

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	17 th April 2015
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 exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Are there any TV series you would recommend? Why?
2. Do you think that watching a TV series is a waste of time? Why?
3. Apart from English, which other language(s) do you speak?
4. Do you think that speaking more than one language is a luxury or a need? Why?
5. Would you be happy sitting at a desk all day in a future job? Why?
6. What would you look for in an ideal job?

[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.

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

The examiner tells the candidate:

In this part of the exam, 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 of people busy cooking. Now let's explore this further.

The examiner proceeds to ask the following questions:

1. What do you consider to be the main difference between the two pictures?
2. Mention some of the benefits of learning how to cook from a young age.
3. Why is it important to know what is in our food?
4. What, in your opinion, is exciting about cooking?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

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

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

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 exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. We should all make an effort to be physically active every day. Discuss.
2. In war there is no prize for the runner-up. Explain why.
3. 'Edutainment' refers to the merger of entertainment and education. Discuss the benefits of such a merger.
4. 'News is only the first rough draft of history.' Discuss.
5. 'Where words fail, music speaks.' Discuss.

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

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

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

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

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

Choose one of the following:

1. We should all make an effort to be physically active every day. Discuss.
2. In war there is no prize for the runner-up. Explain why.
3. ‘Edutainment’ refers to the merger of entertainment and education. Discuss the benefits of such a merger.
4. ‘News is only the first rough draft of history.’ Discuss.
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At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	17 th April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. We should all make an effort to be physically active every day. Discuss.
2. In war there is no prize for the runner-up. Explain why.
3. 'Edutainment' refers to the merger of entertainment and education. Discuss the benefits of such a merger.
4. 'News is only the first rough draft of history.' Discuss.
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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2015
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 exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Is there a hobby you enjoy doing? If yes, which and why? If not, why?
2. Do you plan to take up a new activity in the near future? If yes, what? If not, why?
3. Do you consider yourself a trendy person? In what way?
4. What was the most expensive item you bought yourself? Why?
5. Do you clean at home? Why?
6. What do you think is the most useful cleaning item in the house? Why?

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

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

Thank you. Now we shall proceed to Part 2.

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

The examiner tells the candidate:

In this part of the exam, 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 children engaged in a physical activity. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why is physical exercise important for children and young people?
2. Do you think that in today's life, finding time to exercise is becoming more difficult for children? Why?
3. How can physical exercise be given more importance in schools?
4. Can physical exercise help improve the general health of the population? In what way?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

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

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

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 exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. 'What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.' Discuss.
2. Is war a necessary evil? Why?
3. Friendship is built on trust. Discuss.
4. Life can teach you more than any university. Discuss.
5. The truly healthy environment is not merely safe but stimulating. Discuss.

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

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

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

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

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MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. ‘What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.’ Discuss.
2. Is war a necessary evil? Why?
3. Friendship is built on trust. Discuss.
4. Life can teach you more than any university. Discuss.
5. The truly healthy environment is not merely safe but stimulating. Discuss.

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

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MATRICULATION EXAMINATION

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MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	20 th April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. 'What the mass media offers is not popular art, but entertainment which is intended to be consumed like food, forgotten, and replaced by a new dish.' Discuss.
2. Is war a necessary evil? Why?
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4. Life can teach you more than any university. Discuss.
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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2015
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 exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Which means of transportation do you prefer? Why?
2. Can you imagine life without cars? How would you travel?
3. What are you looking forward to this year? Why?
4. What do you plan to do after you complete your A levels?
5. Do you prefer working on your own or in a group? Why?
6. Have you ever contemplated living abroad? Why?

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

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

Thank you. Now we shall proceed to Part 2.

