



Student/Registration
Number

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Centre Number

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2005 PUBLIC EXAMINATION

Maltese

Continuers Level

Wednesday 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.

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) You were given two sets of ingredients. Explain why.	1	

(b) From the text you have just heard, give two examples of dry ingredients, other than sugar and flour.	2	

(c) After combining the pastry and filling, how are the rings formed?	2	

(d) When would you serve this sweet?	1	

Marks

You may make notes
in this space.

Text 2

2. (a) Which Maltese expression in the text tells us that Mario liked to brag?

1

(b) What evidence suggests that Mario liked his friends?

3

(c) What conclusion can be made about Mario's character?

2

Text 3

3. (a) Steve mentions the main aim of the national strategy for information technology.
What is it?

1

(b) How is this strategy going to be implemented?

4

(c) Who are the people who would benefit most from the strategy described by Steve?

3

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) Why did Mr Caruana ring Amanda? Għalfejn ċemplilha lil Amanda, s-Sur Caruana? _____ _____ _____	1	
(b) How will Amanda prepare for the interview? Kif se tipprepara għall-intervista Amanda? _____ _____ _____	2	
(c) When will Amanda’s interview take place? Meta se tkun l-intervista ta’ Amanda? _____ _____	1	

Marks

You may make notes
in this space.

Text 5

5. (a) What are the **three** main features of the home page of the Halġir website?

3

X'inhuma **t-tliet** taqsimiet tal-paġna ta' quddiem tal-websajt ta' Halġir?

(b) Give **three** reasons why John wants to write to the Halġir Local Council about their website.

3

Ikteb **tliet** raġunijiet li għalihom John ried jikteb lill-Kunsill Lokali ta' Halġir dwar il-websajt tagħhom.

End of Section 1



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2005 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.
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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.

Is-Sistema tal-Global Positioning jew GPS

Fl-antik, kull bahri kien irid jaf kif josserva l-kwiekeb, il-qamar u x-xemx, biex ikun jaf fejn sejjer. Ghalhekk kien jiddependi minn sema mhux imsahhab biex ibahhru minghajr il-periklu li jintilfu.

Fis-seklu tmintax il-boxxla kienet strument prezzjuż għal dawk li riedu jmorru minn port għall-iehor, iżda ma kienetx preċiża. Barra minn hekk, dak l-istrument kellu bżonn ta' hafna kalkulazzjonijiet. Ukoll il-mappi ma kienx fihom dettalji ta' gzejjer żgħar hafna, jew ta' postijiet fejn kienu gherqu xi vapuri.

Bil-progress tal-kumpass fl-ahhar tas-seklu dsatax, it-tbahhir sar anqas diffiċli u perikuluż.

Imma f'nofs is-seklu għoxrin, b'sistema ta' satelliti kien possibli biex issib il-pożizzjoni eżatta tal-vapuri u d-dgħajjes. Dak kien il-bidu tal-*Global Positioning System (GPS)*. Matul is-snin, bosta nies ohra wkoll sabu din is-sistema ta' għajnuna fix-xogħol tagħhom.

Issa il-*GPS* qed jintuza hafna mill-bdiewa li għandhom proprjetajiet kbar. Bih jkunu jistgħu jafu eżatt fejn għandhom l-ilma, l-merħliet ta' l-annimali u l-postijiet fejn jirgħu.

Is-servejers jużaw il-*GPS* biex jimmarkaw preċiżament fejn isibu minjieri tad-deheb u tal-minerali ohra prezzjużi. Id-dipartimenti tal-ambjent jużawh għal hafna raġunijiet, fosthom biex jimmarkaw fejn isibu annimali selvaġġi.

Illum hafna karozzi ġodda għandhom din is-sistema u issa s-sewwieq jista' jippjana fejn sejjer qabel ma jitlaq.

QUESTIONS

Marks

(a) In olden days, what skills did a navigator need to sail from one place to another?

1

(b) Give **five** reasons why sea journeys were difficult **and** dangerous before the invention of the GPS. Refer to the text in your answer.

5

(c) Explain the impact that the GPS has had on twentieth century work and travel. Refer to the text in your answer.

4

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

Djarju

Il-Hadd 16 ta' Lulju: X'fortuna tajba! Jien żgura li l-GPS salvali hajti! Għal daqsxejn ma hallejtux warajja meta kont qed nippakkja! Jien kont ser nimxi wahdi fil-buxx għal hmistax-il ġurnata. Toqol mill-inqas. Bidla ta' hwejjeġ, sulfarini, ikel, ilma, kaxxa tal-mediċina, kamera tar-ritratti u l-mobajl. X'aktar?

Xi haġa qaltli biex nieħu il-GPS. Mhux għalhekk kont infaqt tant flus?

“Għala le? Forsi nsib xi post interessanti u nkun nista' nerga' mmur hemm!” ghidt lili nnifsi, meta għamiltu fil-*backpack*.

