

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

INTERMEDIATE LEVEL

MAY 2013

Candidate's Paper

SUBJECT:	ENGLISH - Oral
DATE:	15th April 2013
TIME:	P.M. (10 minutes)

PART 1 – Passage for Reading (5 marks)

My first memories of soap include my grandmother's dusty 'display' bars in stiff, pleated cardboard; the grubby cracked soaps of my infant school toilets and my first attempt at a beauty routine aged 11 (namely, washing my face with the family hand soap and thinking that uncomfortably dry, tight skin meant that it was 'clean'). Nostalgia aside, there is an easy explanation for soap remaining in style for so long. It's an everyday essential, but soap can also be a beautifully elegant, stylish product. Soap is arguably better for the environment, too. Being a solid product it doesn't require the many preservatives used in liquid versions, nor does it need much packaging.

For a long time, when it came to personal cleanliness, there was only one frontline fighter: bar soap. The earliest recorded evidence of the production of soap-like materials dates back to around 2800 BC in ancient Babylon. A formula for soap consisting of water, alkali, and cassia oil was written on a Babylonian clay tablet around 2200 BC. Throughout history, there are occasional references to soap-like products being found, but the first commercially produced bar soaps began to circulate in the 18th century, and were produced in many guises – square bars and rounded bars, scented and unscented, clear and opaque – but the essential look and function went unchanged for hundreds of years. Then other cleansers – both soap and non-soap formulas – began to appear. Bar cleansers were joined by liquid products, which were first used primarily for hand washing. The market eventually became flooded with shower gels, also known as body washes, which quickly became a popular alternative to bar soap.

Like so many health and beauty products, there are advantages and disadvantages to both bar soap and liquid soap. One of the main complaints about bar soap is that it washes away more than just dirt. Harsh bar soaps can deplete your skin of the moisture it needs to stay healthy. Liquid soaps, on the other hand, often contain moisturizers, but they're also more likely to have fragrances and other additives that can make sensitive skin crawl.

When it comes to impressive gifts, soap still has a lot of competition from scientific skin creams and designer fragrances. But in terms of mood-boosting, nostalgic and environmental appeal, soap can be just as much of a delightful beauty treat, and one that doesn't automatically deserve to be condemned to the 'unwanted present drawer'.

Adapted from: *Psychologies*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Choose ONE topic from the list below and speak about it for an extended period of time:

- a) Freedom of speech
- b) Running a marathon
- c) Does the internet only target young people?
- d) Live concerts
- e) Farming holiday or animal safari?
- f) Exam stress

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL

MAY 2013

Examiner's Paper

SUBJECT:	ENGLISH - Oral
DATE:	15th April 2013
TIME:	P.M. (10 minutes)

The Oral Session carries 10% of the global mark and should last approximately **10 minutes**. Examiners are to assess the candidate's oral skills (see the **Oral Grid** and **Scheme of Assessment** to assist you in assessing the candidate's performance).

The Oral Session has two components – **Passage for Reading** and **Discussion on a Topic**. The passage and the list of topics should be made available to the candidate at least 10 minutes before the start of the Oral Examination.

PART 1 – Passage for Reading (5 marks)

Invite the candidate to read aloud the passage below:

My first memories of soap include my grandmother's dusty 'display' bars in stiff, pleated cardboard; the grubby cracked soaps of my infant school toilets and my first attempt at a beauty routine aged 11 (namely, washing my face with the family hand soap and thinking that uncomfortably dry, tight skin meant that it was 'clean'). Nostalgia aside, there is an easy explanation for soap remaining in style for so long. It's an everyday essential, but soap can also be a beautifully elegant, stylish product. Soap is arguably better for the environment, too. Being a solid product it doesn't require the many preservatives used in liquid versions, nor does it need much packaging.

For a long time, when it came to personal cleanliness, there was only one frontline fighter: bar soap. The earliest recorded evidence of the production of soap-like materials dates back to around 2800 BC in ancient Babylon. A formula for soap consisting of water, alkali, and cassia oil was written on a Babylonian clay tablet around 2200 BC. Throughout history, there are occasional references to soap-like products being found, but the first commercially produced bar soaps began to circulate in the 18th century, and were produced in many guises – square bars and rounded bars, scented and unscented, clear and opaque – but the essential look and function went unchanged for hundreds of years. Then other cleansers – both soap and non-soap formulas – began to appear. Bar cleansers were joined by liquid products, which were first used primarily for hand washing. The market eventually became flooded with shower gels, also known as body washes, which quickly became a popular alternative to bar soap.

Like so many health and beauty products, there are advantages and disadvantages to both bar soap and liquid soap. One of the main complaints about bar soap is that it washes away more than just dirt. Harsh bar soaps can deplete your skin of the moisture it needs to stay healthy. Liquid soaps, on the other hand, often contain moisturizers, but they're also more likely to have fragrances and other additives that can make sensitive skin crawl.

IM 10oe1.13m

When it comes to impressive gifts, soap still has a lot of competition from scientific skin creams and designer fragrances. But in terms of mood-boosting, nostalgic and environmental appeal, soap can be just as much of a delightful beauty treat, and one that doesn't automatically deserve to be condemned to the 'unwanted present drawer'.

