



**L-Università
ta' Malta**

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Level 1-2-3 Listening
DATE:	25 th April 2026
DURATION:	Approx. 40 minutes

EXAMINER'S PAPER

Procedure Comprehension Private Candidate's Paper for Listening

Listening Level 1-2-3

Procedure for the Listening Comprehension:

- Candidates are given three minutes to read all the questions.
- Candidates listen to Part 1 and can start answering the questions.
- Candidates are given two minutes to answer the questions about Part 1.
- Candidates listen to Part 2 and can start answering the questions.
- Candidates are given two minutes to answer the questions about Part 2.
- Candidates listen to Part 1 and Part 2 for the last time.
- Candidates are given three minutes to answer all the questions.
- Candidates are allowed to write during all the parts of the Listening Comprehension.

Transcript:

Part 1

Mrs Ainsworth was a gentle, pleasant-faced woman in her 40s and the kind of client young veterinary surgeons like myself found ideal: well-off, generous, and the owner of three cossetted Basset Hounds. It only needed the habitually subdued and mournful expressions of one of the dogs to deepen a little and I was round there post-haste.

One winter evening, Mrs Ainsworth called. I could sense her alarm as soon as she said 'Mr Herriot!' As I was inspecting the Basset Hound, I happened to notice a furry, black creature sitting before Mrs Ainsworth's fire. 'I didn't know you had a cat,' I said.

She smiled. 'We haven't. This is Debbie. At least that's what we call her. She's a stray. Comes here two or three times a week and we give her some food. She's a light little thing. Just creeps in ever so quietly. There's something so appealing about her but she doesn't seem to want to let anybody into her life. She slips into the lounge and sits by the fire for a few minutes. It's as though she's giving herself a treat.'

'Yes,' I replied. 'I see what you mean.'

There was no doubt something unusual in the attitude of the little animal. She was sitting bolt upright on the thick rug, which lay before the fireplace in which the coals glowed.

She made no effort to curl up or wash herself or do anything other than stare quietly ahead.

But the dusty black of her coat, the half-wild scrawny look of her, gave me a clue. She was lapping up a comfort undreamed of in her daily existence.

As I observed her, she turned, crept stealthily from the room and was gone.

Part 1 continues on the next page.

Once outside the house, she darted quickly along the road, past the hedge, and the last I saw was the little black figure flitting over the rain-swept grass of a field. 'I wonder where she's gone,' I murmured half to myself.

I didn't have to wonder for long.

That same evening, Debbie sort of staggered into the kitchen, and she was carrying a kitten in her mouth. Mrs Ainsworth reached out and lifted the bedraggled black morsel. She smoothed her finger along the muddy fur and the tiny mouth opened in a soundless miaow.

'I've never had a cat before,' she said.

I smiled. 'Well, it looks as though you've got one now.'

Part 2

And she certainly had. That kitten grew rapidly into a sleek, handsome cat with a boisterous nature which earned him the name of Buster. In every way, he was the opposite to his timid, little mother. Not for him the privations of the secret outdoor life; he strutted the rich carpets of the Ainsworth home like a king, and the ornate collar he always wore added something more to his presence.

As a vet, I watched his development with delight, but the occasion which stays in my mind was the following Christmas Day, a year from his arrival.

He was darting up to each of the dogs in turn, ears pricked, eyes blazing, dabbing a paw at them then streaking away.

Mrs Ainsworth chuckled. 'You know, he plagues the life out of them. Gives them no peace.'

She was right. To the Bassets, Buster's arrival was rather like the intrusion of an irreverent outsider into an exclusive London club.

He was dancing up to the youngest dog again, sideways this time, head on one side, goading him. When he started boxing with both paws, it was too much even for the Basset, who dropped his dignity and rolled over with the cat in a brief, wrestling match.

'I want to show you something.' Mrs Ainsworth lifted a hard rubber ball from the sideboard and went out to the garden, followed by Buster. She threw the ball across the lawn and the cat bounded after it over the frosted grass, the muscles rippling under the black sheen of his coat.

He seized the ball in his teeth, brought it back to his mistress, dropping it at her feet and waiting expectantly.

She threw it and he brought it back again. I gasped in awe. A feline retriever!

The Bassets looked on disdainfully. Nothing would ever have induced them to chase a ball, but Buster did it again and again, as though he would never tire of it.

Mrs Ainsworth turned to me. 'Have you ever seen anything like that?'

'No,' I replied incredulously. 'I never have. He is a most remarkable cat.'

'That's right,' she said, holding Buster close to her as the cat purred and arched himself ecstatically against her cheek.

'The best present I ever had.'

(Adapted from All Things Wise And Wonderful by James Herriot)



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2026 MAIN SESSION**

SUBJECT: **English Language**
PAPER NUMBER: I – Level 1-2-3 Listening
DATE: 25th April 2026
DURATION: Approx. 40 minutes

CANDIDATE'S PAPER

Section A: Listening

(Total: | 25 marks)

Listen to an extract from the book 'All Things Wise And Wonderful' by James Herriot. Answer the questions that follow.

Part 1

1. Tick (✓) the **FOUR** correct sentences. (4)

a. Mrs Ainsworth was the perfect client for a vet.	
b. Mr Herriot was called to check on Mrs Ainsworth's dogs for every little problem.	
c. That evening, Mrs Ainsworth took one of the dogs to the vet's clinic.	
d. Mr Herriot took a quick look at the dog to understand its problem.	
e. Mr Herriot became aware of Debbie by chance.	
f. Debbie left the house and returned the next day.	
g. Debbie brought the kitten inside.	
h. The kitten gave a sharp miaow when Mrs Ainsworth patted him.	

2. Underline the correct answer about Debbie, the cat. (6)
- a. She appeared (irregularly, regularly, daily) at Mrs Ainsworth's house.
- b. She would (leap, sneak, pounce) into the lounge to just sit by the fire.
- c. Her attitude was (certainly, possibly, never) considered to be strange.
- d. As she left the room, she was being watched by (Mr Herriot, Mrs Ainsworth, the kitten).
- e. She (treaded carefully, walked slowly, moved hurriedly) down the road, over the (trimmed, wet, dry) grass and was gone.

3. Tick (✓) the correct picture, according to what you have listened to. (1)



a. ☐

b. ☐

c. ☐

(Source: AI Copilot)

Please turn the page.