It-tieni ġimgħa tal-mixja. L-art kollha blat u ġebel. Xita qawwija u li ma waqfet xejn. Bilkemm irqadt bil-lejl. Għandi kollox imxarrab u tqil. L-art kollha tajn u zlieq. Inhossni għajjiena.

Mela nizloq fuq zokk u nibqa' niezla 'l isfel f'irdum! Dak uġiġh qawwi f'saqajja! Irrealizzajt li kienet miksura serjament. Biża', xokk, paniku!! Izda ftakart fil-GPS! Għall-ewwel ma setax jagħtini l-pożizzjoni. Ippruvajt hafna drabi.

Trid tara kemm fraħt meta sibt fejn kont ninsab! “Fejn qieghda eżatt?” staqsewni n-nies tas-salvataġġ meta ċempiltihom fuq il-mobajl.

Damu ffit ma waslu għax xi triqat ma setghux jgħaddu minnhom. Qaluli: “Int xortik tajba li l-mobajl kien qed jaħdem. Dan il-post huwa bogħod wisq biex tkun wahdek! Riskju kbir!”

QUESTIONS

Marks

(a) What are the two most useful items the writer packed for the walk and why?

2

(b) Describe the circumstances that led to her having to be rescued.

4

(c) By referring to the material in Text 6 and Text 7, give **four** reasons why you would **not** buy a hand-held GPS.

4

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 150–200 words in MALTESE on page 7.

Avviż

Il-Fundazzjoni Elizabeth Attard hija għaqda indipendenti li giet imwaqqfa fl-1998 minn gruppi ta' neguzjanti Maltin. Din il-Fundazzjoni li għandha l-kwartieri tagħha fil-belt Valletta, trid tkattar il-kultura Maltija fost it-tfal ta' l-emigranti Maltin. Din is-sena l-Fundazzjoni qiegħda toffri fondi għal għaxar persuni biex iqattgħu madwar sitt xhur f'Malta. Applikazzjonijiet huma mitluba minn dawk li għandhom interess fil-kummerċ, il-*marketing*, l-*accounting*, il-ġurnalizmu, jew l-arti. L-applikanti li jirnexxielhom jiksbu dawn il-boroż ta' studju, imorru jaħdmu ma' waħda mill-kumpaniji ta' din il-Fundazzjoni. Barra milli jaħdmu ma' dawn il-kumpaniji, ir-rebbieġa jkollhom ukoll l-opportunità li jaħdmu ma kumpaniji simili fl-Unjoni Ewropea għal xi sitt ġimghat.

Dawk li japplikaw għandhom ikollhom bejn it-tmintax u t-tlieta u għoxrin sena, jafu sewwa bil-Malti, spiċċaw l-aħħar sena ta' l-iskola sekondarja, u juru li huma iddedikati għal xi fergħa ta' taġlim imsemmi fl-avviż.

QUESTION

You are very interested in obtaining this scholarship. Write a formal letter to the head of the Elizabeth Attard Foundation applying for this scholarship.

Inti tixtieq hafna li takkwista din il-borża ta' studju. Ikteb ittra formali lill-Kap tal-Fundazzjoni Elizabeth Attard biex tapplika għal din il-borża ta' studju.

You may make notes in this space.



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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. The Maltese proverb says: ‘On the downhill, all saints come to your help’.
Write an imaginary story for a literary competition, illustrating your interpretation of this proverb.
Il-proverbju Malti jghid: “Ghan-nizla kull qaddis jghin.”
Ikteb storja immaginarja għall-kompetizzjoni letterarja, fejn tispjega x’tifhem inti b’dan il-proverbju.
10. Your favourite pop group from Malta gave a fantastic concert in your city. Unfortunately, you were unable to attend.
Write an informal letter to the group’s manager to persuade him/her to schedule another concert.
Il-Pop Group Malti favorit tiegħek ġew fil-belt fejn toqghod int u kellhom kunċert fantastiku. Sfortunatament, inti ma stajt tmur.
Ikteb ittra informali lill-maniger tagħhom biex tikkonvinċih/a biex jorganizzaw kunċert ieħor.
11. ‘Fame can only bring good things to the person who is famous.’
Write an article for a newspaper, taking the positive or negative side of this statement.
‘Il-fama iġġib biss affarijiet tajbin għal dak li jkun famuż.’
Ikteb artiklu għall-gazzetta biex turi jekk taqbilx jew le ma’ dan il-kliem.
12. As a member of your local sporting club, you have been asked to write an informative report about the club’s recent marathon to be published in their monthly newsletter.
Bħala membru ta’ l-għaqda sportiva lokali, ġejt mistieden biex tikteb rapport informattiv fuq il-maratona li saret m’ilux, għan-*newsletter* li toħroġ kull xahar.

You may make notes in this space.