Adapted from: *Psychologies*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Invite the candidate to speak for an extended period on the topic of their choice, only offering prompts where necessary:

- a) Freedom of speech
- b) Running a marathon
- c) Does the internet only target young people?
- d) Live concerts
- e) Farming holiday or animal safari?
- f) Exam stress

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

INTERMEDIATE LEVEL

MAY 2013

Candidate's Paper

SUBJECT:	ENGLISH - Oral
DATE:	16th April 2013
TIME:	P.M. (10 minutes)

PART 1 – Passage for Reading (5 marks)

Miles from the main roads, in rural Africa, soccer balls bounce unevenly. Playing fields are arid, lush, weedy, sandy – any flattish space will do. Goalposts might be made of gathered mahogany or driftwood. Some feet are bare, others shod in fraying sneakers, boots, rubber sandals. Yet children kick and chase handmade, lopsided balls with skill and abandon, competing for pride and joy – for the sheer pleasure of playing.

Has the “beautiful game” ever been lovelier?

Jessica Hilltout doesn't think so. In 2010, when the World Cup came to Africa for the first time, the Belgium-based photographer set out to see what soccer looked like far from the bright lights and big stadiums. What she found was a grassroots game where passion trumped poverty, a do-it-yourself ethic prospered, and one ball could “bring happiness to an entire village.”

In the 30-odd soccer-loving localities she visited, in countries from South Africa to Ivory Coast, balls are spun into being with whatever is at hand: rag or sock, tire, bark or plastic bag. Each might last days or months on a field of gravel or hard earth. Wherever Hilltout went, she swapped the store-bought balls she kept in her car for these “ingenious little jewels,” most of which were made by children.

The story of soccer in Africa is a long one. In 1862, a year before the game's international rules were codified in London, matches were played in Cape Town and Port Elizabeth. The game vined its way across the continent via European colonialism, spread by soldiers and traders, railway lines and missionary schools. Locals quickly adopted it, then imprinted it with their own regional playing styles. It has flourished here ever since.

In the past century, African players have changed the face of the global game. As countries have urbanized and declared independence, they've competed well at the World Cup level. Today, thousands of African soccer “academies” – some licensed, some not – recruit boys from cities, towns, and remote places, where playing conditions breed toughness, daring, ball control, and improvisation. A select few go on to play in Europe or join national squads; the vast majority don't make it to the professional level.

But that's not the point of the “raw game” played in the hinterlands, says a teacher who oversees youth clubs in Ghana. “Most clubs don't allow boys to play if they don't go to school. We're trying our best to mould young people and make them responsible in society. So for us, soccer is also a tool for hope.”

Adapted from *National Geographic*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Choose ONE topic from the list below and speak about it for an extended period of time.

- a) Are speed cameras useful?
- b) Gozo and Comino
- c) A visit to the theatre
- d) Homemade food
- e) A good education
- f) Deep sea diving or snorkelling?

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL

MAY 2013

Examiner's Paper

SUBJECT:	ENGLISH - Oral
DATE:	16th April 2013
TIME:	P.M. (10 minutes)

The Oral Session carries 10% of the global mark and should last approximately **10 minutes**. Examiners are to assess the candidate's oral skills (see the **Oral Grid** and **Scheme of Assessment** to assist you in assessing the candidate's performance).

The Oral Session has two components – **Passage for Reading** and **Discussion on a Topic**. The passage and the list of topics should be made available to the candidate at least 10 minutes before the start of the Oral Examination.

PART 1 – Passage for Reading (5 marks)

Invite the candidate to read aloud the passage below:

Miles from the main roads, in rural Africa, soccer balls bounce unevenly. Playing fields are arid, lush, weedy, sandy – any flattish space will do. Goalposts might be made of gathered mahogany or driftwood. Some feet are bare, others shod in fraying sneakers, boots, rubber sandals. Yet children kick and chase handmade, lopsided balls with skill and abandon, competing for pride and joy – for the sheer pleasure of playing.

Has the “beautiful game” ever been lovelier?

Jessica Hilltout doesn't think so. In 2010, when the World Cup came to Africa for the first time, the Belgium-based photographer set out to see what soccer looked like far from the bright lights and big stadiums. What she found was a grassroots game where passion trumped poverty, a do-it-yourself ethic prospered, and one ball could “bring happiness to an entire village.”

In the 30-odd soccer-loving localities she visited, in countries from South Africa to Ivory Coast, balls are spun into being with whatever is at hand: rag or sock, tire, bark or plastic bag. Each might last days or months on a field of gravel or hard earth. Wherever Hilltout went, she swapped the store-bought balls she kept in her car for these “ingenious little jewels,” most of which were made by children.

The story of soccer in Africa is a long one. In 1862, a year before the game's international rules were codified in London, matches were played in Cape Town and Port Elizabeth. The game vined its way across the continent via European colonialism, spread by soldiers and traders, railway lines and missionary schools. Locals quickly adopted it, then imprinted it with their own regional playing styles. It has flourished here ever since.

