COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES AUSTRALIA

Student/Registration Number | | | | | | | | | |

Centre Number | | | | | |

2002 PUBLIC EXAMINATION

Maltese

Continuers Level

Tuesday 22 October: 2 p.m. Eastern Standard Time

Reading Time: 10 minutes
Working Time: 2 hours and 50 minutes

- *You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You may not write during this time.*
- *Monolingual and/or bilingual printed dictionaries may be used.*

Section 1: Listening and Responding (30 marks)

CLICK HERE

Instructions to Students

1. Allow about 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in MALTESE.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

© Victorian Curriculum and Assessment Authority 2002

www.theallpapers.com

Part A

20 marks
Attempt Questions 1–3

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.*

You will hear three texts. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in ENGLISH.

CLICK HERE

Marks | You may make notes in this space

1. (a) How was the name Elmo chosen? **1**

(A) email voting ☐
(B) tele-voting ☐
(C) show of hands ☐
(D) by drawing lots ☐

(b) The Games for Small Countries are to take place in Malta **1**

(A) this year. ☐
(B) next year. ☐
(C) next month. ☐
(D) the year after next. ☐

(c) How was Lara chosen as the winner? **1**

(A) tele-voting ☐
(B) show of hands ☐
(C) by drawing lots ☐
(D) email voting ☐

(d) Who organised the competition? **1**

(A) the Maltese Olympic Committee ☐
(B) the Education Division ☐
(C) both of the above ☐
(D) the television station ☐

www.theallpapers.com

CLICK HERE

	Marks	You may make notes in this space
2. (a) What is the main excuse people find for not doing exercise?	**1**	
....		
(b) List two ways outlined in the advertisement in which you can include exercise in your day.	**2**	
•		
•		
(c) Back pain is quite a common complaint. List the three pieces of advice given to prevent back pain.	**3**	
•		
•		
•		

CLICK HERE

	Marks	
3. (a) Summarise Jane's description of the first section of the book.	**3**	
....		
....		
....		
....		
(b) List the reasons given for why Maltese people had to emigrate.	**4**	
....		
....		
....		
....		
(c) Write down three adjectives which could best describe Jane's character.	**3**	
....		
....		
....		

www.theallpapers.com

Part B

10 marks
Attempt Questions 4–5

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and specific aspects of texts by identifying and analysing information;*
- *convey the information accurately and appropriately.*

You will hear two texts, one relating to Question 4 and one relating to Question 5. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in MALTESE.

CLICK HERE

Marks | You may make notes in this space

4. Complete the following.
Kompli li jmiss.

(a) Two points that arose from the research study were: **2**
Żewġ punti li ħarġu mill-istudju kienu:

- ....
- ....

(b) Describe the impact that the Internet could have on people's lives. **1**
Iddiskrivi l-impatt li l-Internet jista' ikollu fuq il-ħajja tan-nies.

....

....

www.theallpapers.com

CLICK HERE

Marks | You may make notes in this space

5. (a) Give two reasons which compelled Simone to come and study in Australia. **2**

Semmi żewġ raġunijiet 'il għaliex Simone iddeċidiet li tiġi tistudja fl-Awstralja.

- ....
- ....

(b) Complete the details below.

Kompli d-dettalji li ġejjin.

(i) Describe a negative aspect of Simone's experience. **1**

Iddiskrivi aspett negattiv li ġarrbet Simone.

....

....

(ii) Describe a positive aspect of Simone's experience. **1**

Iddiskrivi aspett posittiv li ġarrbet Simone.

....

....

(c) Write two sentences which Simone could have written in her diary regarding her experience at an Australian university. **3**

Ikteb żewġ sentenzi li Simone setgħet kitbet fid-djarju tagħha fuq l-esperjenza tagħha f'università Awstraljana.

....

....

....

....

....

....

....

....

....

End of Section 1

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES AUSTRALIA

Student/Registration Number										Centre Number					

2002 PUBLIC EXAMINATION

Maltese

Continuers Level

Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
2. You must answer ALL questions in Part A and Part B.
3. Answer Part A in ENGLISH and Part B in MALTESE.
4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
5. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

© Victorian Curriculum and Assessment Authority 2002

www.theallpapers.com

Part A

20 marks
Attempt Questions 6–7

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- *understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.*

---

6. Read the text and then answer in ENGLISH the questions that follow.

L-Identità Maltija

L-istorja tal-Assedju l-Kbir, li ġara fiż-żmien tal-Gran Mastru La Valette, hija parti mill-istejjer orali u miktuba ta' Malta.

