soon they droop, how soon they fade!

Shade not that dial, night will blind too soon;
My nonaged day already points to noon;
How simple is my suit! how small my boon*!

Nor do I beg this slender inch to wile
The time away, or falsely to beguile
My thoughts with joy: here's nothing worth a smile.

Francis Quarles

**boon: request*

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA
MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	II
DATE:	3 rd May 2013
TIME:	4.00 p.m. to 7.00 p.m.

Answer both sections.

SECTION A: Novel Set Texts

Answer two questions (not on the same novel) from this section. Answers in this section must not be shorter than 400 words.

In the gobbet question you are expected to ground your response in the given text. You should identify the text's immediate context and relate the text to two or more of the following while making reference to the novel as a whole: **characterisation, imagery, theme, setting.**

1. *THE HANDMAID'S TALE* (Margaret Atwood)

Either

- (a) I stand still and stare at them. I can stare, here, look around me, there are no white wings to keep me from it. My head, shorn of them, feels curiously light; as if a weight has been removed from it, or substance.

The women are sitting, lounging, strolling, leaning against one another. There are men mingled with them, a lot of men, but in their dark uniforms or suits, so similar to one another, they form only a kind of background. The women on the other hand are tropical, they are dressed in all kinds of bright festive gear. Some of them have on outfits like mine, feathers and glister, cut high up the thighs, low over the breasts. Some are in olden-days lingerie, shortie nightgowns, baby-doll pyjamas, the occasional see-through negligée. Some are in bathing suits, one-piece or bikini; one, I see, is wearing a crocheted affair, with big scallop shells covering the tits. Some are in jogging shorts and sun halters, some in exercise costumes like the ones they used to show on television, body-tight, with knitted pastel leg warmers. There are even a few in cheerleaders' outfits, little pleated skirts, outsized letters across the chest. I guess they've had to fall back on a mélange, whatever they could scrounge or salvage. All wear makeup, and I realize how unaccustomed I've become to seeing it, on women, because their eyes look too big to me, too dark and shimmering, their mouths too red, too wet, blood-dipped and glistening; or, on the other hand, too clownish.

At first glance there's a cheerfulness to this scene. It's like a masquerade party; they are like oversized children, dressed up in togs they've rummaged from trunks. Is there joy in this? There could be, but have they chosen it? You can't tell by looking.

Or

- (b) Margaret Atwood's *The Handmaid's Tale* is a novel that explores the individual's 'loss of self' in an oppressive society. Discuss.

2. *EMMA* (Jane Austen)

Either

(a) The Frank Churchill so long talked of, so high in interest, was actually before her. He was presented to her, and she did not think too much had been said in his praise. He was a *very* good-looking young man – height, air, address, all were unexceptionable, and his countenance had a great deal of the spirit and liveliness of his father's – he looked quick and sensible. She felt immediately that she should like him; and there was a well-bred ease of manner, and a readiness to talk, which convinced her that he came intending to be acquainted with her, and that acquainted they soon must be.

He had reached Randalls the evening before. She was pleased with the eagerness to arrive which had made him alter his plan, and travel earlier, later, and quicker, that he might gain half a day.

“I told you yesterday,” cried Mr. Weston with exultation, “I told you all that he would be here before the time named. I remembered what I used to do myself. One cannot creep upon a journey; one cannot help getting on faster than one has planned: and the pleasure of coming in upon one’s friends before the look-out begins, is worth a great deal more than any little exertion it needs.”

“It is a great pleasure where one can indulge in it,” said the young man, “though there are not many houses that I should presume on so far; but in coming *home* I felt I might do anything.”

The word *home* made his father look on him with fresh complacency. Emma was directly sure that he knew how to make himself agreeable; the conviction was strengthened by what followed. He was very much pleased with Randalls, thought it a most admirably-arranged house, would hardly allow it even to be very small, admired the situation, the walk to Highbury, Highbury itself, Hartfield still more, and professed himself to have always felt the sort of interest in the country, which none but one’s *own* country gives, and the greatest curiosity to visit it. That he should never have been able to indulge so amiable a feeling before passed suspiciously through Emma’s brain; but still if it were a falsehood, it was a pleasant one, and pleasantly handled. His manner had no air of study or exaggeration. He did really look and speak as if in a state of no common enjoyment.

