



SUBJECT: **English**
PAPER: Oral
DATE: 6th April 2018
TIME: P.M.

SESSION 1

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 3 minutes)

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. How do you usually spend your weekend?
2. If you were to organise a party, how would you plan it?
3. Which is your favourite day of the week? Why?
4. Do you follow a timetable for planning your work and other activities? Why? / Why not?

[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.

(Total: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture to talk about. Then I shall be asking you some questions. Here is the picture. Please take some time to look at it.

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

Please describe what you see in the picture. You have about one 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 a picture which focuses on technology. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Mention some of the dangers of technology as well as the benefits.
2. Can humanity survive without technology? Why / why not?
3. Do we become addicted to the device or what it offers? Why?
4. What is technology's impact on our natural environment?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 a pencil and paper to write 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. Attack the message, but not the messenger. Discuss.
2. Modern warfare is all conducted online. Discuss.
3. Boys play football and girls dance. Discuss.
4. On a city break, which would you do to understand its character: visit its museums or enjoy its nightlife?
5. Religions can help build communities. 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.

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 6th April 2018
TIME: P.M.

SESSION 1

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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. Attack the message, but not the messenger. Discuss.
2. Modern warfare is all conducted online. Discuss.
3. Boys play football and girls dance. Discuss.
4. On a city break, which would you do to understand its character: visit its museums or enjoy its nightlife?
5. Religions can help build communities. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 6th April 2018
TIME: P.M.

SESSION 1

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 3 minutes)

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. Attack the message, but not the messenger. Discuss.
2. Modern warfare is all conducted online. Discuss.
3. Boys play football and girls dance. Discuss.
4. On a city break, which would you do to understand its character: visit its museums or enjoy its nightlife?
5. Religions can help build communities. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 9th April 2018
TIME: P.M.

SESSION 2

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (c. 3 minutes)

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. What would you like to be doing in five years' time?
2. How have the past five years been for you?
3. Do you have a best friend you can describe? Describe him/her.
4. Why are friends important to you?

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

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

Thank you. Now we shall proceed to Part 2.

(Total: 2 marks)

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture to talk about. Then I shall be asking you some questions. Here is the picture. Please take some time to look at it.

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

Please describe what you see in the picture. You have about one 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 picture, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described a picture depicting music. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What type of atmosphere does music generate?
2. Do you think music should be a compulsory part of early childhood experience? Why?
3. What kind of music do you like? Why?
4. How can music bring together different cultures?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 a pencil and paper to write 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 focus on the global economy and competitive business has eroded our ability to cooperate with each other. Discuss.
2. By the year 2050 there will be more plastic than fish in the oceans. Should we be worried?
3. What do you think lifelong learning means, and why is it important?
4. Which jobs are under threat from robots? Discuss.
5. Many commentators suggest that societies around the world are much better off today than ever before. What's your opinion?

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.

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 9th April 2018
TIME: P.M.

SESSION 2

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 focus on the global economy and competitive business has eroded our ability to cooperate with each other. Discuss.
2. By the year 2050 there will be more plastic than fish in the oceans. Should we be worried?
3. What do you think lifelong learning means, and why is it important?
4. Which jobs are under threat from robots? Discuss.
5. Many commentators suggest that societies around the world are much better off today than ever before. What's your opinion?

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 9th April 2018
TIME: P.M.

SESSION 2

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 3 minutes)

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 focus on the global economy and competitive business has eroded our ability to cooperate with each other. Discuss.
2. By the year 2050 there will be more plastic than fish in the oceans. Should we be worried?
3. What do you think lifelong learning means, and why is it important?
4. Which jobs are under threat from robots? Discuss.
5. Many commentators suggest that societies around the world are much better off today than ever before. What's your opinion?

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 10th April 2018
TIME: P.M.

SESSION 3

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 3 minutes)

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 you fond of the locality you live in? Why? / Why not?
2. Have you considered moving to a different locality? Why? / Why not?
3. Do your studies take up much of your time? Why? / Why not?
4. Given a choice, which other subjects would you have chosen to study? 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.

(Total: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture to talk about. Then I shall be asking you some questions. Here is the picture. Please take some time to look at it.

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

Please describe what you see in the picture. You have about one 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 picture, the examiner asks a set of questions and prompts the candidate accordingly.

