



## Qualifying Examination for the Post of Security Guard in the Malta Public Service

### December 2024 - Marking Scheme

**Section A: Reading** **50 marks**

**Task A1 Read the text which is on a separate sheet and answer the questions below.** **10 marks**

**Underline the correct answer.** **6 marks**

1. The study investigated how the number of visitors to museums is (split, multiplied, mixed, retained) in relation to age categories.
2. It also explored the (hourly, weekly, daily, monthly) number of visitors at each of the three museums for a whole year.
3. The pie chart shows that teenagers were (more, the most, less, the least) keen on visiting museums in 2022.
4. The number of child visitors is (equal, unequal, unrelated, different) to the number of middle-aged visitors.
5. Senior citizens rank the highest among all age groups (followed up, followed through, followed by, followed on) adults.
6. (Namely, Besides, Overall, However,) the Museum of Art was the most popular throughout 2022.

**Are the following sentences about the 2022 survey True (T) or False (F)? Tick (✓) the correct answer below.** **4 marks**

		T	F
1.	In September, the Science Museum registered substantially more visitors than the History Museum.	✓	
2.	The peak season for the Museum of Art occurred from October to March.		✓
3.	In 2022, visits to the History Museum were at their lowest in May.	✓	
4.	The Science Museum suffered a lull in the month of August.		✓

**Task A2**

**40 marks**

**Read the text below and answer all the questions that follow.**

Underline the correct answer.

1 mark

1. Which is the best title for the text?

- a. At the zoo
- b. The lost cat
- c. At the vet's

2. In which section of an online newspaper would you find this article?

1 mark

- a. News
- b. Travel
- c. Lifestyle

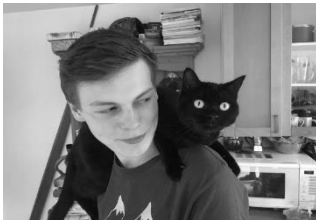
3. The aim of the article is to

1 mark

- a. narrate a story about the writer's pet.
- b. describe the writer's work place.
- c. persuade the reader to travel.

4. Which **ONE** of the following images is relevant to this article? Circle the correct letter.

1 mark



B

5. Below are the missing subheadings for paragraphs **A, B, C, D, E** in the text. Write the correct letter of each paragraph in the second column. One subheading is extra.

5 marks

<b>Subheading</b>	<b>Paragraph</b>
Memories of Floof	<b>C</b>
Effect of Floof's death on the writer's life	<b>E</b>
Floof at the vet	---
How Floof came into writer's life	<b>A</b>
Floof and Michele	<b>D</b>
Floof settles in her new home	<b>B</b>

6. In about 60 to 70 words, summarise what the first paragraph is about. 10 marks

The following salient points are found in the first paragraph			
A	When Floof came into the writer's life	1. on a gloomy night in 2015	
B	How the writer met Floof	2. walking home in the rain 3. stopped by a yelling black cat 4. helped cat down from a porch roof	
C	Floof's persistence in following the writer	5. cat followed writer home 6. screeched loudly	
D	Letting Floof in	7. woke writer's flatmate 8. they let her in for the night	
SUMMARY: 10 MARKS			
Identification of the 8 salient points above ½ mark for each point mentioned (4 marks) ½ mark for using own words (4 marks)			
	1	0.5	0
<b>Accuracy 1 mark</b>	Grammatical structures and syntax are accurate.	Grammatical structures and syntax are mostly accurate.	Grammatical structures are limited and mostly inaccurate.
	1	0.5	0
<b>Organisation &amp; Structure 1 mark</b>	Writing is well organised and structured in a paragraph. A topic sentence is included. Good use of linking words.	Writing is adequately organised and structured in a paragraph. A topic sentence is included. Adequate use of linking words.	Writing is poorly organised and unstructured. No topic sentence is included. Few or no linking words.

7. What did the writer do for a living? 1 mark

**The writer worked in a bar.**

8. Why did the writer's flatmate wake up? Quote a part sentence that shows this. 2 marks

**The flatmate was woken up by the cat's consistent mewing. (1m) "Screeching outside my front door" (1m) (line 6)**

9. Did the writer plan to keep the cat? How do you know? 1 mark

**No. ( ½ m) She was let in just for the night until her owner was found. ( ½ m)**

10. What does the writer mean by "I knew she had other plans" (line 7 to 8)? 2 marks

**The writer became aware that the cat wanted to stay with them permanently (and not just for the night) (1m) because she settled down to sleep. (1m)**

11. Why was the flat split in two? 1 mark

**Since the writer's flatmate had a cat too, the two cats had half of the flat each .**

12. Are the following statements **True** or **False**? Underline the correct answer and give a reason to support your answer. 5 marks

a. The events narrated in the text happened in Rome.

True/**False** because **they happened in London, (where the writer lived at the time).**

b. The writer did not have much money to spare.

**True/False** because **they were broke.**

c. The writer did not bother to search for the cat's owner.

True/**False** because **they searched for her owner for a week.**

d. Floof was very friendly with other animals.

True/**False** because **she barely tolerated Chairman, [the flatmate's cat] (and once she attacked a fox).**

e. Floof allowed only one person to carry her on his shoulder.

