



Student/Registration  
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**2009** PUBLIC EXAMINATION

# Maltese

## Continuers Level

**Tuesday 20 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.

**Part A (Questions 1–4)**  
(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 FOUR 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) What problem is the reporter talking about?	1	
_____		
_____		
(b) The reporter is very critical of the private company. How do we know this?	1	
_____		
_____		
_____		
(c) What are the <b>three</b> consequences of the private company buying the land?	3	
_____		
_____		
_____		
_____		
_____		
(d) What does the reporter ask the viewers to do?	1	
_____		
_____		

**Text 2**

**Marks**

You may make notes  
in this space.

2. Miss Falzon is being unreasonable. Support this statement with **five** pieces of evidence from the text.

**5**

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Text 3		Marks	You may make notes in this space.
3. (a) What difficulties did Miss Fenech have to overcome before she was able to learn a musical instrument?		4	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
(b) What evidence in the text shows that Lina Fenech was a very determined young woman?		3	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Text 4			
4. Why is the reviewer giving the film ‘Il-Kavallier Mitluf’ three stars instead of five?		2	
<hr/> <hr/> <hr/> <hr/> <hr/>			

**Part B (Questions 5–6)**  
(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 5 and one relating to Question 6. 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 5</b>		
5. Explain how Anna and Bert differ in their attitudes towards voluntary work.	<b>4</b>	
Spjega kif Anna u Bert jahsbuha b'mod differenti dwar xogħol volontarju.		

**Text 6****Marks**

You may make notes  
in this space.

6. (a) Josie does not appear to be a very responsible person. From the text, give **three** reasons for this statement.

**3**

Josie ma tantx tidher li hija persuna responsabbli hafna. Mit-test, aghti **tlit** raġunijiet għal din l-istqarrija.

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- (b) What was the gift, who was it meant for, and why?  
X'kien ir-rigal, għal min suppost li kien, u għaliex?

**3**

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**End of Section 1**



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**2009** 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.

## Part A (Questions 7–8)

(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.*

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

### Artiklu

Il-komunità ta' Santa Stefanja hija wahda żagħżugħa, li minhabba l-problemi ta' nuqqas ta' xogħol u li hafna tfal qed jitolqu mill-iskola kmieni, il-futur tagħhom m'hux ċert. Bid-deċiżjoni li jsemmu ċ-Ċentru l-ġdid tal-komunità għal Sir Temi Zammit, il-kunsillieri ta' Santa Stefanja qed juru li jixtiequ li l-komunità tagħhom tibda tgħożż il-valuri li kien iħaddan dan il-persunaġġ.

Din id-deċiżjoni kienet diffiċli minhabba li hafna nies kitbu ittri mimlija b'hafna entużjażmu u offrew l-ismijiet favoriti tagħhom. Kien hemm dawk li xtaqu li ċ-Ċentru jissemma għal wiehed mill-Granmastri li kien imur għall-kaċċa tal-fniek f'dawk l-inhawwi. Ohrajn riedu li ċ-Ċentru jissemma għal futboler famuż. Kien hemm l-ambjentalisti li xtaqu li jiġi mfakkar għasfur li kien kważi nqered għal kollox min-nassaba, u l-femministi li riedu jsemmuh għall-poeta Mary Mejlak.

Bl-għażla ta' Sir Temi, il-kunsillieri xtaqu li n-nies tal-lokal ikollhom, bħala mudell, bniedem li hadem bla mistrieħ f'kull qasam tat-tagħlim. Sir Temi, tabib u batterjologu salva l-ħajja ta' hafna nies meta għamel skoperta importanti hafna fil-qasam tal-medicina.

Bħala arkeologu, it-thaffir li għamel fil-Hypogeum u t-tempji megalitiċi f'Hal Tarxien, Haġar Qim u l-Imnajdra, saħħaħ l-identità kulturali tal-Maltin. Imbagħad, il-kitbiet tiegħu f'gurnali xjentifiċi, rivisti arkeoloġiċi u tal-istorja, flimkien ma' artikli u stejjer qosra dwar il-ħajja fl-irhula, juru li kien bniedem iddedikat kompletament għall-ċċellenza.

Huwa kellu ġibda kbira u kburija lejn l-Istorja ta' Malta u l-lingwa Maltija u ried li l-Maltin kollha jgħożżu wirthom. Fl-artiklu tiegħu *San Pawl Milqi*, li kiteb fil-gazzetta *il-Malti*, Sir Temi wissa li jekk il-Maltin ma jiddux hsieb is-siti storiċi tagħhom, dak li akkwistaw missirijiethom jintilef għal dejjem.



## QUESTIONS

### Marks

- (a) In choosing to name the new community centre after Sir Temi Zammit, what values did the councillors want their community to embrace? **2**

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- (b) From the text, identify the groups that had an interest in naming the centre. **4**

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- (c) What benefits did Sir Temi's life and work have for the Maltese nation? **4**

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

### **Korrispondenza bl-Email**

Sur Brincat,

Jien qed nibghat din l-email biex nerġa' nfakkrek fuq dik l-affari tad-daqq tal-arloġġ tat-Torri. Id-daqq tal-ħin f'kull siegħa hija haġa li ddejjaqna ħafna. Ahna m'għandniex bżonn arloġġ kbir u storbuż biex jgħidilna l-ħin. Hafna minna għandna bżonn naħdmu mid-dar, u t-tokki tal-arloġġ ifixkluna u jdejquna. Hawn ukoll studenti li joqogħdu viċin u ma jistgħux jikkonċentraw fl-istudji tagħhom minħabba l-arloġġ. U tfal żgħar ma jkunux jistgħu jorqdu matul il-ġurnata.

