



Languages Other Than English

STUDY DESIGN

Maltese

Board of Studies
2000

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Maltese

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard/official version of Maltese.

RATIONALE

The study of Maltese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Maltese-speaking countries and communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Maltese develops the student's ability to understand and use a language which is spoken in the historical and ethnic Maltese territory as well as by communities within Australia, Canada, America, and the United Kingdom. It provides students with access to the rich culture associated with the language, and develops their understanding of the contribution Maltese speakers have made in fields such as science, sport, literature, music and the visual arts.

The ability to communicate in Maltese may, in conjunction with other skills, provide students with enhanced vocational opportunities.

AIMS

This study is designed to enable students to:

- use Maltese to communicate with others;
- understand and appreciate the cultural contexts in which Maltese is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Maltese and English, and/or other languages;
- apply Maltese to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

*INTRODUCTION***ENTRY**

Maltese is designed for students who will, typically, have studied Maltese for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Maltese to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of student work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 47–50.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Maltese the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent

Areas of study

Units 1–4 Common areas of study

The areas of study for Maltese comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Maltese-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Maltese-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, leisure and interests, health and well-being, family and friends.</i> • Education and aspirations <i>For example, school life, further study, training and employment.</i> • Personal opinions and values <i>For example, personal priorities, issues of personal importance, lifestyle preferences.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, daily life, education, the role of religion, leisure activities.</i> • History and traditions <i>For example, significant people and events, ceremonies and celebrations.</i> • The Arts and Literature <i>For example, famous authors, modern and traditional art/music/literature.</i> 	<ul style="list-style-type: none"> • The world of work <i>For example, careers now and in the future, impact of technology, impact of globalisation.</i> • Social issues <i>For example, the environment, the changing role of women.</i> • Tourism <i>For example, development of tourism, positive and negative impact of tourism.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Journal/diary entry*	Recipe
Announcement	Map	Report*
Article*	Menu	Résumé
Conversation*	News item	Review*
Discussion*	Note/message*	Story/narrative account*
Email	Notice	Song
Form	Personal profile	Survey
Formal letter*	Play	Text of an interview*
Informal letter*	Poem	Text of a speech*
Invitation	Postcard	Timetable

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	Primary (<i>ewlieni</i>)	
	<ul style="list-style-type: none"> – whole, not doubled (<i>shih, mhux trux</i>) – doubled (<i>trux</i>) – weak (<i>dghajjef</i>) – assimilative (<i>xebbih</i>) – hollow (<i>mohfi</i>) – weak (<i>nieqes</i>) 	<ul style="list-style-type: none"> <i>Qasam</i> <i>Radd</i> <i>Saqsas</i> <i>Ghamel</i> <i>Baghbas</i> <i>Beda</i>
	Derived (<i>imnissel</i>)	
	Trilateral	
	<ul style="list-style-type: none"> – primary, whole, not doubled (<i>ewlieni, shih, mhux trux</i>) – primary, doubled (<i>ewlieni, trux</i>) – primary, weak (<i>ewlieni, nieqes</i>) – primary, hollow (<i>ewlieni, mohfi</i>) – primary, assimilative (<i>ewlieni, xebbih</i>) – primary, doubled, and assimilative (<i>ewlieni, trux, xebbih</i>) – primary, assimilative and weak (<i>ewlieni, xebbih, nieqes</i>) – primary, assimilative and hollow (<i>ewlieni, xebbih, mohfi</i>) – primary, hollow and weak (<i>ewlieni, mohfi, nieqes</i>) – irregular 	<ul style="list-style-type: none"> <i>Hadem</i> <i>Garr</i> <i>Qata'</i> <i>Dam</i> <i>Wasal</i> <i>Ghadd</i> <i>Waqa'</i> <i>Gham</i> <i>Biegħ</i>
	Quadrilateral	
	<ul style="list-style-type: none"> – primary, whole (<i>ewlieni, shih</i>) – primary, weak (<i>ewlieni, dghajjef</i>) – irregular 	<ul style="list-style-type: none"> <i>Ċaqraq</i> <i>Għarbel</i>
	Derived (<i>imnisslin</i>)	
	<ul style="list-style-type: none"> – form 2 – form 3 – form 4 – form 5 – form 6 – form 7 – form 8 – form 9 – form 10 – irregular 	<ul style="list-style-type: none"> <i>Kisser</i> <i>Qarar</i> <i>Idda</i> <i>Tkisser</i> <i>Tqarar</i> <i>Inkiser</i> <i>Htieg</i> <i>Sbieħ</i> <i>Stahba</i>

