



Oral component

GENERAL COMMENTS

There were no students from Victoria sitting for the VCE LOTE Maltese examination this year; therefore, there was no oral assessment. The five students who sat the exam were all from New South Wales. The oral component of the Maltese examination was conducted in New South Wales and the students were assessed by a panel of assessors from that state.

Written component

GENERAL COMMENTS

Due to the small number of students who sat the examination this year, it is somewhat difficult to provide an overall description of their performance. Two students demonstrated a satisfactory understanding of the tasks and their written responses covered most of the requirements set in the tasks. The other students' responses were average to below average. One key point to note is that teachers should ensure they teach the requirements for the different types of writing that can be required in the examination. The majority of students did not know how to set out a formal letter.

SPECIFIC INFORMATION

Section 1 – Listening and responding

The majority of students did well in this section. A few students found Text 2 challenging and either answered incorrectly or did not give a complete answer. All students followed the instructions and answered in the correct language.

Part A – Answer in English

Students listened to recorded conversations in Maltese and then had to answer questions on the texts in English. The majority of students did well in this section.

Text 1

Question 1a.

The path to the cliff had been closed for the public by the private company.

Question 1b.

She calls the company 'irresponsible'.

Question 1c.

All of:

- the tourists will not be able to see the spectacular view of the sea
- the tourists will not be able to see the wildflowers and birds, which are only found in this area
- someone might try to climb the cliff and get seriously injured.

Question 1d.

To join in a demonstration in the village square next Sunday

Text 2

Question 2

Any five of:

- in her email she had booked the boat for 10 people, but 13 turned up
- she said the extra people were only children and could sit on her lap
- she said that the sea was very calm, so there was no need for lifejackets
- she was not ready to pay more even if it was less than double
- she refused to comply with the rule; there were only 10 lifejackets on board
- she said they all go together or not at all.

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Text 3

Question 3a.

All of:

- no one in her family had studied music before
- her parents could not afford to pay for a musical instrument
- the lessons were expensive (students could also have added that she walked everywhere instead of taking the bus)
- as a girl she could not join the village orchestra.

Question 3b.

All of:

- she did jobs like cleaning and babysitting to save money
- she walked everywhere instead of taking the bus
- she practised her music day and night.

Text 4

Question 4

Both of:

- the soundtrack was terrible with unsuitable music
- the music was not synchronised with the action of the film.

Part B – Answer in Maltese

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

Text 5

Question 5

Any four of:

- Anna believes that she is gaining experience
- Anna likes meeting interesting people (through voluntary work)
- Anna believes that it is good to help others/Anna thinks that she might need others' help
- Bert believes that people do not appreciate free work
- Bert does not think that he'll put himself in a position to need others.

Text 6

Question 6a.

Any three of:

- she never rang her parents who were worried about her; she did not even send an SMS
- she met all her cousins and went to lots of festas and discos but did not visit her Aunt Margaret
- she gave the present to the wrong aunt
- she cut her phone calls short because, she said, it was costing her too much and she had to recharge her mobile.

Question 6b.

All of:

- it was a set of opal earrings and a necklace
- it was meant for Aunt Margaret
- because she had looked after her as a little girl.

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.

Both of:

- hard work and dedication



- the pursuit of excellence in many fields of learning.

Question 7b.

All of:

- those who wanted to name it after a Grandmaster who used to hunt rabbits in the area
- those who wanted to name it after a famous footballer
- environmentalists who wanted to name it after a bird which was almost extinct due to hunting
- feminists who wanted it to be called after the poet Mary Mejlak.

Question 7c.

All of:

- he saved lives with his medical discovery
- he wanted the Maltese people to treasure their language
- he wanted the Maltese people to treasure their historic sites
- he took pride in Malta's history.

Text 8

Question 8a.

The hourly ringing of the clock

Question 8b.

All of:

- they do not need a big noisy clock to tell them the time
- people who work from home are interrupted
- students cannot concentrate on their studies
- little children's sleep is disturbed.

Question 8c.

Any four of:

- the clock has been there for hundreds of years
- when she moved there Marianna already knew that the clock chimed every hour
- elderly citizens depend on the clock to tell them the time and they like the chimes
- the clock has a nice tone which is famous all over the world
- no one has complained up to this time.

Question 8d.

She says, 'Meet you in court'.

Part B – Answer in Maltese

Question 9

For this question, students had to write a formal application for sponsorship in the Great European Bike Ride to the Youth for Health Organisation Manager. Only two students demonstrated good knowledge of the conventions of formal letter writing by including two addresses. Other students did not seem to have a clear idea of how a formal letter is set out and omitted certain details; for example, the addresses were placed incorrectly. Students should be taught the correct conventions of formal letter writing and practise using the format for different tasks, for example, for job applications and letters to the editor of a newspaper.

The highest-scoring students produced a piece of writing that showed sequential ideas and sound arguments as well as the inclusion of some complex language structures. The average-scoring students failed to reply to each request of the advertised application. These students needed to understand the requirements of this type of writing and answer accordingly. Their writing did not show enough depth in the treatment of the task and often the arguments were weak or ideas too repetitive.

Section 3 – Writing in Maltese

Unlike previous years, no students chose the imaginative task, which had previously been a popular choice. The level of language skills demonstrated in the written texts varied from above average to below average. Students should be

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encouraged to make more use of adverbs and adjectives, which would enrich their responses and make for more interesting reading.

Question 10

Students had to write a story for a literary competition about a civilisation that may exist on another planet. None of the students chose Question 10.

Question 11

In Question 11, students had to write an article for a Maltese newspaper persuading young people to undertake a working holiday in Australia. Responses to this question needed to include sufficient positive points to effectively persuade the reader.

Question 12

Students were required to write an evaluative report for a youth magazine about a photographic exhibition depicting various Maltese scenic views and tourist attractions. Only one student chose this question.

Question 13

In Question 13, students had to write a letter to a friend in Malta, telling them how much they would like to resume corresponding after a long period of time. Some students chose this question, and demonstrated the difference in the conventions between formal and informal letters. One student's letter was shorter than the required number of words.