In the past century, African players have changed the face of the global game. As countries have urbanized and declared independence, they've competed well at the World Cup level. Today, thousands of African soccer "academies" – some licensed, some not – recruit boys from cities, towns, and remote places, where playing conditions breed toughness, daring, ball control, and improvisation. A select few go on to play in Europe or join national squads; the vast majority don't make it to the professional level.

But that's not the point of the "raw game" played in the hinterlands, says a teacher who oversees youth clubs in Ghana. "Most clubs don't allow boys to play if they don't go to school. We're trying our best to mould young people and make them responsible in society. So for us, soccer is also a tool for hope."

Adapted from *National Geographic*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Invite the candidate to speak for an extended period on the topic of their choice, only offering prompts where necessary:

- a) Are speed cameras useful?
- b) Gozo and Comino
- c) A visit to the theatre
- d) Homemade food
- e) A good education
- f) Deep sea diving or snorkelling?

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

INTERMEDIATE LEVEL

MAY 2013

Candidate's Paper

SUBJECT:	ENGLISH - Oral
DATE:	17th April 2013
TIME:	P.M. (10 minutes)

PART 1 – Passage for Reading (5 marks)

“This is not a model,” NASA physicist Les Johnson says as we gaze at the 35-foot-tall assemblage of pipes, nozzles, and shielding. “This is an honest-to-goodness nuclear rocket engine.” Once upon a time, NASA proposed to send a dozen astronauts to Mars in two spaceships, each powered by three of these engines. Marshall director Wernher von Braun presented that plan in August 1969, just two weeks after his Saturn V rocket delivered the first astronauts to the moon. He suggested November 12, 1981, as a departure date for Mars. The nuclear engines had already passed every test on the ground. They were ready to fly.

Thirty years after the Mars landing that never was, on a humid June morning, Johnson looks wistfully at the engine in front of us. He heads a small team that assesses the feasibility of “advanced concepts” in space technology – and NERVA, the old nuclear engine, just might qualify. NASA is now designing a conventional rocket to replace the Saturn V, which was retired in 1973. Since then, during the space shuttle era, humans haven’t ventured more than 400 miles from Earth.

All of which might seem to make the question Johnson and I have spent the morning discussing – will humans ever travel to the stars? – sound a little out of touch.

Why did it seem more reasonable half a century ago? In the late 1950s, Dyson worked on Project Orion, which aimed to build a manned spacecraft that could go to Mars and the moons of Saturn. Instead of using nuclear reactors to spew superheated hydrogen, as NERVA did, the Orion spacecraft would have dropped small nuclear bombs out the back every quarter of a second or so and surfed on the fireballs. “It would have been enormously risky,” says Dyson, who planned to go to Saturn himself. “We were prepared for that. The mood then was totally different. The idea of a risk-free adventure just didn’t make sense.”

These days it’s easier to outline why we’ll never reach the stars. Stars are too far away; we don’t have the money. The reasons why we might go anyway are less obvious – but they’re getting stronger. Astronomers have detected planets around many nearby stars; soon they’re bound to find one that’s Earthlike and in the sweet spot for life, and in that instant they’ll create a compelling destination. Our technology too is far more capable than it was in the 1960s; atom bombs aren’t cutting-edge anymore. In the conversation of certain dreamer-nerds, you can now hear echoes of the old aspiration and adventurousness – of the old craziness for space.

Adapted from *National Geographic*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Choose ONE topic from the list below and speak about it for an extended period of time:

- a) My favourite dream
- b) Challenging political oppression
- c) Using and abusing antibiotics
- d) Computer games or outdoor sports?
- e) How does the internet help or hinder studying?
- f) Working abroad for a year

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL

MAY 2013

Examiner's Paper

SUBJECT:	ENGLISH - Oral
DATE:	17th April 2013
TIME:	P.M. (10 minutes)

The Oral Session carries 10% of the global mark and should last approximately **10 minutes**. Examiners are to assess the candidate's oral skills (see the **Oral Grid** and **Scheme of Assessment** to assist you in assessing the candidate's performance).

The Oral Session has two components – **Passage for Reading** and **Discussion on a Topic**. The passage and the list of topics should be made available to the candidate at least 10 minutes before the start of the Oral Examination.

PART 1 – Passage for Reading (5 marks)

Invite the candidate to read aloud the passage below:

“This is not a model,” NASA physicist Les Johnson says as we gaze at the 35-foot-tall assemblage of pipes, nozzles, and shielding. “This is an honest-to-goodness nuclear rocket engine.” Once upon a time, NASA proposed to send a dozen astronauts to Mars in two spaceships, each powered by three of these engines. Marshall director Wernher von Braun presented that plan in August 1969, just two weeks after his Saturn V rocket delivered the first astronauts to the moon. He suggested November 12, 1981, as a departure date for Mars. The nuclear engines had already passed every test on the ground. They were ready to fly.

Thirty years after the Mars landing that never was, on a humid June morning, Johnson looks wistfully at the engine in front of us. He heads a small team that assesses the feasibility of “advanced concepts” in space technology – and NERVA, the old nuclear engine, just might qualify. NASA is now designing a conventional rocket to replace the Saturn V, which was retired in 1973. Since then, during the space shuttle era, humans haven't ventured more than 400 miles from Earth.

All of which might seem to make the question Johnson and I have spent the morning discussing – will humans ever travel to the stars? – sound a little out of touch.