The examiner tells the candidate:

You've described a picture of a bustling street. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. How important are festive decorations to some people?
2. What do you understand by the word culture?
3. What aspect of your culture would you be eager to explain to a foreigner? Why?
4. What culture besides your own do you admire or would like to experience? 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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 a pencil and paper to write 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. Freedom of speech should be limited on social media. Present your views.
2. Travelling is becoming increasingly important as a life experience. Discuss.
3. Reading books is out of fashion. What's your view?
4. Is there a solution to the traffic situation in Malta?
5. Some world leaders are suggesting that all humans should have a right to leave their country and seek new homes in times of war, famine, or catastrophic natural disasters. What's your view?

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.

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 10th April 2018
TIME: P.M.

SESSION 3

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

Please turn the page.

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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. Freedom of speech should be limited on social media. Present your views.
2. Travelling is becoming increasingly important as a life experience. Discuss.
3. Reading books is out of fashion. What's your view?
4. Is there a solution to the traffic situation in Malta?
5. Some world leaders are suggesting that all humans should have a right to leave their country and seek new homes in times of war, famine, or catastrophic natural disasters. What's your view?

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 10th April 2018
TIME: P.M.

SESSION 3

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 3 minutes)

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. Freedom of speech should be limited on social media. Present your views.
2. Travelling is becoming increasingly important as a life experience. Discuss.
3. Reading books is out of fashion. What's your view?
4. Is there a solution to the traffic situation in Malta?
5. Some world leaders are suggesting that all humans should have a right to leave their country and seek new homes in times of war, famine, or catastrophic natural disasters. What's your view?

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 11th April 2018
TIME: P.M.

SESSION 4

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (c. 3 minutes)

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 you a morning or an evening person? Why?
2. How do you manage to keep a balance between your studies and other commitments?
3. Have you had any work experience yet? Which? / Why not?
4. What type of career are you considering? 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.

(Total: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture to talk about. Then I shall be asking you some questions. Here is the picture. Please take some time to look at it.

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

Please describe what you see in the picture. You have about one 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 a picture depicting a form of entertainment. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Mention some forms of public entertainment.
2. Is all entertainment affordable and readily available?
3. Why is there such a high demand for public entertainment when TV offers it at a cheaper price?
4. Is entertainment a form of art? Why / why not?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 a pencil and paper to write 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. Would you consider taking up a new sport in the future? Which one and why?
2. What's the best way to understand a foreign culture?
3. How relevant is game-based learning, or is it just a passing fashion?
4. Some modern thinkers say that social media and networking online make people more isolated than ever. What's your view?
5. Nature is a collective responsibility. 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.

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 11th April 2018
TIME: P.M.

SESSION 4

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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. Would you consider taking up a new sport in the future? Which one and why?
2. What's the best way to understand a foreign culture?
3. How relevant is game-based learning, or is it just a passing fashion?
4. Some modern thinkers say that social media and networking online make people more isolated than ever. What's your view?
5. Nature is a collective responsibility. Discuss

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 11th April 2018
TIME: P.M.

SESSION 4

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 3 minutes)

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. Would you consider taking up a new sport in the future? Which one and why?
2. What's the best way to understand a foreign culture?
3. How relevant is game-based learning, or is it just a passing fashion?
4. Some modern thinkers say that social media and networking online make people more isolated than ever. What's your view?
5. Nature is a collective responsibility. Discuss

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 12th April 2018
TIME: P.M.

SESSION 5

EXAMINER'S PAPER

The Oral Session carries 10% of the global mark and should last approximately **15 minutes**.

1. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION (c. 3 minutes)

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. Have you ever travelled abroad? Why? / Why not?
2. Would you consider making travelling your career? Why? / Why not?
3. How do you travel to school/work?
4. Have you ever considered an alternative mode of transportation? Which? / 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.

(Total: 2 marks)

Please turn the page.

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)

The examiner tells the candidate:

In this part of the exam, you are going to be given a picture to talk about. Then I shall be asking you some questions. Here is the picture. Please take some time to look at it.

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

Please describe what you see in the picture. You have about one 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 a picture depicting a close family relation. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. Why is the notion of family important to society?
2. How can siblings and close relatives be supportive of one another?
3. Are family relationships always easy to manage? Why or why not?
4. What is your idea of today's family?

[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. Please turn the page. Now we shall proceed to Part 3.

(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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 a pencil and paper to write 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. People now cannot always tell the difference between music generated by humans and music generated by a machine. Should we stop paying musicians for the music they produce?
2. What is the problem with instant gratification?
3. Careers are changing the nature of human relationships as more women are encouraged to work. Discuss.
4. What kind of travel do you prefer: luxury or adventure?
5. School uniforms are a thing of the past, and discourage teens from developing a sense of individuality. 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.

