



Student/Registration
Number

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Centre Number

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2004 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 may not write during this time.*
- *Monolingual and/or bilingual printed dictionaries may be used.*

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) How do we know that the association is for sports in general, and not just for soccer? _____	1	
(b) Give two reasons which suggest that Bluebell’s local Council is supporting the project. • _____ • _____	2	
(c) How do we know that there will be separate teams for boys and girls? _____	1	
(d) What special requirement is on the application form for under 18 year olds? _____	1	

Marks

You may make notes
in this space.

Text 2

2. (a) If you were the Mayor of Qala, which **three** of Linda Mercieca's qualities would you highlight in your presentation speech? **3**

- _____
- _____
- _____

(b) How does the reporter create an atmosphere of excitement and anticipation for her viewers? **4**

Text 3

3. (a) State why Petra was anxious to have her house repaired. **4**

(b) Why does Petra require her son to be present for the quote? **1**

(c) Why did Petra not organise the repairs earlier? **1**

(d) Which Maltese phrase in the latter part of the text indicates that this is a telephone conversation? **1**

(e) What are the payment arrangements? **1**

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) What is the purpose of this protest? X'kien l-iskop ta' din il-protesta? _____ _____ _____	1	
(b) How do we know that Miss Busuttil is a strong leader? Kif nafu li s-Sinjorina Busuttil hija mexxejja ta' fehma soda? _____ _____ _____ _____	3	

Marks

You may make notes
in this space.

Text 5

5. (a) Why is Anna considered a responsible student?

2

Għaliex taħseb li Anna hija studenta responsabbli?

(b) How do we know that Mr Camilleri is a thoughtful, kindly principal?

1

Kif nafu li s-Sur Camilleri huwa prinċipal ta' qalb tajba?

(c) List **three** ways Mr Camilleri is going to address the issue of bullying in this school.

3

Ikteb **tliet** modi ta' kif is-Sur Camilleri se jegħleb il-kwistjoni tal-*bullying* fl-iskola tiegħu.

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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.

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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.

Artiklu ta' Anna Mifsud l-editur tat-Taqsima tal-Arti tal-gazzetta *The Gladsville Herald*

Mela x'baqa' fil-kalendarju ta' l-Arti ta' din is-sena? Jiena ċertament sejra nkun hemm fit-tlett ijiem tal-festival tal-mużika fuq il-Muntanja ta' Gladsville. It-tinda, l-apparat tal-kamping, il-kappell tax-xemx, u hemm inkun fil-qalba ta' kollox. Mgenna biex nerġa nisma' dak id-daqq frenetiku ta' Skinny Brothers, dik it-teknika perfetta ta' Orange Trio u dak il-ħoss sabih ta' Serena Żerafa, il-virtuosa tal-ġazz.

Din l-okkażjoni m'hiex biss festival mużikali, imma llum saret ukoll esperjenza kulturali. Hawnhekk eluf ta' zghażaġh li jattendu, jieħdu pjaċir b'wirjiet ta' l-arti, bit-teatru, bil-films, bl-istejjer u bil-forums fuq l-ambjent. Huma jiġu mhegġin biex jieħdu parti f' dibattiti, fil-kant, fit-tpiġġija u biex jitghallmu fuq l-istorja lokali u kulturali. Hemm *workshops* fuq iż-żfin u fuq kif tikteb il-poeżija u l-mużika folkloristika. Dan il-festival issa sar bhala pellegrinaġġ għall-eluf ta' zghażaġh minn madwar l-Awstralja kollha. Hafna jiġu minn stati oħrajn. Jikkampjaw f' postijiet qrib ta' fejn isir il-festival u jiltaqgħu ma' zghażaġh oħrajn li kienu ltaqgħu magħhom fis-snin ta' qabel.

Din sejra tkun il-hames sena li ilu mwaqqaf il-festival. Għall-ewwel dan il-festival, li kien l-idea tal-Kunsillier Masterman, kellu stima ta' nefqa ta' ghaxart elef dollaru. Illum għandu baġit ta' iżjed minn miljun dollaru u l-qlieġh li jgħib lil din il-komunità zghira ta' Gladsville jista' jzomm din il-belt hajja. Skond il-Kunsillier Masterman dan huwa wieħed mill-aqwa festivals li jlaqqa' flimkien kantanti, artisti, atturi, mużiċisti folkloristiċi mid-dinja kollha biex jaqsmu ma xulxin esperjenza unika ġo ambjent mill-isbah Awstraljan.

Dan huwa festival li jlaqqa' zghażaġh Awstraljani flimkien biex jaqsmu ma' xulxin l-ispirtu ta' komunità li taf kif tiċċelebra it-talenti diversi tagħha.

QUESTIONS

Marks

(a) What evidence is there in the text that this event is not just a music festival?

4

(b) What evidence from the text is there to suggest that this has been a successful event?

3

(c) Why do young people attend this festival other than for the music?

3

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

Rapport dwar il-laqgħa pubblika tal-Kunsill Lokali ta' Gladsville fuq il-festival li ssir kull sena.