Matul dan l-Assedju l-Maltin tqabdu maġenb il-Kavallieri ta' San Ġwann biex joħorġu rebbiħin fuq l-għadu li kien ħabat għall-gżejjer b'forza iżjed wisq qawwija minn tagħhom.

F'kull ġenerazzjoni, u f'kull pajjiż fejn jgħixu l-Maltin, din ir-rebħa kbira kienet importanti ferm għal kif il-Maltin jaħsbuha fuqhom infushom. Infatti, b'din ir-rebħa, il-Maltin setgħu jieħdu sehem fil-glorja tal-qlubija li kienet parti mill-identità tal-Kavallieri.

L-istorja ssemmi wkoll in-nisa Maltin li tqabdu maġenb l-irġiel, li għenu fil-bini tas-swar, u li ħadu ħsieb lil dawk li kienu ġew feruti. Għalhekk, in-nisa Maltin ukoll għandhom sehem importanti f'din l-identità partikulari.

Daqs erba' mitt sena wara, fit-tieni Gwerra Dinjija, il-Maltin reġgħu mill-ġdid urew qlubija enormi kontra għadu li ried jeqridhom, u b'hekk saħħew it-twemmin fihom infushom. Għal darb'oħra, in-nisa żammew iebes u ma riedux iċiedu.

L-identità Maltija hija wkoll marbuta ma' fidi qawwija fir-reliġjon tagħhom. Infatti sew fl-Assedju l-Kbir u fil-Gwerra Dinjija, ir-rebħa ħabtet fil-festa tal-Madonna, it-tmienja ta' Settembru, u li bdiet tissejjaħ il-Madonna tal-Vittorja.

Il-Maltin iqisu l-kuraġġ u l-fidi li wrew missirijiethom fl-Assedju l-Kbir, bħala pedamenti ta' l-identità Maltija.

Marks

Based on the information provided in Text 6, write **three** sentences about Maltese identity. **6**

- ....

  ....

- ....

  ....

- ....

  ....

www.theallpapers.com

7. Read the text and then answer in ENGLISH the questions that follow.

Rivista

Il-bieraħ fil-għaxija, il-kompożitur Malti George Muscat ippreżenta l-kompożizzjoni mużikali tiegħu li jisimha "L-Assedju l-Kbir ta' Malta" quddiem udjenza ammiratura.

Din kienet l-ewwel darba li dan ix-xogħol mużikali fuq l-Assedju tal-1565 indaqq fl-Awstralja, u li Muscat kien iddedika lill-Maltin ta' l-Awstralja.

Fl-istrumenti mużikali li ħadu sehem, smajna l-leħen ta' dawk in-nies li ħadu parti f'din il-ġrajja epika. Fil-mużika tas-Surmast George Muscat ħassejna aħna wkoll dak li ħassew il-Kavallieri u l-Maltin, li mmexxija mill-Granmastru La Valette, ippreparaw ruħhom għat-taqbida qalila.

Il-movimenti differenti ta' din il-kompożizzjoni u l-għamla oriġinali kif ġew użati, ġagħluna nħossu l-biża', it-twerwir, ir-rabja, u t-tama li ħassew dawk li ħadu parti f'dan l-Assedju.

Imbagħad, fl-aħħar moviment ta' dan il-kapulavur mużikali, smajna qawwijin ferm il-ferħ tar-rebħa u t-trijonf finali.

Din il-kompożizzjoni, li ġiet imfaħħra minn kritiċi sew fl-Amerika u fl-Ewropa, tant misset qalb l-udjenza li bosta kellhom id-dmugħ f'għajnejhom, u l-lejla spiċċat b'għajjat ta' ferħ u ċapċip.

Marks

Based on the information provided in Text 6 and Text 7, answer the following questions in English.

(a) What do the instruments in George Muscat's composition 'The Siege of Malta' depict? **3**

....

....

(b) Describe the emotions felt by the Knights and the Maltese people as they prepared for battle. **3**

....

....

(c) What does the last movement of this musical composition describe? **3**

....

....

....

(d) Having read Text 6 and Text 7, in **two** sentences explain why such a musical composition is relevant to Maltese people in Australia. **5**

....

....

....

....

....

....

www.theallpapers.com

Part B

10 marks
Attempt Question 8

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:
- *understand general and specific aspects of a text by identifying, analysing, and responding to information;*
- *convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).*

8. Read the text and then answer in MALTESE the question below.

You may make notes in this space

Avviż

Il-Kompetizzjoni Annwali taż-Żgħażagħ tas-Soċjetà tal-Letteratura Maltija reġgħet resqet fil-qrib.

It-tema ta' din is-sena hija "Il-Karnival Malti" u l-kompetizzjoni hija miftuħa għaż-żgħażagħ ta' ħmistax sa għoxrin sena.

