



2013

Languages: Maltese GA 3: Examination

Written component

GENERAL COMMENTS

Overall, students who sat for the written component of the 2013 Maltese examination demonstrated sound knowledge of the written language. Some students used more complex phrases to refine their writing in Section 3 – Writing in Maltese. A few students underperformed in some sections of the paper, showing a lack of understanding of the questions and of basic grammar rules (e.g. agreement between pronouns, verbs and adjectives). Students are encouraged to read materials in the Maltese language in order to improve their spelling and sentence construction, and their understanding of the complex grammar rules of this language.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Most students scored well in this section. Instructions were followed by all. Few students managed to give all three reasonable answers to Question 6; others showed a limited ability to use Maltese.

Part A – Answer in English

Text 1

Question 1

The prerequisites for the position were

- to have completed secondary education
- to have studied Science and be prepared to work in a laboratory
- to be prepared to travel to Europe
- applicant to be between 18 and 20 years old.

Text 2

Question 2a.

She sailed around the world solo in her yacht.

Question 2b.

Silvia was well prepared for her adventure because

- she had two years of preparation
- she studied all about navigational instruments
- she learnt survival skills, such as desalinating sea water for drinking
- she learnt how to communicate with ports-of-call countries
- she learnt how to communicate with other vessels around her.

Question 2c.

All of

- her computer did not always work, so contacting family and friends was not always possible
- she was hit by a big storm near South Africa and she feared her yacht would break
- she almost collided with a container ship near India.

Text 3

Question 3a.

Both of

- they had an area of neglected land cleared of rubbish and weeds
- they had the place turned into a beautiful park, with flowers, trees and benches, as well as playing equipment for children.



Question 3b.

There were people who wanted to build flats on this land so they would make a profit.

Part B – Answer in Maltese

Text 4

Question 4a.

Rita's environmental concerns regarding tourism included

- the heavy use of power and great quantities of water when water is so scarce on the island
- increased air pollution from more traffic
- noise pollution when tourists come out to entertain themselves
- the destruction of land where previously there used to be orchards and animals.

Question 4b.

Paul's contribution

- he believes that tourism is good as it brings money and jobs to Malta
- he thinks that Rita is narrow-minded and living in the past, and that tourism is part of progress.

Question 4c.

Paul ridicules Rita by

- asking her if she wants to go back to the days of donkeys and carts
- suggesting that she stop using modern technology – mobile phone, iPad, computers – and start using the old carrier pigeon.

Text 5

Question 5

All of

- there are lifeguards at Maltese beaches, just as there are in Australia
- there is a blue flag at these beaches when the water is clean enough for swimming
- there are jellyfish on these beaches (sometimes)
- the lifeguards have shelves full of books for people to borrow for the day to read on the beach.

Text 6

Question 6

Any three of

- it is a good service to provide more frequent buses because there will be so many spectators (30 000)
- it is good to advise people to come early as some people like to have a seat
- it is wrong (or silly) to not let people who cannot afford a ticket listen from a nearby venue (this will happen anyway as the sound will travel)
- it is arrogant and rude to force local residents to move to a quieter place just because there is a concert.

Section 2 – Reading and responding

Part A – Answer in English

Text 7

Question 7a.

All of

- in an interview, John Pace, the president of the club, said that for the club to continue to exist, there is a need for more members and funds
- the more experienced members were leaving to join other clubs
- there was little chance of the pool being opened this season as the earth below the pool was not stable and there was contamination from water below it.

Question 7b.

Activities offered by the club include

- swimming lessons
- lifesaving lessons and water polo training

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- fun and games are provided for all ages.

Text 8

Question 8a.

Both of

- instead of talking about the need for more members and funds, Mr Pace should have said that the poor state of the club was because of the closure of the swimming pool
- it was the club's fault that the swimming pool was closed since the advice of the engineers six years before was not followed and the pool was not maintained.

Question 8b.

Both of

- his great-grandfather was one of the founding members
- he had spent most of his childhood summers at the club.

Part B – Answer in Maltese

Text 9

Question 9

Students had to reply to the blog with another blog post in Maltese using information from the text. Many students understood the task and responded well to the question. While staying relevant to the text, these students included their own ideas, thus giving more depth in their response. Others showed less ability to organise information and ideas to meet the requirements of the task. Students are encouraged to read Maltese texts and listen to the spoken word in order to experience the modern Maltese language.

Section 3 – Writing in Maltese

This year, students showed a preference for either Questions 11 or 12, while a few chose Question 13. Some students used words and phrases that showed an extensive vocabulary. They demonstrated a sound knowledge of language structures and sequenced their ideas effectively. Others missed out on marks because they showed these qualities to a lesser degree or, in some cases, their piece of writing was too short.

Question 10

Students had to write an evaluative review of the changing role of women across the world to publish in an international magazine.

Question 11

Students had to write an informative report explaining the context of a Maltese cultural event to help visitors understand its importance.

Question 12

Students had to write a reflective entry in their diary after spending some time working as a volunteer at a holiday camp for teenagers.

Question 13

Students had to write a persuasive letter to the program director of a reality TV show, detailing their physical skills, personality traits and creative flair, which make them an ideal candidate to survive on a secluded island with limited resources.