



Student/Registration
Number

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Centre Number

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2008 PUBLIC EXAMINATION

Maltese

Continuers Level

Thursday 16 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) To which age group is Malta Films directing this announcement?	1	
<hr/>		
(b) What benefits would successful candidates gain from this job?	3	
<hr/>		
<hr/>		
<hr/>		
(c) List two disadvantages of this job.	2	
<hr/>		
<hr/>		
<hr/>		

Text 2	Marks	You may make notes in this space.
2. (a) What was the problem that Mary Mifsud wanted to discuss with the guard?	1	
<hr/> <hr/>		
(b) What evidence is there in the text to indicate that the guard was not taking Mary's problem seriously?	3	
<hr/> <hr/> <hr/> <hr/>		
(c) Mary produced some evidence to convince the guard that she was telling the truth. What was this evidence?	1	
<hr/> <hr/>		
(d) How do we know that the guard did not want to deal with Mary's problem?	1	
<hr/> <hr/>		

Text 3	Marks	You may make notes in this space.
3. (a) What project was John involved in while he was in Malta? <hr/> <hr/>	1	
(b) Pauline had the wrong idea about John's job. What did she think, and what was John's response? <hr/> <hr/> <hr/>	2	
(c) List five positive outcomes of the work that John did in Malta. <hr/> <hr/> <hr/> <hr/> <hr/>	5	

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) Why did Carl congratulate his daughter, Sara? Għaliex Carl feraħ lil bintu, Sara?	1	
(b) What makes us think that Carl is a generous father? Xi jgagħalna naħsbu li Carl huwa missier ġeneruż?	1	
(c) Show how Carl tried to change his daughter's mind. Uri kif Carl ipprova jbiddel il-ħsieb tat-tifla tiegħu.	2	

Text 5**Marks**

You may make notes
in this space.

5. (a) Give **four** examples which show that Grace is a serious collector of stamps.

4

Aġhti erba' eżempji li juru li Grace hija kollettura serja tal-bolli.

- (b) Which is Grace's favourite stamp and why?

2

Liema wahda hija l-bolla favorita ta' Grace u għaliex?

End of Section 1



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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.

Il-President il-Ġdida

Sylvia Tonna hija l-President il-ġdida tal-kumitat tal-festa tar-raħal. Hija għandha 21 sena u hija l-ewwel president mara u l-iżgħar waħda li qatt ġiet eletta għal din il-kariga. Is-sena d-diehla, li jahbat it-tieni ċentinarju tal-Parroċċa, il-kumitat jixtieq li l-festa tkun aħjar mis-snin ta' qabel. Din se tkun sfida kbira għal din iż-żagħżuġha li qatt qabel ma għaddiet minn din l-esperjenza, imma, bħal ma qal l-ex president, Mario Brincat, fl-aħħar diskors tiegħu, il-kumitat għandu bżonn persuna żagħżuġha u b'hafna entużjażmu halli tagħti nifs ġdid lit-tim.

Sylvia taf li għandha hafna xogħol quddiemha, għaliex il-festa kienet sejra lura, bin-numru tan-nies li jgħinu fl-organizzazzjoni dejjem jonqos. Issa hi se tkun responsabbli biex tinkoraġġixxi liż-żgħażaġh biex jieħdu sehem.

L-ewwelnett kien hemm bżonn li tagħmel xi haġa dwar il-banda tar-raħal. Il-bieċa l-kbira tal-bandisti tajbin kienu telqu. L-istrumenti huma qodma u l-uniformijiet huma antikwati. Il-logħob tan-nar huwa problema oħra u hemm aspetti ta' sigurtà li jridu jiġu kkunsidrati. Imbagħad hemm l-arma tat-toroq li għandu bżonn wisq xogħol. Dan kollu se jkun jiswa hafna flus li l-klabb m'għandux.

Meta dan ir-riporter staqsiha jekk din il-kariga hix tqila hafna għaliha, jew jekk in-nuqqas ta' esperjenza ser ikun problema, Sylvia tbissmet u qalet: 'Nispera li le! Jiena persuna pożittiva hafna.'

Sylvia qalet li l-ewwel haġa li ser tagħmel hi li tibda l-preparamenti kmieni u minflok f'Ġunju, tibda f'Jannar. Se tagħmel lista ta' daww kollha li jistgħu jagħtu daqqa t'id: hbieb, qraba u ġirien. Imbagħad torganizza laqgħa, titlobhom għal xi idejat godda, u taqsam bejniethom ix-xogħol li jkun hemm bżonn isir.

Nixtiqulha kull suċċess!

QUESTIONS

Marks

(a) Why is it important for the feast to be a great success?

1

(b) List **five** problems faced by Sylvia as the new president of the feast committee.

5

(c) What **four** steps is Sylvia going to take to achieve her goals?

4

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

Paġna minn Djarju

X'gimgha straordinarja kelli! Qatt ma bsart li ser nara daqshekk tibdil f'Malta! Hwienet kbar, hafna karożzi. Imma n-nies huma aktar kuntenti minn qabel?

Innotajt ukoll li fejn qabel kien hemm xi xtut publiċi, issa hemm marinas, l-iżjed għall-jots lussużi tal-barranin. Kif jista' Malti ordinarju jikkompeti ma' miljunarji barranin fuq il-prezzijiet tax-xiri?