Dawk in-nies li jridu jhallu l-arloġġ idoqq huma nies anzjani li ma jaħdmux. Bosta minnhom ma joqogħdux hdejn it-torri bħalna.

Din m'hix l-ewwel darba li ktibnielek fuq din il-bieċa xogħol, u xejn ma ġara. Nispera li issa tagħti konsiderazzjoni 'l din il-problema mill-aktar fis.

Sahha,

Marianna Borg

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Sinjura Borg,

Jiddispjaċini, imma dan l-arloġġ ilu hemm xi mitejn sena, u għalhekk huwa parti mill-istorja tar-raħal. Hafna anzjani jiddependu minn dan l-arloġġ biex jgħidilhom il-ħin u jhossuhom kuntenti bit-tokki kull siegħa.

Barra minn hekk, meta inti ġejt toqgħod f'dan ir-raħal, inti kont taf b'din is-sitwazzjoni tad-daqq tal-arloġġ.

S'issa hadd ma kien qal xejn kontra tiegħu. Anzi għandu hoss sabiħ li msemmi mad-dinja kollha.

Sahha,

Joseph Brincat

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Sur Brincat,

Fuq il-kwistjoni tal-arloġġ. Mhux veru li hadd ma qal xejn kontra tiegħu. Jien kont bghattlek ittra b'xi mitt firma, u int qatt ma rrispondejtna.

Mela issa niltaqgħu fil-qorti.

Sahha,

Marianna Borg

## QUESTIONS

### Marks

(a) What is Marianna complaining about in her email?

1

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(b) What reasons does Marianna give for her complaint?

4

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(c) How does Mr Brincat justify his position on this matter?

4

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(d) What is there in the text to tell us that Marianna has had enough?

1

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## Part B (Question 9)

(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).*

9. Read the text and then answer the question in 150–200 words in MALTESE on page 7.

### Avviż

L-Organizzazzjoni Żgħażaġh għas-Sahħa irċeviet fondi biex tisponsorja għaxar żgħażaġh biex jiehdu sehem fil-‘Great European Bike Ride.’ Din se tibda f’Malta u tispiċċa fi Brussel. Din il-ġirja tar-roti tgħaddi minn postijiet b’xeni spettakulari u minn ħafna pajjiżi u ddum sejra hdax-il ġurnata. L-isponsorship se jingħata lil daww iż-żgħażaġh li juru li kienu ħadu sehem f’xi attività li kienet ta’ benefiċċju għall-iskola tagħhom jew għall-komunità lokali tagħhom.

L-applikanti jridu jkunu jafu jsuqu r-rota tajjeb u jkunu jafu wkoll isewwuha meta jinqalghalha xi ħsara. Irid ikollhom esperjenza fis-sewqan tar-roti fuq distanzi twal, u jkollhom ċertifikat mit-tabib tagħhom dwar saħħithom kif ukoll passaport validu. L-applikazzjonijiet jagħlqu fil-25 ta’ Novembru 2009.

### QUESTION

You are a keen bike rider who wants to take part in the Great European Bike Ride. Write a formal application for sponsorship to the Youth for Health Organisation Manager, Ms Josephine Bugeja, informing her why you should be chosen for sponsorship. Address the letter to: Ms J Bugeja, Youth for Health Organisation, 22 High Street, Valletta, Malta.

Inti sewwieq/a akkanit/a tar-roti u tixtieq tiegħu sehem f’din il-‘Great European Bike Ride.’ Ikteb applikazzjoni formali għal *sponsorship* lill-manigier ta’ l-Organizzazzjoni Żgħażaġh għas-Sahħa Ms Josephine Bugeja, fejn tghidilha ‘l għaliex għandek tingħażel inti għal dan l-*isponsorship*. Indirizza l-ittra tiegħek hekk: Ms J. Bugeja, Organizzazzjoni Żgħażaġh Għas-Sahħa, 22 Triq il-Kbira, Valletta, Malta.

You may make notes in this space.

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

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### Question 9

[illegible]

[illegible]

## End of Section 2



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**2009** 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.
5. All question booklets will be collected at the end of the examination.

### Section 3 (Questions 10–13)

(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.

10. Write a story for a literary competition about a civilisation that may exist on another planet.  
Ikkeb storja għal kompetizzjoni letterarja fuq ċivilizzazzjoni li forsi teżisti fuq pjaneta oħra.
11. Write an article for a newspaper in Malta persuading young people to experience a working holiday in Australia.  
Ikkeb artiklu għal gazzetta f'Malta fejn tipperswadi liż-żgħażaġh biex jiġu jagħmlu vaganza b'xogħol fl-Awstralja.
12. You have attended a photographic exhibition by a Maltese–Australian depicting various Maltese scenic views and tourist attractions. Write an evaluative report about the exhibition for a youth magazine.  
Int mort tara wirja fotografika ta' Malti-Awstraljan fuq xeni pittoreski ta' Malta u attrazzjonijiet turistiċi. Ikkeb rapport evalwattiv dwar dik il-wirja għal magaġin taż-żgħażaġh.
13. A friend of yours in Malta has not written to you for a long time. Write a letter telling them how much you would like to resume corresponding with each other.  
Habib/a tiegħek f'Malta ilu/ilha hafna ma jiktiblek/tiktiblek. Ikkeb ittra biex tgħidlu/tgħidilha kemm tixtieq terġa' tikkorrispondi ma' xulxin.



You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

### End of Section 3