



Student/Registration  
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Centre Number

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**2007** PUBLIC EXAMINATION

# Maltese

## Continuers Level

**Thursday 18 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.
<b>Text 1</b>		
1. (a) How do we know that the pop group ‘Qawsalla’ is very famous?	1	
(b) What arrangements are being made by the organisers for the pop group’s fans living in Melbourne or Adelaide?	2	
(c) How do we know that the radio station is very interested in the success of this concert?	2	

**Text 2**

**Marks**

You may make notes  
in this space.

2. (a) Tick (✓) the correct response.

**1**

Malta acquired its priceless collection of tapestries because

(A) Grand Master Perellos left them in his will. ☐

(B) Grand Master Perellos gave them to the government of the time. ☐

(C) Grand Master Perellos gave them as a gift to the city's cathedral on being elected. ☐

(D) the king gave them to Grand Master Perellos for his services. ☐

(b) What were Doris Vella's tasks when she worked in Malta for Professor Gauci?

**2**

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(c) The interviewer made two wrong assumptions, and Doris corrected him on each occasion. List these occasions and Doris's response to each assumption.

**4**

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**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.
<b>Text 4</b>		
4. (a) The young couple did not notice what their child was doing. Why? Il-koppja żagħżuġha ma ndunawx x'kien qed jagħmel it-tifel tagħhom. Ghaliex?	2	
(b) Vicky's action indicates that she is kind hearted and a quick thinker. Describe what she did to help the child to safety. L-azzjoni ta' Vicky turina li hija qalba tajba u taf taħseb b'heffa kbira. Iddeskrivi x'għamlet biex salvat lit-tifel.	4	

Text 5	Marks	You may make notes in this space.
5. (a) What words does Christine's father, Albert, use to describe her chosen career?	2	
Xi kliem juża missier Christine, Albert, biex jiddiskrivi l-karriera li għażlet?		
(b) Christine's father appears to be wealthy. In <b>two</b> sentences write down why you think this is so.	2	
Missier Christine jidher li huwa tat-tajjeb. F' <b>żewġ</b> sentenzi ikteb għaliex taħseb li dan huwa veru.		

**End of Section 1**



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**2007** 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.

### **Bijografija Qasira**

Pietru Camilleri, Malti Awstraljan ta' wiehed u tletin sena, qieghed jikseb suċċess bħala disinjatur ta' mudelli tal-moda b'talent kbir. Fis-sena 2000, wara li spiċċa kors tal-*Fashion Design*, mar l-Italja u ħadem għal sena shiħa ġo ditta kbira tal-Moda. Peress li ried juża dak li tghallem meta ġie lura l-Awstralja, Pietru fetiħ negozju għal rasu, fejn beda jaħdem minn maħżen żgħir.

Fix-xogħol tiegħu Pietru kien influwenzat mill-isfond tiegħu Mediterran u wkoll mit-tifkira ta' sajjf li kien qatta' f'Malta.

'Jiena mort Malta meta kelli tnax-il sena u kont impressjonabbli ħafna. Kont qattajt dak is-sajf ngħum mal-kuġini tiegħi. Meta ġejna lura ġo sajjf ieħor fl-Awstralja, daħlet f'rasi l-idea ta' sajjf li ma jispiċċa qatt. Għalhekk bdejt niddisinja u nagħmel hwejjeg tal-għum.' Il-kuluri jaffettwawh ħafna u huwa jifhem li l-kuluri jistgħu jibdlu kif iħossuhom in-nies. Il-hwejjeg tiegħu huma magħrufin għall-kuluri qawwiya u għad-drappijiet sbieħ li juża.

Wara tliet snin jiddisinja l-hwejjeg tal-għum, stidnuh biex jagħmel kostumi għat-teatru. Pietru qal li dan kien xogħol differenti ħafna u ta' sfida kbira. F'dan ix-xogħol ġdid Pietru seta' jaħdem fuq ħarir, bellus, u drappijiet oħra li jqumu ħafna flus. Tant kellu xogħol li anke n-nanna tiegħu, li kienet tghallmet tirrakkma bil-ħajt tad-deheb meta kienet Malta, marret tghinu.

'In-nanna kienet ferħana ħafna. Hi kienet taf tirrakkma u bdiet tigi kuljum taħdem hawnhekk. Kienet aktar imhegġa minni, għax hi bdiet taħdem fuq xogħol bħal dak li kienet tagħmel qabel ma ġiet l-Awstralja.'

Għalkemm il-ħjata tal-kostumi għat-teatru tiegħu ħafna żmien, Pietru jhobbu ferm dan ix-xogħol, u qed jippjana li s-sena d-dieħla jmur Londra biex jagħmel kors tal-*Costume Design* hemmhekk.



## QUESTIONS

**Marks**

- (a) Complete Pietru Camilleri's personal file.

**5**

<b>1976</b>	<b>Date of birth</b>
<b>1988</b>	
<b>2000</b>	
<b>2001–2004</b>	
<b>2005–2007</b>	
<b>2008</b>	

- (b) Why did Pietru love vivid colours?

**1**

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- (c) Give evidence from the text to show that Pietru has talent and enterprise.

**3**

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- (d) What role has Pietru's grandmother had in his business?