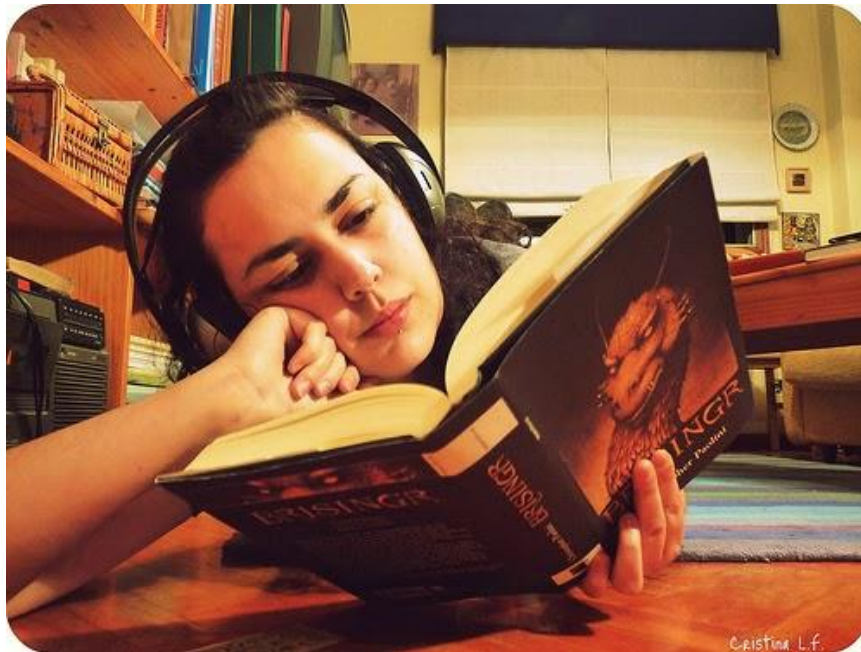
PART 2 – Guided Examiner-to-Candidate Conversation (about 4 minutes – 6 marks)

The examiner tells the candidate:

In this part of the exam, 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 showing a young adult reading/writing with headphones on. Now let's explore this further.

The examiner proceeds to ask the following questions:

1. Do you think listening to music helps one concentrate more when focusing on a task? Why?
2. Should everyone use headphones? Why?
3. Do you think one should study with or without a computer switched on at the same time? Why?
4. Which are the most beneficial ways of using technology during studying?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

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

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

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 exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. Discuss the significance of Valentine's Day.
2. Commitment is key to a successful relationship. Discuss.
3. Construction sites are not only an eyesore but also a threat to a healthy environment. Discuss.
4. Religious fundamentalism is dangerous. Discuss.
5. Imagine your country just went through a civil war, how do you imagine life after war?

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

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

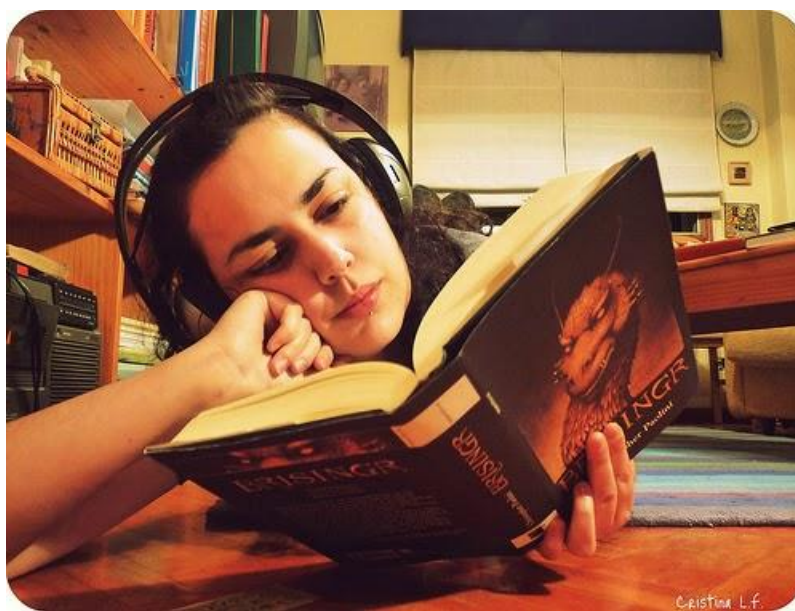
UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Discuss the significance of Valentine's Day.
2. Commitment is key to a successful relationship. Discuss.
3. Construction sites are not only an eyesore but also a threat to a healthy environment. Discuss.
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5. Imagine your country just went through a civil war, how do you imagine life after war?

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

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UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	21 st April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. Discuss the significance of Valentine's Day.
2. Commitment is key to a successful relationship. Discuss.
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4. Religious fundamentalism is dangerous. Discuss.
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At the end of the exam, please give this paper back to the examiner, together with the pencil and paper.

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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	22 nd April 2015
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 exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. If you had to choose, would you rather be rich or famous? Why?
2. Which articles do you normally read first in a newspaper? Why?
3. Do you like TV cooking shows? Why?
4. Have you ever cooked food for a group of friends? Why?
5. Do you prefer to send a text message or call a friend? Why?
6. Do you type your messages in full when texting? Why?

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

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

Thank you. Now we shall proceed to Part 2.

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

The examiner tells the candidate:

In this part of the exam, 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 depicting buying clothes. Now let's explore this further.

