



Student/Registration
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Centre Number

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2006 PUBLIC EXAMINATION

Maltese

Continuers Level

Thursday 19 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 must not write during this time.
- Monolingual and/or bilingual printed dictionaries may be consulted during the reading time and also during the examination.

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 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).

Part A (Questions 1–3)
(20 marks)

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**.

	Marks	You may make notes in this space.
Text 1		
1. (a) The Maltese word ‘wirja’ is used twice in this text. Give the different meanings in the two different contexts.	2	
(b) What evidence suggests that the activity is not limited to club members only?	1	
(c) Name two activities which suggest that this day is a cultural and social event.	2	

Text 2	Marks	You may make notes in this space.
2. (a) In two sentences, explain why yesterday Zaren had a bad start to the day.	2	
(b) Why was Zaren's decision to drive to work not a good idea on that day?	2	
(c) In three sentences, describe Iris's and Zaren's thoughts about 'car free' days.	3	

Text 3	Marks	You may make notes in this space.
3. (a) Explain why Sharon was interviewed on radio. 	1	
(b) How did the students modify their original plan for the project, and why? 	2	
(c) The project has a lot of support from various bodies, including the radio station. Explain. 	3	
(d) During the interview Salvu made two wrong assumptions, and Sharon corrected him on each occasion. List these occasions and Sharon's response to each assumption. 	2	

Part B (Questions 4–5)
(10 marks)

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.

	Marks	You may make notes in this space.
Text 4		
4. (a) In two sentences, describe what we know about Mary's holiday in Australia. F'żewg' sentenzi iddeskrivi x'nafu fuq il-vaganza ta' Mary fl-Awstralja.	2	
(b) Describe what Mary and her friends found out about Australian beaches after the incident. Iddeskrivi x'saru jafu Mary u hbiebha dwar ix-xtut Awstraljani wara dak l-inċident.	2	

Text 5	Marks	You may make notes in this space.
5. (a) What were the negative opinions that the reporter had before he actually visited a very tall building? X'opinjonijiet negattivi seta' kellu r-riporter qabel ma' fil-fatt żar bini għoli hafna?	2	
(b) The reporter has been converted from being against, to being enthusiastic about, this type of building. Write four sentences which support this view. Ir-riporter biddel fehimtu minn wiehed li kien kontra, għal wiehed mimli entużjażmu għal dan it-tip ta' bini. Ikteb erba' sentenzi biex tissapportja din il-fehma.	4	

End of Section 1



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2006 PUBLIC EXAMINATION

Maltese

Continuers Level

Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen.
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.

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Part A (Questions 6–7)

(20 marks)

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.

Rapport ta' Dilluvju:

Maltempati bir-rghad u xita bil-qliel f'Novembru, ikkawżaw dilluvju li għamel hsara kbira fi proprjetà pubblika u privata fi Springthorpe. Kien irrekordjat li għamlet sa 445mm xita. Din kienet l-iktar darba li għamlet xita mill-1899 'l hawn. Inhawi ohra madwar Springthorpe wkoll kellhom xita iżjed mill-medja. Għall-ewwel darba, tmien subborgi fil-qrib kienu ddikjarati bħala nhawi ta' diżastru. Huwa stmat li l-hsara li saret minn dan id-dilluvju se tkun tiswa kważi daqs tliet miljun dollaru. Madwar mija u ghoxrin dar kienu affettwati minn dan id-dilluvju. Dan għamel hsara wkoll fl-infrastruttura pubblika bħalma huma t-toroq, il-pontijiet, il-ġonna pubbliċi u l-faċilitajiet rikreattivi.

Il-voluntieri lokali ta' l-Emergenza Statali hadmu bla waqfien biex jevakwaw lir-residenti qabel ma t-toroq sfaw taht l-ilma. Residenta anzjana ma kellhiex hlief tifhir għaž-żewġ voluntieri żgħażaġh li helsuha mill-periklu. "Sikwit nisimghu kummenti negattivi fuq iż-żgħażaġh," hija qalet, "Dawn il-voluntieri żgħażaġh għaddew il-lejl kollu jghinuna f'dik ix-xita qawwija. Jiena nafilhom ħajti."

Wiehed mill-voluntieri fahhar lill-komunità ta' Springthorpe għall-koperazzjoni tagħhom u li kienu lesti biex jghinu lil xulxin. "Mingħajr il-koperazzjoni tagħhom ma konniex nirnexxu daqshekk. Infatti domna iktar biex insalvaw qattus li raqad fil-ġholi fuq sigra milli biex nevakwaw il-familji fl-inhawi baxxi li kienu mhedda mid-dilluvju."

QUESTIONS

Marks

- (a) What evidence in the text supports the view that the flooding was more severe than before? Write **four** sentences to explain your understanding.

4

- (b) Provide subheadings for each of the **three** main sections of the text.

3

- (c) In **three** sentences, explain how the local community has responded to this disaster.

3

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

Diskors mis-Sur Paul Micallef, membru tal-Kunsill Lokali ta' Springthorpe.

Sinjuri,

Id-dilluvji mix-Xmara Springthorpe mhumieq rari, għax jiena niftakar li kemm-il darba t-triq tagħna gherqet taht l-ilma meta kont qed nikber.

Din id-darba x-xita ta' Novembru żgur li giet bħala sorpriża għall-komunità tagħna billi dejjem kellna xita qawwija mhux aktar tard minn Marzu jew April. Fl-imghoddi, id-dilluvji ma għamlux daqshekk hsara.

