



Student/Registration
Number

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Centre Number

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Year PUBLIC EXAMINATION

Language

Continuers Level

Day Date: * pm Australian Eastern Daylight Time

Reading Time: 10 minutes

Working Time: 2 hours and 30 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 40 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in black or blue 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 LANGUAGE.
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.

Part A (Questions 1–3)
(15 marks)

Your response will be assessed on how well you:

- *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 of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in ENGLISH.

	Marks	You may make notes in this space. These notes will NOT be assessed.
Text 1		
1. Why would this radio advertisement for the Sanda 2013 appeal to the following people? Provide one different reason for each person.	4	
An environmentalist _____		

A journalist for a car magazine _____		

A low-income earner _____		

An automotive engineer _____		

Marks

You may make notes in this space. These notes will NOT be assessed.

Text 2

2. Complete the following description of the plan for the project.

5

Project _____

Building material _____

Height _____

Technical input from _____

Financial support _____

Text 3

3. Complete the following table by providing the special features that distinguish Khokhloma and Palekh crafts.

6

	Khokhloma craft	Palekh craft
Products		
Colours		
Drawings		

Part B (Questions 4–6)
(15 marks)

Your response will be assessed on how well you:

- *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 of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in LANGUAGE.

	Marks	You may make notes in this space. These notes will NOT be assessed.
Text 4		
4. (a) Which three statements did the fisherman make that were untrue? Question in [Language]	3	

(b) What was the surprise for the fisherman? Question in [Language]	1	

Text 5		
5. Which features of the wedding photo does the reporter mention? Question in [Language]	5	

Marks

You may make notes in this space. These notes will NOT be assessed.

Text 6

6. (a) Describe the opposing arguments of the two speakers.

4

Question in **[Language]**

(b) Why does Laura Briffa chuckle when she has her final say?

2

Question in **[Language]**

End of Section 1

Listening Passages

Section 1, Part A

(for responses in English)

Text 1

Do you care about the environment?

Do you want your next car to be electric?

Then take a glance at our newest hybrid car, the masterpiece that will save the planet.

It is our newest Sanda 2013.

As world leaders in the production of eco cars, with our Sanda 2013 we provide

- maximum efficiency during driving
- a hybrid battery with as long a life as the engine
- savings in energy and running costs
- electronic brakes for safe driving.

Want to know more? Go to your nearest dealer.

Text 2

Interviewer: Listeners, today we are speaking to Petra Winters, engineer and one of the many experts who are enthusiastic about the idea of a mountain in the Netherlands. That is not possible, though, is it, a mountain in the Netherlands?

Petra: Yes, it definitely is, and it is a fantastic plan. It started with an idea from Theo Zonneveld, a sports journalist, who meant it as a joke, but it was received with so much enthusiasm by everybody that it has now become a serious plan.

Theo wrote, with justification, that the Netherlands has a boring, flat landscape. Every year, millions of Dutch people go to mountains abroad to ski, walk, climb, cycle and so on. But why would they do that if we had a good 2-km-high mountain in the Netherlands? Just imagine that you get into your car and half an hour later you are in a chairlift to go skiing for a day!

Interviewer: And who would finance that?

Petra: At this stage, we already have many investors in our country and abroad. It will be financially viable that way.

Interviewer: And what would a mountain like that look like?

Petra: It will be built from durable, synthetic material. We already have support from geologists, architects and engineers. There will be shops, cafés and sporting venues within, on top of, and against the mountain. And there will be a gigantic waterfall, which will also serve as a swimming pool, and which can be used at the same time for the production of electricity and eventually will take care of 10 per cent of the total use of electricity in the Netherlands. Good for the environment!

Yes, the mountain will be made! Without a doubt!

Text 3

Good morning to our listeners of 'Must see'.

This week the Cultural Museum will open an amazing exhibition of Russian souvenirs.

This fascinating collection includes beautifully decorated wooden dishes from the ancient town of Khokhloma. Khokhloma painting is distinguished by its combination of colours – gold and black, red and green – used to depict fantastic fish, firebirds, herbs, leaves and berries.

And who could resist the matryoshki! These dolls create a festive mood in Russian households and not a single foreign visitor leaves Russia without one as a souvenir.

Also featured are great masters from the village of Palekh. Before the revolution, painted icons were a signature of Palekh. After the revolution, they started to produce brooches, jewellery boxes and small chests. Unique miniatures, based on Russian folktales, are painted on black lacquered jewellery boxes using expensive paints; the gold colour is actually produced from thin golden sheets. The largest collection of Palekh craft work outside Russia is displayed at this one-off exhibition.

Section 1, Part B

(for responses in the [LANGUAGE])

Text 4

Salvu: Look at my fish, see how fresh they are! Especially the *lampuki*. Fresh! Fresh! They are still alive! They have been caught this morning!