	Tense	– Perfect	<i>Ġanna ġabet il-helu</i>
		– Previous Past	<i>Pawlu kien mar u rega' ġie</i>
		– Past Continuous	<i>Kont tiela' t-taraġ u rajtu</i>
		– Habitual Past	<i>Marija kienet tmur tixtri</i>
		– Continuous & Habitual Past	<i>Kien ikun mindud hawn</i>
		– Conditional Past	<i>Kieku kont barra kont nġhajjatlek</i>
		– Past Passive	<i>It-tifla ġiet meħuda d-dar</i>
		– Past Passive Continuous	<i>Ġanni kien mitluf minn sensih</i>
		Imperfect (present)	
		– Continuous	<i>Johnny qed jilgħab</i>
		– Present Conditional	<i>Kieku kellu jaasal it-tifel, immur</i>
		– Present (habitual)	<i>Meta nkun nistudja, ma rridx storbj</i>
		Imperative	<i>Iftaħ il-bieb!</i>
		Future	<i>Illeġla se noħroġ</i>
		– Future (before another future)	<i>Meta tkun ġiet, tibda tistudja</i>
		– Future Continuous	<i>Għada, xhin inkunu nimxu, għidlu</i>
		– Future Passive	<i>Meta jkun miġuġħ, jibki</i>
	Voice	– Active (transitive, reflexive, or intransitive)	<i>Toni kisser ġġieġa</i>
		– Passive (one word or more than one word with the auxiliary verb and the passive participle)	<i>It-tifel ġie meħud l-isptar</i>
		– Reflexive (from transitive verbs)	<i>Leli fahħar lilu nnifsu</i>
	Form	– Primary (the first form)	
		– Derived (from the second to the tenth form)	
	Mood	– Indicative (perfect, imperfect)	<i>Ġensu kisser it-tazza</i> <i>Jien niekol il-fenek</i>
		– Imperative (positive, imperfect)	<i>Ilbes (Iż-żarbun)</i>
Adverb	Attached		<i>Ma' dwar, (madwar)</i>
	Unattached		<i>Hafna</i>
	Adjectives		<i>Żiemel kbir hafna</i>
	Prepositions		<i>Bil-maqlub</i>
	One word		<i>Xorob ftit ilma</i>
	More than one word		<i>Naddaf kull fejn kien</i>
	Repeated words		
		– Adjective	<i>Telaq malajr malajr</i>
		– Nouns	<i>Qattagħha biċċa biċċa</i>
		– Verbs	<i>Tefagħha kif ġie ġie</i>
	Time		<i>Ġensu telaq kmieni</i>
	Place		<i>Nardu tela' lfuq</i>
	Manner		<i>Refa' l-qattus bil-mod</i>
	Quantity		<i>Majsi kiel hafna</i>
	Negation		<i>Ma mort qatt</i>
	Affirmation		<i>Mort żgur</i>
	Question		<i>Qatt mort Malta?</i>
	Comparison		<i>Wiġi tkellem aħjar minn Ġanni</i>

Noun	Gender	<i>Raġel</i> <i>Mara</i>
	Singular	<i>Wied</i>
	Plural	<i>Bibien</i>
	Common plural	<i>Qtates</i>
	Whole plural (plural <i>shih</i>)	<i>Baħri - Baħrin</i>
	Broken plural (plural <i>miksir</i>)	<i>Hofra - Hofor</i>
	Dual plural (plural <i>intenni</i>)	<i>Riglejn - ejn</i> denoting two
Adjective	Original	<i>Sabih, aħrax</i>
	Gender	<i>Sabih, sabiha</i>
	Number – singular	<i>Qasir</i>
	– plural	<i>Qosra</i>
	– common	<i>Ħajjata</i>
	Plural – derived	<i>Ferħan, rahli</i>
	– denominative	<i>Belti, rahli</i>
	– verbal	<i>Ħerqan, dahqan</i>
	– diminutive	<i>Fqajjar, smajjar</i>
	– positive	<i>Sabih, tajjeb</i>
	– comparative	<i>Isbah, itjeb</i>
	– superlative	<i>L-isbah, l-itjeb</i>
	Pronoun	Gender
Number		<i>Jiena, ahna</i>
Suffixes (<i>mehmużin</i>)		<i>DarI, darEK</i>
Separate (<i>mifrudin</i>)		<i>Jiena, inti</i>
Personal		<i>Aħna, intom</i>
Possessive		<i>TiegħI, jisimNI</i>
Direct		<i>KitibNI, kitbEK</i>
Indirect		<i>KitibLI, kitibLEK</i>
Demonstrative		<i>Dan, dak, din</i>
Reflexive		<i>Innifsi, nfusna, ruħi</i>
Interrogative		<i>Min kien? Xi kemm tiswa?</i>
Relative		<i>Li, min, kull</i>
Indeterminate		<i>Kulhadd, ilkoll, kollox</i>
Negative		<i>Ma rajt lil hadd</i>
Preposition	Attached	<i>Bija, fik, għalih</i>
	Unattached	<i>Bi, fi, għal</i>
Numeral	Cardinal	<i>Wieħed</i>
		<i>Tnejn</i>
		<i>Tlieta</i>
		<i>Żewġ (żewġt)</i>
		<i>Tliet (tliet)</i>
		<i>Erba' (erbat)</i>
	Ordinal	<i>L-ewwel</i>
		<i>It-tieni</i>
		<i>It-tielet</i>