Din id-darba, il-hsara mid-dilluvju saret l-iktar fid-djar u l-hwienet godda li nbnew fl-inhawwi baxxi ta' Main Street (Triq il-Kbira).

Hemm hafna x-nitghallmu minn din il-maltempata. L-ewwelnett jinhtieg li ninsistu mal-Gvern Statali biex jibni dam (hajt li jzomm l-ilma) in-naħa ta' fuq tax-Xmara Springthorpe. Dan ma jkunx biss bħala lqugh, iżda jkun ukoll ġibjun (reservoir) fejn jingabar l-ilma għax-xorb li huwa mehtieg hafna għall-popolazzjoni li dejjem qegħda tiżdied fil-belt tagħna.

Ninhtiegu sistema moderna li tavżana minn qabel dwar id-dilluvji u ninhtiegu wkoll li jinbidlu l-katusi qodma ta' l-ilma tax-xita ma' sistema ahjar li tkun kapaċi tiehu kwantitajiet kbar ta' l-ilma 'l barra miċ-ċentru tal-belt.

Il-biċċa l-kbira tal-membri municipli ilhom fil-kunsill iżjed minn hamsa u ghoxrin sena, u hadmu hafna biex illum Springthorpe sar post sabih u popolari ferm. Izda issa rridu ninkuraġixxu iżjed zghazagh, ta' kull grupp etniku, biex jieħdu parti attiva fl-affarijiet lokali, u li nagħtuhom posizzjonijiet ta' reponsabbiltà akbar. B'hekk il-kumitati jkunu aktar rappreżentanti tal-poplu, u b'hekk nistghu nimxu iżjed 'il quddiem.

Grazzi talli ġejtu għal din il-laqgħa l-lejla, għalkemm bosta minnkom għandkom tfal zghar hafna.

QUESTIONS

Marks

- (a) Summarise Mr Micallef's recommendations for Springthorpe.

4

- (b) Using **Text 6** and **Text 7** as references, describe the township of Springthorpe in **six** sentences.

6

Part B (Question 8)

(10 marks)

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 the question in 150–200 words in MALTESE on page 7.

Avviż ta' Xogħol

Il-Kumpanija tagħna qegħda tfittex Maniġer ta' entużjażmu u ta' esperjenza biex jiehu ħsieb id-dipartiment prinċipali tal-mużika li qiegħed fiċ-ċentru tal-belt. Barra minn salarju oghla mill-*award*, min jiehu din il-pożizzjoni jingħata karrozza għall-użu tiegħu, telefon mobajl u kompjuter *lap top*. Biex tapplika trid tkun hdimt qabel f'ambjent mużikali, tkun familjari ma' dak li huwa mehtieg f'dan ix-xogħol, u li tkun kapaċi taħdem b'manjiera ferħana u motivata. Irid ikollok kapaċitajiet eċċellenti fuq it-telefon, trid tkun bejjiegħ attiv u trid tkun effiċjenti fl-użu tal-hin.

F'din il-pożizzjoni jkun jinhtieglek:

- timmaniġġa u tinkoraġġixxi l-istaff ta' ghoxrin persuna.
- iżomm ambjent pożittiv fuq ix-xogħol.
- tmexxi laqgħat u tqassam ix-xogħol lill-istaff kif ikun mehtieg.
- iżomm inventarju ta' l-istokk.
- li mal-klijenti jkollok relazzjonijiet mill-aqwa. Trid ukoll ikollok liċenzja kurrenti tas-sewqan.

Rita Calleja, Director, Calleja Music Stores, City.

QUESTION

Write a formal letter to Ms Rita Calleja to apply for the position advertised and explain why you are the best person for this position.

Ikteb ittra formali lil Ms Rita Calleja biex tapplika għal din il-pożizzjoni, u għid għaliex inti l-aħjar persuna għal din il-pożizzjoni.

You may make notes in this space.

Do not remove this page from the question booklet.

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Question 8

[illegible]

[illegible]

End of Section 2



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2006 PUBLIC EXAMINATION

Maltese

Continuers Level

Section 3: Writing in Maltese (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.
2. 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.
3. You must answer ONE question in MALTESE.
4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
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Section 3 (Questions 9–12)
(15 marks)

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 capacity to use conventions of the text type.*
-

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

9. Write an imaginative story for a literary competition that ends with the words: ‘that event changed my life’.
Ikteb storja immaġinattiva għal kompetizzjoni letterarja li tispicċa b’dawn il-kliem: ‘dik il-ġrajja bidlitli hajti.’
10. Write a review, to be published in the local paper, evaluating a film you have seen lately.
Ikteb kritika li ser tiġi ppubblikata fil-gazzetta lokali, fejn tqis l-aspetti ta’ film li għadek kif rajt.
11. Write an informative article for the school magazine to tell other students about the benefits of continuing their studies of the Maltese language.
Ikteb artiklu informattiv fil-maġazin ta’ l-iskola biex turi lil studenti oħra il-benefiċċji ta’ meta jkomplu l-istudju ta’ l-ilsien Malti.
12. ‘Television offers a good education for young people.’ Write the text of a speech for your debating team, arguing your view.
‘It-televiżjoni joffri edukazzjoni tajba liż-żgħażaġh.’ Ikteb it-test ta’ taħdita għal dibattitu, fejn turi l-argument tat-tijm tiegħek.

You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

End of Section 3