Why did it seem more reasonable half a century ago? In the late 1950s, Dyson worked on Project Orion, which aimed to build a manned spacecraft that could go to Mars and the moons of Saturn. Instead of using nuclear reactors to spew superheated hydrogen, as NERVA did, the Orion spacecraft would have dropped small nuclear bombs out the back every quarter of a second or so and surfed on the fireballs. “It would have been enormously risky,” says Dyson, who planned to go to Saturn himself. “We were prepared for that. The mood then was totally different. The idea of a risk-free adventure just didn't make sense.”

These days it's easier to outline why we'll never reach the stars. Stars are too far away; we don't have the money. The reasons why we might go anyway are less obvious – but they're getting stronger. Astronomers have detected planets around many nearby stars; soon they're bound to find one that's Earthlike and in the sweet spot for life, and in that instant they'll create a compelling destination. Our technology too is far more capable than it was in the 1960s; atom bombs aren't cutting-edge anymore. In the conversation of certain dreamer-nerds, you can now hear echoes of the old aspiration and adventurousness – of the old craziness for space.

Adapted from *National Geographic*

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Invite the candidate to speak for an extended period on the topic of their choice, only offering prompts where necessary:

- a) My favourite dream
- b) Challenging political oppression
- c) Using and abusing antibiotics
- d) Computer games or outdoor sports?
- e) How does the internet help or hinder studying?
- f) Working abroad for a year

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

INTERMEDIATE LEVEL

MAY 2013

Candidate's Paper

SUBJECT:	ENGLISH - Oral
DATE:	18th April 2013
TIME:	P.M. (10 minutes)

PART 1 – Passage for Reading (5 marks)

When he was about 10 years old, Joe narrowly escaped an avalanche. He and some friends were waiting for a tram to carry them down a mountain at a ski resort, and they started goofing around. Then Driskell stepped down into a bowl-shaped area. All of a sudden there was a huge rumble and an avalanche hit the valley.

Within five seconds of taking off, an avalanche can move at 80 miles an hour, so people rarely have time to jump or run out of harm's way like Driskell did as a kid. But these days, avalanches don't often overtake skiers at resorts because the ski patrol makes sure the slopes are safe. Big storms and warming weather make the month of March especially treacherous for avalanches. An avalanche occurs when one entire area or slab of snow slides off another layer underneath it. The layers form as wind and weather lay down layers of snow. Each layer takes a different form. For example, some will be wetter or icier than others. When a slab starts to slide, anything on top is carried along, and the avalanche picks up whatever lies in its path as it roars down a slope – including rocks, trees, and people.

The Aspen Mountain Ski Patrol demonstrates this action by stacking up books with salt sprinkled between them. The salt makes each book or layer unstable; adding weight can cause one book in the pile to slide off. The same thing happens when a person starts to travel across an area of unstable snow – their weight can trigger a slide. Most people who get caught are skiing or snowmobiling in the back country, the wilderness beyond the ski area where there is no patrol to manage the avalanches.

People going out into the backcountry often wear a special instrument called an avalanche transceiver that sends out a radio signal. All members of the ski patrol wear one as well, in case they get caught in an avalanche while working. The signal tells the patrol where to dig if someone ends up under the snow. Once the patrol identifies the area where a person might be, they push a probe, or long pole, down into the snow. When it hits an object, they start digging with the shovels they always carry. Everyone on the ski patrol has studied first aid so they can start treating life-threatening injuries right there on the mountain.

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Choose ONE topic from the list below and speak about it for an extended period of time:

- a) A favourite place
- b) Is it easy to get around in Malta and Gozo?
- c) Is there anything recreational about recreational drugs?
- d) The end of television as we know it
- e) Will the tablet replace the laptop?
- f) Dangerous sports

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL

MAY 2013

Examiner's Paper

SUBJECT:	ENGLISH - Oral
DATE:	18th April 2013
TIME:	P.M. (10 minutes)

The Oral Session carries 10% of the global mark and should last approximately **10 minutes**. Examiners are to assess the candidate's oral skills (see the **Oral Grid** and **Scheme of Assessment** to assist you in assessing the candidate's performance).

The Oral Session has two components – **Passage for Reading** and **Discussion on a Topic**. The passage and the list of topics should be made available to the candidate at least 10 minutes before the start of the Oral Examination.

PART 1 – Passage for Reading (5 marks)

Invite the candidate to read aloud the passage below:

When he was about 10 years old, Joe narrowly escaped an avalanche. He and some friends were waiting for a tram to carry them down a mountain at a ski resort, and they started goofing around. Then Driskell stepped down into a bowl-shaped area. All of a sudden there was a huge rumble and an avalanche hit the valley.

Within five seconds of taking off, an avalanche can move at 80 miles an hour, so people rarely have time to jump or run out of harm's way like Driskell did as a kid. But these days, avalanches don't often overtake skiers at resorts because the ski patrol makes sure the slopes are safe. Big storms and warming weather make the month of March especially treacherous for avalanches. An avalanche occurs when one entire area or slab of snow slides off another layer underneath it. The layers form as wind and weather lay down layers of snow. Each layer takes a different form. For example, some will be wetter or icier than others. When a slab starts to slide, anything on top is carried along, and the avalanche picks up whatever lies in its path as it roars down a slope – including rocks, trees, and people.