4. Fill in the grid below with the name of the character: Mrs Ainsworth, Mr Herriot, Debbie, the dogs and the kitten. (5)

a.	tiny and messy	
b.	prompt and helpful	
c.	skinny and rough-looking	
d.	kind and loving	
e.	quiet and sad-looking	

Part 2

5. Are the following sentences True or False? Circle the correct answer and give a reason. (5)

a. Buster, the kitten, had a lively personality.

True/False because _____

b. Buster walked confidently and proudly inside the house.

True/False because _____

c. The vet was worried about Buster's progress.

True/False because _____

d. Buster was considered a welcome presence by the dogs.

True/False because _____

e. The youngest Basset played with Buster willingly.

True/False because _____

6. Put the following in order, according to what you have listened to. Number them from 2 to 5. The first one (1) has been done for you. (4)

Buster ran up to the dogs.	1
The vet looked on in surprise.	
Mrs Ainsworth laughed softly and quietly.	
Buster snuggled close to Mrs Ainsworth's face.	
Buster ran across the lawn to fetch the ball.	



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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	English Language
PAPER NUMBER:	I – Level 1-2-3 Reading and Writing
DATE:	25 th April 2026
DURATION:	1 hour 25 minutes

Section B: Reading

(Total: | 25 marks)

Read the following extract and answer the questions about each section.

Part 1

"Brahms?" she said. "Shall we struggle through Brahms?"

The boy, whose first music lesson with Miss Nightingale this was, said nothing. Then his fingers touched the piano keys and when the first notes sounded Miss Nightingale knew that she was in the presence of genius.

- 5 Now in her early fifties, Miss Elizabeth Nightingale was slender and soft-spoken. Her straight hair, streaked with silver, was always swept neatly into a low bun, framing a smooth forehead and a pair of dangling pearl earrings.

- 10 Miss Nightingale considered herself fortunate. After her father's passing, she inherited a house, which allowed her to live modestly without skimping on what she earned as a piano teacher. Her greatest blessing, however, was something far deeper: she had known the true meaning of unwavering and selfless love. She might have married, but circumstances had not permitted that. Miss Nightingale's father, a chocolatier, being widowed at the time of her birth, had brought his daughter up on his own. They became companions and remained so until his death. Her father's love and devotion were recollections that cheered Miss Nightingale's current solitude and somehow gave a shape to her life. But the excitement she experienced when her new pupil played for her belonged to the present. It was fresh and new and intense. Never before had she sensed such genius in a child.

"Just a little fast." She made her comment when the piece she had suggested came to an end. The boy did not respond, but smiled as he had before.

- 20 "You'll practise it just a little slower, won't you?" she said.

Nodding, she watched the boy reaching for the sheet on the music prop, standing up to do so. He dropped it into his music case.

"Friday again?" she said, standing up herself. "Same time?"

- 25 With an eagerness that might have been purely polite but which she sensed was not, he nodded. His shyness was a pleasure, quite unlike the endless rattling on of her more tiresome pupils. He'd had several music teachers before, his mother had said, rattling on herself, so fast that it was hard to understand why he'd been moved from one to another. In a professional way, Miss Nightingale had inquired about that, but nothing had been forthcoming.

30

She led the way from the room and handed the boy his cap from the hallstand ledge. She stood for a moment by the open door, watching him close the gate behind him. His short trousers made her wonder if he was cold. He waved, and she waved back.

No other child was due that evening, and Miss Nightingale was glad of that.

Answer the following questions:

1. Underline the correct answer.

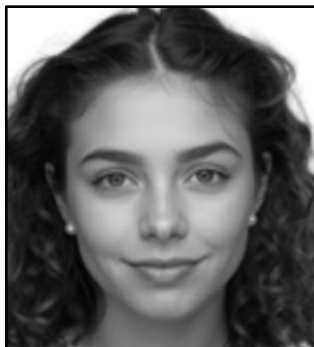
Miss Nightingale thought her students would find Brahms's music (easy, difficult, relaxing).

(½)

2. Which picture best fits the description of Miss Nightingale's appearance? Tick (✓) the correct box below.



a.



b.



(Generated by AI Canva)

c.

(½)

3. Why did Miss Nightingale feel lucky? Give **TWO** reasons from the text.

a. _____

b. _____ (1)

4. How did the new pupil make Miss Nightingale feel?

 _____ (1)

5. Are the following True or False? Circle the correct answer and give a reason.

a. Miss Nightingale earned a lot of money as a piano teacher.

True/False because _____

b. Miss Nightingale was once married.

True/False because _____

c. Miss Nightingale was raised by her father.

True/False because _____ (3)

6. Explain how the writer's use of the sentence "Her father's love and devotion were recollections that cheered Miss Nightingale's current solitude" (lines 13-14) helps the reader understand Miss Nightingale's relationship with her father.

 _____ (2)

7. Underline the correct answer.

- a. "His shyness was a pleasure" (line 25). In this sentence, **pleasure** shows that Miss Nightingale found the new pupil's shyness (charming, funny, embarrassing).
 b. The new pupil's mother (willingly answered, completely ignored, reluctantly answered) Miss Nightingale's question. (1)

8. Tick (✓) the **THREE** correct statements.

The new pupil

a. was learning to play the piano for the first time.	
b. was talkative.	
c. was good at playing the piano.	
d. was well-mannered.	
e. made a big mistake while playing the piano.	
f. agreed to play the music again after the lesson.	
g. had his piano lesson twice weekly.	

(1½)

Please turn the page.

Part 2

35 She tidied her sitting room, reclaiming it after the week's visitors, her own again until ten o'clock on Monday morning. Piano and sofa and armchairs crowded what space the room offered. A soldier paraded on either side of a carriage clock on the mantelpiece and daffodils in vases were on the sofa table. Pot lids and the framed trays of chocolate moulds her father had collected decorated the walls, among watercolours and photographs.

40 When she had tidied, Miss Nightingale poured herself a warm beverage. She would say nothing to the mother if the mother telephoned to ask how the boy was getting on. It was a secret to be taken for granted between **them**, not gone on about.