Marta: Do you think I'm stupid? Those *lampuki* have been caught about a week ago.

Salvu: No madam, I caught them myself this morning – from my fishing boat.

Marta: You will be better off throwing them out, rather than cause a customer to get sick.

Salvu: What? Throw them out? And lose money? I bought those . . .

Marta: Oh, now you're telling the truth! You did not catch them yourself this morning, but bought them from some other fisherman . . .

Salvu: Leave me alone. If you're not buying anything, go away.

Marta: Oh no, I'm not going away. You know who I am?

Salvu: No, how do I know who you are?

Marta: I'm the Health Inspector! Here is my licence.

Text 5

As you can see in this antique photo, what the bride and bridegroom are wearing is very different from what is worn today.

The bride is wearing a black dress with the skirt reaching almost to her shoes. In her hand she is carrying a small bunch of silk flowers. She is wearing a very long necklace and a gold brooch on her breast.

The bridegroom is wearing a black suit and appears very nervous. Perhaps this is the very first time in his life he is wearing a suit.

Look at both of them, they appear so shy!

You must realise that in those days, couples did not go out by themselves before their wedding and such photos were taken in a studio, with the couple having to pose for them.

Text 6

- Laura:** I'm Laura Briffa. Thank you for giving me the opportunity for this discussion in your office, Mr Caruana.
- Manwel:** You came about the business of that farmhouse, didn't you?
- Laura:** Yes. I had sent you an email and you did not answer it.
- Manwel:** Come on! As the mayor of this village I have more important things to worry about than an old farmhouse.
- Laura:** Yes, but this is not a trivial item, because if you pull down that farmhouse and build a shopping centre, which we already have anyway, we will lose an important historical object.
- Manwel:** That is private property, Laura, we cannot dictate to them what to do with it.
- Laura:** I'm sorry, but they cannot do as they please with places of historical interest. Those things belong to all the people of Malta, and not to one person.
- Manwel:** Oh yes, an old farmhouse, half demolished. What sort of importance does it have?
- Laura:** It has a great deal of historical value. I and several of my friends are even prepared to fund its restoration out of our own pockets.
- Manwel:** I'm sorry, but it's too late, the permit has already been granted to the owner of that land. If the farmhouse is demolished, no one would even notice.
- Laura:** No! Look here at this list of about a hundred people who have signed against your decision.
- Manwel:** I think they are the sort of people who like to stir up trouble, people who have nothing else to do but sign against the authorities.
- Laura:** [Chuckles] Take some time to look at this petition: hundreds of people, including lawyers, doctors, and even a bishop. What do you think, Mr Caruana, do they appear to be the sort of people who have nothing else to do but stir up trouble?



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Year PUBLIC EXAMINATION

Language Continuers Level

Section 2: Reading and Responding (25 marks)

Instructions to Students

1. Allow approximately 1 hour and 10 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in black or blue pen.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in LANGUAGE.
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.

Part A (Questions 7–8)

(10 marks)

Your response will be assessed on how well you:

- *understand general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and convey the information appropriately.*
-

7. Read the text and then answer in ENGLISH the question that follows.

[Text in Language]

In Rotterdam, the lonely, gentle ‘Giant of Rotterdam’, Rigardus Rijnhout, will be commemorated with a bronze statue in his honour. As a result of a growth disorder, Rijnhout, at more than two metres in height, was the tallest Dutchman of his time – a walking, but shy attraction. During his life, he was constantly teased about whether ‘it was cold up there’. He was ridiculed and that made him unhappy. His statue typifies the Giant as the classic underdog afraid of people, a symbol for tolerance and for the enormous growth of post-war Rotterdam.

Rijnhout carried out many odd jobs for which the rest of the city needed a ladder and he served as a living advertisement for a bicycle manufacturer who built an extra-large bicycle for the Giant. Five years before his death, a fall from his bicycle limited his ability to do odd jobs. His already rapid physical and mental decline soon put him in a wheelchair. His father spoke at his graveside: ‘Ridicule was often your lot, but you didn’t hate people because of it. You had a heart of gold!’

QUESTION

Marks

How did Rijnhout's physical condition affect his life?

4

8. Read the text and then answer in ENGLISH the question that follows.

[Text in Language]

In 2008, the artist Marc Verhaegen decided to write a comic story about Vincent van Gogh, a made-up story with historical developments and real facts set against a historical background. Excellent!

Interviewer:

‘Marc, do you know that the cartoon artist, Barbara Stok, is also working on a comic story commissioned by the van Gogh museum about the life of van Gogh. Don’t the two cartoons compete with each other?’