Or

(b) Discuss contrasting attitudes to love and marriage as they emerge in Jane Austen’s *Emma*.

3. ***GREAT EXPECTATIONS*** (Charles Dickens)

Either

- (a) Morning made a considerable difference in my general prospect of Life, and brightened it so much that it scarcely seemed the same. What lay heaviest on my mind, was, the consideration that six days intervened between me and the day of departure; for, I could not divest myself of a misgiving that something might happen to London in the meanwhile, and that, when I got there, it would be either greatly deteriorated or clean gone.

Joe and Biddy were very sympathetic and pleasant when I spoke of our approaching separation; but they only referred to it when I did. After breakfast, Joe brought out my indentures from the press in the best parlour, and we put them in the fire, and I felt that I was free. With all the novelty of my emancipation on me, I went to church with Joe, and thought, perhaps the clergyman wouldn't have read that about the rich man and the kingdom of Heaven, if he had known all.

After our early dinner I strolled out alone, purposing to finish off the marshes at once, and get them done with. As I passed the church, I felt (as I had felt during service in the morning) a sublime compassion for the poor creatures who were destined to go there, Sunday after Sunday, all their lives through, and to lie obscurely at last among the low green mounds. I promised myself that I would do something for them one of these days, and formed a plan in outline for bestowing a dinner of roast-beef and plumpudding, a pint of ale, and a gallon of condescension, upon everybody in the village.

Or

- (b) Discuss the different representations of love explored by Dickens in *Great Expectations*.

4. *THE HEART OF THE MATTER* (Graham Greene)

Either

(a) Louise said, "I've known it for years. You don't love me." She spoke with calm. He knew that calm – it meant they had reached the quiet centre of the storm: always in this region at about this time they began to speak the truth at each other. The truth, he thought, has never been of any real value to any human being – it is a symbol for mathematicians and philosophers to pursue. In human relations kindness and lies are worth a thousand truths. He involved himself in what he always knew was a vain struggle to retain the lies. "Don't be absurd, darling. Who do you think I love if I don't love you?"

"You don't love anybody."

"Is that why I treat you so badly?" He tried to hit a light note, and it sounded hollowly back at him.

"That's your conscience," she said, "your sense of duty. You've never loved anyone since Catherine died."

"Except myself, of course. You always say I love myself."

"No, I don't think you do."

He defended himself by evasions. In this cyclonic centre he was powerless to give the comforting lie. "I try all the time to keep you happy. I work hard for that."

"Ticki, you won't even say you love me. Go on. Say it once."

He eyed her bitterly over the pink gin, the visible sign of his failure: the skin a little yellow with atabrine, the eyes bloodshot with tears. No man could guarantee love for ever, but he had sworn fourteen years ago, at Ealing, silently, during the horrible little elegant ceremony among the lace and candles, that he would at least always see to it that she was happy.

Or

(b) Graham Greene's *The Heart of the Matter* has been described as a novel about 'an abandoned world, a ruined place where life is damned or fallen.' How far do you agree with this description of the novel?

5. *ATONEMENT* (Ian McEwan)

Either

(a) It was the ward sister's voice. Not even bossy. She simply described the inevitable. Briony took the chair nearest her, Robbie brought over a stool, and Cecilia sat between them. The breakfast she had prepared was forgotten. The three empty cups stood in the centre of the table. He lifted the pile of books to the floor. As Cecilia moved the jam jar of harebells to one side where it could not be knocked over, she exchanged a look with Robbie.

He was staring at the flowers as he cleared his throat. When he began to speak, his voice was purged of emotion. He could have been reading from a set of standing orders. He was looking at her now. His eyes were steady, and he had everything under control. But there were drops of sweat on his forehead, above his eyebrows.

"The most important thing you've already agreed to. You're to go to your parents as soon as you can and tell them everything they need to know to be convinced that your evidence was false. When's your day off?"

