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GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH
RESEARCH AND INNOVATION
DEPARTMENT OF EXAMINATIONS



Candidate's name must NOT be written on any sheet of the examination paper and booklet.

Index Number must be written once ONLY above the perforation.

Write your answers in blue or black ink.

Qualifying Examination for Supply Learning Support Educators

February 2026

Subject: English Language

Date: 17th February 2026

Time: 09:00 – 10:30 (One hour and thirty minutes)

Instructions to candidates:

This examination paper consists of THREE sections. Read the instructions for each section carefully.

Answer Section A on the booklet provided, clearly indicating the question you are answering.

Answer Section B and C in the space provided on this paper.

Section A: Long Writing Task (40 marks)

Write between 180 and 200 words on ONE of the tasks below. You are advised to:

- pay attention to layout, paragraphing, vocabulary, grammar, spelling and punctuation;
- keep your writing to the number of words indicated.

You will be penalised if you write less than 180 or more than 200 words.

1. Playing video games can harm teenagers both mentally and physically, impacting sleep, studying, socialisation and other important aspects of life. Write an article for a teenage magazine expressing your opinion on this matter.

OR

2. You are the team leader of a community volunteer project. The project coordinator has asked you to write an assessment report of one of the volunteers who is being considered for a leadership role. In your report, describe the volunteer's skills, attitude, and contributions, and state whether you would recommend this person for the position.

Section B: Reading Comprehension and Summary (50 marks)

Read the following text carefully and answer all of the questions that follow on the lines provided.



PARENTING TECH & KIDS FAMILY RECIPES

PREGNANCY & BIRTH HEALTH & WELLNESS POP CULTURE PODCAST Q

[Rachael Herrscher](#) • October 9, 2025

In a world where screens and stress can make kids feel more disconnected than ever, Denmark has done something extraordinary; **it's** made empathy a core subject in school, highlighting the importance of empathy in education. Since 1993, empathy has been part of Denmark's national curriculum for children ages 5 6 to 16. Known locally as *Klassens tid* ("class time"), **these** compulsory weekly sessions teach students to understand emotions, resolve conflict, and support one another; skills as vital as maths or science.

Subheading A

Empathy isn't just a "nice to have". It's a life skill that research shows can be taught, practised, and strengthened, just like reading or problem-solving, which all contribute to empathy in education. Neuroscience confirms that empathy training activates and strengthens the medial prefrontal cortex, the part of the brain tied to emotional regulation, perspective-taking, and decision-making. When children learn to identify and respond to others' feelings, they develop emotional intelligence, the foundation for resilience, cooperation, and strong relationships. Of course, empathy isn't the same as sympathy. When you are sympathetic, you may feel sorry for **your** child. Even though you may care deeply for them, sympathy may lead you to look down on your child instead of trying to understand or connect with them.

Subheading B

Empathy education in Denmark has transformed the way students learn and interact, creating a ripple effect that extends beyond the classroom. By embedding empathy into the national curriculum, Danish schools have cultivated a culture of cooperation rather than competition, encouraging students to ask not "Who's the best?" but "How can we help each other succeed?" This shift has produced tangible results: Denmark boasts one of the lowest bullying rates in Europe, with only 6.3% of students experiencing regular bullying—a stark contrast to many countries **where** bullying remains a pervasive issue. Beyond reducing harmful behaviours, empathy education has elevated overall well-being. Danish students consistently report higher levels of happiness and life satisfaction compared to **their** peers internationally, suggesting that emotional intelligence is as critical to success as much as academic achievement. Teachers echo these findings, noting that classrooms feel more harmonious and

35 collaborative, with students demonstrating greater emotional maturity and
resilience. By prioritising empathy, Denmark has shown that education can be a
powerful tool for shaping not just minds, but hearts—building a generation that
values kindness, cooperation, and shared success.

Subheading C

40 In Denmark, empathy is woven into classroom life through dedicated weekly
sessions that teach students to connect on a deeper level. During these
sessions, teachers guide children to share personal or academic challenges
openly, listen to one another’s stories without interruption or judgement, and
work together to find solutions as a class. Students also reflect on how others
45 might feel in different situations, building perspective-taking skills that foster
compassion. These discussions go beyond problem-solving—they cultivate self-
awareness and emotional intelligence. Over time, Danish students learn to value
kindness as much as achievement, a hallmark of the country’s education
philosophy that prioritises empathy as an essential part of learning and growth.

Subheading D

50 You don’t have to live in Denmark to raise empathetic kids. Empathy can start at
home with simple, intentional practices. Begin by asking feeling-based questions
to help children understand and name emotions. Model empathy in your daily
interactions by listening actively, validating feelings, and handling conflicts
calmly, so your child sees compassion in action. Role-playing scenarios such as
55 disagreements or hurt feelings can give them tools to navigate real-life
situations. When your child shows kindness, praise it explicitly so they learn to
value empathy. Finally, encourage teamwork through games, shared chores, or
family service projects that foster collaboration and a sense of community.
These small steps create a home environment where empathy grows naturally,
60 shaping children into caring, emotionally intelligent individuals.

