



SUBJECT: **English**
PAPER: Oral
DATE: 14th March 2024
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. What kind of part-time work would you like to do? Why?
2. How do you typically spend your free time?
3. At which time of day do you feel most productive? Why?
4. Are you easily distracted when studying? 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 pictures to talk about. Then I shall be asking you some questions. Here are the pictures. Please take some time to look at them.

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

Please describe what you see in the pictures. You have about 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 two pictures which focus on meetings. Now let's explore the topic further.

The examiner proceeds to ask the following questions:

1. What enables people to be productive during a meeting?
2. How can people reach a solution on issues they cannot agree on?
3. What does it take to lead a good meeting?
4. What role do you usually play during a meeting of friends or colleagues? 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. Computers are as capable of producing art as human beings.
2. More and more people are taking no interest in the news.
3. Contemporary education cannot properly equip people for the future.
4. Past generations are to blame for the environmental problems we are currently experiencing.
5. It is inevitable that occasionally war occurs someplace around the world.

(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)



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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. Computers are as capable of producing art as human beings.
2. More and more people are taking no interest in the news.
3. Contemporary education cannot properly equip people for the future.
4. Past generations are to blame for the environmental problems we are currently experiencing.
5. It is inevitable that occasionally war occurs someplace around the world.

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

(Total: 5 marks)



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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. Computers are as capable of producing art as human beings.
2. More and more people are taking no interest in the news.
3. Contemporary education cannot properly equip people for the future.
4. Past generations are to blame for the environmental problems we are currently experiencing.
5. It is inevitable that occasionally war occurs someplace around the world.

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:	29 th April 2024
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**(Total: 30 marks)**

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

1. Describe a characteristic typical of a Maltese village core.
2. Narrate an event in which you had to react to a situation of prejudice and discrimination.
3. 'There is no health without mental health – and the foundation of mental health is largely laid in adolescence,' said Dr Cosma, who leads the EU-funded Generation Z project. Write an essay focusing on the main contributing factors of stress in adolescents and what actions may be taken to address the problem.
4. 'The main criticism of the young generation is that they talk about climate change a lot but do not behave in a climate-friendly manner' (Skeiryte et al., 2022). Discuss.
5. A local council has lately come to an agreement so that a school underground car park near you is used by residents between 18.00 and 06.00. This decision has alleviated the parking problem in the area to some degree, but it does not come without issues. Write a letter to the local council highlighting some of the problems you feel need to be addressed.

Sender's details:

Use the fictional name: Jay Smith

Recipient's details:

Use this email address: localcouncil24@gmail.com

6. As a member of a local youth group in your locality, you travelled abroad to attend a military-style bootcamp for teenagers with challenging behaviour. You have been asked by the committee of the youth group to write an assessment report based on your experience as an observer at the bootcamp.

Write an assessment report satisfying this brief.

In your report you might consider focusing on:

- The physical challenges
- The mental challenges
- The emotional challenges
- The positive and the negative

Please turn the page.

45 the day when machine intelligence surpasses our own. And, above all, that their power should be unconstrained. The systems they have built or are building – to rewire communications, recreate human social networks, push artificial intelligence into daily life, and more – impose these beliefs on the population, which is neither consulted nor, usually, meaningfully informed.

50 Silicon Valley’s influence is reengineering society more profoundly than any other power centre in any other era. Silicon Valley attracts many immensely talented people who strive to do good, and who are working to realize the best possible version of a more connected, data-rich global society. Even the smaller companies have built some wonderful tools. But these tools, on a large scale, are also systems of manipulation and control. They promise community but sow division; claim to champion truth but spread lies; wrap themselves in concepts such as empowerment and liberty but are relentlessly monitoring us, robbing us of our ability to act and keeping us addicted to our feeds.

60 AI can transform knowledge, education, art and cure diseases, except that Silicon Valley, is again following what happened in the monopolization of the social web. Open AI, Microsoft, Google, and other corporations leading the way in AI development are not focusing on the areas of greatest public need, and they are certainly not operating with any degree of transparency or caution. Instead, they are engaged in a race to build faster and maximize profit. In recent years, it has become clear that regulation is needed, because Silicon Valley’s leaders simply will not act in the public’s best interest. Much should be done to protect children from the hazards of social media, and to break up monopolies that damage society, and more. At the same time, regulation alone will not be enough to meaningfully address the cultural rot that the new tech experts are spreading. Universities should reclaim their standing as leaders in developing world-changing technologies for the good of humankind. Oxford, Cambridge, Harvard, Stanford and other strong universities could invest in such an effort.