‘As far as my cartoon is concerned, I describe the life of van Gogh as faithfully and broadly as possible. I go deeper into the disappointments that he had to overcome in order to reach his eventual artistic mastery. I give a true picture of his mental collapse and throw light on the artist and the moody side of van Gogh. Barbara has more freedom with her assignment and will be able to express personal thoughts about it from time to time. Moreover, Barbara’s caricature style lends itself more to an autobiographical book than my realist style. I stick very closely to the artist’s real life. If you read my comic story, you will suddenly discover quite a lot of background information about Vincent and his environment. As an artist, I relied on van Gogh’s self-portraits and, above all, on a clear sketch that van Gogh made of himself in pencil.’

Interviewer:

‘And what exactly, according to you, are the characteristic elements that make van Gogh, van Gogh?’

‘As I read more about him, I learned that he found it difficult to get along with people and was often ridiculed. He was very sensitive to criticism and often had temper tantrums – all things that portrayed him as a lonely person. He was depressive, introverted, always troubled and hesitant – a loner. You will never completely understand him. There are always wild stories going around about the incident with van Gogh’s ear. Perhaps it happened after a violent row with his friend, the painter Gauguin, with whom his relationship continued to deteriorate because of Gauguin’s negative criticism of his paintings. In a fit of temper, Gauguin claimed that van Gogh’s work would never be remembered!’

QUESTION

Marks

Complete the table to compare Marc's and Barbara's approaches to their work.

6

	Marc Verhaegen	Barbara Stok
Representation of van Gogh		
Basis of their approach to their work		
Style		

Part B (Question 9)
(15 marks)

Your response will be assessed on how well you:

- *demonstrate an understanding of the stimulus text*
 - *write text appropriate and relevant to context, purpose and audience*
 - *structure and sequence information and ideas*
 - *manipulate language structures and vocabulary in [Language].*
-

9. Read the text and then answer the question in approximately 150 words in LANGUAGE on page 7.

[Text in Language]

Bike registration

As a commuter living 40 km from work, I rise at 5.30 a.m. to start at 9.00. This includes time to shower and change for my job. Fortunately, my employer supports my beliefs and provides space for bike, helmet and gear. I keep fit and enjoy the landscape along some beautiful bike paths. Winter is difficult, but I believe I make a measurable contribution to the planet by reducing my carbon footprint.

Happy traveller

It enrages me that while battling peak-hour traffic I have the added stress of avoiding cyclists. They think they can occupy a full lane and hold up drivers endeavouring to get to work on time. I pay hundreds of dollars per year to put my car on the road. Why should these unlicensed users of the road, who monopolise space and risk accidents, have right of way? Let them be registered, I say.

Unhappy traveller

QUESTION

Based on the two letters to the editor, write a formal letter of approximately 150 words to the Minister for Transport. The purpose of your letter is to evaluate the issues raised and to propose ways of resolving the conflict between cyclists and motorists who wish to arrive at work safely and on time.

Question in **[Language]**

You may make notes in this space. These notes will NOT be assessed.



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Year PUBLIC EXAMINATION

Language Continuers Level

Section 3: Writing in Language (20 marks)

Instructions to Students

1. Allow approximately 40 minutes for Section 3.
2. Write your answer to a question from Section 3 in this booklet in black or blue pen. Space is provided for you to make notes.
3. You must answer ONE question in LANGUAGE.
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.

Section 3 (Questions 10–13)

(20 marks)

Your response will be assessed on how well you:

- *demonstrate depth of treatment of information, ideas and/or opinions*
 - *write text appropriate and relevant to context, purpose and audience*
 - *structure and sequence information and ideas*
 - *manipulate language structures and vocabulary in [Language].*
-

Answer ONE question from this section in approximately 250 words in LANGUAGE.

10. Your family insists that you attend an annual party celebrating a tradition that you believe no longer relates to young people. Rather than offend them – particularly your grandparents – you attend. To air your views, write the text of an interview you might have with a journalist from a popular magazine. Describe the tradition to the journalist and reflect on your feelings about it.

Question in [Language]

11. You are a great advocate for cultural diversity in the Australian community. Your community is made up of people from many ethnic backgrounds. You believe that not enough is done to recognise their contribution to society. Write the text of a speech to inform the local council about your community and to persuade them to adopt your proposal for an event to celebrate cultural diversity.

Question in [Language]

12. Relationships between humans and their pets have always been intriguing. Some people believe that their animals can talk to them. Imagine an elderly neighbour who wanders off from home followed anxiously by a loving and trusted pet. Narrate their story.

Question in [Language]

13. Some journalists refer to the growing social habit of constantly clicking onto social media websites. Some people claim that this is more powerful in bringing about social changes than traditional means, such as joining groups and writing to newspapers. Write a report based on your observations, in which you evaluate this claim.

Question in [Language]

You may make notes in this space. These notes will NOT be assessed.