"Sunday week."

"That's when you'll go. You'll take our addresses and you'll tell Jack and Emily that Cecilia is waiting to hear from them. The second thing you'll do tomorrow. Cecilia says you'll have an hour at some point. You'll go to a solicitor, a commissioner for oaths, and make a statement which will be signed and witnessed. In it you'll say what you did wrong, and how you're retracting your evidence. You'll send copies to both of us. Is that clear?"

"Yes."

"Then you'll write to me in much greater detail. In this letter you'll put in absolutely everything you think is relevant. Everything that led up to you saying you saw me by the lake. And why, even though you were uncertain, you stuck to your story in the months leading up to my trial. If there were pressures on you, from the police or your parents, I want to know. Have you got that? It needs to be a long letter."

"Yes."

Or

(b) 'The Trials of Arabella' demonstrate Briony's literary pretensions. Discuss this in view of the importance given to writing throughout *Atonement*.

6. *A HANDFUL OF DUST* (Evelyn Waugh)

Either

(a) “Was anyone hurt?”

“No one, I am thankful to say,” said Mrs Beaver, “except two housemaids who lost their heads and jumped through a glass roof into the paved court. They were in no danger. The fire never reached the bedrooms I am afraid. Still, they are bound to need doing up, everything black with smoke and drenched in water and luckily they had that old-fashioned sort of extinguisher that ruins *everything*. One really cannot complain. The chief rooms were *completely* gutted and everything was insured. Sylvia Newport knows the people. I must get on to them this morning before that ghoul Mrs Shutter snaps them up.”

Mrs Beaver stood with her back to the fire, eating her morning yoghurt. She held the carton close under her chin and gobbled with a spoon.

“Heavens, how nasty this stuff is. I wish you’d take to it, John. You’re looking so tired lately. I don’t know how I should get through my day without it.”

“But, mumsy, I haven’t as much to do as you have.”

“That’s true, my son.”

John Beaver lived with his mother at the house in Sussex Gardens where they had moved after his father’s death. There was little in it to suggest the austere elegant interiors which Mrs Beaver planned for her customers. It was crowded with the unsaleable furniture of two larger houses, without pretension to any period, least of all to the present. The best pieces and those which had sentimental interest for Mrs Beaver were in the L-shaped drawing-room upstairs.

Or

(b) Evelyn Waugh’s *A Handful of Dust* is a tragic novel in many respects, but it is also characterised by dark comedy. Discuss the interplay between tragedy and comedy in Waugh’s novel.

SECTION B: Literary Criticism

In this exercise of practical criticism, you are asked to write an appreciation of the passage below. You may wish to keep in mind some of the following considerations in your answer, and may also comment on any other aspect of the passage that you consider to be worthy of discussion:

- theme and motifs;
- pattern and form;
- character and personality;
- drama and crisis;
- imagery and rhetoric;
- style and tone;
- place, time and mood;
- idiom and register.

5 From the oval-shaped flower-bed there rose perhaps a hundred stalks spreading into heart-shaped or tongue-shaped leaves half way up and unfurling at the tip red or blue or yellow petals marked with spots of colour raised upon the surface; and from the red, blue or yellow gloom of the throat emerged a straight bar, rough with gold dust and slightly clubbed at the end. The petals were voluminous
10 enough to be stirred by the summer breeze, and when they moved, the red, blue and yellow lights passed one over the other, staining an inch of the brown earth beneath with a spot of the most intricate colour. The light fell either upon the smooth, grey back of a pebble, or, the shell of a snail with its brown, circular veins, or falling into a raindrop, it expanded with such intensity of red, blue and yellow the thin walls of water that one expected them to burst and disappear. Instead, the drop
15 was left in a second silver grey once more, and the light now settled upon the flesh of a leaf, revealing the branching thread of fibre beneath the surface, and again it moved on and spread its illumination in the vast green spaces beneath the dome of the heart-shaped and tongue-shaped leaves.

