



Student/Registration
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Centre Number

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2010 PUBLIC EXAMINATION

Maltese

Continuers Level

Tuesday 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.

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.
Text 1		
1. Describe the kind of candidates eligible for this scholarship.	3	
Text 2		
2. (a) What problems did Edwin think Lisa could have in her job?	3	
(b) What were Lisa's responses to Edwin's concerns?	2	

Text 3**Marks**

You may make notes
in this space.

3. (a) What did Alfred receive from the Maltese Government and why?

2

- (b) Why is the garden so special?

3

- (c) What are Alfred's hopes for the garden?

2

Text 4	Marks	You may make notes in this space.
4. (a) What is the purpose of Mario's telephone call? <hr/> <hr/>	1	
(b) Is his request successful? Explain your answer. <hr/> <hr/> <hr/> <hr/>	2	
(c) Identify two ways in which Phyllis could have improved the quality of her interaction with Mario. <hr/> <hr/> <hr/> <hr/>	2	

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.
Text 5		
5. Describe Pawlu's and Rita's contrasting views with regard to their next holiday destination.	6	
Iddiskrivi l-ideat differenti ta' Pawlu u ta' Rita rigward il-postijiet fejn setghu jqattghu l-vaganzi tas-sajf li ġej.		

Text 6**Marks**

You may make notes
in this space.

6. (a) Why is this day significant for Karmenu Grima?

1

Għaliex din il-ġurnata għandha tifsira speċjali għal Karmenu Grima?

- (b) Write down the factors which brought about change to his business.

3

Ikteb ir-raġunijiet li ġagħlu bidla fin-negozju tiegħu.

End of Section 1



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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.

Editorjal

Il-Kaċċa tal-Ghasafar tal-Passa

Minn żmien għal iehor, id-dibattitu dwar il-kaċċa tal-għasafar jerġa' jitfaċċa fil-gzejjer Maltin u jhalli warajh għadd ta' nies iddiżappuntati u rrabjati. Fuq naħa għandek in-nassaba li jkunu qegħdin fuq ix-xwiek jistennew jiġu Marzu u Ottubru, ix-xhur li fihom ikunu qegħdin ipassu l-għasafar, u b'hekk in-nassaba jkunu jistgħu jmorru għall-kaċċa.

Armati bl-ixkubetti, xbiek, klieb tal-kaċċa, sfafar, u b'dak li ġie mgħoddi lilhom minn generazzjoni għal oħra dwar ir-rotta fejn jgħaddu l-għasafar, id-drawwiet u l-għajtiet tagħhom, il-kaċċaturi jmorru jistennew l-għasafar fil-kampanja Maltija.

Dan il-passatemp, li ilu jittiehed bl-ikbar serjetà għal mijiet ta' snin, jinvolvi rġiel minn kull livell tal-ħajja. Dawn l-irġiel, li l-passjoni tagħhom hija li jonsbu l-għasafar u jzommuhom bħala rikordju tal-ħin li jqattgħu fil-kampanja, ikunu ferm irrabjati kull darba li terġa' tinqala' l-kwistjoni biex titwaqqaf il-kaċċa tal-għasafar. L-argument tagħhom huwa li l-kaċċa tal-għasafar hija parti mill-kultura ta' Malta u jekk titwaqqaf ikun ifisser it-tmiem ta' parti importanti tal-identità Maltija.

Fuq in-naħa l-oħra, għandna lill-ambjentalisti u dawk li jhobbu l-annimali li jemmnu b'passjoni kbira li l-għasafar m'għandhomx jiġu maqbuda, jew aghar minn hekk, miżmuma f'xi gaġġa. Anzi, wiehed għandu jagħmel minn kollox biex isalva l-ħajja ta' kull kreatura li tgħix f'din id-dinja. Huma jinsistu wkoll li dawn l-għasafar li jpassu minn fuq Malta jkunu sejrin ibejtu fl-Ewropa u fl-Afrika ta' Fuq, u generazzjonijiet sħaħ jinqerdu bil-kaċċa ta' dawn il-kreaturi.

Taħseb li l-kultura, jew l-argumenti tal-ambjentalisti u dawk li jhobbu l-annimali ser jirbhu? Min jaf! Meta ż-żewġ naħat ihaddnu b'tant heġġa t-twemmin tagħhom, hu diffiċli tara kif din l-affari se tispiċċa.

QUESTIONS

Marks

- (a) What specific knowledge do bird trappers have?

3

- (b) Complete the table to show the positions taken by the Maltese with regard to bird hunting and trapping.

4

Hunters and trappers	Environmentalists

- (c) What enjoyment do bird trappers derive from this pastime?

2

- (d) What is there in the text to tell us that the author is not confident that a solution will be easily found?

1

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

Artiklu Qasir

Il-Karozzi tal-Linja

Għalkemm f'Malta kważi kull familja għandha iktar minn karozza waħda, hafna Maltin u eluf ta' turisti jużaw il-karozza tal-linja. Dawn il-karozzi ssibilhom il-gabina mżejna bir-ritratti tal-familja, santi, bukketti fjuri tal-plastik, u anke statwi żgħar ta' xi qaddis, bħallikieku s-sewwieq irid johloq spazju intimu f'post pubbliku.

