Student/Registration Number | | | | | | | | | | | Centre Number | | | | | | |

2012 PUBLIC EXAMINATION

Maltese

Continuers Level

Tuesday 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.

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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. If you want to apply for the advertised position, what are the conditions you have to satisfy? **3**

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Marks

You may make notes in this space.

Text 2

2. (a) What did Laura want to discuss with Mr Caruana? **1**

(b) What in the text tells us that Mr Caruana is not taking her request seriously? **3**

(c) How do we know that Laura is very serious about her request? **2**

(d) Why did Laura chuckle at Mr Caruana's assumption about the people who were supporting her endeavour? **1**

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Marks

You may make notes in this space.

Text 3

3. Compare Karl's and his mother's attitudes to his plan. **5**

Text 4

4. What features of the wedding photo does the reporter mention? **5**

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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. 'No prophet is honoured in his own country.' How is this true of Josie Fenech? **6**

   'Profeta mhux onorat f'pajjiżu.' Kif huwa veru dan għal Josie Fenech?

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Marks | You may make notes in this space.

Text 6

6. (a) How do we know that the fishmonger is not telling the truth? **3**

Kif nafu li l-bejjiegħ tal-ħut ma kienx qed jgħid il-verità?

(b) What was the surprise for the fishmonger? **1**

X'kienet is-sorpriża għall-bejjiegħ tal-ħut?

End of Section 1

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2012 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 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.

L-Għana Malti

Kull pajjiż għandu l-mużika tradizzjonali tiegħu. L-għana hija mużika tradizzjonali ta' Malta. Però, fil-waqt li pajjiżi oħra huma kburin bil-mużika folkloristika tagħhom, l-għana minn dejjem ma kienx irrispettat. Kien ikkunsidrat bħala mużika ta' nies mhux edukati, tal-bdiewa u tan-nisa tar-raħal.

L-għana jifforma parti mill-identità Maltija li tnisslet mill-pajjiżi differenti li ħakmu lil Malta, speċjalment l-Għarab. Jista' jkun li l-għana ma kienx irrispettat għax ċerti Maltin ma ridux jiddentifikaw ruħhom mal-passat storiku tagħhom.

Il-kitarra hija l-iktar strument użat fl-għana, għalkemm qabel kienu jintużaw strumenti oħra fosthom iż-żaqq, it-tambur u l-konċertina. Kienu jeżistu ħafna tipi ta' għana differenti u kollha għandhom karatteristiċi partikolari tagħhom. Għalkemm uħud minn dawn it-tipi ntesew, l-għana spontanju huwa l-aktar li baqa' popolari, fejn l-għannejja ma jkunux jafu t-tema minn qabel il-pika. Fl-għana spontanju, l-għannej iqabbel versi kontra għannej ieħor u juża ritmu ripetittiv.

L-għana kien u għadu iżjed popolari lejn l-inħawi taż-Żejtun. John Micallef, jew *Baby John*, biex ma nfixkluhx ma' missieru, huwa għannej miż-Żejtun, u hu magħruf bħala wieħed li ġej minn familja famuża għall-għana spirtu pront. Huwa wiret l-abbiltà li jqabbel versi argumentattivi u nebbiexa, li mhux biss iwaqqgħu dak li jkun qed jgħid l-għannej l-ieħor, imma wkoll li jdaħħqu lil kull min jismagħhom. Il-ġenituri tiegħu dejjem ħajruh biex jimxi fit-triq tal-mużika, u kienu joħduh f'ħafna kompetizzjonijiet madwar Malta. Kienu għal żmien twil ukoll iħallsulu l-lezzjonijiet tal-kitarra.

Ħafna mis-semmiegħa tiegħu jaħsbu li kieku jkanta mużika pop, jaqla' iżjed flus milli jaqla' mill-għana. Iżda għal *Baby John* din hija mħabba speċjali li ma jħalliha qatt.

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QUESTIONS

Marks

(a) Give **two** reasons why *għana* was considered inferior by certain sections of the Maltese community. **2**

(b) What are the characteristics of spontaneous *għana*? **3**

(c) What advantages did *Baby John* have that helped him in his career as a *għannej*? **5**

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

Parti minn taħdita ta' Charles Micallef, Mużikoloġista

Meta kont żgħir, missieri kien joħodni biex nisma' l-kitarra u l-għana. Forsi kien jaf li għalkemm kont għadni żgħir, il-ħoss uniku tal-kitarra Maltija kien ser jinkiteb f'moħħi u jibqa' jinstema' matul ħajti. Dak iż-żmien f'Malta ħafna għannejja bdew jiftħu triqat ġodda fil-qasam tal-mużika popolari permezz ta' kanzunetti umoristiċi. Ftit ftit, l-għana sar aċċetat minn ħafna nies u beda jinstema' anke fuq ir-radju. Bdew isiru wkoll festivals tal-għana fejn nies ta' kull livell soċjali bdew jattendu.