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 12th April 2018
TIME: P.M.

SESSION 5

CANDIDATE'S CLASSROOM PAPER

2. GUIDED EXAMINER-TO-CANDIDATE CONVERSATION

(c. 4 minutes)



(Total: 3 marks)

3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN

(c. 3 minutes)

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. People now cannot always tell the difference between music generated by humans and music generated by a machine. Should we stop paying musicians for the music they produce?
2. What is the problem with instant gratification?
3. Careers are changing the nature of human relationships as more women are encouraged to work. Discuss.
4. What kind of travel do you prefer: luxury or adventure?
5. School uniforms are a thing of the past, and discourage teens from developing a sense of individuality. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
PAPER: Oral
DATE: 12th April 2018
TIME: P.M.

SESSION 5

CANDIDATE'S CORRIDOR PAPER**3. GUIDED CANDIDATE-TO-EXAMINER LONG TURN**

(c. 3 minutes)

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. People now cannot always tell the difference between music generated by humans and music generated by a machine. Should we stop paying musicians for the music they produce?
2. What is the problem with instant gratification?
3. Careers are changing the nature of human relationships as more women are encouraged to work. Discuss.
4. What kind of travel do you prefer: luxury or adventure?
5. School uniforms are a thing of the past, and discourage teens from developing a sense of individuality. Discuss.

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

(Total: 5 marks)



SUBJECT: **English**
DATE: 21st May 2018
TIME: 4:00 p.m. to 7:05 p.m.

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

SECTION A: WRITTEN

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

1. Your local council is running a competition inviting residents to describe a place that is meaningful to them. Write a description of a place in your town/village that has special significance to you.
2. A national arts organisation intends to publish a book of short stories focusing on common human experiences. Write a story on the theme of loss.
3. Young2Young is an international organisation devoted to teaching important skills to disadvantaged children. Every year it issues a call for applications for young people interested in contributing to its work by volunteering for a two-week period. Successful applicants get to share their knowledge and skills with disadvantaged children, as well as benefit from the experience in a number of ways.

Write a formal email addressed to Ms Gemma White, the Director of Young2Young, applying for a place on next year's voluntary work scheme. In your email you might consider describing:

- your relevant knowledge and skills;
- how you intend to contribute to the organisation's work;
- what you hope to achieve through the experience.

Sender's details: Use this fictional name: Evelyn Brown

Recipient's details: Use this email address: gemma.white@y2y.com

4. Education moulds us into the people society wishes us to be. What is your opinion about this?
5. Many more people are leading a sedentary and unhealthy lifestyle. How can this problem be addressed?
6. You are your school's representative on a European project focusing on minimising waste in educational institutions. At the end of every academic year, every school forming part of the project is expected to identify the positive and negative aspects of the various initiatives it would have undertaken with respect to waste reduction.

Write a report addressed to the other schools' representatives. In the report you might consider explaining:

- what initiatives were taken by your school to minimise waste;
- how effective were these initiatives;
- what changes could be made next year.

(Total: 30 marks)

SECTION B: READING AND LANGUAGE AWARENESS

Read the following passage and answer the questions given below.

How To Stop Letting Others Dictate Your Worth by Ryan Holiday Bestselling author of *Ego is the Enemy* & *The Obstacle Is The Way*



What matters to an active man is to do the right thing; whether the right thing comes to pass should not bother him. —Goethe

Belisarius is one of the greatest yet unknown military generals in all of history. As Rome's highest ranking commander under the Byzantine emperor Justinian, Belisarius saved Western civilization on at least three occasions. As Rome collapsed and the seat of the empire moved to Constantinople, Belisarius was the only bright light in a dark time for Christianity.

5 He won brilliant victories at Dara, Carthage, Naples, Sicily, and Constantinople. He saved a cowardly Justinian from a riotous mob. He reclaimed far-flung territories and recaptured Rome for the first time since it fell—all before he was 40.

10 His thanks? He was not given public triumphs. Instead, he was repeatedly placed under suspicion by the paranoid emperor he served. His victories and sacrifices were undone with bad politics. Later, he was relieved of command, with his only remaining title being the deliberately humiliating "Commander of the Royal Stable." At the end of his illustrious career, Belisarius was stripped of his wealth, and according to the legend he was blinded, and forced to beg in the streets to survive.

15 Historians, scholars, and artists have lamented and argued about this treatment for centuries. Like all fair minded people, they are outraged at the stupidity, the ungratefulness, and

injustice that this great and unusual man was subjected to. However, the one person we do not hear complaining about any of this, not even in private letters, is Belisarius himself.