The examiner proceeds to ask the following questions:

1. Mention some things that people do to look good.
2. How do people who follow fashion differ from those who do not?
3. How important is wearing fashionable clothes in life?
4. Why do people give so much importance to clothes?

[If the candidate answers a question too briefly, the examiner should move on to the next question or to the next part of the examination.]

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

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

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 exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. On-demand interactive entertainment is increasing in popularity. How is this trend in entertainment influencing our lives?
2. Professional sportspeople are an inspiration to young people. Discuss.
3. Positive thinking is a lifestyle. Discuss.
4. Education for the sole purpose of employment. Discuss the dangers of such a view on education.
5. War always means failure. Explain why.

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

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

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

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

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MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT: ENGLISH
PAPER NUMBER: Oral
DATE: 22nd April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. On-demand interactive entertainment is increasing in popularity. How is this trend in entertainment influencing our lives?
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3. Positive thinking is a lifestyle. Discuss.
4. Education for the sole purpose of employment. Discuss the dangers of such a view on education.
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MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	22 nd April 2015
TIME:	4.00 p.m.

Candidate's Corridor Paper

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MATRICULATION EXAMINATION
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MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2015
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Examiner's Paper

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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 exam, I am going to ask you some questions about yourself. May I remind you to please speak up so that I may hear you, and remember to answer questions as fully as possible.

Let's talk about you.

1. Would you consider a career as a TV presenter? Why?
2. What career do you think would suit you best? Why?
3. Do you prefer to present typed or handwritten essays? Why?
4. How do you feel about reading from a screen instead of a book?
5. Have you ever thought of doing an exciting but dangerous physical activity? Why?
6. Which was the most exciting activity you engaged in recently?

[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.

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

The examiner tells the candidate:

In this part of the exam, 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 people in direct contact with nature. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Do people need to have easy access to the countryside to live a healthy life? Why?
2. Mention some of the benefits of having access to nature.
3. Can going for walks with family or friends help strengthen relationships? How?
4. Do you feel that people today understand the importance of being close to nature? 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:

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

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 exam, you are to speak for about **three minutes** on the topic you've chosen. Before you start your presentation, you have two minutes to recollect your thoughts on the topic. Here's pencil and paper to make some notes. You may refer to these notes during your presentation.*

The examiner hands a pencil and a sheet of paper to the candidate and waits for two minutes. At the end of the two minutes, the examiner tells the candidate:

All right? Which title have you chosen?

The examiner waits for the candidate to pronounce the title. The examiner then says:

You may begin.

Titles:

1. A relationship means surviving difficult times and challenging adversity. Discuss.
2. How graphic should the images be when reporting tragedy in the news? Why?
3. To waste the opportunity to gain an education is tragic. Discuss.
4. Extreme weather events are a wake up call for the global community. Discuss.
5. 'Music washes away from the soul the dust of everyday life.' Discuss.

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

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

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

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. A relationship means surviving difficult times and challenging adversity. Discuss.
2. How graphic should the images be when reporting tragedy in the news? Why?
3. To waste the opportunity to gain an education is tragic. Discuss.
4. Extreme weather events are a wake up call for the global community. Discuss.
5. ‘Music washes away from the soul the dust of everyday life.’ Discuss.

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

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

ADVANCED LEVEL

MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	Oral
DATE:	23 rd April 2015
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 pencil and paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose one of the following:

1. A relationship means surviving difficult times and challenging adversity. Discuss.
2. How graphic should the images be when reporting tragedy in the news? Why?
3. To waste the opportunity to gain an education is tragic. Discuss.
4. Extreme weather events are a wake up call for the global community. Discuss.
5. 'Music washes away from the soul the dust of everyday life.' Discuss.

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

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

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	I
DATE:	2 nd May 2015
TIME:	9.00 a.m. to 12.00 noon

**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.**

Each answer must not be shorter than 400 words.

SECTION A: Shakespeare Set Texts

1. JULIUS CAESAR

Either

- (a) *Antony* This was the noblest Roman of them all.

All the conspirators save only he
Did that they did in envy of great Caesar;
He only, in a general honest thought
And common good to all, made one of them.
His life was gentle, and the elements
So mixed in him that Nature might stand up
And say to all the world 'This was a man.'

Octavius According to his virtue let us use him,
With all respect, and rites of burial.
Within my tent his bones tonight shall lie,
Most like a soldier, ordered honourably.
So call the field to rest, and let's away,
To part the glories of this happy day.

Or

- (b) Discuss the role of women in *Julius Caesar*.

Or

- (c) '*Julius Caesar* explores the conflict between public responsibilities and private loyalties.'
Discuss.