Meta ġejt l-Awstralja, ħallejt warajja x-xena mużikali folkloristika Maltija. F'dak iż-żmien l-Awstralja kienet differenti ħafna mil-lum. Ma kienx hemm apprezzament ta' kulturi differenti, u l-mużika popolari ġennitni u malajr insejt l-għana Malti. Ukoll, f'dak iż-żmien f'dan il-pajjiż, l-għana kien qisu qiegħed *underground*. Kien isir biss fi djar privati jew f'xi laqgħa żgħira ta' Maltin, u rari kont tisma' dan it-tip ta' mużika.

Issa l-atmosfera hija differenti ħafna, u mużika etnika u folkloristika hija aċċettata u nkuraġġuta. Iżda ħafna mill-għannejja fl-Awstralja huma xjuħ u hemm bżonn urġenti li niddokumentaw l-għana fl-Awstralja, qabel ma jkun tard wisq. U wkoll ikun ta' siwi jekk iż-żgħażagħ ta' dixxendenza Maltija jkollhom l-opportunità li jieħdu interess fl-għana, għax dan huwa parti mill-identità Maltija tagħhom, u ma nħalluhx jintilef għal dejjem.

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QUESTIONS

Marks

(a) According to the text, what did Charles's father do and why? **2**

(b) What happened to Charles when he arrived in Australia? **2**

(c) Compare the status of *għana* in Malta and in Australia as described in Texts 7 and 8. **6**

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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).*

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

Avviż

Studenti Awstraljani ta' dixxendenza Maltija huma mistiedna biex japplikaw għal borża ta' studju li qiegħed joffri l-Ministru tal-Kultura u t-Turiżmu. L-applikant irid ikun spiċċa l-aħħar sena tal-iskola sekondarja, irid ikun laħaq id-disa' grad tal-mużika u jrid ikun interessat f'karriera tal-mużika klassika. Din il-borża ta' studju hija għal tnax-il xahar, u matul dan iż-żmien il-kandidat irid juri abbiltà li jistudja ħafna u jkun ippreparat li joqgħod f'Malta tul dan iż-żmien. L-istudent ikollu ċans li jiġi taħt għalliema tal-mużika rispettati u jkollu mużiċista magħżul mill-Università biex jieħu ħsiebu. Waqt li mhux neċessarju, hu preferit li jkun jaf jitkellem bil-Malti. Il-kandidat irid jipproduċi tliet ismijiet ta' *referees*, wieħed minnhom irid ikun is-Surmast tal-iskola jew tal-kulleġġ li attenda l-aħħar, ċertifikat tas-saħħa mingħand tabib, u jrid ikollu passaport validu. Jekk trid tapplika, ibgħat l-applikazzjoni tiegħek qabel is-16 ta' Diċembru lil:

Is-Segretarju, Ministeru tal-Kultura u t-Turiżmu, 200 Triq il-Merkanti, Valletta, Malta.

QUESTION

You are very keen to obtain the scholarship. Write a formal application letter showing how you fulfil all the required criteria.

Inti tixtieq ħafna tirbaħ din il-borża ta' studju. Ikteb ittra formali ta' applikazzjoni fejn turi li inti għandek il-kriterji kollha li hemm bżonn.

You may make notes in this space.

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Do not remove this page from the question booklet.

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Question 9

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End of Section 2

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2012 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 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. Write an article for the school newsletter, expressing your opinion about the benefits of completing tertiary studies in Malta as part of an exchange program.

    Ikteb artiklu għall-magażin tal-iskola fejn tesprimi l-opinjoni tiegħek dwar il-benefiċċji li tkompli l-istudji terzjarji f'Malta bħala parti minn program ta' skambju.

11. Your family was preparing the house for sale. Under the carpet you found a very old letter. Write an imaginative story for the local newspaper about what happened after you read the letter.

    Il-familja tiegħek kienet qed tipprepara d-dar għall-bejgħ. Taħt it-tapit inti sibt ittra qadima ħafna. Ikteb storja immaġinattiva għall-gazzetta lokali fuq x'ġara wara li inti qrajt dik l-ittra.

12. Write the text for an informative speech for students at your school about the responsibilities of pet ownership.

    Ikteb it-text ta' taħdita informattiva għall-istudenti tal-iskola tiegħek, dwar ir-responsabiltajiet li għandhom x'jaqsmu mal-annimali domestiċi.

13. Write an evaluative review of a book you have read recently, for a popular magazine.

    Ikteb rivista evalwattiva ta' ktieb li qrajt dan l-aħħar, għal magażin popolari.

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You may make notes in this space.

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End of Section 3

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