Bosta minn dawn il-karozzi għandhom hafna żmien u tistagħgeb kif m'humex f'xi mużew tat-trasport. L-Unjoni Ewropeja trid li dawn il-karozzi jiġu mmodernizzati biex jiksbu l-livell tal-karozzi fl-Ewropa.

Iżda din il-proposta ma tantx toghġob lill-proprjetarji, għax l-ewwelnett il-karozzi jqumu hafna flus biex tibdilhom, u t-tieninett il-proprjetarji jsostnu li daww jiffurmaw parti mill-attrazzjoni turistika.

Fl-antik, il-karozzi tal-linja kienu jkunu ta' kuluri differenti: homor, blu, sofor u ħodor, kull kulur skont id-destinazzjoni tagħhom, naħseb dan kien għax hafna nies ma kinux jafu jaqraw. Imma issa l-istess karozzi huma miżbugħin kulur wiehed: oranġjo.

Jiena nammira s-sewwieqa ta' dawn il-karozzi, li jafu jimmanuvraw fi triqat dojoq u mghawġin, mingħajr ma jaħbtu. Iżda ma jogħġobnix il-fatt li xi ftit minn dawn is-sewwieqa għandhom manjieri goffi u attitudni hażina lejn il-pubbliku, għax dawn jagħtu isem hażin lis-sewwieqa kollha.

QUESTIONS

Marks

(a) In what ways is a Maltese bus driver's individuality reflected in his cabin?

4

(b) According to the author, why do Maltese bus drivers decorate their cabins?

1

(c) What does the European Union want for the Maltese buses, and why is this unpopular with the bus owners?

3

(d) Explain the author's feelings about Maltese bus drivers.

2

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.

Ittra minghand in-Nanna

Gheżiež Jessie u Tony,

Ilkom diġà tliet xhur li tlaqtu lejn Malta u kemm qed nimmissjakom!

Qeghdin tiehdu pjaċir? Kif sibtuha lil Malta? Min jaf kemm inbidlet kemm ili l-Awstralja.

Jien kuljum nahseb fuqkom it-tnejn. L-appartament li krejtu, komdu? Hu bogħod mill-baħar? Mortu xejn tghumu u taraw xi festa? Naf li fis-sajf kull nhar ta' Hadd hemm xi festa x'imkien f'Malta.

Kif inhi z-zija Doris? Forsi hargitkom hi, għax jekk niftakar sewwa, dik kienet thobb tohroġ hafna. Ma mortux xi daqsxejn Għawdex? Kemm hu sabiħ il-baħar ta' Malta! Nispera li tmorru xi dawra mal-Port il-Kbir fuq xi luzzu!

Ghiduli fejn mortu u ibaghtuli xi ritratt biex nara jekk niftakarx il-postijiet fejn trabbejt. U tinsewx tiehdu xi ritratt tad-dar tal-bużnanna, forsi dawk li joqogħdu fiha jhallukom tidhlu fiha biex taraw x'dar zghira kellha ommi, miskina, mingħajr kumdità ta' xejn u sitt itfal.

Iktbuli xi żewġ kelmiet u ibaghtuli xi ftit ritratti.

In-nanna, Lucy.

QUESTION

Write a letter to your grandmother telling her about your stay in Malta and answering her questions.

Ikteb ittra lin-nanna, u għidilha fuq iż-żjara tiegħek f'Malta u wieġeb id-domandi li staqsietek.

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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2010 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)

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. You have recently spent six months work experience in a government department in Malta. Write a formal letter to your school principal informing him about your experience.
Għadek kif qattajt sitt xhur taħdem f' dipartiment tal-gvern f' Malta. Ikteb ittra formali lis-Surmast tal-iskola tiegħek fuq l-esperjenza li kellek.
11. Write an imaginative story, for a magazine for young readers, ending with: 'and so they solved the mystery of the lost painting'.
Ikteb storja immaġinattiva għal magazin taż-żgħażaġh, li tispicċa hekk: 'u b'hekk solvew il-misteru tal-pittura mitlufa.'
12. Your school has introduced a new campaign to combat graffiti. Write the text of a speech to persuade the students about the importance of such a campaign.
L-iskola tiegħek bdiet kampanja ġdida biex tikkumbatti l-graffiti. Ikteb it-*text* ta' taħdita biex tipperswadi lill-istudenti fuq l-importanza ta' din il-kampanja.
13. A group of young actors gave a performance of a Maltese play which received mixed reviews. You have seen the play. Write an evaluative report for the local paper.
Grupp ta' atturi żgħażaġh irreċtaw drammi Malti li qala' rivisti diversi. Inti rajt dak id-dramm. Ikteb rapport evalwattiv għall-gazzetta lokali.

You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

End of Section 3