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2003 PUBLIC EXAMINATION

Maltese

Continuers Level

Tuesday 21 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) Why is Marta surprised that Fredu recognised her? _____ | 1 | |
| (b) What was Fredu's occupation? _____ | 1 | |
| (c) Which Maltese expression tells us that she was very excited about her visit? _____ | 1 | |
| (d) List two things which suggest that the place where Marta grew up had once been a rural village. • _____ • _____ | 2 | |
| (e) Which two phrases tell us that Fredu remembered Marta's family with fondness? • _____ • _____ | 2 | |

| Text 2 | Marks | You may make notes in this space. |
|---|-------|--------------------------------------|
| 2. (a) Complete the following sentences. | | |
| (i) Mary's maternal grandparents migrated to Australia when | 1 | |
| _____ | | |
| (ii) Mary's paternal grandparents migrated to Australia when | 1 | |
| _____ | | |
| (b) Write two adjectives which could describe both sets of grandparents. | 2 | |
| • _____ | | |
| • _____ | | |
| (c) What makes you think that Mary admires her adventurous grandparents? | 1 | |
| _____ | | |
| _____ | | |
| Text 3 | | |
| 3. (a) Name three reasons given by the speaker, as told by Joseph, why Maltese art was influenced by foreign cultures. | 3 | |
| • _____ | | |
| • _____ | | |
| • _____ | | |
| (b) Karla mentions the Greeks and the Romans as being two of the foreign rulers of Malta. | 3 | |
| List three other cultures whose influence on Maltese art was also very significant. | | |
| • _____ | | |
| • _____ | | |
| • _____ | | |
| (c) Joseph seems to be very proud of Maltese artistic achievements. Provide evidence from the text to support this. | 2 | |
| • _____ | | |
| • _____ | | |

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 do young people attempt to become more independent? Għaliex iż-żgħażaġh jippruvaw jiksbu aktar indipendenza f'ħajjithom? _____ | 1 | |
| (b) Complete the following. Kompli li jmiss. Two ways in which parents react to their children's behaviour are Żewġ modi ta' kif il-ġenituri jirreaġixxu għall-imġieba ta' uliedhom huma _____ _____ | 2 | |

| Text 5 | Marks | You may make notes in this space. |
|--|----------|-----------------------------------|
| <p>5. (a) Name two health conditions which, according to some doctors, are caused by electromagnetic radiation.</p> <p>Semmi żewġ kundizzjonijiet tas-saħħa li skond xi tobba, huma ikkawżati mir-radjazzjoni elettromanjetika.</p> <ul style="list-style-type: none"> • _____ • _____ | 2 | |
| <p>(b) Give two reasons why research into mobile phone use is inconclusive.</p> <p>Ikteb żewġ raġunijiet għaliex ir-riċerka fl-użu tal-<i>mobiles</i> hija inkonklussiva.</p> <ul style="list-style-type: none"> • _____ • _____ | 2 | |
| <p>(c) Which two groups of people are most vulnerable to the effects of this radiation?</p> <p>Liema huma ż-żewġ gruppi li jistghu jsofru l-iżjed bl-effetti tar-radjazzjoni ?</p> <p>_____</p> <p>_____</p> <p>_____</p> | 2 | |
| <p>(d) Write a sentence or a phrase describing the kind of listeners Dr Fenech is addressing.</p> <p>Ikteb sentenza jew frażi li tista' tiddiskrivi s-semmgħa ta' Dr Fenech.</p> <p>_____</p> <p>_____</p> | 1 | |

End of Section 1

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2003 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 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.

L-Impatt tal-Globalizzazzjoni

Il-Globalizzazzjoni u l-progress biddlu mhux biss kif in-nazzjonijiet jinnegozjaw ma' xulxin u kif is-swieq tal-flus jinflwenzaw l-ekonomiji ta' artijiet diversi, imma affettwaw ukoll il-valuri kulturali għeżież ta' nazzjonijiet żgħar bħal dawk ta' Malta.