Then the breeze stirred rather more briskly overhead and the colour was flashed into the air above, into the eyes of the men and women who walk in Kew Gardens in July. The figures of these men and
20 women straggled past the flower-bed with a curiously irregular movement not unlike that of the white and blue butterflies who crossed the turf in zig-zag flights from bed to bed. The man was about six inches in front of the woman, strolling carelessly, while she bore on with greater purpose, only turning her head now and then to see that the children were not too far behind. The man kept this distance in front of the woman purposely, though perhaps unconsciously, for he wished to go on with his thoughts.

25 “Fifteen years ago I came here with Lily,” he thought. “We sat somewhere over there by a lake and I begged her to marry me all through the hot afternoon. How the dragonfly kept circling round us: how clearly I see the dragonfly and her shoe with the square silver buckle at the toe. All the time I spoke I saw her shoe and when it moved impatiently I knew without looking up what she was going to say: the whole of her seemed to be in her shoe. And my love, my desire, were in the dragonfly; for some reason I thought that if it settled there, on that leaf, the broad one with the red flower in the middle of it, if the dragonfly settled on the leaf she would say ‘Yes’ at once. But the dragonfly went round and round: it never settled anywhere of course not, happily not, or I shouldn’t be walking here with Eleanor and the children. “Tell me, Eleanor. D’you ever think of the past?”

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2013

SUBJECT:	ENGLISH
PAPER NUMBER:	III
DATE:	4 th May 2013
TIME:	4.00 p.m. to 6.45 p.m.

Answer all Sections.

SECTION A: Language Essay

Write an essay of not less than 500 words on ONE of the following topics:

- a. Write a story beginning or ending with: 'It's no rocket science.'
- b. The view from my seat.
- c. Should we start offering etiquette lessons to teenagers? Why?
- d. A free press ensures a free society. Discuss.
- e. It's never too early to be interested in politics. Discuss.
- f. Robots: a threat or an opportunity?
- g. Purple.
- h. The victim.

SECTION B: Summary

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

(15 marks)

Danah Boyd, 34, is a leading interpreter of young people’s behaviour on the internet, with particular interest in teenagers’ privacy. She says that children come to social media already understanding that their friendships will be played out through publicly accessible information — but that they want an element of confidentiality. Because children do not have the power to prevent adults from looking in on their activities online, they are finding new ways to be ‘private in public’, she says. Teenagers post in-jokes and use song lyrics or cryptic references that only they and their friends can understand.

“It’s important that their friends can see what they’re saying and it’s equally important that the adults who hold power over them cannot,” Boyd says. She calls this ‘social steganography’, a reworking of the art of hiding messages in plain sight. What children are doing today isn’t any different from the behaviour of previous generations who posted ‘Keep Out’ notices on their bedroom doors.

Her research shows that *Facebook* is fading, with *Twitter* emerging as the tool that teens are passionate about. They turn to *Twitter* for more intimate interactions than are possible on *Facebook* because it’s very easy to create a protected account and connect with a small group.

Boyd acknowledges that she often sees panicked parents misinterpreting things about the internet, but believes that their fears are overblown. She explains that social media makes many aspects of teen life very visible. Parents don’t often understand or like what they see. They’re anxious about the amount of time teens spend on social media. Meanwhile, social media creates a new kind of public space — what Boyd calls ‘networked publics’. Parents worry about their children doing things that have long-term consequences, how they might be influenced by youths who have different values and how they might meet strangers who will do them harm. These are not new worries, but they are increasing with the rise of social media.

Boyd compares the internet to a ‘digital street’ because it mirrors and magnifies everyday life, including the good, the bad and the ugly. Rather than being afraid of what we see online, we need to embrace what’s visible and develop new strategies for making sense of what we see. Her advice for concerned parents is simple: “Observe, listen and ask questions. Do not presume that you understand what you see but also do not ignore when your children are clearly in need of your help.”

She points out that teenagers engaged in risky behaviour online are usually those in trouble offline due to abuse, drugs, poverty or mental health issues. The internet makes things more visible so it’s a fantastic opportunity for intervention, to get to those kids who need help. She asks, “why can’t we have ‘eyes on the street’ in the digital world, with everybody looking out for each other?”