**1**

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

## **Artiklu fil-Gazzetta**

### **L-Ghonnella (The Faldetta)**

Fl-imghoddi, il-hwejjeġ li kienu jilbsu n-nisa Maltin kienu differenti hafna minn dawk li jilbsu illum. Peress li n-nisa ma kienux jistgħu juru parti minn ġisimhom meta jkunu fil-pubbliku, kull mara 'l fuq minn hmistax-il sena kellha tilbes l-ghonnella li kienet tghattiha minn rasha sa saqajha. In-nisa kellhom aktar minn ghonnella wahda u qabel it-Tieni Gwerra Dinjija ma kienux johorġu barra minghajrha.

M'ghandniex xi nghidu, biex ilahhqu ma' dan ix-xogħol kollu, f'Malta kien hemm mijiet ta' hajjata li kienu jħitu biss l-ghenienel. Dawn kienu jqattgħu siegħat shaħ ifasslu d-drapp, u jħitu b'labra rqieqa, juzaw hajt iswed u kull pont žghir lanqas kont tista' tarah.

Il-hajjata kienet tuża drapp tal-qoton iswed u jekk l-ghonnella tkun għal xi okkażjoni speċjali, kienet tuża ħarir iswed. Kienet thit biċċa kartuna soda u twila bejn żewg biċċiet ta' drapp li kienet tiġi mqegħda fuq ir-ras tal-mara u kienet issaħħaħ it-tarf tagħha bil-wajer.

L-ghonnella kienet sinjal li tifla saret xebba u ma setgħatx iżjed tilbes li trid meta toħroġ barra mid-dar. L-ghonnella ma kienetx sabiħa u meta kienet tilbisha l-ewwel darba, t-tfajla kien ikollha trid titgħallem kif iżzommha ibbilanċjata fuq rasha, u kif iżzommha madwarha speċjalment meta jkun ir-riħ qawwi.

L-ghonnella ma naħsibx li kienet komda hafna fil-ġranet shaħ tas-sajf.

## QUESTIONS

### Marks

- (a) Using the text as reference, **when**, **why** and **where** did Maltese women wear the faldetta?

3

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- (b) Compare and contrast the clothes that Pietru Camilleri (in Text 6) designed, to the traditional garment described in Text 7.

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- (c) From the information in the text, what materials would you need to make a faldetta?

3

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## 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.

Għażiż Manwel,

Kemm jiena ferhana li ġejja Malta għall-Milied! Għandi mitt sena sakemm niġi.

Il-mamà qaltli li f'Malta ma jagħmilx bard fix-xitwa, però ma tafx tghidli xi hwejjeġ għandi ngib miegħi meta niġi. Intom tghumu fix-xitwa? Nista' ngib miegħi malja tal-ghum? Tagħmel hafna xita f'Diċembru? Xi hwejjeġ ngib biex nohroġ?

Qieghda naqra hafna dwar Malta għax ma kont naf xejn dwarha u jidher li hu post sabih hafna.

Nixtieq hafna nara xi postijiet storiċi jekk hu possibli u nipprova xi ftit ta' l-ikel li għandkom hemmhekk. Hawnhekk jiena membru fi klabb tač-čiklisti u kull nhar ta' Hadd immorru nagħmlu ġirja l-bogħod bir-rota. Huwa possibli li nista' nikri rota meta nkun hemm? Nixtieq ukoll li kieku immur s'Għawdex. Nista' immur fix-xitwa?

Bhalissa qed naħseb x'nista' ngiblek meta niġi mill-Awstralja. Thobb xi haġa speċjali li tixtieq li ngiblek meta niġi?

Narak ma ndumx,

Lucy.

### QUESTION

You are Manwel and you have received this letter from your pen friend Lucy. Write an appropriate response to this letter addressing all the questions Lucy has asked in her letter.

Inti Manwel u rčevejt din l-ittra minghand il-*pen friend* tiegħek Lucy. Iktbilha ittra u wieġeb il-mistoqsijiet kollha tagħha.

You may make notes in this space.

*Do not remove this page from the question booklet.*

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### Question 8

[illegible]

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## End of Section 2



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**2007** 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)

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*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 children's publication about a special animal.  
Ikteb storja immaginattiva fuq annimal speċjali, għal ħarga letterarja tat-tfal.
10. Write the text of a speech to give at a school assembly, persuading the students of the importance of learning languages in this era of globalisation.  
Ikteb it-test ta' taħdita li ser tagħmel waqt l-assemblea ta' l-iskola, biex tipperswadi lill-istudenti bl-importanza tat-tagħlim tal-lingwi, f'dan iż-żmien ta' globalizzazzjoni.
11. Write a critical review for the local newspaper, evaluating the variety and quality of a recent Maltese art exhibition.  
Ikteb rivista għall-gazzetta lokali, fejn tqis il-varjetà u l-kwalità ta' Wirja ta' l-Arti Maltija li saret m'ilux.
12. You have taken part in a big campaign to clean up a river. Write an informative article for your school magazine to tell the other students about the experience.  
Għadek kif ħadt sehem f'kampanja kbira għat-tindif tax-xmara. Ikteb artiklu informattiv għall-magażin ta' l-iskola tiegħek fejn tgħid lill-istudenti l-oħra dwar l-esperjenza tiegħek.



You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

### End of Section 3