20 Ironically, as the head of the army, he likely could have taken the throne on numerous occasions, though it appears he was never even tempted. While the Emperor Justinian fell prey to all the vices of absolute power—control, paranoia, selfishness, greed—we see none in Belisarius. Belisarius just did his job, and did it well. That was enough for him.

25 In life, there will be times when we do everything right, perhaps even perfectly, yet the results will somehow be negative: failure, disrespect, jealousy, or even a resounding yawn from the world. Depending on what motivates us, this response can be crushing. If ego holds sway, we'll accept nothing less than full appreciation.

This is a dangerous attitude because when someone works on any project, at a certain point, that thing leaves their hands and enters the realm of the world. It is judged, received, and acted on by other people. It stops being something they control, and it starts depending on others.

30 Belisarius could win his battles. He could lead his men. He could determine his personal ethics. He could not control whether his work was appreciated or whether it aroused suspicion. He had no ability to control whether a powerful dictator would treat him well.

35 This reality rings essentially true for everyone in every kind of life. What was so special about Belisarius was that he accepted the bargain. Doing the right thing was enough. Serving his country, his God, and doing his duty faithfully was all that mattered. Any adversity could be endured and any rewards were considered extra. Which is good, because not only was he often not rewarded for the good he did, he was punished for it. That seems galling at first. Indignation is the reaction we would have if it happened to us or someone we know, but what was Belisarius's alternative? Should he have done the wrong thing instead?

40 We are all faced with this same challenge in the pursuit of our own goals: Will we work hard for something that can be taken away from us? Will we invest time and energy even if an outcome is not guaranteed? With the right motives we are willing to proceed. With ego, we are not.

45 It takes humility to admit that we have only minimal control over the rewards for our work and effort—other people's validation, recognition, rewards. Think of all the activists who will find that they can only advance their cause so far, or the leaders who are assassinated before their work is done. Think of the inventors whose ideas languish "ahead of their time." According to society's main metrics, these people were not rewarded for their work. Should they have not done it? Should they not be kind, not work hard, not produce, because there is a chance it wouldn't be reciprocated?

50 Every one of us has considered doing precisely that, but it's far better (and more resilient) when doing good work is sufficient. In other words, the less attached we are to outcomes the better. This is when fulfilling our own standards is what fills us with pride and self-respect, and when the effort—not the results, good or bad—is enough.

55 For many of us, this is not nearly sufficient. No, we need to be recognised. We need to be compensated. Especially problematic is the fact that, often, we get that. We are praised, we are paid, and we start to assume that the two things always go together. The "expectation hangover" inevitably ensues.

60 But you must be ready to meet indifference. It will happen. Maybe your parents will never be impressed. Maybe your girlfriend will not care. Maybe the investor will not see the numbers. Maybe the audience will not clap. But we have to be able to push through. We cannot let that be what motivates us.

In a famous Longfellow poem about Belisarius, at the end of his life the Roman commander is impoverished and disabled but still concludes with great strength: "*This, too, can bear;—I still Am Belisarius!*"

This passage continues on the next page.

65 You will be unappreciated. You will be sabotaged. You will experience surprising failures. Your expectations will not be met. You will lose. You will fail.

How do you carry on then? How do you take pride in yourself and your work? The advice by the very successful basketball coach, John Wooden, to his players says it: Change the definition of success. "Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to do your best to become the best that you are capable of becoming."

70 Recognition and rewards—those are just extra. Rejection; that's on them, not on us. John Kennedy Toole's great book, *A Confederacy of Dunces*, was universally turned down by publishers, news that so broke his heart that he later committed suicide in his car on an empty road in Biloxi, Mississippi. After his death, his mother discovered the book, advocated on its behalf until it was published, and it eventually won the Pulitzer Prize. Nothing changed between the two book submissions. The book was equally great when Toole had it in manuscript form and had fought with editors about it as it was when the book was published, sold copies, and won awards. If only he could have realised this, it would have saved him so much heartbreak. He could not, but from his painful example we can at least see how arbitrary many of the breaks in life are.

80 This is why we cannot let externals determine whether something was worth it or not. It's on us.

The world is, after all, indifferent to what we humans "want." If we persist in wanting, in needing, we are simply setting ourselves up for resentment or worse.