The Aspen Mountain Ski Patrol demonstrates this action by stacking up books with salt sprinkled between them. The salt makes each book or layer unstable; adding weight can cause one book in the pile to slide off. The same thing happens when a person starts to travel across an area of unstable snow – their weight can trigger a slide. Most people who get caught are skiing or snowmobiling in the back country, the wilderness beyond the ski area where there is no patrol to manage the avalanches.

People going out into the backcountry often wear a special instrument called an avalanche transceiver that sends out a radio signal. All members of the ski patrol wear one as well, in case they get caught in an avalanche while working. The signal tells the patrol where to dig if someone ends up under the snow. Once the patrol identifies the area where a person might be, they push a probe, or long pole, down into the snow. When it hits an object, they start digging with the shovels they always carry. Everyone on the ski patrol has studied first aid so they can start treating life-threatening injuries right there on the mountain.

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Invite the candidate to speak for an extended period on the topic of their choice, only offering prompts where necessary:

- a) A favourite place
- b) Is it easy to get around in Malta and Gozo?
- c) Is there anything recreational about recreational drugs?
- d) The end of television as we know it
- e) Will the tablet replace the laptop?
- f) Dangerous sports

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION

INTERMEDIATE LEVEL

MAY 2013

Candidate's Paper

SUBJECT:	ENGLISH - Oral
DATE:	19th April 2013
TIME:	P.M. (10 minutes)

PART 1 – Passage for Reading (5 marks)

Roger Andersen, a 46-year-old father of four, wasn't expecting any trouble on the road last New Year's Eve, when he set off for a ski trip to the Bear River Mountains with his three children. Andersen had driven through the canyon hundreds of times over the years. The weather was glorious for hitting the slopes – 30 degrees and sunny – but the higher they drove, the more slippery the roads became. Rounding an ugly turn in the road, Andersen saw a van that had skated off the road and instinctively tapped his brakes. In an instant, the Honda Accord was sliding at 25 miles per hour toward the shoulder of the highway, then lurching down a steep ten-foot embankment toward the frozen river. As it hit the water, the car tipped toward the passenger side, hesitated, and then rolled onto its roof and sank into the river. There was no time to tell the kids what to do. The crash had shattered a few windows, and within seconds, the cab of the upside-down car was filled with water.

Disoriented, Andersen began to search the freezing water for the kids. Mia had been right next to him in the front seat; now, in the blackness, he couldn't find her. Andersen wriggled out of his seat belt, swam through a broken window, and gulped air at the surface. That's when he saw a group of men, about ten in all, appear at the top of the embankment. One after another, they raced down and waded into the water.

The river was only about four feet deep near the bank, but the Accord's doors were jammed shut, and the windows were submerged and impossible to kick in. One of the men, who as a bodyguard had trained to fire a gun underwater, told Andersen he was going to shoot out the rear passenger window, where one of the children had been sitting. When Andersen didn't object, he plunged the handgun he always carried into the river, carefully angled the muzzle toward the roof, and fired. The glass shattered and he found himself staring into the terrified eyes of the children who had managed to find an air pocket in the backseat. He sliced their seat belts with his pocket knife and pulled them out through the broken window.

As the children fully recovered in the following weeks, Andersen felt compelled to thank the men who had saved them. He was dumbfounded to learn that the group included a member of a search-and-rescue team, a retired Navy diver and of course the former police officer, whose equipment and training were key to quickly freeing the children.

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Choose ONE topic from the list below and speak about it for an extended period of time:

- a) Siblings
- b) Second hand clothes – fashion statement or a bad idea?
- c) The thrill of a dangerous job
- d) Comics
- e) Keeping safe online
- f) A foreign culture I'd love to explore

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

UNIVERSITY OF MALTA, MSIDA

MATRICULATION EXAMINATION
INTERMEDIATE LEVEL

MAY 2013

Examiner's Paper

SUBJECT:	ENGLISH - Oral
DATE:	19th April 2013
TIME:	P.M. (10 minutes)

The Oral Session carries 10% of the global mark and should last approximately **10 minutes**. Examiners are to assess the candidate's oral skills (see the **Oral Grid** and **Scheme of Assessment** to assist you in assessing the candidate's performance).

The Oral Session has two components – **Passage for Reading** and **Discussion on a Topic**. The passage and the list of topics should be made available to the candidate at least 10 minutes before the start of the Oral Examination.

PART 1 – Passage for Reading (5 marks)

Invite the candidate to read aloud the passage below:

Roger Andersen, a 46-year-old father of four, wasn't expecting any trouble on the road last New Year's Eve, when he set off for a ski trip to the Bear River Mountains with his three children. Andersen had driven through the canyon hundreds of times over the years. The weather was glorious for hitting the slopes – 30 degrees and sunny – but the higher they drove, the more slippery the roads became. Rounding an ugly turn in the road, Andersen saw a van that had skated off the road and instinctively tapped his brakes. In an instant, the Honda Accord was sliding at 25 miles per hour toward the shoulder of the highway, then lurching down a steep ten-foot embankment toward the frozen river. As it hit the water, the car tipped toward the passenger side, hesitated, and then rolled onto its roof and sank into the river. There was no time to tell the kids what to do. The crash had shattered a few windows, and within seconds, the cab of the upside-down car was filled with water.