2. *THE TEMPEST*

Either

- (a) *Prospero* You do look, my son, in a mov'd sort,
As if you were dismay'd: be cheerful, sir.
Our revels now are ended. These our actors,
As I foretold you, were all spirits, and
Are melted into air, into thin air:
And, like the baseless fabric of this vision,
The cloud-capp'd towers, the gorgeous palaces,
The solemn temples, the great globe itself,
Yea, all which it inherit, shall dissolve,
And, like this insubstantial pageant faded,
Leave not a rack behind. We are such stuff
As dreams are made on; and our little life
Is rounded with a sleep. Sir, I am vex'd;
Bear with my weakness; my old brain is troubled:
Be not disturb'd with my infirmity:
If you be pleas'd, retire into my cell,
And there repose: a turn or two I'll walk,
To still my beating mind.

Or

- (b) 'The *Tempest* constantly treads the path of ambiguity.' Discuss.

Or

- (c) 'In *The Tempest*, various characters fulfil a symbolic function.' Discuss.

3. *OTHELLO*

Either

(a) *Othello* I have a salt and sullen rheum offends me,
Lend me thy handkerchief.

Desdemona Here, my lord.

Othello That which I gave you.

Desdemona I have it not about me.

Othello Not?

Desdemona No, faith, my lord.

Othello That's a fault. That handkerchief
Did an Egyptian to my mother give,
She was a charmer and could almost read
The thoughts of people. She told her, while she kept it
'Twould make her amiable and subdue my father
Entirely to her love; but if she lost it
Or made gift of it, my father's eye
Should hold her loathed and his spirits should hunt
After new fancies. She, dying, gave it me
And bid me, when my fate would have me wive,
To give it her. I did so, and – take heed on't!
Make it a darling, like your precious eye! –
To lose't or give't away were such perdition
As nothing else could match.

Or

(b) 'In *Othello*, innocence enables tragedy to happen.' Discuss.

Or

(c) 'Iago plots the destruction of Othello through the power of persuasion.' Discuss.

SECTION B: Poetry Set Texts

Each answer must not be shorter than 400 words.

1. EMILY DICKINSON

Either

- (a) Emily Dickinson has the extraordinary ‘ability to describe abstract concepts with concrete images’. Illustrate how this ability is captured in her poetry.

Or

- (b) Discuss Emily Dickinson’s concern with death and immortality by making close reference to three of her poems.

2. JOHN KEATS

Either

- (a) ‘The balance of beautiful but destructive enchantment is portrayed with dramatic directness and power.’ Discuss with reference to *Lamia*.

Or

- (b) ‘Keats’s imagery ranges across all physical sensations.’ Discuss with reference to at least three of his poems.

3. WILFRED OWEN

Either

- (a) ‘Wilfred Owen’s poetry shows how war takes away that which makes us human.’ Discuss.

Or

- (b) ‘While Owen’s war poetry tends to have only one subject, Owen uses a range of different styles in his poems.’ Discuss, with reference to three poems of your choice which you feel show the variety in his writing.

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.

If

If freckles were lovely, and day was night,
And measles were nice and a lie warn't a lie,
Life would be delight,—
But things couldn't go right
For in such a sad plight
I wouldn't be I.

If earth was heaven and now was hence,
And past was present, and false was true,
There might be some sense
But I'd be in suspense
For on such a pretense
You wouldn't be you.

If fear was plucky, and globes were square,
And dirt was cleanly and tears were glee
Things would seem fair,—
Yet they'd all despair,
For if here was there
We wouldn't be we.

E. E. Cummings

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

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	II
DATE:	4 th May 2015
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) Someone stands, moves to the wall, the light in the room fades to twilight, our voices dwindle to a chorus of creaks, of husky whispers, like grasshoppers in a field at night. Two leave the room, two others lead Janine to the Birthing Stool, where she sits on the lower of the two seats. She's calmer now, air sucks evenly into her lungs, we lean forward, tensed, the muscles in our backs and bellies hurt from the strain. It's coming, it's coming, like a bugle, a call to arms, like a wall falling, we can feel it like a heavy stone moving down, pulled down inside us, we think we will burst. We grip each other's hands, we are no longer single.

The Commander's Wife hurries in, in her ridiculous white cotton nightgown, her spindly legs sticking out beneath it. Two of the Wives in their blue dresses and veils hold her by the arms, as if she needs it; she has a tight little smile on her face, like a hostess at a party she'd rather not be giving. She must know what we think of her. She scrambles onto the Birthing Stool, sits on the seat behind and above Janine, so that Janine is framed by her skinny legs come down on either side, like the arms of an eccentric chair. Oddly enough, she's wearing white cotton socks, and bedroom slippers, blue ones made of fuzzy material, like toilet-seat covers. But we pay no attention to the Wife, we hardly even see her, our eyes are on Janine. In the dim light, in her white gown, she glows like a moon in cloud.