Blocking children’s access to the internet, or constant surveillance, is not the answer to parenting in the digital age. Parents should think of the internet just as they think of wider society. It throws up many social issues that they need to talk to their children about. And with constant dialogue, parents should be able to feel that they don’t need to stand over their teenagers’ shoulders.

Boyd says that family members should write their passwords down and deposit them in a sealed piggybank: “Everyone puts their passwords in there, in case there is ever a real emergency, but after that it’s about trust. If parents break that trust and snoop on their kids, it teaches them not to trust you.”

SECTION C: Linguistics

Choose ONE question from this section.

1. ‘The way people use language, particularly in speech, reveals a great deal of information about their regional, social and individual identity.’ In an essay of not more than 400 words, discuss with reference to the salient features and characteristics of DIALECT, SOCIOLECT and IDIOLECT.

(33 marks)

2. (a) In separate paragraphs, which together do not exceed 300 words, write explanations and/or definitions, supported by examples of all of the following:

- i. Denotation and Connotation
- ii. Lexical fields/sets
- iii. Synonymy and Antonymy
- iv. Hyponymy and Hypernymy

(28 marks)

- (b) Match each VERB in Column A with the best COLLOCATION in Column B. The first one has been done for you as an example.

	Column A			Column B
i.	Deny	<i>h</i>	a.	a flat nearer where I work
ii.	See		b.	house
iii.	Move		c.	with all the complaints
iv.	Buy		d.	a problem
v.	Take		e.	about her problems all the time
vi.	Deal		f.	a bit more of my wife and children
vii.	Tackle		g.	a film into a foreign language
viii.	Go on		h.	a casual worker his holiday pay
ix.	Do		i.	the brakes
x.	Slam on		j.	a U-turn
xi.	Dub		k.	things as they come

(5 marks)

3. Read the following ADVERTISEMENT carefully. In an essay of not more than 400 words, write a detailed commentary in which you analyse its particular stylistic features in terms of:

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

(33 marks)

(Please turn the page)



Jars shown smaller than actual size of 4" high. Spice rack: 18 1/2" h x 23 1/2" w.

From Mickey Mouse to the Lion King, Disney's most beloved animated heroes are now appearing in a premier collection of 24 spice jars of Lenox fine porcelain.

Handcrafted of ivory porcelain and embellished with 24 karat gold, each jar will portray a classic scene from an enchanting Disney movie.

The garlic jar features Lady and the Tramp at their romantic spaghetti dinner. On the nutmeg jar, Pluto blows out his birthday cake candles. You'll see all your favorite characters—Aladdin, Donald Duck, Bambi—in original designs created by Disney artists.

The lid of each jar recalls a marquee from the heyday of movie palace architecture and

will be painted by hand in a rich pastel color to complement the Disney art. The spice name on each jar will appear in gold lettering.

A Lenox Exclusive

The Walt Disney Spice Jar Collection is available from Lenox by subscription. And the base of each imported porcelain jar will bear both the Disney and the Lenox® names in 24 karat gold.



Fascinating Disney facts on the back of each jar.

Subscribers will receive their jars for just \$14.95 each. A custom hardwood spice rack will be included at no extra cost. To begin your subscription to a collection your entire family will delight in, send no money now. But mail your Subscription Form today. 1473552

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Subscription Form • Respond within 30 days

Fine Porcelain • 24 Karat Gold Original Disney Art

Please enter my subscription to the Walt Disney Spice Jar Collection, consisting of 24 fine porcelain spice jars embellished with 24 karat gold, to be sent to me at the rate of two every other month.

I need send no money now. Bill me for one jar a month—just \$14.95*—and send my hardwood spice rack at no added cost.

Signature _____

Name _____

Address _____

City _____ State _____ Zip _____

Telephone (____) _____

* Plus \$3.95 per shipment of two jars for shipping, handling and insurance (\$8.90 for spice rack). Sales tax will be billed if applicable. All subscribers subject to acceptance.

Mail to: Lenox Collections
P.O. Box 3020, Langhorne, PA 19047-9120

Note that the text in this advert is reproduced on the next page for better legibility.

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