L-esperjenza tiegħi l-iżjed tal-ghageb kienet meta mort Ghawdex. Qabel konna rridu nqumu fl-erbgħa ta' filgħodu biex nirkbu l-vapur t'Ghawdex. Il-baħar bejn Malta u Ghawdex ġie li jkun imqalleb hafna, u l-vapur kien idum hafna biex jasal. Niftakar kemm kien jagħmilli deni l-baħar, u kont nobgħod ferm immur fuq il-vapur.

Izda din id-darba tassew ħadt gost hafna bil-vjaġġ. Il-vapur t'Ghawdex issa huwa kbir u modern u jagħmel dak il-vjaġġ hafna drabi kuljum. Domna inqas minn siegħa biex naslu Ghawdex! U wkoll il-baħar kien kalm u tant ċar li kont tista' tara l-qiegh!

Meta wasalna Ghawdex, haġa tal-ghageb li qalb is-sewwieqa tat-taxis li kienu qegħdin jistennew fuq il-moll, rajt lil xi hadd li kont nafu! Kien Salvu, il-ħabib tiegħi meta konna żgħar, u kont ili ma narah xi tletin sena!

Mela mhux biss dawwarni ma' Ghawdex kollu, izda wkoll stedinni biex noqgħod għandu sa l-aħħar tal-ġimgha. Iltqajt mal-familja tiegħu kollha, u sirt naf li t-tifla tiegħu toqgħod mhux bogħod minni fl-Awstralja!

QUESTIONS

Marks

- (a) List **three** changes that the writer noticed on his return to Malta.

3

- (b) Give **two** pieces of evidence from the text to show that the writer is not sure about the effects of all the progress on the Maltese people.

2

- (c) Why did the writer enjoy the Gozo channel crossing this time?

2

- (d) What did the writer find amazing about this visit to Gozo?

3

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 fuq l-Internet

www.foaf.com.au

Il-President tal-FOAF (*Friends of Australia Foundation*) tixtieq timpjega tliet żgħażaġh biex imorru ma' grupp ta' anzjani Maltin fuq vjaġġ lejn Malta fis-sajf li ġej għal perijodu ta' erba' ġimgħat.

Biex tapplika trid:

- Tkun taf titkellem tajjeb bil-Malti u taf fuq il-kultura Maltija.
- Taf iġġib ruhek sewwa ma' l-anzjani.
- Ikollok passaport Awstraljan validu.

Ikollok gwida li jkun responsabbli mill-grupp. Xoghlok ikun li tmur mal-grupp u li tghin f'dak kollu li jkun hemm bżonn.

Ikun hemm bżonn li tmur mal-grupp għal ta' l-anqas tliet festi tar-raġal.

Trid tkun fuq ruhek u ma tibzax minn xi sfidi li jistghu jinqalghu.

Jekk se tapplika nkunu nixtiq tghidlina xi kwalitajiet ohra se ġġib għal dan l-impjieg.

Jekk l-applikazzjoni tiegħek tiġi aċċettata, il-FOAF thallas għall-vjaġġ tiegħek, l-inxurans tas-safar u l-lukandi. Inti tirċievi wkoll xi daqsxejn flus.

L-indirizz postali tagħna ssibu fis-sijt ta' l-internet li hemm imnizzel fuq.

QUESTION

You are a young person who is considering applying for this position. In 150–200 words, write a **formal letter** to the President of FOAF describing your suitability for this job, and why you should be selected.

Inti persuna żaġżuġha li tixtieq tapplika għal din il-pożizzjoni. Ikteb **ittra formali** ta' bejn 150–200 kelma lill-President tal-FOAF fejn tiddeskrivi li inti persuna adattata għal dan ix-xogħol, u għax għandek tkun magħzula għalih.

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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2008 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. In your work as a travel writer, you have been asked to review a holiday on a cruise liner. Write a review about your personal experiences for a travel magazine for young people.
Fix-xoghol tieghek bhala kittieb tal-vjaġġi, talbuk biex tikteb rivista ta' ġita bil-vapur. Ikteb rivista fuq l-esperjenzi personali li kellek għal magażin tal-vjaġġi taż-żgħażaġh.
10. You have found yourself on a planet in space and the year is 2200. Write an imaginative story about your experience for a school short story competition.
Inti sibt ruhek fuq pjaneta fl-ispazju u s-sena hija 2200. Ikteb storja immaginattiva dwar l-esperjenza tieghek għal kompetizzjoni ta' stejjer qosra.
11. You have recently attended an International Youth Health Conference as a representative of your club. Write an evaluative report for the members of your club about the key issues discussed at the conference.
Inti għadek kif attendejt Konferenza Internazzjonali tas-Sahha taż-Żgħażaġh bhala rappreżentant tal-klabb tieghek. Ikteb rapport ivalwattiv għall-membri tal-klabb tieghek fuq is-suġġetti l-aktar importanti li kienu diskussi fil-konferenza.
12. You are going to organise a campaign to save water. Write an article for the local paper to persuade your readers about the importance of such a campaign.
Inti ser torganizza kampanja biex wicied ma jahlix l-ilma. Ikteb artiklu għall-gazzetta lokali biex tipperswadi 'l-qarrejja tieghek fuq l-importanza ta' kampanja bħal dik.

You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

End of Section 3