Or

(b) 'In *The Handmaid's Tale*, Offred is characterised by fear of the future as well as mourning for a lost past.' Discuss.

2. *EMMA* (Jane Austen)

Either

(a) Her change was equal. This one half-hour had given to each the same precious certainty of being beloved, had cleared from each the same degree of ignorance, jealousy, or distrust. On his side, there had been a long-standing jealousy, old as the arrival or even the expectation of Frank Churchill. He had been in love with Emma, and jealous of Frank Churchill, from about the same period, one sentiment having probably enlightened him as to the other. It was his jealousy of Frank Churchill that had taken him from the country. The Box Hill party had decided him on going away. He would save himself from witnessing again such permitted, encouraged attentions. He had gone to learn to be indifferent. But he had gone to a wrong place. There was too much domestic happiness in his brother's house; woman wore too amiable a form in it. Isabella was too much like Emma – differing only in those striking inferiorities, which always brought the other in brilliancy before him, for much to have been done even had his time been longer. He had stayed on, however, vigorously, day after day – till this very morning's post had conveyed the history of Jane Fairfax. Then, with the gladness which must be felt, nay, which he did not scruple to feel, having never believed Frank Churchill to be at all deserving Emma, was there so much fond solicitude, so much keen anxiety for her, that he could stay no longer. He had ridden home through the rain; and had walked up directly after dinner, to see how this sweetest and best of all creatures, faultless in spite of all her faults, bore the discovery.

He had found her agitated and low. Frank Churchill was a villain. He heard her declare that she had never loved him. Frank Churchill's character was not desperate. She was his own Emma, by hand and word, when they returned into the house; and if he could have thought of Frank Churchill then, he might have deemed him a very good sort of fellow.

Or

(b) Jane Austen has been criticised for her complacent acceptance of the class structure of her society, its values, and its conventions. With reference to *Emma*, how far do you agree with this criticism and why?

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

Either

- (a) “Out of my thoughts! You are part of my existence, part of myself. You have been in every line I have ever read since I first came here, the rough common boy whose poor heart you wounded even then. You have been in every prospect I have ever seen since – on the river, on the sails of the ships, on the marshes, in the clouds, in the light, in the darkness, in the wind, in the woods, in the sea, in the streets. You have been the embodiment of every graceful fancy that my mind has ever become acquainted with. The stones of which the strongest London buildings are made are not more real, or more impossible to be displaced by your hands, than your presence and influence have been to me, there and everywhere, and will be. Estella, to the last hour of my life, you cannot choose but remain part of my character, part of the little good in me, part of the evil. But, in this separation I associate you only with the good, and I will faithfully hold you to that always, for you must have done me far more good than harm, let me feel now what sharp distress I may. O God bless you, God forgive you!”

In what ecstasy of unhappiness I got these broken words out of myself, I don't know. The rhapsody welled up within me, like blood from an inward wound, and gushed out. I held her hand to my lips some lingering moments, and so I left her. But ever afterwards, I remembered – and soon afterwards with stronger reason – that while Estella looked at me merely with incredulous wonder, the spectral figure of Miss Havisham, her hand still covering her heart, seemed all resolved into a ghastly stare of pity and remorse.

Or

- (b) ‘Evil and good are portrayed in Dickens’s representation of women in *Great Expectations*.’ Discuss.

4. THE HEART OF THE MATTER (Graham Greene)

Either

- (a) How light the little package actually was now that it was on the table between them. What had weighed like a gun in the pocket might now have contained little more than fifty cigarettes. He said, "Someone who comes on board with the pilot at Lisbon will ask you if you have any American cigarettes. You will give him this package."

"Is this Government business?"

"No. The Government would never pay as well as this." He laid a packet of notes upon the table.

"This surprises me," the captain said, with an odd note of disappointment. "You have put yourself in my hands."

"You were in mine," Scobie said.

"I don't forget. Nor will my daughter. She is married outside the Church, but she has faith. She prays for you too."

"The prayers we pray then don't count, surely?"

"No, but when the moment of Grace returns they rise" the captain raised his fat arms in an absurd and touching gesture "all at once together like a flock of birds."

"I shall be glad of them," Scobie said.

"You can trust me, of course."

"Of course. Now I must search your cabin."

"You do not trust me very far."