Il-progress għamel impatt kbir fuq il-familja tradizzjonali Maltija. Qabel, il-bniet kienu mrobbija biex isiru nisa tad-dar u ommijiet. Kienet id-drawwa li żagħżuġ u tfajla mill-istess raħal kienu jiżżewġu u jmorru joqogħdu hdejn il-ġenituri tagħhom. Kien rari li mara miżżewġa tohroġ taħdem. Daż-żmien iżjed minn tletin fil-mija jahdmu barra mid-dar.

Il-familja kollha, zijiet u speċjalment in-nanniet, kienu jgħinu fit-trobbija u l-qagħda tajba tat-tfal. Għalhekk in-nanniet kellhom dmir importanti hafna li jgħaddu l-valuri shaħ tal-familja lin-neputijiet tagħhom. Il-komunità tar-raħal ukoll kienet tiegħu hsieb li dawn l-ideali jinżammu. It-tfal illum imfissdin wisq, u huma aktar diżubbidjenti.

Il-koppji issa m'għandhomx bżonn imorru joqogħdu fl-irhula fejn twieldu u r-rabta tal-familja li qabel kienet mharsa tant tajjeb, issa qiegħda tonqos. Ir-rispett lejn il-membri anżjani tal-familja kważi wkoll sparixxa. Mhux hekk biss, imma l-ideali li kellhom in-nanniet sikwit imorru kontra l-valuri godda tal-konsumeriżmu li l-globalizzazzjoni gābet lil din il-ġenerazzjoni ta' zgħażaġħ Maltin.

QUESTIONS

Marks

Based on the information provided in Text 6,

(a) list **four** ways in which globalisation and progress have impacted on the Maltese family.

4

- _____
- _____
- _____
- _____

(b) identify five words and/or expressions in the passage which indicate that the writer of this article views progress as a negative influence.

5

- _____
- _____
- _____
- _____
- _____

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

Din hija silta mehuda minn djarju ta' riċerkatur. Hawnhekk insibu dettalji ta' intervista ma' wahda mara.

Dal-ghodu intervistajt lil Marija Abela fuq id-drawwiet Maltin. Marija hija l-ixjeh mara f'Hal Sabih u għalkemm għalqet hamsa u disghin sena, mohħha għadu tassew tajjeb.

Marija tkellmet fuq il-bidliet li saru fil-hajja tradizzjonali Maltija.

Marija tiftakar meta kienet żagħżugħa ma kenitx toħroġ barra mingħajr l-ghonella sewda tal-harir li kienet tagħttiha minn rasha sa saqajha. Fis-sajf kien ikun ser iħossha hażin. Qaltli llum in-nisa fortunati, għax jistghu jilbsu li jridu.

Ix-xebba ma kenitx tista' titkellem ma' l-irġiel barra mid-dar, jew toħroġ barra wahidha. Immaġina li lanqas ma tkun tista' tkellem il-kuġin tiegħek stess!

Hija qalet li meta koppja kienu jitgharsu, kien irid ikollhom ix-xaperon li tmur magħhom kullimkien.

Qabel ma tgharrset Marija qatt ma kienet kellmet lir-raġel tagħha. Il-familja tiegħu bagħtu l-huttab biex isaqsi għaliha. Dak li kien se jkun ir-raġel ta' Marija mar id-dar tagħha m'ommu u missieru biex jiltaqa' magħha. Wara li tkellmu fuq id-dota, Marija aċċettat li tiżżewġu.

Dawn id-drawwiet m'għadhomx jeżistu Malta u Marija qalet li hija issa ferhana tara li n-neputijiet tagħha għandhom iktar libertà li jagħżlu kif jghixu.

QUESTIONS

Marks

Based on the information provided in Text 6 and Text 7, answer the following questions.

