



## Written component

### GENERAL COMMENTS

Due to the small number of students who sat the exam this year, it is difficult to make generalisations about students' capabilities. Students showed no difficulty in reading the instructions carefully and in writing their responses in the correct language. All students did very well on Text 9. Teachers should ensure that they teach the correct conventions of formal letter writing.

### Section 1 – Listening and responding

The majority of students did reasonably well in this section. All students followed the instructions and answered in the correct language. It was evident that students found Text 5 challenging.

### Part A – Answer in English

Students listened to six recorded conversations in Maltese. They had to answer the questions to four of the texts in English and the questions to the other two texts in Maltese. The majority of students did reasonably well in this section.

#### Text 1

##### Question 1

Eligible candidates are 18–20 year olds who (all of):

- have studied and passed the biological sciences at secondary level
- have studied and passed Maltese at secondary level
- would like to work as a veterinarian.

#### Text 2

##### Question 2a.

All of:

- the buses are too heavy for a female driver (to steer)
- her legs were not long enough to reach the pedals
- people would refuse to board her bus because she was a woman.

##### Question 2b.

Any two of:

- she does not have to carry the bus
- she has a special seat
- there are male drivers who are shorter than her and no one questions them.

#### Text 3

##### Question 3a.

Alfred received a medal from the Maltese Government for:

- his forty continuous years of work as a gardener in a public garden
- his work as a gardener in an important garden
- his lifelong service and commitment to a garden.

##### Question 3b.

The garden is special because (any three of):

- it is a paradise of flowers and trees
- the Queen, the President of the USA and other celebrities have planted trees in the garden
- the garden attracts all kinds of people. It has been a quiet place for people to stroll and meet friends
- some couples met in the gardens and now bring their children.

##### Question 3c.

Alfred hopes that:

- the garden continues to be kept in the same condition forever
- people who visit the garden get inspiration for their gardens at home.

# 2010 Assessment Report



## Text 4

### Question 4a.

To purchase two tickets for the Maltese Children's Orchestra

### Question 4b.

His request is not successful because there was only one seat left.

### Question 4c.

Phyllis dismisses the man and does not give him alternative suggestions. Her tone is very brusque or short. She could have said:

- I am sorry about your nephew
- I'm glad your nephew is now better
- it's nice that he loves the Maltese Children's Orchestra
- if we have a cancellation, we will let you know straight away.

## Part B – Answer in Maltese

Students listened to two texts and had to answer questions on each in Maltese.

## Text 5

### Question 5a.

Pawlu prefers the beach.

- the fresh sea breeze
- the happy atmosphere, the shops and restaurants
- finds country life monotonous

Rita prefers the countryside.

- the birds, the fields
- the pure air, quietude
- the beach is noisy and sand gets into everything

## Text 6

### Question 6a.

It is the last day for Karmenu Grima's shoe shop.

### Question 6b.

All of:

- imported shoes in large quantities
- lower prices (of competition)
- he was getting old/not getting any younger.

## Section 2 – Reading and Responding

### Part A – Answer in English

In this section students had to demonstrate their comprehension of a written text in the Maltese language. The students had to answer the questions for Texts 7 and 8 in English.

## Text 7

### Question 7a.

The trappers know:

- the birds' habits
- their bird calls
- the birds' flight paths.



**Question 7b.**

Hunters and trappers	Environmentalists
<ul style="list-style-type: none"><li>accepted ancient pastime is being undermined</li><li>social and cultural interaction eroded</li></ul>	<ul style="list-style-type: none"><li>cruelty to birds if killed or, worse still, kept in cages</li><li>negative impact on nesting and future flocks</li></ul>

**Question 7c.**

Trappers enjoy:

- seeing birds in cages
- reminders of happy days in the country.

**Question 7d.**

When both sides are so passionate about their views, it is difficult to see how this affair is going to end.

**Text 8**

**Question 8a.**

A Maltese bus driver's individuality is reflected in his cabin through:

- photographs of family
- holy pictures
- bunches of plastic flowers
- small statues of saints.

**Question 8b.**

According to the author, Maltese bus drivers decorate their cabins to create a private space in a public place.

**Question 8c.**

All of:

- the European Union would like to modernise the Maltese buses to attain the same level as those in other European countries
- the bus owners do not like it because buses cost a lot of money
- the buses (as they are now) form part of the tourist attractions.

**Question 8d.**

Both of:

- he admires these bus drivers because they can manoeuvre their buses in narrow and winding streets without crashing
- he does not like the fact that some of the drivers are rude and have a bad attitude towards the public, giving all bus drivers a bad name.

## Part B – Answer in Maltese

**Question 9**

In this question students had to write an informal letter to their grandmother telling her about their stay in Malta and answering all her questions. The majority of students gave answers to the grandmother's questions. They addressed the grandmother in terms of endearment both at the start and end of the letter; thus showing their relationship to their grandmother. The students demonstrated good knowledge of Maltese culture and traditions by describing events like the 'festa' in some detail. In most cases, students' responses contained well-structured sentences, the correct use of grammar and a sequence of ideas. Students are encouraged to read contemporary Maltese literature in order to familiarise themselves with words and idioms that embellish their writing.

## Section 3 – Writing in Maltese

Most students chose to answer Question 10 in this section; however, the quality of students' writing was average and often lacked significant words or idioms which may have demonstrated excellent knowledge of the Maltese language. Further use of adjectives and adverbs is highly recommended and teachers should encourage the reading of contemporary literature in Maltese so a better standard of writing is achieved.

# 2010 Assessment Report



## **Question 10**

Students had to write a formal letter to their school principal informing them about their work experience in a government department in Malta. Some students lacked knowledge of the conventions of writing a formal letter.

## **Question 11**

For Question 11, students had to write an imaginative story for a magazine for young readers ending with 'and so they solved the mystery of the lost painting'.

## **Question 12**

Students were required to write the text of a speech to persuade students about the importance of combating graffiti. Students who chose this question raised some very good arguments.

## **Question 13**

For Question 12, students had to write an evaluative report for a local paper on the performance of a Maltese play given by a group of young actors.