85 Doing the work is enough.

Adapted from: www.observer.com

1. Which one of these terms best describes the text? Briefly explain the reasons for your choice.
 - a. Survey Report
 - b. Personal Development Article
 - c. Descriptive Text (2)

2. Comment on the rhetorical effectiveness of the repeated use of 'you' in the following sentence (lines 65-66):

You will be unappreciated. You will be sabotaged. You will experience surprising failures. Your expectations will not be met. You will lose. You will fail. (3)

3. Read the following paragraph (lines 29-31) and explain:
 - a. the effect of the first three short sentences.
 - b. the relationship between the first three sentences and the next two sentences. (3)

Belisarius could win his battles. He could lead his men. He could determine his personal ethics. He could not control whether his work was appreciated or whether it aroused suspicion. He had no ability to control whether a powerful dictator would treat him well.

4. Why is the story of Belisarius particularly useful for the writer to make his point in this text? Give examples in support of your answer. (3)
5. The writer includes a photograph of a subject looking at a light source. Explain the relevance of this image to the central theme of the text. (2)

6. Is the following sentence (lines 11-13) Simple, Complex or Compound? Explain why.
At the end of his illustrious career, Belisarius was stripped of his wealth, and according to the legend he was blinded, and forced to beg in the streets to survive. (2)
7. Rewrite the following sentence (lines 14-15), and underline the subject of the sentence:
'Historians, scholars, and artists have lamented and argued about this treatment for centuries.' (2)
8. What does the writer mean by the word 'externals' in this sentence (line 81)?
'This is why we cannot let externals determine whether something was worth it or not.' (3)
9. In between 80 and 100 words, summarise the ways in which the writer believes people often define success, and the different ways in which he instead believes we should think of achievement. (10)

(Total: 30 marks)

Please turn the page.

SECTION C: LITERARY AWARENESS

Choose only **ONE** question. The response must amount to a total of **500 words (+/- 10%)**.

EITHER

1. Place is a fundamental element in a story's setting. With close reference to any **TWO** short stories, explain the importance of the physical setting in the narratives. (30)

OR

2. "Poor little motherless mite!" said the stewardess. And grandma was still telling the stewardess all about what happened when Fenella fell asleep.

But she hadn't been asleep long enough to dream before she woke up again to see something waving in the air above her head. What was it? What could it be? It was a small grey foot. Now another joined it. They seemed to be feeling about for something; there came a sigh.

"I'm awake, grandma," said Fenella.

"Oh, dear, am I near the ladder?" asked grandma. "I thought it was this end."

"No, grandma, it's the other. I'll put your foot on it. Are we there?" asked Fenella.

"In the harbour," said grandma. "We must get up, child. You'd better have a biscuit to steady yourself before you move."

But Fenella had hopped out of her bunk. The lamp was still burning, but night was over, and it was cold. Peering through that round eye she could see far off some rocks. Now they were scattered over with foam; now a gull flipped by; and now there came a long piece of real land.

"It's land, grandma," said Fenella, wonderingly, as though they had been at sea for weeks together. She hugged herself; she stood on one leg and rubbed it with the toes of the other foot; she was trembling. Oh, it had all been so sad lately. Was it going to change? But all her grandma said was, "Make haste, child. I should leave your nice banana for the stewardess as you haven't eaten it." And Fenella put on her black clothes again and a button sprang off one of her gloves and rolled to where she couldn't reach it. They went up on deck.

But if it had been cold in the cabin, on deck it was like ice. The sun was not up yet, but the stars were dim, and the cold pale sky was the same colour as the cold pale sea. On the land a white mist rose and fell. Now they could see quite plainly dark bush. Even the shapes of the umbrella ferns showed, and those strange silvery withered trees that are like skeletons ... Now they could see the landing-stage and some little houses, pale too, clustered together, like shells on the lid of a box. The other passengers tramped up and down, but more slowly than they had the night before, and they looked gloomy.

And now the landing-stage came out to meet them. Slowly it swam towards the Picton boat, and a man holding a coil of rope, and a cart with a small drooping horse and another man sitting on the step, came too.

"It's Mr. Penreddy, Fenella, come for us," said grandma. She sounded pleased. Her white waxen cheeks were blue with cold, her chin trembled, and she had to keep wiping her eyes and her little pink nose.

"You've got my--"

"Yes, grandma." Fenella showed it to her.

- a. Comment on Katherine Mansfield's effective use of language in this passage from 'The Voyage'. (13)
- b. Besides the actual ferry crossing between the islands, 'The Voyage' captures a moment in the life of Fenella. Comment closely on how the idea of the voyage as an experience of transition for the child is achieved both in the passage and the rest of the short story. (17)

(Total: 30 marks)