Subheading E

In today’s world of automation, social media, and mounting academic pressure,
empathy has become more critical than ever. Emotional intelligence is now **one**
of the most valuable skills for the next generation, and teaching empathy early
65 lays the foundation for lifelong success. Children who learn to understand and
care about others are more likely to build healthy friendships, manage stress
and anxiety effectively, and even perform better academically—underscoring the
strong link between empathy and educational achievement. Beyond school,
these skills shape collaborative, compassionate adults **who** thrive in both
70 personal and professional settings. Empathy doesn’t make children “soft”. On
the contrary, it makes them strong, self-aware, and emotionally intelligent.
These are the qualities **that** empower them to lead, adapt, and succeed in an
increasingly complex world.

Underline the correct answer in questions 1-4.

(4 marks)

1. In which section of a website would you find this article?
 - a. Education
 - b. Technology
 - c. Travelling

2. The main purpose of this article is to
 - a. explain why empathy is more important than academic subjects.
 - b. describe Denmark's approach to teaching empathy in schools.
 - c. argue that social media is the cause of disconnection among children.

3. Which title would best fit this article?
 - a. How Denmark Is Raising Kinder, Happier Kids
 - b. Why Technology Is Making Kids Less Empathetic
 - c. The Science Behind Emotional Intelligence in Adults

4. People interested in this text are most likely
 - a. school administrators looking to reform curricula.
 - b. students seeking tips to improve academic performance.
 - c. parents interested in raising empathetic children.

5. a. What is the extraordinary thing that Denmark has done? (1 mark)

b. Why is the term 'class time' (line 5) appropriate? (1 mark)

6. Are the following statements True or False? Underline the correct answer and give a reason from the text. (8 marks)

a. Empathy education in Denmark started in the last ten years.

True / False because

b. Empathy is part of mainstream education in Denmark.

True / False because

c. Students can choose to attend empathy education classes.

True / False because

d. Empathy education classes are held regularly at school.

True / False because

e. Denmark is giving more importance to empathy education than maths.

True / False because

f. According to research, empathy is a talent you are born with.

True / False because

g. Neuroscience provides strong evidence for the benefits of empathy training.

True / False

h. Developing emotional intelligence is the starting point for building social skills.

True / False because

10. What does the writer mean by “Danish students learn to value kindness as much as achievement, a hallmark of the country’s education philosophy...” (lines 46-48)? (1 mark)

11. Lines 50-60 mention five strategies. Match these examples with the strategies by writing the strategy in the right column. (5 marks)

	Strategy
a. “Let’s work together to set the table—it’ll be faster if we do it as a team.”	
b. “That was so kind of you to help your sister. I’m proud of you!”	
c. “I understand you’re upset. Let’s talk about it calmly. I’m all ears.”	
d. “How do you think your friend felt when that happened?”	
e. “Let’s pretend you and your friend both want the same toy—what could you do?”	

12. According to the text, give **TWO** reasons why “empathy has become more critical than ever” (line 63). (1 mark)

(i) _____

(ii) _____

13. Give **FOUR** reasons why children need to learn empathy from an early age. (2 marks)

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____

14. i. Underline the correct word. The writer's attitude towards empathy education is a (positive / negative / neutral) one. (1 mark)

ii. Quote a sentence from lines 65-73 to support your answer. (1 mark)

15. What do the following words in **bold** refer to in the passage? (4 marks)

- a. **it** (line 2) _____
- b. **these** (line 5) _____
- c. **your** (line 17) _____
- d. **where** (line 28) _____
- e. **their** (line 31) _____
- f. **one** (line 63) _____
- g. **who** (line 69) _____
- h. **that** (line 72) _____

16. Between lines 21 and 34, find ONE word which means: (4 marks)

- a. changed _____
- b. inserting _____
- c. promoted _____
- d. claims _____
- e. widespread _____
- f. raised _____
- g. regularly _____
- h. friendly _____

17. Match the missing subheadings in the text by writing the correct letter (B-E).

The first one is done for you.

(2 marks)

Subheadings	Letter
The Results: Lower Bullying, Happier Kids	
How You Can Teach Empathy at Home	
What Is Empathy Education?	A
Why Empathy Matters More Than Ever	
How Denmark Teaches Empathy in the Classroom	

18. Tick (✓) the best image which best fits this text.

(1 mark)



19. Underline the correct answer. At the end of this text, there is a section entitled

Comments. Which one of these would be included there?

(1 mark)

- a. "If schools cared about bullying, they'd install cameras in every classroom!"
- b. "I bet this country spends millions on hiring psychologists for every school!"
- c. "Finally, a country that understands education isn't just about grades!"
- d. "It's about time we all teach kids how to use social media responsibly!"

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