Fit-tieni Hadd t'Awissu saret laqgħa pubblika dwar il-festival muzikali saġfi tas-sena 2004. Mitejn u dsatax-il resident li jhallsu r-rati tal-Kunsill u li joqogħdu fil-limiti tal-Muniċipalit` ta' Gladsville attendew din il-laqgħa pubblika. Din saret f'nofs in-nhar fis-sala tal-Kommunit` fi Triq Gladsville.

Il-kwistjonijiet ta' l-aġenda li ġew dibattuti f'din il-laqgħa kienu dawk li qed iħassbu lir-*ratepayers* ta' Gladsville.

Il-problemi importanti li ġew diskussi kienu: il-kontrol tat-traffiku, il-kontrol tal-alkoħol, il-volum ta' storbu mill-*amplifiers*, mill-muturi, u mill-hornijiet tal-karrozzi, u l-ammont ta' l-iskart li jithalla ma' kullimkien. Imbagħad ukoll l-użu ta' l-ilma waqt li jkun hemm limitazzjonijiet stretti, u l-hlas ta' dawk li jikru postijiet fejn ibiegħu.

Anki ġie diskuss kif jista' jinsab post ieħor jekk il-festival jaħbat fi ġranet ta' projbizzjoni totali tan-nar.

Dawk ir-residenti li jridu jaqraw il-kopja kollha tal-minuti tal-laqgħa jistgħu jsibuha fuq il-websajt tal-kunsill jew fil-'Gladsville Herald' li t`hrog kull nhar ta' Tnejn.

QUESTIONS

Marks

(a) As a concerned resident what **three** questions would you ask at the meeting?

3

- _____

- _____

- _____

(b) Why do you think the council meeting was so well attended on a Sunday in a small town?

2

(c) Using the information in Text 6 and Text 7, compare the priorities of the people attending the festival and the residents of Gladsville. Give **five** examples from the texts.

5

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 MALTESE on page 7.

Avviż Pubbliku.

Il-Ministru tal-Ambjent, Charles Spiteri, habbar regoli ġodda dwar il-Bajja tar-Ramla.

Mill-ewwel ta' Diċembru d-Dipartiment tal-Arkeoloġija ser jibda xogħol ta' thaffir fil-Bajja tar-Ramla. Din il-bajja għet iddikjarata bhala post storiku importanti u se tkun magħluqa għall-pubbliku. Dan se jsir wara li nstabu xi numri ta' fdalijiet minn żmien ir-Rumani. Skond hafna esperti, din l-iskoperta għandha sinjifikat kbir m'hux biss għal Malta, iżda wkoll għad-dinja kollha.

Iż-żewġ triqat li jwasslu għal din il-bajja, se jkunu magħluqin għall-pubbliku. Vetturi li jistgħu jgħaddu minn dawn it-toroq irid ikollhom permess speċjali. Karrozzi ipparkjati mingħajr permess jiġu rmunkati u s-sidien tagħhom jehlu multa.

Dan ix-xatt se jkun magħluq sakemm idum isir ix-xogħol tat-thaffir, u nisperaw li l-pubbliku jikkopera magħna.

QUESTION

Write a formal letter of 150–200 words to the Minister of the Environment, The Honourable Charles Spiteri, informing him of the disapproval/approval of the local residents, in relation to the closure of Bajja tar-Ramla.

Ikteb ittra formali ta' bejn 150-200 kelma lill-Ministru tal-Ambjent, l-Onorevoli Charles Spiteri, fejn tinformah bid-diżapprovazzjoni/approvazzjoni tar-residenti tal-lokal, rigward l-għeluq tal-Bajja tar-Ramla.

You may make notes in this space.



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2004 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. Write the text of a speech to the members at the association meeting of Young Artists from Malta. Your task is to persuade them that your city is the best city to visit on their next cultural tour of Australia.

Ikteb it-taħdita li ser issir fil-laqgħa tal-Għaqda ta' Artisti Żgħażaġh minn Malta. Xogħlok huwa li tikkonvinċi l-membri tagħha li l-belt fejn toqgħod inti hija l-aħjar belt li jistgħu jżuru fil-vjaġġ kulturali li se jagħmlu fl-Awstralja.

10. You have just found a glass bottle on the beach. Write an imaginative story about the travels and possible origins of your find.

Għadek kif sibt flixxun tal-ħġieġ fuq xatt il-baħar. Ikteb storja immaġinattiva fuq il-vjaġġi ta' dan il-flixxun u l-origini li setgħa kellu.

11. You have just spent six months abroad as a volunteer helper. Write a report about your personal experiences for publication in 'The Young Volunteer Abroad'.

Għadek kif qattajt sitt xhur tagħmel xogħol volontarju barra mill-pajjiż.

Ikteb rapport dwar l-esperjenzi personali tiegħek, biex jiġi ippublikat fil- 'Volontier Żagħżuġh Barra mill-Pajjiż'.

12. 'That in future most work will be done from home, not from the office.'

Write an article for a newspaper, evaluating the arguments for and against this statement.

'Li fil-futur il-biċċa l-kbira tax-xogħol isir fid-dar, u mhux fl-uffiċċju.'

Ikteb artiklu għall-gazzetta, fejn tqis l-aspetti favur u kontra din l-istqarrija.

You may make notes in this space.