45 While darkness gathered, Miss Nightingale felt her way through the gloom to the light switch. Enriched with echoes and memories, the room would surely also be affected by this afternoon. How could **it** be the same? But when Miss Nightingale turned on the light nothing had altered. It was only when she was drawing the curtains that she noticed there was a difference. The little box with someone else's coat of arms on it was missing from the table.

The next Friday, a porcelain swan went, and then the pot lid, and then an earring. A scarf, too delicate to be of use to a boy, was no longer on **its** hall-stand peg. Two of her soldiers and a Scottish figurine went.

50 She didn't know how he did it. She watched, and saw nothing. She said nothing, either, and so unaffected was the boy himself by what was happening, so unperturbed by his own behaviour, that she began to wonder if she could be mistaken, if it could be one of her less attractive pupils who was light-fingered. But none of **this** made sense, and her flimsy excuses all fell apart. The rose-petal paperweight was there when he began to play his Chopin preludes. It was gone when she returned from seeing him out.

55 She wasn't a teacher when she was with him, because there was so little for her to teach, and yet she knew that he valued her presence, that her being an audience of one meant more to him than the comments she contributed. Could it be, she even wondered, that before he left, he helped himself to what he thought of as a fee for his performance? Such a childish fantasy was not unusual. But **that**, too, she dismissed, sensing it not to be true.

60 The spring of that year gave way to summer, a heat wave of parched days that went on until the rains of October. All that time, on Friday afternoons, the doorbell rang and he was there, the same silent boy who left his cap on the hall-stand ledge, who sat down at her piano and took her with him into paradise.

65 Miss Nightingale's other pupils came and went also, but among them only the boy never requested a different day, a different time. No note was ever brought by him, no excuse ever trotted out, no nuisance unrecognised for what it was. Dull Graham talked about **his** pets to delay his unpractised piece. Diana wept. Corin's finger hurt. Angela gave up.

70 Then, steadily in the run of time, another lesson came to take its place as the peaceful afternoon at the centre of Miss Nightingale's life. Yet each time after the boy left there was mockery in the music that faintly lingered. The seasons changed again. And then again. Until, one day, the boy did not return. He had outgrown her. He had outgrown these music lessons and his school and now was somewhere else.

His absence brought calm. As time accumulated, its passing further quieted her unease.

(Adapted from 'The Piano Teacher's Pupil' by William Trevor)

Answer the following questions:

9. Tick (✓) the correct answer.

"reclaiming it" (line 33)

The word 'reclaiming' is

Neutral	
Positive	
Negative	

(½)

10. Which picture best fits the description of Miss Nightingale's sitting room? Tick (✓) the correct box below.



a.



b.



c.

(Generated by AI Canva)

(½)

11. a. What did Miss Nightingale do when she realised that items were missing?

(1)

b. Why did she react this way?

(1)

12. What do the following refer to in the text?

a. them (line 40)		d. this (line 52)	
b. it (line 43)		e. that (line 59)	
c. its (line 47)		f. his (line 66)	

(3)

13. Between lines 64 and 72, find a word which means:

a. trouble _____

b. ridicule _____

c. stayed _____

d. too big for _____

(2)

14. Between lines 64 and 72 and in your own words, describe the behaviour of Miss Nightingale's past pupils and new pupil.

a. past pupils _____

b. new pupil _____ (2)

15. a. Between lines 68 and 73, pick out **ONE** sentence of **FOUR** words which shows Miss Nightingale's feelings towards her new pupil.

sentence: _____ (½)

b. In your own words, explain how this sentence brings out this idea for the reader.

explanation: _____

_____ (1)

Refer to **both Part 1 and Part 2**, and answer the following questions:

16. Number the sentences 2-5 below in the order in which you read about them in the text. The first one (1) has been done for you.

Miss Nightingale

a.	relaxed with a hot drink.	
b.	cleaned up the room.	
c.	noticed that something went missing in her sitting room.	
d.	felt sorry for her new pupil as he was leaving her house.	
e.	listened to and admired her new pupil playing.	1

(2)

17. What makes the picture below an appropriate front book cover for this story? Tick (✓) the **TWO** correct answers.



(The Piano Teacher's Pupil | *The New Yorker*)

a. The flowers represent happiness shared between the teacher and the pupil.	
b. The box refers to a gift exchanged between the teacher and the new pupil.	
c. The piano book with a hand shows the central role of music lessons.	
d. The Scottish figurine highlights cultural traditions that dominate the storyline.	
e. The arrangement of objects reflects the teacher's passion for interior decoration.	
f. The swan, figurine, and paperweight are the stolen items in the story.	

(1)

Section C: Writing

(Total: | 50 marks)

You are advised to spend an average of 40 minutes on this section.

Write in full sentences.

Use the space provided.

You are reminded of the need to plan your writing.

You should leave enough time to check your work at the end.

This question continues on next page.

Part 1 Short Writing Task

(10 marks)

You are Sam Evans (samevans@xmail.com) and you have a pair of headphones which you want to sell. In between 60 to 80 words, write an advert to be placed on an online platform selling second-hand goods in which you persuade people to buy your headphones.

Your advert should include:

- a title
- price
- contact details
- a description of the headphones



Webshop

Item for sale

Sam Evans

Listing to Webshop  Public**Title****Price****Contact****Description**

Part 2 Long Writing Task

(40 marks)

Choose **ONE** of the following titles and write a short story to be published on the school website:

1. 'The day my hobby got me into trouble'

OR

2. 'The day the beach disappeared'

Make use of this space to plan your writing.

[illegible]

[illegible]

[illegible]



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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **English Language**
PAPER NUMBER: II – Level 1-2 Speaking
DURATION: 10 minutes

SESSION 1

EXAMINER'S PAPER

Speaking

(Total: 100 marks)

Brief

The Speaking Task involves two parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, and (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles. Following this time period, candidates are expected to speak about the topic for about two minutes. The task should last approximately **10 minutes**.

Below are the instructions for both examiners and candidates to follow during the speaking task.

PART 1 – Guided Examiner-to-Candidate Conversation (about 1 minute)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

In this part of the task, 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's your favourite hobby and why?
2. Tell me about your plans for next month.

[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 second task.]

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

Thank you. Now we shall proceed to the second part of the task.

