



2012

Languages: Maltese GA 3: Examination

Written component

GENERAL COMMENTS

The small number of students who sat the 2012 Maltese examination performed well. However, there were some significant differences in students' abilities.

Students' spelling of Maltese words was good. High-scoring students included coherent responses and made use of complex phrases to enhance their responses in Section 3. It was evident that many students do not understand the differences between a formal letter and an informal letter. Students should practise different kinds of writing and be familiar with different text types.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and Responding

Overall, students scored well in this section. All students followed the instructions and answered the questions in the correct language.

Part A – Answer in English

Text 1

Question 1a.

You need to (all of)

- have studied Science at school
- have a certificate for the final year at secondary school
- be prepared for a one-year apprenticeship and then sign a two-year contract.

Text 2

Question 2a.

Laura came to talk about (the demolition of) a farmhouse.

Question 2b.

- He had not answered Laura's email.
- He said that, as a Mayor, he has more important things to worry about (than the problem of a partly demolished farmhouse).
- He said that when it's demolished, no one will even notice.

Question 2c.

- She and her friends are ready to pay for the restoration of the farmhouse (out of their own pockets).
- She has collected about a hundred signatures to support this cause (against the demolition of the historic old farmhouse).

Question 2d.

Lawyers, doctors and even a bishop had signed her petition, not troublemakers.

Text 3

Question 3a.

Any five of

- Karl wants to take a year off from study at the university
- Karl wants to travel (to see the world)
- Karl does not care what the neighbours think
- Karl's mother is worried because he achieved such good marks
- Karl's mother thinks that the money spent on books and fees is wasted
- Karl's mother is worried about what to tell the neighbours.



Text 4

Question 4a.

All of

- the bride's long, black dress reaching down to her shoes
- the (small) bunch of silk flowers in her hands
- the long necklace
- the gold brooch
- the groom's black suit.

Part B – Answer in Maltese

Text 5 Question 5

All of

- her teachers used to punish her for scribbling (poetry) on books
- her first poems were published in other countries
- the more negative the comments by the Maltese critics, the more her work was praised abroad
- her collection 'Independence' was controversial in Malta, but the English translation obtained much praise
- Maltese Australians like her poetry
- her work is read and studied in Australian schools where Maltese is taught.

Text 6

Question 6a.

The fishmonger (all of)

- claimed that this fish was fresh (especially the lampuki)
- said that he caught the fish that same morning from his own boat
- said (accidentally) that he bought them from someone else and did not want to lose his money by throwing them away.

Question 6b.

The woman was not a customer but a health inspector.

Section 2 – Reading and Responding

Part A – Answer in English

Text 7

Question 7a.

All of

- it was considered to be the music of the uneducated, the peasants and the village women
- it reminded them of a history they did not want to identify with.

Question 7b.

All of

- the theme is not given to the *ghannej* before the contest
- rhyming verses are used against the opponent
- the rhythm is repetitive.

Question 7c.

All of

- his father was also an *ghannej*; he came from a family of *ghannejja*
- he came from Żejtun (where this form of music is very popular)
- he inherited the ability to form argumentative and cheeky verses, and was able to amuse his audience

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- his parents took him to many competitions around Malta
- for a long time, his parents paid for his guitar lessons.

Text 8

Question 8a.

Both of

- he took Charles to listen to *ghana*
- he wants to make him remember the unique sound of the Maltese guitar (for the rest of his life).

Question 8b.

Both of

- he left the *ghana* scene behind
- he fell in love with pop music.

Question 8c.

All of

- in Malta (before Charles left for Australia) *ghana* was becoming more popular through humour
- *ghana* was being broadcast on radio
- there were festivals of *ghana* being held in Malta, attended by all classes of people
- at that time, Australia did not recognise the music of other cultures and *ghana* was underground, heard only in private houses and small gatherings of Maltese people
- it is now accepted as part of ethnic and folkloric music, but as the Australian *ghannejja* are old there is a need to document the *ghana* before it is too late
- need to interest young people of Maltese descent in *ghana*.

Part B – Answer in Maltese

Question 9

Students had to write a formal application letter to the Ministry of Culture and Tourism in Malta to apply for a music scholarship. However, not all students used the correct conventions and format for a formal letter. Further improvement and practice is needed in this area. Some students failed to use the correct salutation at the start of the letter or to include the correct addresses.

In some cases, students did not include all the information asked for in the question, so their piece was too short. The less successful students used incorrect punctuation, spelling and paragraphing. The more successful students included detail and sequenced ideas coherently. Students are advised to practise their oral and written Maltese whenever possible to refine their language and spelling skills.

Section 3 – Writing in Maltese

Question 10

Students needed to write an article for the school newsletter, expressing their opinion about the benefits of completing tertiary studies in Malta as part of an exchange program.

Question 11

Students were given the following scenario, 'Your family was preparing the house for sale. Under the carpet you found a very old letter'. Students were required to write an imaginative story for the local newspaper about what happened after they read the letter.

This question was the most popular choice. The responses ranged from ordinary to well-written pieces that demonstrated a good storyline, good use of idioms and correct language structures.

Question 12

Students needed to write an informative speech for students at their school about the responsibilities of pet ownership.

Question 13

Students needed to write an evaluative review of a book they had read recently, for a popular magazine.

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Some responses were too short and did not include information expected in a review. Students and teachers should refer to the *VCE Maltese Study Design* for more information on the characteristics of different kinds of writing.