Il-poplu ta' Malta jiċċelebra l-Karnival f'dawk it-tlett ijiem ta' qabel l-Erbgħa ta' l-Irmied. Dawn il-festi kienu bdew fiż-żmien tal-Kavallieri Ospitalljeri ta' San Ġwann u għadhom s'issa parti mit-tradizzjonijiet Maltin.

Il-Ballu bil-Maskra li kien isir fil-belt Valletta mijiet ta' snin ilu, għadu jsir hemmhekk illum ukoll.

F'ċerti rħula t-tfal jilbsu kostumi differenti u jmorru madwar it-toroq, iħabbtu l-bibien u jdoqqu l-qniepen.

L-iżjed importanti fil-karnival hija il-parata tal-karrijiet li fuqhom ikun hemm figuri u aspetti tal-ħajja Maltija, jew xi ħaġa magħmula apposta biex twaqqa' għaċ-ċajt xi persunaġġ famuż.

Ikun hemm ukoll kompetizzjonijiet għall-isbaħ karru, u jkun hemm żfin u daqq ta' baned fit-toroq.

L-għan ta' din il-kompetizzjoni huwa sabiex in-nies ikunu jafu iżjed dwar Malta, il-kostumi tal-Maltin, u l-poplu tal-gżejjer Maltin.

L-istorja tiegħek trid tkun kreattiva, li ġrat f'Malta, u ma jimpurtax kemm ikun fiha nies jew karattri.

	Marks
Write a short imaginative story entitled 'Maltese Carnival' in 150–200 words in Maltese, which satisfies the criteria as set by the Maltese Literature Society. Ikteb storja qasira mmaġinattiva jisimha "Il-Karnival Malti" ta' bejn 150 u 200 kelma bil-Malti, u li tkun tissodisfa l-kriterji tas-Soċjetà tal-Letteratura Maltija.	10

www.theallpapers.com

Do not remove this page from the question booklet.

Student/Registration Number | | | | | | | | | |

Centre Number | | | | | |

Maltese
Continuers Level

Question 8

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

www.theallpapers.com

End of Section 2

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES AUSTRALIA

Student/Registration Number | | | | | | | | | |

Centre Number | | | | | |

2002 PUBLIC EXAMINATION

Maltese

Continuers Level

Section 3: Writing in Maltese (15 marks)

Instructions to Students

1. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
2. You must answer ONE question in MALTESE.
3. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
4. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

© Victorian Curriculum and Assessment Authority 2002

www.theallpapers.com

Total marks – 15 marks
Attempt one question from Questions 9–12

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- *relevance and depth of treatment of ideas, information, or opinions;*
- *accuracy and range of vocabulary and sentence structures;*
- *the capacity to structure and sequence response and use conventions of the text type.*

Answer ONE question from this section in 200–250 words in MALTESE.

9. The fashion industry in Malta is expanding, and is poised to export clothes to Australia. Write an application to the Maltese Fashion Board, persuading them that you are the right person to act as an agent between the two countries.

L-industrija tal-Moda f'Malta qed tikber, u ser tibda tesporta ħwejjeġ għall-Awstralja. Ikteb applikazzjoni lill-Bord Malti tal-Moda, fejn tipperswadihom li inti l-aħjar persuna li tagħmilha t'aġent bejn dawn il-pajjiżi.

10. Your friend has won The Student of the Year Award. You are asked to write a speech in his honour for the award ceremony. Write the text of the speech.

Il-ħabib tiegħek rebaħ il-Premju ta' l-Aħjar Student tas-Sena. Ikteb it-taħdita li ser tagħmel f'ġieħu waqt iċ-ċeremonja ta' dan il-premju.

11. A large company has offered your school a new gymnasium, provided the company is allowed to build a heliport on the school grounds. Write an article for the local paper discussing the pros and cons of such a project.

Kumpanija kbira offriet li tibni ġimm ġdid fl-iskola tiegħek, jekk il-kumpanija tingħata permess li tibni ħeliport fuq il-grawnds ta' l-iskola. Ikteb artiklu fil-gazzetta lokali fejn tiddiskuti aspetti favur u kontra dan il-proġett.

12. You have just come back from a trip around Australia. Write a letter to your friend in Malta describing your adventures.

Għadek kif ġejt lura minn vjaġġ madwar l-Awstralja. Ikteb ittra lil ħabibek/ħabibtek f'Malta fejn tiddisksrivi l-avventuri tiegħek.

You may make notes in this space.

www.theallpapers.com

Question Number

www.theallpapers.com

www.theallpapers.com

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

End of Section 3

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

BLANK PAGE

www.theallpapers.com

BLANK PAGE

www.theallpapers.com