PART 2 – Guided Examiner-to-Candidate Long Turn (about 2 minutes)

The examiner tells the candidate:

*In this part of the task, you are to speak for about **two minutes** on the topic you've chosen. Before you start speaking, you have two minutes to recollect your thoughts on the topic. Here's a pencil and a paper to write some notes. You may refer to these notes during the speaking task.*

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. The weather in summer has an effect on our daily choices. Discuss.
2. Living in a quiet village has both benefits and drawbacks. Discuss.
3. It is hard for teenagers to find a summer job. Discuss.

[If the examiner notes that the candidate is unable to maintain discourse for one or two 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 task 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 task.



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DURATION:	10 minutes

SESSION 1

CANDIDATE'S PAPER

Speaking

(Total: 100 marks)

PART 2 – Guided Examiner-to-Candidate Long Turn (about 2 minutes)

Choose ONE of the titles given below and prepare a TWO-minute presentation on the topic. Before you start speaking, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you a pencil and a paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. The weather in summer has an effect on our daily choices. Discuss.
2. Living in a quiet village has both benefits and drawbacks. Discuss.
3. It is hard for teenagers to find a summer job. Discuss.

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



SUBJECT:	English Language
PAPER NUMBER:	II – Level 1-2 Extracts Booklet
DATE:	25 th April 2026
DURATION:	2 hours 5 minutes

Section A: Reading – Source A

(Total: 30 marks)

Café Britaly, London

Hidden away on a bustling street in London, Café Britaly is a small restaurant that dares to blend two nations' culinary traditions — British comfort food and Italian classics. Its founders, Richard and Alex, describe **their** mission as 'making Italian dishes more British, and British dishes more Italian.' In a city overflowing with pizza chains and pasta bars, Café Britaly stands out for **its** humour, heart, and originality.

Atmosphere and Setting

Its layout is cosy but slightly chaotic — tables packed close together, chatter bouncing off tiled walls, and the sound of sizzling oil drifting from the open kitchen. It feels instantly familiar to anyone who has ever eaten in a London local café, yet there's an unmistakable Italian warmth about it. The staff are friendly but laid back, and diners quickly settle into the lively, informal rhythm of the place.

Music from the 1980s plays quietly in the background. There are handwritten chalkboard menus **which** add to the charm. While it might not suit **those** seeking a quiet dinner, it's just the spot for a weekend brunch or a casual catch-up with friends.

Food and Flavours

The menu is full of unique dishes that celebrate the connection between British and Italian cuisine. An all-time signature dish is the green lasagna, made with broccoli ragu, green pasta sheets and a cheddar white sauce. It is lighter than the traditional version but full of flavour. It may scandalise Italian traditionalists, but it's a satisfying and thoughtful reinterpretation.

If you fancy chips, they're faultless — golden, salty, and wonderfully addictive. **These** are ideal for dipping into the creamy sauces of whichever dish **you** order.

For the brave, the pizzetta crunch — a deep-fried margherita pizza — is both a curiosity and a guilty pleasure. The crispy crust hides soft, doughy layers, though **it** could do with a little extra tomato sauce to balance the richness.

Desserts

To finish, the maritozzo is a showstopper — a soft Italian cream bun overflowing with whipped cream and topped with British strawberries. It is the perfect symbol of Café Britaly's philosophy: two traditions in perfect harmony. "Best dessert **I've** had," wrote one customer online.

Verdict

Café Britaly captures something rare — a sense of playfulness without losing quality. The dishes are inventive, the portions generous, and the prices reasonable for London. While the room can get a little stuffy and noisy during peak hours, the buzz adds to its personality.

30

For anyone who enjoys hearty food with a twist, or who simply wants a meal that feels comforting yet surprising, Café Britaly is a must-try. It's the kind of place that leaves you full, happy, and already planning your next visit.



Monday to Sunday between 11.00 and 22.00



16 available



+44 20 2323 2300

Table 1: Rating: How customers rated Café Britaly

	Food	
	• Creativity and Originality	0 1 2 3 4 5
	• Taste and Execution	0 1 2 3 4 5
	• Presentation	0 1 2 3 4 5
	Service	
	• Friendliness	0 1 2 3 4 5
	• Efficiency	0 1 2 3 4 5
	Ambience	
	• Atmosphere	0 1 2 3 4 5
	• Comfort	0 1 2 3 4 5
	Value	
	• Portion Size	0 1 2 3 4 5
	• Price vs. Experience	0 1 2 3 4 5

(Adapted from <https://www.independent.co.uk>)

Section B: Reading - Source B**(Total: 30 marks)**

Paragraph 1

Like fish and chips in the United Kingdom, pasta is the food most associated with Italy. The average Italian gets through twenty-six kilogrammes of it annually, and it's eaten week in, week out by families across the world. Tuck into a plate of pasta in its native country and it's highly likely that it will have been made by Barilla – a company that has grown to become the country's favourite producer over the past 100 years.

Paragraph 2

It all started in 1877, when Pietro Barilla opened a bread and pasta shop in the heart of Parma – the birthplace of some of Italy's best products, like Parmesan cheese and Parma ham. Pietro didn't start out with nothing. Making bread and pasta by hand was a time-honoured family tradition that had begun long before. Indeed, he was born into a family that already knew the trade inside out. Pietro grew up practising the craft alongside his two elder brothers, perfecting it until he was ready to strike out on his own. The company did well because of its entrepreneurial spirit, a well-located shop, a good product – which at the time consisted of various breads and pasta shapes made by hand – and by supplying the locals in the city with homemade, quality produce every morning.

Paragraph 3

Eventually his two sons, Riccardo and Gualtiero, took over the business and in 1910, they built Barilla's first factory. Eighty workers produced eight tonnes of pasta and two tonnes of bread every day thanks to an innovative 'continuous baking' oven – meaning the company could begin to supply the entire city and surrounding area with its products. By 1947, Riccardo's two sons, Gianni and Pietro, were running the business. They set about planning to expand the company throughout Italy, and they decided to focus purely on pasta. In 1969, they built the largest pasta production plant in the world near their Parma headquarters, which could produce 1,000 tonnes of pasta a day.

Paragraph 4

The 1970s saw Barilla come under control of an American company, when it bought the majority of shares off the Barilla family. They continued to hold onto the business until 1979, when Pietro succeeded in buying back the company.

Paragraph 5

Ever since, it has remained in the family, with Pietro's sons Guido, Luca and Paolo Barilla taking over in 1993. They quickly went about expanding the company internationally, taking the world by storm and spreading awareness of the Barilla name.