"That package," Scobie said, "has nothing to do with the war."

"Are you sure?"

"I am nearly sure."

He began his search. Once, pausing by a mirror, he saw poised over his own shoulder a stranger's face, a fat sweating unreliable face. Momentarily he wondered: who can that be? before he realized that it was only this new unfamiliar look of pity that made it strange to him. He thought: am I really one of those whom people pity?

Or

- (b) 'Love, of God, of self and of others, is a major theme in Graham Greene's *The Heart of the Matter*.' Discuss.

5. *ATONEMENT* (Ian McEwan)

Either

- (a) It is only in this last version that my lovers end well, standing side by side on a South London pavement as I walk away. All the preceding drafts were pitiless. But now I can no longer think what purpose would be served if, say, I tried to persuade my reader, by direct or indirect means, that Robbie Turner died of septicemia at Bray Dunes on 1 June 1940, or that Cecilia was killed in September of the same year by the bomb that destroyed Balham Underground station. That I never saw them in that year. That my walk across London ended at the church on Clapham Common, and that a cowardly Briony limped back to the hospital, unable to confront her recently bereaved sister. That the letters the lovers wrote are in the archives of the War Museum. How could that constitute an ending? What sense or hope or satisfaction could a reader draw from such an account? Who would want to believe that they never met again, never fulfilled their love? Who would want to believe that, except in the service of the bleakest realism? I couldn't do it to them. I'm too old, too frightened, too much in love with the shred of life I have remaining. I face an incoming tide of forgetting, and then oblivion. I no longer possess the courage of my pessimism. When I am dead, and the Marshalls are dead, and the novel is finally published, we will only exist as my inventions. Briony will be as much of a fantasy as the lovers who shared a bed in Balham and enraged their landlady. No one will care what events and which individuals were misrepresented to make a novel. I know there's always a certain kind of reader who will be compelled to ask, But what *really* happened? The answer is simple: the lovers survive and flourish. As long as there is a single copy, a solitary typescript of my final draft, then my spontaneous, fortuitous sister and her medical prince survive to love.

Or

- (b) Discuss the concept of guilt as shown through a number of characters in *Atonement*.

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

Either

(a) While he ate his breakfast, Brenda read to him from the papers. "Reggie's been making another speech ... There's such an extraordinary picture of Babe and Jock... a woman in America has had twins by two different husbands. Would you have thought that possible?...Two more chaps in gas ovens... a little girl has been strangled in a cemetery with a bootlace... that play we went to about a farm is coming off." Then she read him the serial. He lit his pipe. "I don't believe you're listening. Why doesn't Sylvia want Rupert to get the letter?"

"Eh? Oh well, you see, she doesn't really trust Rupert."

"I *knew* it. There's no such character as Rupert in the story. I shall never read to you again."

"Well to tell you the truth I was just thinking."

"Oh."

"I was thinking how delightful it is, that it's Saturday morning and we haven't got anyone coming for the week-end."

"Oh you thought that?"

"Don't you?"

"Well it sometimes seems to me rather pointless keeping up a house this size if we don't now and then ask some other people to stay in it."

"*Pointless?* I can't think what you mean. I don't keep up this house to be a hostel for a lot of bores to come and gossip in. We've always lived here and I hope John will be able to keep it on after me. One has a duty towards one's employees, and towards the place too. It's a definite part of English life which would be a serious loss if..." Then Tony stopped short in his speech and looked at the bed. Brenda had turned on her face and only the top of her head appeared above the sheets.

"Oh God," she said into the pillow. "What have I done?"

"I say, am I being pompous again?"

She turned sideways so that her nose and one eye emerged. "Oh no, darling, not *pompous*. You wouldn't know how."

"Sorry."

Brenda sat up. "And, please, I didn't mean it. I'm jolly glad too, that no one's coming."
(These scenes of domestic playfulness had been more or less continuous in Tony and Brenda's life for seven years.)

Or

(b) '*A Handful of Dust* is concerned with trust and mistrust.' Discuss.

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.

At the first gesture of morning, flies began stirring. Inman's eyes and the long wound at his neck drew them, and the sound of their wings and the touch of their feet were soon more potent than a yardful of roosters in rousing a man to wake. So he came to yet one more day in the hospital ward. He flapped the flies away with his hands and looked across the foot of his bed to an open triple-hung window. Ordinarily he could see to the red road and the oak tree and the low brick wall. And beyond them to a sweep of fields and flat piney woods that stretched to the western horizon. The view was a long one for the flatlands, the hospital having been built on the only swell within eyeshot. But it was too early yet for a vista. The window might as well have been painted grey.

