



Student/Registration
Number

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Centre Number

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2011 PUBLIC EXAMINATION

Maltese

Continuers Level

Monday 24 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.	What are the prerequisites for a candidate to apply for this position?	3	

	Marks	You may make notes in this space.
Text 2		
2. (a) Why did Grace win a prize? _____	1	
(b) Mention two projects in which Grace had been involved. _____ _____	2	
(c) What is the aim of Grace's design? _____ _____ _____ _____	2	
(d) What is there in the text to show that Grace is confident the project will be successful? _____ _____ _____ _____	2	

Text 3	Marks	You may make notes in this space.
3. (a) What does Lina dislike about <i>Notte Bianca</i> ?	2	
<hr/> <hr/> <hr/>		
(b) What does Mark find attractive about <i>Notte Bianca</i> ?	2	
<hr/> <hr/> <hr/>		
(c) What does Lina say that shows us Mark is a very persuasive person?	1	
<hr/> <hr/> <hr/>		

Text 4**Marks**

You may make notes
in this space.

4. (a) Tick (✓) the correct answers.

3

Which of the following statements are correct?

(A) Luisa was happy with the result of the competition.

☐

(B) There was more than one judge for the competition.

☐

(C) The judge was reluctant to review the result of the competition.

☐

(D) Luisa read out the docket to the judge.

☐

(E) The judge was not convinced that Luisa's claim was correct.

☐

- (b) What was the difference between Luisa's and the man's food according to Luisa?

1

- (c) Why was the judge amused?

1

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.

Text 5

5. Complete the following table to show Catherine's and Michael's views about cruise liner tourism in Malta.

Imla l-kaxxa t'hawn taht biex turi kif jahsbuha Catherine u Michael fuq it-turiżmu tal-cruise liners f'Malta.

Catherine's views	Michael's views

Marks

6

You may make notes in this space.

Text 6

Marks

You may make notes
in this space.

6. Write down **four** ways this school is helping the environment, **other than** having solar panels on the roof.

4

Ikteb **erba'** affarijiet li din l-iskola tagħmel biex tghin l-ambjent, **barra mis-***solar panels* fuq is-saqaf.

End of Section 1



Student/Registration
Number

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Centre Number

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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.

Is-Sajjieda u l-Baħar

Bħal kull ġżira oħra, l-istorja ta' Malta u l-hajja Maltija huma influwenzati b'dak li jiġri fuq il-baħar. Illum, bil-mezzi moderni ta' komunikazzjoni nistgħu nġid li dawk li jbaħħru għandhom inqas periklu milli kellhom dawk ta' qabel. Kull meta Sam jidher bid-dgħajsa, jirringrazzja xortih li ma twelidx fi żmien meta l-baħħara kienu jiddependu biss mill-kwiekeb u elementi oħra.

Sam jiftakar il-kliem tan-nannu Kellu: 'Il-baħar żaqqu ratba u rasu iebes. Ix-xogħol fuq il-baħar diffiċli, imma jien il-baħar inħobbu u għalkemm in-nanna dejjem tgħidli biex insib xi xogħol ieħor, jien fuq il-baħar biss kuntent.' Meta kienet tisma' hekk, in-nanna kienet taqleb għajnejha għax kienet tiftakar dak il-jum meta hasbet li ma kienx se jerga' lura d-dar u kemm talbet lill-Madonna.

Dak kien f'Settembru fil-bidu tal-istaġun tal-lampuki. In-nannu kien qed jistenna jibda dan l-istaġun għax kien jaf li jekk jaqla' flus biżżejjed ma kienx ikollu bżonn jidher jistad fix-xitwa. Meta Kellu hareġ b'erba' sajjieda miegħu, il-baħar kien kalm hafna. Izda għal nofs il-lejl, ir-riħ dar u mewġa enormi laqtet id-dgħajsa u xarbithom għasra. 'Ha tigina hażin,' hasab in-nannu meta sajjetta xegħlet is-sema. Ir-riħ beda jtella' l-mewġ u wahda war'oħra dawn tfarrku kontra d-dgħajsa. Is-Sant'Antnin kienet dgħajsa b'saħħitha imma mewġa kbira refgħetha u qalbitha wiċċha 'l isfel. Il-hames sajjieda sabu ruħhom fil-baħar, kull wieħed minnhom imqabba mad-dgħajsa mimli bil-biża'.

'In-nannu wiegħed lill-Madonna tal-Mellieha li jekk isalvaw jagħmlilha pittura bħala ringrazzjament. Il-Madonna semgħet it-talba tiegħu għax id-dgħajsa nqalbet wiċċha 'l fuq u l-hamsa għenu lil xulxin abbord. Naturalment tilfu kull ma kellhom, il-magna spiċċat u kellhom jistennew jumejn sakemm vapur Ingliż salvahom. In-nannu xortih tajba li għadu haj.'

QUESTIONS

Marks

- (a) Why is Sam thankful that he lives now and not in his grandfather's time?

2

- (b) Explain in your own words the meaning of the Maltese proverb *il-baħar żaqqu ratba u rasu iebsa* in relation to the text.

5

- (c) How do we know that Sam's grandparents are very religious people?

3

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

Nota fid-djarju ta' John Attard

Buġibba, Malta

20 ta' Jannar 2010

Dak inhar li ommi u missieri ghamlu *garage sale*, biex ibieghu dak kollu li ma ridux jiehdu lura magħna f'Malta, kienet ser tkun l-aktar ġurnata kerha ta' ħajti. Meta jien rajt li missieri kien se jbiegh il-maħbuba serfbord tiegħi, qabadni ġenn.