70 Individuals will have to lead the way, too. You may not be able to entirely give up social media, or reject your workplace’s surveillance software – you may not even want to opt out of these things. But there is extraordinary power in thinking about what is genuinely important for us, and we can all begin to do that – for ourselves; for our networks of actual, real-life friends; for our schools. We would be wise to develop more shared norms for debating and deciding how we use invasive technology interpersonally and within our communities. That should include challenging existing norms about the use of apps and You-Tube in classrooms, the ever-present smartphones in adolescent hands, and widespread disregard for individual privacy. People who believe that we all deserve better will need to step up to lead such efforts.

80 Our children are not data sets waiting to be quantified, tracked, and sold. Our lives are meant not to be optimized through a screen, but to be lived – in all of our messy, tree-climbing, night swimming, adventuresome glory. We are all better versions of ourselves when we are not tweeting or clicking “Like” or scrolling, scrolling, scrolling. Technocrats are right that technology is a key to making the world better. But first we must describe the world as we wish it to be – the problems we wish to solve in the public interest, and in accordance with the values and rights that advance human dignity, equality, freedom, privacy, health, and happiness. And we must insist that the leaders of institutions that represent us – large and small – use technology in ways that reflect what is good for individuals and society, and not just what enriches technocrats. We do not have to live in the world the new technocrats are designing for us.

(adapted from *The Atlantic*)

Please turn the page.

Answer ALL the questions. With the exception of Question 1, use your own words at all times. Write accurately and with clarity.

1. Read the sentence below and attempt the **THREE** tasks (a, b and c). Write each of your answers on a separate line.

'That conversation which was later revealed through leaked chat records, was soon followed by another that was just as telling.' (lines 9-10).

- a) What part of speech (word class) is 'telling'?
- b) How many primary auxiliary verbs are there in the sentence?
- c) Write two adjectival clauses from the sentence. Briefly explain the function of **ONE** of the adjectival clauses.

(4)

2. What is the author's attitude towards the topic? (2)

3. Explain why the author suggests that the brief imaginary conversation between Zuckerberg and his friend (lines 5-8) captures 'Silicon Valley's dominant ideology' (line 1)? (3)

4. Why was Zuckerberg's meeting with Sheryl Sandberg in 2007 mutually beneficial? (2)

5. Why is the author convinced that the leaders of mega tech companies 'have to ignore numerous inconveniences' (line 28)? (3)

6. The image is an illustration of Zuckerberg by Ben Kothe. Besides the obvious fact that Zuckerberg is mentioned in the text as the creator of Facebook, how does the illustration graphically represent key ideas found in the text?
Using your own words, write **TWO** separate sentences to show how the image synthesises these ideas. (3)

7. Limiting your answer to lines 49-56 explain the author's effective use of contrast. (3)

8. Limiting your answer to lines 57-87, summarise in a single paragraph of between 80 and 100 words the solutions the author proposes so that we do not 'live in the world the new technocrats are designing for us' (line 87). (10)

SECTION C: LITERARY AWARENESS**(Total: 30 marks)****Choose only ONE question. The response must amount to a total of 500 words (+/- 10%).****EITHER**

1. 'In William Trevor's works characters are made interesting by his careful attention to the traits and quirks that make them individuals.' Discuss with reference to Edwin. (30)

OR

2. He had barely started this new novel, this surfing story, and was tempted to give it up. He had once before persisted with a book his heart was not in, and he had wasted eight months in the gestation of something that did not work and that had to be abandoned. He was determined not to make the same mistake again, and so when he started to think about this parking story he was ready for a new project. The suggestion that a crime novel should concern itself with something so minor as illegal parking had been made in jest, of course, but when one thought about it, why not? It was such an outrageously silly idea that it could well end up making its mark in a genre of fiction that was becoming increasingly crowded. This was different, and people wanted something different. There were so many police procedurals, all dealing with hard-bitten homicide squads on the mean streets. Now here was something that was at the completely opposite end of the spectrum, and it would register with people. They needed a smile, and he would give it to them. It would be gentle, whimsical stuff, devoid of violence and mayhem. He could set it on his own doorstep, in Western Australia, and it could be full of local colour.

He warmed to the idea, and began to imagine a plot. There would be tension within the parking department. There would be rivalry as to who could give motorists the most tickets. There would be a budding love affair between two parking officers and this would be frowned upon by the police superintendent. They would have to meet in secret, at the busy end of the street, perhaps, where motorists were always parking in the wrong places and getting ticketed...

George smiled at the thought of it. But there was a serious matter to consider—he would have to get the world of parking officers right. He would have to go to the traffic department at his local police headquarters and get permission to tag along for a day or two with one of the officers. There should have no difficulty about this: the Perth police had always co-operated with him and he, in turn, had painted a flattering picture of them. In George's books, the Perth police always outsmarted visiting detectives from Sydney or Melbourne. They liked that.

- a) Limiting your answer to the given passage, explain how McCall Smith uses language to convey George's thoughts on writing a crime story concerning illegal parking. (12)
- b) How does McCall Smith blend his interest in everyday existence, humour and crime in 'No Place to Park'? (18)