Had it not been too dim, Inman would have read to pass the time until breakfast, for the book he was reading had the effect of settling his mind. But he had burned up the last of his own candles reading to bring sleep the night before, and lamp oil was too scarce to be striking the hospital's lights for mere diversion. So he rose and dressed and sat in a ladderback chair, putting the gloomy room of beds and their broken occupants behind him. He flapped again at the flies and looked out the window at the first smear of foggy dawn and waited for the world to begin shaping up outside.

The window was tall as a door, and he had imagined many times that it would open onto some other place and let him walk through and be there. During his first weeks in the hospital, he had been hardly able to move his head, and all that kept his mind occupied had been watching out the window and picturing the old green places he recollected from home. Childhood places. The damp creek bank where Indian pipes grew. The corner of a meadow favored by brown-and-black caterpillars in the fall. A hickory limb that overhung the lane, and from which he often watched his father driving cows down to the barn at dusk. They would pass underneath him, and then he would close his eyes and listen as the cupping sound of their hooves in the dirt grew fainter and fainter until it vanished into the calls of katydids and peepers. The window apparently wanted only to take his thoughts back. Which was fine with him, for he had seen the metal face of the age and had been so stunned by it that when he thought into the future, all he could vision was a world from which everything he counted important had been banished or had willingly fled.

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

MATRICULATION EXAMINATION
ADVANCED LEVEL
MAY 2015

SUBJECT:	ENGLISH
PAPER NUMBER:	III
DATE:	5 th May 2015
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 and include the following phrase: ‘The book whispered its story to her that night and she followed the direction of that whisper...’
- b. Imagine you stumbled upon a time machine and had the opportunity to travel to an event in the past or future. Choose the time you would like to travel to and describe your experience.
- c. ‘The Internet is remaking us in its own image. We are becoming ever more skilled at scanning and skimming, but what we are losing is our capacity for concentration, contemplation, and reflection.’ Discuss.
- d. ‘A house without books is like a house without windows.’ Discuss.
- e. ‘Children must be taught how to think, not what to think.’ Discuss.
- f. ‘The threat or fear of violence should not become an excuse or justification for restricting freedom of speech.’ Discuss.
- g. Safety
- h. Achievement

SECTION B: Summary

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

(15 marks)

There can be no doubting Lesotho's¹ commitment to education. In 2000, the country began making primary education free; a decade later, in 2010, it became compulsory. Now the country is trialling a start-up that sends homework to pupils via mobile phone.

5 *Sterio.me* sends homework lessons and quizzes to basic phones that have limited access to data. Phones of this type have more than 86% penetration in Lesotho. The programme is undergoing trials in local schools, supported by the *Vodacom Foundation*, the ministry of education and the local teachers' union, before being rolled out across the country.

10 The project was started by Christopher Pruijsen, Danielle Reid and Dean Rotherham during the *2013 StartupBus Africa Hackathon*², run by *ampion.org*. "We originally saw the potential to use something as simple as a mobile phone to deliver powerful information, especially across literacy, internet access and device barriers," says Pruijsen, now CEO of *Sterio.me*. "We also wanted to make sure that the experience was simple and effective for teachers, by saving them time creating, distributing and marking homework."

15 The *Sterio.me* team generates homework and quizzes for teachers, with the content relevant to what students will be learning in the next term. The teachers approve the content before the school year starts. "We can say that, as of December 2014, we have more than 1,000 questions across the Lesotho junior secondary curriculum, approved by active local teachers," Pruijsen says. Currently, the curriculum covers maths, geography, English and agriculture.

20 When the programme is running, students receive a call covering the day's work. A text-to-speech programme reads out several multiple-choice questions that the pupil can answer using the phone's keypad.

25 The collected data is fed back to improve learning outcomes, teaching methods and the school curriculum. Teachers can see the data in real time, checking which pupils have completed assignments and monitoring their progress while also seeing where they could improve their teaching methods. To aid with policy formation, the data is accessible to government agencies.

30 The *Sterio.me* team hopes to use the collected data to filter for cheating. "With any type of out-of-classroom or remote form of learning and quizzing, there is a risk of cheating – paper-based homework is the same," Pruijsen says. "We believe that with the wealth of data we will gather via mobile engagement of the students, both via voice and SMS, we can use big data analysis to filter for 'high risk of cheating' scenarios, such as when students who normally take a longer time to respond suddenly take 0.1 second to input the correct answer. We can also scramble the order of correct answers, so that the correct answer for one student might be the '1' key on a given multiple-choice quiz, and for another student it would be option '3'.