Paragraph 6

Barilla continues to be the undisputed king of pasta. And it clearly didn't do this by just sitting on its laurels. The company has remained relevant over the decades due to constant evolution, regularly putting out the latest products just when you thought you'd seen everything. For instance, in 2022, Barilla launched its Al Bronzo (meaning "by bronze") line, which is made by cutting the dough with bronze dies.

Please turn the page.

Paragraph 7

35 Barilla also keeps us on our toes around the holidays. In 2023, for example, Barilla released its one-off limited edition of heart-shaped pasta in time for Valentine's Day. It's probably safe to say that we haven't seen the end of the evolution of pasta, perhaps thanks to Barilla. The company has certainly come a long way from the great-grandfather's small shop in Parma.

(Adapted from: <https://www.greatitalianchefs.com> and <https://tastingtable.com>)



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	English Language
PAPER NUMBER:	II – Level 1-2 Questions Booklet
DATE:	25 th April 2026
DURATION:	2 hours 5 minutes

Answer BOTH sections.

Section A: Reading

(Total: | 30 marks)

You are advised to spend an average of 40 minutes on this section.

Read Source A in the Extracts Booklet.

1. Underline the correct answer.

The main purpose of the text is to

- a. persuade readers to visit and dine at Café Britaly.
- b. inform readers about a bad experience at Café Britaly.
- c. entertain readers with a story about Café Britaly.
- d. describe a truly unique feature of Café Britaly.

(1)

2. Write down **FOUR** consecutive words found between lines 1 and 5 which explain why Café Britaly is different to other restaurants in the area.

_____ (1)

3. Underline the correct answer.

The writer describes Café Britaly as

- a. a typical cosy café inspired by 1980s British music.
- b. a restaurant serving a mix of British and Italian dishes.
- c. a high-end Italian bar for tourists and locals alike.
- d. an Italian chain with several branches around the world.

(1)

4. Give **TWO** reasons why the writer thinks that the restaurant seems disorderly.

a. _____

b. _____ (1)

Please turn the page.

5. Between lines 1 and 19, find **single** words that match the following meanings.

a. busy and full of energy	
b. aim	
c. setup	
d. spreading	
e immediately	
f. clear	
g. looking for	
h. classic	
i. carefully planned	
j. perfect	

(5)

6. In your own words, explain what is meant by "It may scandalise Italian traditionalists" (lines 16-17).

(2)

7. Why is eating the "pizzetta crunch" described as a "guilty pleasure" (line 21)?

(1)

8. Write a sentence found in the text in which the writer suggests a way of improving a dish on the menu at Café Britaly.

(1)

9. What do the following words refer to in the text?

a. their (line 3)		e. These (line 18)	
b. its (line 4)		f. you (line 19)	
c. which (line 12)		g. it (line 21)	
d. those (line 12)		h. I (line 25)	

(4)

10. According to what you have read, underline the correct answer in brackets.

- a. The servers at Café Britaly are (enthusiastic, relaxed, loyal).
- b. The lasagna is a signature dish because it (is seasonal and pricey, reflects the style in London, represents the restaurant).
- c. The maritozzo dessert contains (a lot of, some, no) filling.
- d. The dishes served are described as (attractive, aromatic, creative).
- e. The food at Café Britaly (doesn't cost much, is moderately priced, is very expensive). (5)

11. Fill in the table below about the restaurant with information from the text.

Name	
Location	
Owners	
Opening hours	
Number of tables	
Telephone number	

(3)

12. Tick (✓) the correct box:

- a. "a small restaurant that dares to blend two nations' culinary traditions" (lines 1-2).

The word 'dares' is:

Positive ☐ Neutral ☐ Negative ☐

- b. "golden, salty, and wonderfully addictive" (line 18).

The word "addictive" is:

Positive ☐ Neutral ☐ Negative ☐

- c. "While the room can get a little stuffy" (line 27-28).

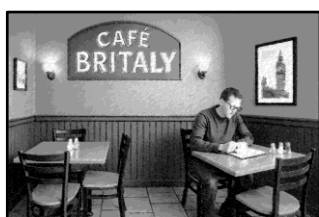
The word "stuffy" is:

Positive ☐ Neutral ☐ Negative ☐

(3)

13. Tick (✓) the correct answer below.

Which **ONE** of the pictures below is Café Britaly as described in the text?



a. ☐



b. ☐



c. ☐

(1)

(Generated by AI Copilot)

14. Underline the correct answer.

Which **ONE** of the following customer comments best matches Café Britaly's ratings?

- a. Beautiful-looking dishes, but small portions.
- b. Great atmosphere, but food is just okay.
- c. Fast service matters, comfort less important.
- d. Unusual food, big servings, friendly staff.

(1)

Section B: Reading

(Total: ☐ | 30 marks)

You are advised to spend an average of 35 minutes on this section.

Read Source B in the Extracts Booklet.

Underline the correct answer below.

1. Which is the most appropriate title for the text?

- a. The Decline of Italian Culinary Traditions
- b. Italy – the Home of Delicious Pasta
- c. How Barilla became a Global Snack Company
- d. The Family Behind Italy's Favourite Pasta

(1)

2. The phrase "born into a family that already knew the trade inside out" (lines 9-10) means that Pietro Barilla

- a. learned pasta-making from outside sources.
- b. was relatively new to the pasta business.
- c. came from a family with experience in pasta-making.
- d. worked in a completely different trade to pasta.

(1)

3. Give **FOUR** reasons for the company's success in 1877.

(2)

4. How did the "continuous baking oven" (line 17) improve business for Barilla in 1910?

(1)

5. Explain what the writer means by "taking the world by storm" (lines 27-28).

_____. (1)

6. In a paragraph of between 45 and 55 words, summarise the history of Barilla's development from a small shop to a global pasta brand. Use your own words.

_____. (8)

7. Are the following statements True or False? Circle the correct answer and give a reason.

a. Barilla pasta is rarely served in Italy.

True/False because _____

b. Parma is famous for its foodstuffs.

True/False because _____

c. Riccardo Barilla was an only child.

True/False because _____

d. Barilla's success is partly due to ongoing product innovation.

True/False because _____

e. Barilla produces heart-shaped pasta every year for Valentine's Day.