Disoriented, Andersen began to search the freezing water for the kids. Mia had been right next to him in the front seat; now, in the blackness, he couldn't find her. Andersen wriggled out of his seat belt, swam through a broken window, and gulped air at the surface. That's when he saw a group of men, about ten in all, appear at the top of the embankment. One after another, they raced down and waded into the water.

The river was only about four feet deep near the bank, but the Accord's doors were jammed shut, and the windows were submerged and impossible to kick in. One of the men, who as a bodyguard had trained to fire a gun underwater, told Andersen he was going to shoot out the rear passenger window, where one of the children had been sitting. When Andersen didn't object, he plunged the handgun he always carried into the river, carefully angled the muzzle toward the roof, and fired. The glass shattered and he found himself staring into the terrified eyes of the children who had managed to find an air pocket in the backseat. He sliced their seat belts with his pocket knife and pulled them out through the broken window.

IM 10oe5.13m

As the children fully recovered in the following weeks, Andersen felt compelled to thank the men who had saved them. He was dumbfounded to learn that the group included a member of a search-and-rescue team, a retired Navy diver and of course the former police officer, whose equipment and training were key to quickly freeing the children.

PART 2 – Discussion on a Topic (Long Turn) (5 marks)

Invite the candidate to speak for an extended period on the topic of their choice, only offering prompts where necessary:

- a) Siblings
- b) Second hand clothes – fashion statement or a bad idea?
- c) The thrill of a dangerous job
- d) Comics
- e) Keeping safe online
- f) A foreign culture I'd love to explore

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

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

ANSWER BOTH SECTIONS

You are advised to spend about 1 hour on each task.

SECTION A – LANGUAGE (60 marks)

1. ESSAY (30 marks)

Write approximately 500 words on **one** of the following:

- a. The sea.
- b. You are a member of an environmental group which is planning an event to raise awareness about the environment in Malta. The event might be eligible for governmental funding. Write a proposal report addressed to the Director of Public Projects within the Ministry of Finance, in which you explain your plans, your aims, and how the funds would be used.
- c. Respond to a letter published in the local newspaper which is suggesting that social media are often considered a distraction from studying and should be restricted to over eighteen year-olds.
- d. Young people nowadays have an unhealthy obsession with celebrities. Discuss.
- e. Use this sentence and underline it in a short story you decide to submit to a weekend magazine:
“I just couldn’t stop laughing”.
- f. An unforgettable sight.

2. COMPREHENSION AND SUMMARY (30 marks)

Read the passage below and answer the questions that follow.

The dream of El Dorado, a lost city of gold, led many a conquistador on a fruitless trek into the rainforests and mountains of South America. But it was all wishful thinking. The "golden one" was actually not a place but a person – as recent archaeological research confirms.

- 5 Columbus's arrival in the Americas in AD 1492 was the first chapter in a world-changing clash of cultures. It was a brutal confrontation of completely opposing ways of living and systems of beliefs.

10 The European tale that arose of El Dorado, as a lost city of gold waiting for discovery by an adventurous conqueror, encapsulates the Europeans' endless thirst for gold and their unerring drive to exploit these new lands for their monetary value. The South American myth of El Dorado, on the other hand, reveals the true nature of the territory and the people who lived there. For them, El Dorado was never a place, but a ruler so rich that he allegedly covered himself in gold from head to toe each morning and washed it off in a sacred lake each evening.

- 15 The real story behind the myth has slowly been pieced together over recent years using a combination of early historical texts and new archaeological research. At its heart is a true story of a rite of passage ceremony carried out by the Muisca peoples who have lived in Central Colombia from AD 800 to the modern day.

20 Different Spanish chroniclers arriving in this alien continent in the early 16th Century began to write about this ceremony of El Dorado, and one of the best accounts comes from Juan Rodriguez Freyle. In Freyle's book, *The Conquest and Discovery of the New Kingdom of Granada*, published in 1636, he tells us that when a leader died within Muisca society the process of succession for the chosen "golden one" would unfold. The selected new leader of the community, commonly the nephew of the

25 previous chief, would go through a long initiation process culminating in the final act of paddling out on a raft onto a sacred lake, such as Lake Guatavita in Central Colombia.

30 The shores of the circular lake were filled with richly adorned spectators playing musical instruments and burning fires that almost blocked out the daylight from this crucible-like lake basin. The raft itself had four burning fires on it throwing up plumes of incense into the sky. When at the very centre of the lake, the priest would raise a flag to draw silence from the crowd. This moment would mark the point at which the crowds would commit allegiance to their new leader by shouting their approval from the lakeshore.

- 35 Within Muisca society gold, or more specifically an alloy of gold, silver and copper called tumbaga, was highly sought after, not for its material value but for its spiritual power, its connection to the deities and its ability to bring balance and harmony within Muisca society. As Muisca descendant Enrique Gonzalez explains, gold does not symbolise prosperity to his people.