'John, dik twila wisq biex nippakkjawha u Malta mhux ser tużaha għax hemm m'hemmx *surf*. Imma d-dar li xtrajna qieghda quddiem il-baħar u tista' tqatta' kemm trid hin tghum u tistad,' qalli missieri. Jien ħtaft is-serfbord minn fejn kienet u poġġejtha fil-kontejner li kien mimli bl-għamara li konna sa niehdu lura Malta.

Issa, f'Malta, is-serfbord qieghda fil-kamra tas-sodda tiegħi, wieqfa mal-ħajt quddiem is-sodda.

'Xi darba meta mmur lura l-Awstralja niehdok miegħi,' naħseb kull meta nħares lejha.

Jien sikwit naħseb fuq il-karnival tas-*surfing* Awstraljan fejn mijiet ta' zghazagh bhali jqattgħu granet shaħ jammiraw liċ-ċampjins jirkbu l-mewġ. U kemm kienet ittaqtaq qalbi meta b'ħafna enerġija, mewġa kienet tghollini 'l fuq 'il fuq u wara li toħodni 'l barra kienet tkarkarni lura fuq ir-ramel.

Kemm nimmissja dak l-eċitament meta, taħt xemx tiżreġ f'Jannar, bir-riħa tas-*suntan lotion* ġo mnifsejja, u ġo ħalqi t-toġhma taċ-ċips jaharqu miksija bis-*sauce*, kont nisma' l-ilhna ta' shabi jġħajtuli ismi!

Iva, xi darba mmur lura hemm vaganza, meta nkun faddalt biżżejjed flus.

QUESTIONS

Marks

(a) What could have been the worst day of John's life?

1

(b) What did John's father suggest that could compensate for the loss of the surfboard?

2

(c) What is there in the text to tell us that John did not abandon his surfboard?

3

(d) What are the memories John has of Australian surfing carnivals?

4

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.

Id-Djar ta' Malta

Mibnija bi bjut ċatti u b'gallariji li jagħtu fuq it-triq, id-djar Maltin għandhom stil partikulari. Mibnija minn ġebel lokali, id-djar huma b'saħħithom biex jifilħu sew is-sajf aħrax tal-Mediterran. Illum f'dawn id-djar issib l-art tal-irham, twieqi tal-aluminju, kmamar tal-banju lussużi, u fil-kċina kull apparat elettriku modern.

Għalkemm din hija gżira żgħira u mimlija nies, tistagħġeb meta tara li ġewwa dawn id-djar għandhom daqshekk spazju. Dan is-sens ta' spazju jiġi mis-soqfa għoljin u mill-gallariji mibnija fuq it-triq. Il-gallariji tal-injam tal-antik kienu kbar, u qishom kmamar żgħar u kienu jintużaw biex f'dik is-shana tas-sajf, meta jinfethu t-twieqi, kienu jimlew il-kmamar ta' ġewwa bl-arja friska.

Il-bejt ċatt mhux biss jintuża biex jonxru l-hwejjeg, imma hafna drabi issibilhom gaġeġ tal-ghasafar, jew tal-ħamiem u tal-fniek. Dawn id-djar mibnija mat-triq, mingħajr għonja fuq quddiem kif nafuhom fl-Awstralja, jagħtuna idea t'arkitettura li thares 'il ġewwa fiha nfisha u forsi din turina l-karattru tal- Maltin li jhobbu jżommu l-ħajja tagħhom privata.

QUESTION

You are interested in architecture and how it reflects the lifestyles of people. This is part of an article from a Maltese newspaper in Australia. Write a letter to a friend explaining why you find Maltese houses so interesting. Use the information from the above text only.

Inti thobb l-arkitettura u kif din tirrifletti kif jgħixu n-nies. Din hija parti minn artiklu ta' gazzetta Maltija fl-Awstralja. Ikteb ittra lil ħabib/ħabiba tiegħek fejn tispjega għaliex inti ssib id-djar ta' Malta tant interessanti. Uża biss tagħrif mit-test t'hawn fuq.

You may make notes in this space.

Do not remove this page from the question booklet.

Student/Registration
Number[illegible]Maltese
Continuers Level

Centre Number

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Question 9

[illegible]

[illegible]

End of Section 2



Student/Registration
Number

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Centre Number

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2011 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 were fishing from a boat with a friend. Suddenly, you spotted a huge shadow in the water. Write an imaginative story for a literary competition about what you saw.
Kont qiegħed tistad fuq dghajsa ma' habib. F'daqqa wahda, tilmhu dell kbir fl-ilma. Ikteb storja immaġinattiva ta' x'rajt, għal kompetizzjoni letterarja.
11. You were selected by your youth club to apply for a government grant so that the club could purchase equipment for the club's sports room. Write a letter to persuade the Minister for Sport to give the club a grant of \$10 000.
Inti ntgħażilt mill-klabb tiegħek taż-żgħażaġħ biex tapplika għal għotja ta' flus biex jinxtraw affarijiet neċessarji għas-sala tal-isports tal-klabb. Ikteb ittra lill-Ministru tal-Isports fejn tipperswadih/tipperswadiha biex jagħti/ tagħti \$10 000 lill-klabb.
12. You have attended a concert by a young Maltese–Australian singer-songwriter. Write an evaluative review about it for the school magazine.
Int mort għal kunċert ta' kantawtur żagħżuġ Malti-Awstraljan. Ikteb rivista evalwattiva dwaru għall-maġažin tal-iskola.
13. Write the text of an informative speech you are to give at a school assembly about an electronic gadget that has come out recently.
Ikteb it-test ta' taħdita informattiva li ser tagħmel waqt assemblea tal-iskola fuq apparat elettroniku li hareġ dan l-aħħar.

You may make notes in this space.

Question Number:

[illegible]

[illegible]

End of Section 3