True/False because _____ (5)

Please turn the page.

8. Are the following Fact or Opinion? Circle the correct answer.

- a. Pasta is the food most associated with Italy (line 1). (Fact/Opinion)
- b. The production plant... could produce 1,000 tonnes of pasta a day (lines 21-22). (Fact/Opinion)
- c. Barilla continues to be the undisputed king of pasta (line 29). (Fact/Opinion)
- d. In 2022, Barilla launched its Al Bronzo line (line 32). (Fact/Opinion)
- e. Barilla also keeps us on our toes around the holidays (line 34). (Fact/Opinion)
- f. It's probably safe to say that we haven't seen the end of the evolution of pasta (lines 35-36). (Fact/Opinion)

(3)

9. In which paragraphs do we find the information listed in Column A? Complete the table with the correct paragraph number (1, 2, 3, 6, 7). Use each number only **ONCE**.

Column A	Paragraph Number
The brothers agreed to stop making bread.	
The type of pasta Barilla released on a special occasion.	
How Barilla did not take success for granted.	
The way pasta was originally made by the Barilla family.	
The amount of pasta eaten by the average Italian each year.	

(5)

10. Read both Source A and Source B and tick (✓) the correct box below.

Which text	Source A	Source B	Source A and Source B
a. is a review?			
b. explains how a business grew over time?			
c. aims to inform readers rather than express opinions?			
d. is written in a formal tone?			
e. shows pride in Italian food culture and traditions?			
f. guides readers by making use of subheadings?			

(3)

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EXAMINATIONS BOARD**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	English Language
PAPER NUMBER:	II – Level 1-2 Writing
DATE:	25 th April 2026
DURATION:	2 hours 5 minutes

Section C: Writing**(Total: ☐ | 40 marks)****1. Short Writing Task****(10 marks)****You are advised to spend an average of 15 minutes on this section.****Write in full sentences.****Use the space provided.****You are reminded of the need to plan your answer.****You should leave enough time to check your work at the end.**

You are Nicky Fletcher, and your friend Ashley has been finding it hard to work in a group at school. Write an email to Ashley in which you suggest ways of getting better at group work.

To: ashleymith@xmail.com

From: nicfletch@xmail.com

Subject: Group work

Hi Ashley,

Talk soon,
Nicky***Please turn the page.***

2. Long Writing Task

(30 marks)

You are advised to spend an average of 30 minutes on this section.

Write in full sentences.

Use the space provided.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Write an article for the school magazine in which you express your opinion about **ONE** of the following:

- a. Teenagers should be encouraged to travel.

OR

- b. Teenagers should be encouraged to be physically active.

[illegible]

DO NOT WRITE ABOVE THIS LINE

[illegible]

DO NOT WRITE ABOVE THIS LINE



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EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **English Language**
PAPER NUMBER: II – Level 2-3 Speaking
DURATION: 10 minutes

SESSION 1

EXAMINER'S PAPER

Speaking

(Total: 100 marks)

Brief

The Speaking Task involves two parts: (i) an ice-breaker which aims to allow candidates time to feel at ease, and (ii) a long turn that includes two minutes for candidates to think and reflect on the topic that they choose from a list of three titles. Following this time period, candidates are expected to speak about the topic for about three minutes. The task should last approximately **10 minutes**.

Here are the instructions for both examiners and candidates to follow during the speaking task.

PART 1 – Guided Examiner-to-Candidate Conversation (about 2 minutes)

The examiner tells the candidate:

Good morning/afternoon. Please have a seat.

In this part of the task, 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's your favourite thing to do in the evening and why?
2. Tell me about the last book you read.
3. What are your plans for the next few months?

[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 second task.]

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

Thank you. Now we shall proceed to the second part of the task.

PART 2 – Guided Examiner-to-Candidate Long Turn (about 3 minutes)

The examiner tells the candidate:

*In this part of the task, you are to speak for about **three minutes** on the topic you've chosen. Before you start speaking, you have two minutes to recollect your thoughts on the topic. Here's a pencil and a paper to write some notes. You may refer to these notes during your discussion.*

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 today do much more shopping than they need to. Discuss.
2. Students should be encouraged to make use of artificial intelligence. Discuss.
3. Teenagers will always prefer cars to public transport. 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 task 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 task.



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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **English Language**
PAPER NUMBER: II – Level 2-3 Speaking
DURATION: 10 minutes

SESSION 1

CANDIDATE'S PAPER

Speaking

(Total: 100 marks)

PART 2 – Guided Examiner-to-Candidate Long Turn (about 3 minutes)

Choose ONE of the titles given below and prepare a THREE-minute presentation on the topic. Before you start speaking, the examiner will give you two minutes to recollect your thoughts on the topic. The examiner will give you a pencil and a paper to make notes. You will be allowed to refer to these notes during your presentation.

Choose ONE of the following:

1. People today do much more shopping than they need to. Discuss.
2. Students should be encouraged to make use of artificial intelligence. Discuss.
3. Teenagers will always prefer cars to public transport. Discuss.

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



SUBJECT: **English Language**
PAPER NUMBER: II – Level 2-3 Extracts Booklet
DATE: 25th April 2026
DURATION: 2 hours 5 minutes

Section A: Reading – Source A



(A) The lime-washed houses in the town of Chora on the Greek island of Patmos are scattered across one of the highest points on the island. On a clear day, the coast of Turkey is visible in the distance.

5 (B) Patmos historically had a population made up of monastic and secular classes. The **latter** predominantly worked in shipping and trade. This meant that Chora town had a vibrant and cosmopolitan scene in the 18th century. Wealthy Patmos women dressed in the latest Parisian fashions and their houses were filled with treasures from all over the world.

10 (C) The house owned by designer Melina Horne's family in the centre of the **town** is a case in point. Influenced by Venetian architecture, the original section of the building was constructed for the family in 1770. 'My great-great-grandfather, a merchant ship owner who became the mayor of Patmos, added to it and gave it its final appearance in 1862,' she explains. 'The house eventually ended up in the hands of my grandmother, who moved to Athens when she got married.'

15 (D) From 1935, the house remained uninhabited by the family. During the Second World War, the island was occupied first by the Germans, who turned the house into army headquarters, and then by the Italians, who used it as a consulate. Melina says, 'It stayed pretty much untouched until it was passed back to our family. By then, 66 years had gone by since someone had truly lived in it and, during that time, the elements had severely damaged it.'

