Maltese
Continuers Level

Thursday 18 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).

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**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.

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**Text 1**

1. (a) How do we know that the pop group ‘Qawsalla’ is very famous?  

   ( Marks  

   (b) What arrangements are being made by the organisers for the pop group’s fans living in Melbourne or Adelaide?  

   ( Marks  

   (c) How do we know that the radio station is very interested in the success of this concert?  

   ( Marks
Text 2

2. (a) Tick (✓) the correct response.

Malta acquired its priceless collection of tapestries because

(A) Grand Master Perellos left them in his will. 
(B) Grand Master Perellos gave them to the government of the time.
(C) Grand Master Perellos gave them as a gift to the city’s cathedral on being elected.
(D) the king gave them to Grand Master Perellos for his services.

2. (b) What were Doris Vella’s tasks when she worked in Malta for Professor Gauci?

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(b) What were Doris Vella’s tasks when she worked in Malta for Professor Gauci? 2

(c) The interviewer made two wrong assumptions, and Doris corrected him on each occasion. List these occasions and Doris’s response to each assumption.

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(c) The interviewer made two wrong assumptions, and Doris corrected him on each occasion. List these occasions and Doris’s response to each assumption. 4
Text 3

3. (a) Give three reasons why you think that Sandra did not enjoy the festa.

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(b) At first, Fredu did not take Sandra’s problems seriously. Give three instances which show this.

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(c) Technology had failed Sandra, but then it came to her rescue. Explain.

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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.

Text 4

4. (a) The young couple did not notice what their child was doing. Why?
Il-koppja żagħżugħa ma ndunawx x’kien qed jagħmel it-tifel taghhom. Ghaliex?

(b) Vicky’s action indicates that she is kind hearted and a quick thinker. Describe what she did to help the child to safety.
L-azzjoni ta’ Vicky turina li hija qalba tajba u taf tahseb b’heffa kbira. Iddeskrivi x’għamlet biex salvat lit-tifel.
Text 5

5. (a) What words does Christine’s father, Albert, use to describe her chosen career?
Xu kliem już missier Christine, Albert, biex jiddiskri l-karriera li ghażlet?

(b) Christine’s father appears to be wealthy. In two sentences write down why you think this is so.
Missier Christine jidher li huwa tat-tajjeb. F’żewg sentenzi ikteb ghalix tahseb li dan huwa veru.

End of Section 1
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.

**Bijografija Qasira**


Fix-xogħol tieghu Pietru kien influwenzat mill-ifsond tieghu Mediterran u wkoll mit-tifkira ta’ sajf li kien qatta’ f’Malta.


‘In-nanna kienet ferhana ħafna. Hi kienet taf tirrikkma u bdiet tiġi kuljum tahdem hawnhekk. Kienet aktar imheġġa minni, ghax hi bdiet tahdem fuq xogħol bhal dak li kienet tagħmel qabel ma ġiet l-Australja.’

Ghalkekk il-hjeta tal-kostumi għat-teatru tiehu ħafna żmien, Pietru jħobbu ferm dan ix-xogħol, u qed jippjana li s-sena d-dieilha jmur Londra biex jagħmel kors tal-Costume Design hemmhekk.
**QUESTIONS**

(a) Complete Pietru Camilleri’s personal file.  

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>Date of birth</td>
</tr>
<tr>
<td>1988</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>2001–2004</td>
<td></td>
</tr>
<tr>
<td>2005–2007</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
</tr>
</tbody>
</table>

(b) Why did Pietru love vivid colours?

(c) Give evidence from the text to show that Pietru has talent and enterprise.

(d) What role has Pietru’s grandmother had in his business?
Artiklu fil-Gazzetta

L-Għonnella (The Faldetta)

Fl-imġħoddī, il-hwejjeż li kienu jilbsu n-nisa Maltin kienu differenti ħafna minn dawk li jilbsu illum. Peress li n-nisa ma kienux jistgħu juru parti minn ġisimhom meta jkunu fil-pubbliku, kull mara ‘l fuq minn ħmistax-il sena kellha tilbes l-għonnella li kienet tghattihba minn rasha sa saqajha. In-nisa kellhom aktar minn għonnella wahda u qabel it-Tieni Gwerra Dinjija ma kienux johorġu barra mingħajrha.

M’ghanxie xi nghidu, biex ilalḥaq ma’ dan ix-xogħol kollu, ġ’Malta kien hemm mijiet ta’ ħajjata li kienu jḥitu biss l-għenienel. Dawn kienu jqattgħu sieghat shah ġifasslu d-drapp, u jḥitu b’labra rqieqa, juzaw ħajt iswed u kull pont żghir lanqas kont tista’ tarah.


L-għonnella kienet sinjal li tifla saret xebba u ma setghatx iżjed tilbes li trid meta toħroġ barra mid-dar. L-għonnella ma kienetx sabiha u meta kienet tilbisha l-ewwel darba, t-tfajla kien ikollha trid titghallem kif iżżommha ibbilanċjata fuq rasha, u kif iżżommha madwarha speċjalment meta jkun ir-riħ qawwi.

L-għonnella ma nahsibx li kienet komda ħafna fil-granet shan tas-sajf.
QUESTIONS

(a) Using the text as reference, **when, why and where** did Maltese women wear the faldetta?

(b) Compare and contrast the clothes that Pietru Camilleri (in Text 6) designed, to the traditional garment described in Text 7.

(c) From the information in the text, what materials would you need to make a faldetta?
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.

Ghażiż Manwel,
Bhalissa qed nahseb x’nista’ niġiblek meta niği mill-Australja. Thobb xi haġa speċjali li tixtieq li niġiblek meta niği?
Narak ma ndumx,
Lucy.

QUESTION
You are Manwel and you have received this letter from your pen friend Lucy. Write an appropriate response to this letter addressing all the questions Lucy has asked in her letter.
Inti Manwel u rċevejt din l-itra mingħand il-pen friend tieghek Lucy. Iktbilha ittra u wieġeb il-mistoqsijiet kollha taghha.

You may make notes in this space.
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 an imaginative story for a children's publication about a special animal.  
Ikteb storja immażinattiva fuq annimal speċjali, ghalharga letterarja tat-tfal.

10. Write the text of a speech to give at a school assembly, persuading the students of the importance of learning languages in this era of globalisation.  
Ikteb it-test ta’ tahdita li ser taghmel waqt l-assemblea ta’ l-iskola, biex tipperswadi lill-istudenti bl-importanza tat-taghlim tal-lingwi, f’dan iż-żmien ta’ globalizazzjoni.

11. Write a critical review for the local newspaper, evaluating the variety and quality of a recent Maltese art exhibition.  
Ikteb rivista ghall-gazzetta lokali, fejn tqis il-varjetà u l-kwalità ta’ Wirja ta’ l-Arti Maltija li saret m’ilux.

12. You have taken part in a big campaign to clean up a river. Write an informative article for your school magazine to tell the other students about the experience.  
You may make notes in this space.