**True/False** because **she only allowed Michele to do this.**

13. What do the following words, found in bold in the text, refer to?

4 marks

a.	my (line 1)	<b><u>the writer's</u></b>	e.	Her (line 16)	<b><u>Floof's</u></b>
b.	She (line 2)	<b><u>Floof</u></b>	f.	his (line 10)	<b><u>Michele/the writer's partner</u></b>
c.	me (line 2)	<b><u>the writer</u></b>	g.	he (line 20)	<b><u>Michele</u></b>
d.	(line10)	<b><u>the writer and their flatmate</u></b>	h.	We (line 23)	<b><u>the writer and Floof</u></b>

14. From between lines 1 to 18, find one word which means:

3 marks

a. entered **burst** (line 1)

d. caretaker **custodian** (line 9)

b. heavy **teeming** (line 3)

e. attractive **personable** (line 10)

c. followed **shadowed** (line 6)

f. spread out **sprawled** (line 15)

15. In your own words explain what the writer means by the following:

2 marks

“Losing her still hurts, but her love gave me strength to survive it.” (line 25)

**The writer still misses Floof, (1m) but remembering the cat's love for them helps the writer cope after her death. (1m)**

**Section B: Writing**  
**Task B1**

**50 marks**  
**10 marks**

**Answer the following question.**

Your friend Sam helped you move to a new apartment. Write an **email** to your friend thanking them for their help.

<b>Short writing task</b>				
Expresses	gratitude for the friend's help with the move	<b>1</b>	<b>1/2</b>	<b>0</b>
Mentions	the specific actions the friend took to assist	<b>2</b>	<b>1</b>	<b>0</b>
Uses	appropriate informal email text type features and register	<b>1</b>	<b>1/2</b>	<b>0</b>
Uses	a range of appropriate vocabulary	<b>1</b>	<b>1/2</b>	<b>0</b>
Uses	accurate grammatical structures	<b>2</b>	<b>1</b>	<b>0</b>
Uses	devices to make writing coherent and cohesive	<b>1</b>	<b>1/2</b>	<b>0</b>
Punctuation		<b>1</b>	<b>1/2</b>	<b>0</b>
Spelling		<b>1</b>	<b>1/2</b>	<b>0</b>
<b>10 MARKS</b>				

1 mark is to be deducted from the total if the writing task is 5 words shorter than 70 or longer than 80 words.

2 marks is to be deducted from the total if the writing task is 6 words or more shorter than 70 or longer than 80 words.

Section B: Writing Task B2					
Long Writing Task 40 marks	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically
	5	4	3	2	1 - 0
<b>Task achievement (content, relevance, text type features)</b> (5 marks)	<ul style="list-style-type: none"> <li>Task is achieved in full</li> <li>Content is completely relevant</li> <li>Text type features are entirely appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved quite well</li> <li>Content is mostly relevant</li> <li>Text type features are mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is achieved in part</li> <li>Content is not always relevant</li> <li>Text type features are not always appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is hardly achieved</li> <li>Content is under-developed</li> <li>Text type features are minimally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Task is not achieved</li> <li>Content is irrelevant</li> <li>Text type features are not appropriate</li> </ul>
	5	4	3	2	1 - 0
<b>Organisation and Linking (Coherence and Cohesion)</b> (5 marks)	<ul style="list-style-type: none"> <li>Structure and organise their writing in a cogent manner</li> <li>Cohesive devices are varied and link together well</li> </ul>	<ul style="list-style-type: none"> <li>Structure and organise their writing into a coherent prose</li> <li>Cohesive devices are quite varied and generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure are fairly correct though unambitious</li> <li>Cohesive devices are rather limited</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure show lack of control</li> </ul>	<ul style="list-style-type: none"> <li>No attempt to structure and organise their writing</li> </ul>
	10 - 9	8 - 7	6 - 5	4 - 3	2 - 0
<b>Grammar and accuracy</b> (10 marks)	<ul style="list-style-type: none"> <li>Varied and accurate grammatical structures and syntax</li> <li>Excellent choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate grammatical structures and syntax</li> <li>Quite varied grammatical structures</li> <li>Good choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are rather basic and sometimes inaccurate</li> <li>Adequate choice of expression but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are limited and mostly inaccurate</li> <li>Limited choice of expression and with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are inaccurate</li> <li>Very poor choice of expression and inaccurate</li> </ul>
	10 - 9	8 - 7	6 - 5	4 - 3	2 - 0
<b>Vocabulary and Register</b> (10 marks)	<ul style="list-style-type: none"> <li>Wide-ranging and appropriate vocabulary</li> <li>Good use of register</li> </ul>	<ul style="list-style-type: none"> <li>Good range and appropriate vocabulary</li> <li>Appropriate use of register</li> </ul>	<ul style="list-style-type: none"> <li>Choice of vocabulary is unambitious and sometimes inaccurate</li> <li>Adequate use of register but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary, possibly seen in the repetition of words</li> <li>Not sensitive to the choice of register</li> </ul>	<ul style="list-style-type: none"> <li>Very limited and inappropriate choice of vocabulary</li> <li>Register is ignored</li> </ul>
	5	4	3	2	1 - 0
<b>Punctuation</b> (5 marks)	Accurate use of punctuation	Good use of punctuation	Adequate use of punctuation but some errors	Punctuation use is rather poor	Punctuation use is very poor
<b>Spelling</b> (5 marks)	Spelling is accurate. 0 mistakes = 5 marks	Spelling of low-frequency words mostly accurate. 1-2 mistakes = 4½ marks 3-4 mistakes = 4 marks	Spelling of low-frequency words fairly accurate. 5 mistakes = 3½ marks 6 mistakes = 3 marks	Spelling of low-frequency words fairly accurate. 7 mistakes = 2½ marks 8 mistakes = 2 marks	Spelling of low- and high-frequency words mostly inaccurate. 9 mistakes = 1 mark 10 mistakes = ½ mark 10+ mistakes = 0 marks