35 "For the moment, feedback from students has been so positive that we trust they will complete the quizzes for their own personal benefit, as they are motivated to improve their education and with this their opportunities at a better life. Students are looking to improve their own comprehension and are excited about new ways to do that."

40 The project has been a work of passion for the team. "We've done everything to make the concept a reality, from sleeping on couches for months to taking on personal loans as founders, all to make *Sterio.me* a success," Pruijsen says. In its Lesotho trial, the *Vodacom Foundation* pays for the airtime, making the system free for students.

The team hopes to extend the project's reach to mobile English language learning in Asia and Latin America, and to expand its basic operation globally.

Source: www.theguardian.com

¹ Lesotho is surrounded by South Africa. The Kingdom of Lesotho is made up mostly of highlands where many of the villages can be reached only on horseback, by foot or light aircraft.

² 2013 StartupBus Africa Hackathon is a four-day brainstorming marathon across Southern Africa. StartupBus is a voluntarily run programme by entrepreneurs for entrepreneurs who are devoted to problem-solving around the world through technology.

SECTION C: Linguistics

Choose **ONE** question from this section.

1. In an essay of not more than 400 words, explain in detail what is meant by **Standard English (SE)** and **Received Pronunciation (RP)**. In your explanation, you should also include details about their origins and how they are perceived today. (33 marks)
2. Answer both sub-sections, A and B in this question.

A. Read the text below carefully and then answer all the questions that follow.

Many ancient civilisations assumed the Earth to be the centre of the universe, and it was not until 1610, with Galileo's invention of the telescope, that it was possible to prove that, contrary to popular belief, the Earth in fact revolved round the sun. Telescopes have improved greatly since then, but the exceptional growth of cities in the last few decades has brought new difficulties in that the glow from all the lights interferes with the very dim signals from the stars. To some extent, a solution has been found by building observatories in places where this interference can be cut to a minimum. Mauna Kea, the largest observatory in the world, was built thousands of metres above sea level, in the crater of a dormant volcano in Hawaii.

Although such strategically placed observatories were successful, leading astronomers realised that, if science was to progress, even more radical steps would have to be taken. This led to the building of the Hubble Space telescope in 1990. As Hubble operates in space, it is completely unaffected by light or atmospheric pollution. It can detect galaxies that have never been seen, and can transmit images of even the most distant stars at the very edge of the universe.

*Note that in answering questions a) to i) you are expected to identify **single** words from the given text. If the answer you give consists of **more** than one word, it will be considered as incorrect even if it includes the single word requested.*

- a) Find two examples of proper nouns. (2 marks)
- b) Find three examples of common abstract nouns. (3 marks)
- c) Find four examples of common concrete nouns. (2 marks)
- d) Find three examples of adverbs. (3 marks)
- e) Find one example of a superlative adjective. (1 mark)
- f) Find three examples of Primary Auxiliary verbs. (3 marks)
- g) Find two examples of Modal Auxiliary verbs. (2 marks)
- h) Find three examples of conjunctions. (3 marks)
- i) Find four examples of prepositions. (2 marks)
- j) Explain the difference between this as used in line 7 and This as used in line 11. (2 marks)

B. Analyse the structure of the following words into free and bound morphemes. Identify the type of bound morpheme.

Example:

invention = *invent* (Free) + *ion* (Bound derivational)

- i. civilisations
- ii. exceptional
- iii. observatories
- iv. pollution
- v. affectionately

(10 marks)

3. Read the following ADVERTISEMENT carefully. In not more than 400 words, write a detailed commentary. You are expected to analyse its particular stylistic features in terms of:
- Visual Elements/Graphology
 - Form and Structure
 - Attitudes to the reader/audience
 - Vocabulary
 - Grammar
 - Content

(33 marks)



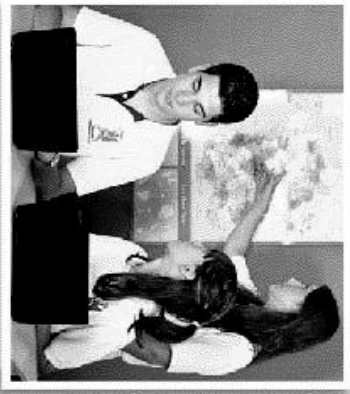
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We do exciting things like the model i'm making. It is to show my ideas of transport in the future that doesn't contaminate the environment
 (Karl - age 9)

You can learn, have fun and make friends all at the same time!
 (Evo age 10)

I like going to the park every Thursday
 (Elisa age 4)

The system is good! We learn different methods in maths and so I am very confident!
 (Rebeca age 10)

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