- (a) Write **three** sentences describing how a Maltese girl was expected to dress and to behave, according to Marija Abela.

3

- _____

- _____

- _____

- (b) Drawing from both Text 6 and Text 7, write a paragraph of not more than six sentences explaining why you think that modern Maltese women are luckier than their grandparents.

8

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.

Reklam

Pakkett Ta' Vjaġġ Malta Special

- * Titjira bir-ritorn mill-Awstralja għal Malta via Ruma
 - * Allogġ ta' 7 iljieli (bil-breakfast)
 - * 5 żjarat bil-gwida (bl-ikla ta' nofsinhar)
 - * Ġurnata libera biex iddur il-belt bil-kumdità tiegħek
-
- Toqgħod fis-Sunny Hotel fil-bajja sabiha ta' San Ġiljan.
 - Iżżur il-Villa Romana fir-Rabat.
 - Iżżur l-Imdina, il-belt storika mdawra bis-swar, u gawdi panorama meraviġjuża tal-gżira.
 - Ara lill-artiġjani mharrġin joħolqu oġġetti tal-ġhaġeb fil-fabbrika Malta Glass.
 - Żur il-Palazzi tal-Granmastri, il-Konkattedral ta' San Ġwann, u Kastilja.
 - Gawdi d-dehra sabiha tal-Port il-Kbir mill-Barrakka ta' Fuq.
 - Fil-ġurnata libera, mur ara lill-argjentiera jagħmlu oġġetti li jgħaġġbuk tad-deheb u tal-fidda.
 - Aghmel passiġġata fuq ix-Xatt tas-Sliema, fejn hemm hafna ristoranti u bars li jibqgħu miftuħin lejn u nhar.

QUESTION

Write an informal letter of 150–200 words to your best friend outlining your personal reasons for including this Malta Special trip after visiting Italy on your European holiday.

Ikteb ittra informali lill-ikbar habib/habiba tiegħek li fiha tagħti r-raġunijiet personali tiegħek għaliex ser iddahhal dan il-vjaġġ Malta Special wara li żżur l-Italja fil-btala tiegħek fl-Ewropa.

You may make notes in this space.

Do not remove this page from the question booklet.

Student/Registration
Number[illegible]Maltese
Continuers Level

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Question 8

[illegible]

[illegible]

End of Section 2



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2003 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.

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).

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 following is a title for a debate

‘Schools of the future should have no teachers, only computers.’

Write an evaluative article for the school magazine discussing the pros and cons of this proposition.

Dan huwa it-titlu ta’ dibattitu

‘L-iskejjel tal-futur m’ghandux ikollhom għalliema, iżda kompjuters biss.’

Ikteb artiklu evalwattiv fil-gazzetta ta’ l-iskola fejn tiddiskuti l-aspetti favur u kontra ta’ din il-proposta.

10. ‘Ghana’, where two or four singers improvise and respond to each other, sometimes in rhyming words, forms part of the folkloristic singing of the Maltese.

Write an informative review of a ‘Ghana’ evening for a multicultural newspaper.

L-Ghana huwa kant folkloristiku Malti, li fih żewġ jew erba’ għannejja jwieġbu lil xulxin b’taqbiliet improviżzati.

Ikteb rivista informattiva fuq lejla ta’ Ghana, għall-ġurnal multikulturali.

11. Write the text for a speech persuading a committee to organise your village ‘festa’.

Ikteb taħdita biex tikkonvinċi l-kumitat biex jorganizza l-festa tar-raħal tiegħek.

12. Write an imaginative short story beginning or ending with the words: ‘I saw him escape ...’ for a literary competition.

Ikteb storja qasira immaġinattiva li tibda jew tispicċa bil-kliem: “Jien rajtu jahrab.....” għall-kompetizzjoni letterarja.

You may make notes in this space.

Question Number:

[illegible]

[illegible]

[illegible]

End of Section 3

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