40 "For the Muisca of today, just as for our ancestors, gold is nothing more than an offering... gold does not represent wealth to us."

45 Gold objects of Ancient South American provenance which are on digital display at the British Museum were made by using the "lost wax" process – creating clay moulds around delicate wax models before melting them and casting them in gold. Since all the gold objects in each offering have the same chemical signature as well as unique manufacture traits, it is clear that these objects were

being specifically made for this offering and may only have been in existence for a matter of hours or days before being deposited.

- 50 Incredibly, a gold raft depicting a scene exactly like that described by Juan Rodriguez Freyle was found in 1969 by three villagers in a small cave in the hills just to the south of Bogota. This scene of a man covered in gold going out into a sacred lake, such as Lake Guatavita, is the real story of El Dorado.
- 55 The way this story grew into the myth of a legendary city of gold reveals the distinct way in which gold was a source of material wealth for European conquerors. They had little understanding of its true value within Muisca society. European minds were simply dazzled by just how much gold must have been thrown down into the deep waters of the lake and buried at other sacred sites around Colombia.
- 60 Tragically, the desperate hunt for gold is still very much alive. Archaeologists, working at fantastic research institutions like the Museo del Oro in Bogota, are fighting against a rising tide of looting. So just like the European conquistadors of the 16th Century their modern counterparts continue to ravage South America's past and rob us of the fascinating stories behind it.
- 65 The quantities of gold uncovered by these looters is still astounding. In the 1970s, when new sites were discovered by looters in northern Colombia, it caused the world gold market to crash.
- 70 This El Dorado-inspired looting of gold has meant that the vast majority of precious pre-Columbian gold objects have been melted down and the real value of these artefacts as clues to the workings of an ancient culture have been lost forever.

Adapted from: *El Dorado: The truth behind the myth*. BBC news.

- a. Give the meaning of the following words as they appear in context: 'wishful thinking' (line 2), 'encapsulates' (line 9), 'adorned' (line 28), 'allegiance' (line 32), 'traits' (line 46) and 'ravage' (line 64). (6 marks)
- b. In your own words, explain what is meant by 'The real story behind the myth' (line 15). (3 marks)
- c. What does the sentence 'The European tale (...) encapsulates the Europeans' endless thirst for gold and their unerring drive to exploit these new lands...' (lines 8-10) tell us about the author's attitude towards the Europeans? (3 marks)
- d. Why is Juan Rodriguez Freyle's 17th century account of an initiation ceremony considered to be so important? (3 marks)
- e. What is leading to the loss of useful evidence in our understanding of the myth of El Dorado? (3 marks)
- f. In a paragraph of between 80 and 100 words, summarise the two different ways in which the European conquerors (together with modern looters) and the ancient South Americans viewed gold. (12 marks)

SECTION B – LITERATURE (30 marks)

Choose one of the texts below and answer one of the three questions set on the text using no less than 450 words. All answers must be supported by close reference to the text.

Text 1: Graham Greene *The Heart of the Matter*

- a. “*The Heart of the Matter* explores the difficulties in really understanding others.” Discuss.

Or

- b. Compare and contrast Scobie’s relationship with Louise and his relationship with Helen in *The Heart of the Matter*.

Or

- c. Write an essay on the importance of the following passage to the novel *The Heart of the Matter*. These topics are being offered to you as guidelines:
- The relation of the passage to the plot or action of the novel.
 - What the passage reveals about any of the characters in the novel.
 - The relation to the central themes of the novel.

She said drearily, "Father, haven't you any comfort to give me?" Oh, the conversations, he thought, that go on in a house after a death, the turnings over, the discussions, the questions, the demands – so much noise round the edge of silence.

"You've been given an awful lot of comfort in your life, Mrs. Scobie. If what Wilson thinks is true, it's he who needs our comfort."

"Do you know all that I know about him?"

"Of course I don't, Mrs. Scobie. You've been his wife, haven't you, for fifteen years. A priest only knows the unimportant things."

"Unimportant?"

"Oh, I mean the sins," he said impatiently. "A man doesn't come to us and confess his virtues. "

"I expect you know about Mrs. Rolt. Most people did."

"Poor woman."

"I don't see why."

"I'm sorry for anyone happy and ignorant who gets mixed up in that way with one of us."

"He was a bad Catholic."

"That's the silliest phrase in common use," Father Rank said.

"And at the end, this horror. He must have known that he was damning himself. "

"Yes, he knew that all right. He never had any trust in mercy except for other people."

"It's no good even praying . . ."

Father Rank clapped the cover of the diary to and said, furiously, "For goodness" sake, Mrs. Scobie, don't imagine you or I know a thing about God's mercy."

"The Church says . . ."

"I know the Church says. The Church knows all the rules. But it doesn't know what goes on in a single human heart."

Text 2: Chimamanda Ngozi Adichie *Purple Hibiscus*

- a. Discuss gender issues as they arise in *Purple Hibiscus*.

Or

- b. Eugene is eager to impress the society around him with his Western ways. Discuss how this affects his family.

Or

- c. Write an essay on the importance of the following passage to the novel *Purple Hibiscus*. These topics are being offered to you as guidelines:
- The relation of the passage to the plot or action of the novel.
 - What the passage reveals about any of the characters in the novel.
 - The relation to the central themes of the novel.