20 (E) Melina, the founder of a home accessories company, and her husband Dimitri continued the family legacy by restoring the house to **its** former glory. 'When I showed my husband the property, it was a cold, rainy winter day, which definitely added to the feeling of desolation,' she recalls. 'The ceilings had fallen down, and the floors that were left, were so badly damaged that your foot would go straight through them.'

25 (F) So began a process of meticulous restoration that was to take the best part of a decade. The couple set about the task like archaeologists, cataloguing every single item in the house that could be reused, delicately unearthing the spirit of the house from the ruins.

This reading continues on the next page.

(G) They rescued hand-painted doors and marble slabs from the tops of Venetian console tables, which were about to fall to their doom through the weakened floor of the upstairs drawing room. In one bedroom, they saved a four-poster bed. When they cleaned its paintwork, they discovered Melina's great-grandfather's initials. There were also Venetian mirrors and a damaged 19th-century English grandfather clock.

(H) The work was carried out by local builders. Melina recalls, 'The house has always been a big part of the community, so it was wonderful to see everyone rallying to bring it back to life. The builders' first instinct was to throw everything out and start again, but we were insistent that everything could be reused. If a hinge worked well for 100 years, I was sure I could get another 100 out of it.'

(I) Some parts were, however, beyond salvation. In the upstairs drawing room, the patterned floor was impossible to restore but replacing it offered an opportunity to update the wiring, the plumbing, and to add concealed air conditioning.

(J) The house as you see it now was finished 15 years ago. Melina and Dimitri knew that the house had last been renovated in the mid-1800s and they tried to keep to the style of that time. 'We ordered bespoke accessories in keeping with the style of the time when it was last given decorative attention,' explains Melina. 'The remnants of the colour schemes and the inherited furniture provided us with guidance on the style to follow. Maintaining the essence of the house was crucial to me.'

(K) With a hint of emotion in her voice Melina adds, 'When I see the things we rescued, I feel my relatives had such a sense of fun. I imagine them being incredibly creative. I wanted to preserve a feeling of continuity with **them**, rather than sever ties with the past.'

(Adapted from: <https://www.houseandgarden.co.uk>)

Section B: Reading – Source B



HOME

Apply

How It Works

Company ▾

Resources ▾

Q

×

Which Costs More?

In 2026, where you live can strongly influence your daily expenses, income options, and overall quality of life. Rising housing costs have affected both cities and rural areas in different ways. Meanwhile, remote work seems to have made it easier for people to choose locations based on affordability, space, or pace of life.

- 5 Understanding the financial and lifestyle trade-offs of rural and urban living might help you decide which environment better fits your needs and budget.

Housing, Food and Utility Costs

In 2026, cost differences between rural and urban living remain significant—but recent trends show the gap shifting in subtle ways. While urban areas still carry higher average expenses, housing prices in many rural regions have risen quickly due to remote work and increasing demand.

Housing costs continue to be the most noticeable difference. According to figures from the U.S. Census Bureau, the median home value in rural areas in 2022 was \$40,000 less expensive than in urban areas. However, rural housing prices have climbed faster than urban ones in recent years.

15 Between 2020 and 2023, home values in rural areas rose by 36%, compared to 21% in dense urban counties, according to Harvard University research.

20 Food and utility costs show different patterns too. Reports from the Bureau of Statistics show that city dwellers spend more on groceries and restaurant meals. Surveys indicate that affordability is a common reason for families relocating to rural areas. On the other hand, a leading Energy-Efficiency Organisation claims that in rural areas the portion of income spent on energy is higher.

Income and Job Market Differences

Urban households continue to earn more than rural ones. According to the U.S. Census Bureau's 2023 data, the median household income in rural areas is about roughly \$14,000 less than the urban median.

25 Job opportunities also vary. Cities tend to support a wider range of industries, including finance, technology, education, and healthcare. In contrast, many rural economies rely more on agriculture, construction, and manufacturing, which can limit job variety and wages. Although remote work could help close that gap, access is not equal. Research shows that rural residents are less likely to have jobs that allow them to work from home.

Transportation and Infrastructure

30 How people get around has important cost and lifestyle implications. Urban areas often offer robust public transit systems. Many cities provide buses, trains, and bike-share schemes that allow residents to live without a car. This can reduce expenses on car fuel, insurance, and vehicle maintenance. Conversely, rural residents rely heavily on cars and only about 4% of rural Americans do not own a car.

Choosing what is right for you

35 Deciding between rural and urban living depends on what you value most—whether that is affordability, career opportunities, or lifestyle preferences. You may want to ask yourself:

- What matters more to you: lower costs or broader opportunities?
- Will you be working remotely or commuting?
- Do you prefer convenience or space?
- Are you planning for the short term or long term?

Making the Right Choice

40 There is no single right answer. What works for one household may not work for another. Think about your income, expenses, job situation, lifestyle goals, and what kind of environment helps you feel secure. Moving is both a financial and a quality-of-life decision. Take your time, ask questions, and weigh the trade-offs carefully before making your move.

Please turn the page.

Data related to the article is shown in the table below.

TABLE 1: COST OF LIVING COMPARISON

	RURAL AREAS	URBAN AREAS
Median home value	\$151,300	\$190,900
Increase in price property (2021 – 23)	36%	21%
Annual expenditure on food	\$6,489	\$6,090
Portion of income spent on energy	4.4%	3.3%
Median household income per year	\$66,600	\$80,600
Car ownership	96%	89.5%

Abbreviations and Symbols: U.S. = United States, \$ = U.S. dollars

(Adapted from: <https://www.nationaldebtrelease.com>)



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EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **English Language**
PAPER NUMBER: II – Level 2-3 Questions Booklet
DATE: 25th April 2026
DURATION: 2 hours 5 minutes

Section A: Reading

(Total: ☐ | 30 marks)

1. Underline the title that best fits the text.
 - a. A House that is no Longer Habitable
 - b. A House with an Unusual Modern Design
 - c. A House that Failed to Retain its Beauty
 - d. A House Brought Back to its Former Charm

(1)
2. Each sentence included in the table below summarises the main idea of a single paragraph. Complete the table with the letters B, E, F, G and J. An example (A) is given to you.

The paragraph describes old furniture items left in Melina's house.	
The paragraph brings out a general sense of hopelessness.	
The paragraph provides information about the location of Melina's house.	A
The paragraph gives insights into the society that previously lived in Chora.	
The paragraph details Melina's efforts to keep the 19 th century look of her house.	
The paragraph refers to the approach taken by Melina and Dimitri in their restoration of the house.	

(5)

3. Identify **single** words that match the following meanings as found in the text. The paragraph is given to help you.
 - a. lively (paragraph B) _____
 - b. international (paragraph B) _____
 - c. digging out (paragraph F) _____
 - d. custom-made (paragraph J) _____
 - e. surviving parts (paragraph J) _____
 - f. spirit (paragraph J) _____

(3)

Please turn the page.

4. In a paragraph of **not** less than 70 and not more than 80 of your own words, summarise the history of the house from the time it was constructed up to when it was returned to Melina Horne's family.

[illegible]

(10)

5. Read the following statements based on paragraphs F, G, H and I. Are they True or False? Underline the correct answer and give a reason.

a. The restoration process took slightly more than ten years.

True/False because

b. The writer confirms that Melina and Dimitri saved the Venetian console tables.

True/False because

c. The floor of the upstairs drawing room was in an acceptable state.

True/False because _____

d. The renovation of the house brought many people together.

True/False because

e. From the start, the builders shared Melina's approach towards renovation.

True/False because _____

f. In the drawing room, the air conditioning was hidden.

True/False because _____ (6)

6. What do the words listed below refer to in the text?

- a. latter (line 4) _____
- b. town (line 8) _____
- c. its (line 20) _____
- d. them (line 48) _____ (2)

Underline the correct answer in the questions below.

7. The phrase "are scattered across one of the highest points on the island" (lines 1-2) shows that the houses in Chora

- a. are spread over low-lying terrain.
- b. point seaward from an elevated site.
- c. are bunched together on a hilltop.
- d. stretch out over a wide hilly area. (1)

8. The phrase "with a hint of emotion in her voice" (line 46) indicates that when Melina spoke, she showed

- a. no feelings at all.
- b. some hesitancy.
- c. a trace of feeling.
- d. very strong feelings. (1)

9. The sentence "I wanted to preserve a feeling of continuity with them, rather than sever ties with the past" (lines 47-48) suggests that Melina preferred to

- a. cut herself off from the traditions of Chora.
- b. keep her connection with her relatives.
- c. give herself a new lease of life in Chora.
- d. put an end to her links with her ancestors. (1)

Please turn the page.

Section B: Reading**(Total: | 30 marks)**

1. Underline the correct answer.

“Recent trends show the gap shifting in subtle ways” (lines 7-8) shows that the difference between urban and rural living has

- a. now become highly significant.
- b. undergone a noticeable change.
- c. altered in a way that is not obvious.
- d. on the whole, remained unchanged.

(1)

2. Based on your reading of Source B, underline the correct answer in the brackets below.

- a. Remote work seems to have made it easier for people to choose locations (line 3). This is (a fact, an opinion) because the term “seems” denotes (certainty, uncertainty).
- b. Understanding the financial and lifestyle trade-offs of rural and urban living might help you decide (line 5). This is (a fact, an opinion) because “might” suggests that you will (definitely, possibly) be in a position to decide.
- c. The median home value in rural areas in 2022 was \$40,000 less expensive than in urban areas (lines 12-13). This is (a fact, an opinion) because the figure is (derived, not derived) from data.
- d. The median household income in rural areas is less than the urban median (lines 22-23). This is (a fact, an opinion) because it (can/cannot) be verified.

(4)

3. From the range of lines provided, find a phrase made up of **3 to 4** words, which means

- a. heavily populated city districts (lines 11-15).

-
- b. moving to the countryside (lines 16-20).

-
- c. narrow the difference between (lines 24-28).

-
- d. well-organised transportation networks that move vast numbers of people (lines 29-33).
-

e. consider the pros and cons (lines 40-44).

(5)

4. In your own words, explain why it is stated that

a. housing prices in many rural regions have risen rapidly (line 9).

b. job opportunities also vary (line 24).

c. access is not equal (line 27).

d. there is no single right answer (line 40).

(8)

5. Underline the **TWO** correct answers below.

The table shows that

a. in urban areas the median value of a house is below \$160,000.

b. in rural areas the annual median household income exceeds \$70,000.

c. the rate of car ownership in urban areas is close to 90%.

d. households in rural areas spend less than 4% of their income on energy.

e. people in rural areas spend more on food per year than city dwellers.

f. the price of property has increased more in urban areas than in rural areas.

(2)

Please turn the page.

Read both Source A and B for question 6

6. Source A and Source B focus on places where people live. On the lines below, write about the similarities and differences between the two texts. In your answer, refer to the points listed below:

- what each text is about
- the purpose of each text
- the possible target audience for each text
- the organisation and structure of the texts
- the ideas or messages you think the writers convey

Do **not** quote directly from the text when supporting your view.

(10)

[illegible]

[illegible]

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DO NOT WRITE ABOVE THIS LINE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	English Language
PAPER NUMBER:	II – Level 2-3 Writing
DATE:	25 th April 2026
DURATION:	2 hours 5 minutes

Section C: Writing

(Total: ☐ | 40 marks)

Long Writing Task

You are advised to spend an average of 45 minutes on this section.

Write in full sentences.

Use the space provided.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

Choose **ONE** of the titles given below.

1. You are Kim Walker, the student representative at your school. The Head of your school, Ms Sally Jones, has asked you to assess the area used by students during break. Write a report in which you evaluate the area and make recommendations for improvement.

OR

2. You are Jo Taylor, the student representative at your school. The Head of your school, Ms Melanie Smith, has asked you to assess the classrooms used by students in your year group. Write a report in which you evaluate the classrooms and make recommendations for improvement.

DO NOT WRITE ABOVE THIS LINE

This image shows a single page from a notebook or ledger. It features approximately 28 evenly spaced horizontal grey lines across its entire width, providing a guide for writing. The margins are uniform on all sides, and there are no vertical lines, headers, footers, or other markings present.

DO NOT WRITE ABOVE THIS LINE

[illegible]

DO NOT WRITE ABOVE THIS LINE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other content on the page.