I looked at Jaja and wondered if the dimness in his eyes was shame. I suddenly wished, for him, that he had done the ima mmuo, the initiation into the spirit world. I knew very little about it; women were not supposed to know anything at all, since it was the first step toward the initiation to manhood. But Jaja once told me that he heard that boys were flogged and made to bathe in the presence of a taunting crowd. The only time Papa had talked about ima mmuo was to say that the Christians who let their sons do it were confused, that they would end up in hellfire.

We left Ezi Icheke soon afterward. Auntie Ifeoma dropped off a sleepy Papa-Nnukwu first; his good eye was half closed while his going-blind eye stayed open, the film covering it looked thicker now, like concentrated milk. When Auntie Ifeoma stopped inside our compound, she asked her children if they wanted to come into the house, and Amaka said no, in a loud voice that seemed to prompt her brothers to say the same. Auntie Ifeoma took us in, waved to Papa, who was in the middle of a meeting, and hugged Jaja and me in her tight way before leaving.

That night, I dreamed that I was laughing, but it did not sound like my laughter; although I was not sure what my laughter sounded like. It was cackling and throaty and enthusiastic, like Auntie Ifeoma.

Text 3: Robert Bolt *A Man for All Seasons*

- a. More speaks of “a very small area where a man must rule himself”. Discuss the theme of selfhood in *A Man for All Seasons*.

Or

- b. While King Henry appears on stage only once in *A Man for All Seasons*, he has a crucial role in the play. Discuss.

Or

- c. Write an essay on the importance of the following passage to the play *A Man for All Seasons*. These topics are being offered to you as guidelines:
- The relation of the passage to the plot or action of the play.
 - What the passage reveals about any of the characters in the play.
 - The relation to the central themes of the play.

CROMWELL I think you’d make a good Collector of Revenues for York Diocese.

RICH (*gripping on to himself*) Is it in your gift?

CROMWELL Effectively.

RICH (*conscious cynicism*) What do I have to do for it?

CROMWELL Nothing. (*He lectures, pacing pedantically up and down.*) It isn’t like that, Rich. There are no rules. With rewards and penalties – so much wickedness purchases so much worldly prospering – (*He breaks off and stops, suddenly struck.*) Are you sure you’re not religious?

RICH Almost sure.

CROMWELL Get sure. (*Resumes pacing*) No, it’s not like that, it’s much more a matter of convenience, administrative convenience. The normal aim of administration is to keep steady this factor of convenience – and Sir Thomas would agree. Now normally when a man wants to change his woman, you let him if it’s convenient and prevent him if it’s not – normally indeed it’s of so little importance that you leave it to the priests. But the constant factor is this element of convenience.

RICH Whose convenience? (*Cromwell stops.*)

CROMWELL Oh ours. But everybody’s too. (*Sets off again.*) However, in the present instance the man who wants to change his woman is our Sovereign Lord, Harry, by the Grace of God, the Eighth of that name. Which is a quaint way of saying that if he wants to change his woman he will. So *that* becomes the constant factor. And our job as administrators is to make it as convenient as we can. I say ‘our’ job, on the assumption that you’ll take this post at York I’ve offered you?

Text 4: Ian McEwan *Atonement*

- a. Discuss the importance of guilt in *Atonement*.

Or

- b. 'Lola is an accomplice to the disaster.' Discuss.

Or

- c. Write an essay on the importance of the following passage to the novel *Atonement*. These topics are being offered to you as guidelines:
- The relation of the passage to the plot or action of the novel.
 - What the passage reveals about any of the characters in the novel.
 - The relation to the central themes of the novel.

Emily stood at the head of the table placing the diners as they came in. She put Leon on her right, and Paul Marshall on her left. To his right Leon had Briony and the twins, while Marshall had Cecilia on his left, then Robbie, then Lola. Robbie stood behind his chair, gripping it for support, amazed that no one appeared to hear his still-thudding heart. He escaped the cocktail, but he too had no appetite. He turned slightly to face away from Cecilia, and as the others took their places noted with relief that he was seated down among the children.

Prompted by a nod from his mother, Leon muttered a short suspended grace – For what we are about to receive – to which the scrape of chairs was the amen. The silence that followed as they settled and unfolded their napkins would easily have been dispersed by Jack Tallis introducing some barely interesting topic while Betty went around with the beef. Instead, the diners watched and listened to her as she stooped murmuring at each place, scraping the serving spoon and fork across the silver platter. What else could they attend to, when the only other business in the room was their own silence? Emily Tallis had always been incapable of small talk and didn't much care. Leon, entirely at one with himself, lolled in his chair, wine bottle in hand, studying its label. Cecilia was lost to the events of ten minutes before and could not have composed a simple sentence. Robbie was familiar with the household and would have started something off, but he too was in turmoil. It was enough that he could pretend to ignore Cecilia's bare arm at his side – he could feel its heat – and the hostile gaze of Briony who sat diagonally across from him. And even if it had been considered proper for children to introduce a topic, they too would have been incapable: Briony could think only of what she had witnessed, Lola was subdued both by the shock of physical assault and an array of contradictory emotions, and the twins were absorbed in a plan.