Sentence and Phrase Types

Statement	<i>Jiena għandi n-nagħas</i>
Question	<i>X'hin se tiġi?</i>
Direct Speech	<i>Qalli 'prosit hej, kemm titkellem tajjeb bil-Malti'</i>
Indirect Speech	<i>Feraħli ta' kemm nitkellem tajjeb bil-Malti.</i>
Affirmative	<i>Iva, se niġi.</i>
Negative	<i>Le, minix se niġi.</i>
Exclamatory	<i>X'waħda waqa' miskin!</i>

Conjunctions

Coordinatory	<i>Toni u Marija marru s-City</i>
Contrast	<i>Salvu twajjeb imma ma tghaddihx biż-żmien</i>
Alternative	<i>Lippu jew Pinu kellhom imorru</i>

Article

Definite	
– Alone	<i>L-ikel</i>
– With the euphonic 'i' added before nouns or adjectives used as nouns beginning with 'moon' consonants (<i>qamrin</i>) and 'sun' consonants (<i>xemxin</i>)	<i>Il-qamar</i> <i>Ix-xemx</i>
– With the euphonic 'i' added before nouns or adjectives used as nouns beginning with two consonants the first of which is m, n, s, x	<i>L-ingassa</i>

Particle

Attached (<i>magħqudin</i>)	<i>Fil-baħar</i>
Unattached (<i>magħżulin</i>)	<i>Bi ħgarha</i>
Prepositions	<i>Ma' ħajt</i>
Adverbs	<i>Hawn isfel</i>
Conjunctions	<i>Jien xtaqt immur, iżda int ma ridtx</i>
Interjections	<i>Jaħasra, kemm hi twajba Ċensa</i>
Negation	<i>Ma rrid xejn.</i> <i>M'intix tgħid sewwa</i>

Verbal Noun

Generic	<i>Gideb, faqar</i>
Triliteral based	<i>Bdil, dhul, dlam</i>
Triliteral based without the second vowel	<i>Dahk, ferħ, serq</i>
Verbs starting with 'Għ'	<i>Għażla, għemil</i>
Primary, doubled verb based	<i>Daqq, bexx</i>
Primary, weak verb based	<i>Biki, ġiri, xiwi</i>
Quadriliteral verb based	<i>Ċaqliq, tbaqbiq</i>
Second form verb based	<i>Tiksir, tahlit</i>
Fifth form verb based	<i>Tferrix</i>
Sixth form verb based	<i>Tharis, tmerija</i>
Eighth form verb based	<i>Ftaħir, ftehim</i>
Tenth form verb based	<i>Stedin, staghgib</i>

Participle

Active	<i>Rieqed, wieqaf</i>
Passive	<i>Magħfus, misjub, imwaqqa'</i>

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use a range of question and answer forms;
- link and sequence ideas and information;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- communicate in a range of text types, for example, letter, fax, email, voicemail and telephone;
- use appropriate non-verbal forms of communication such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation and grammatical markers, and use these to infer meaning;
- apply knowledge of conventions of text types;

- convey gist and global understanding as well as items of specific detail;
- identify the key words, main points and supporting ideas;
- order, classify and link items from various parts of the text.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing and comparing past, present, or future experiences;
- use stylistic features such as repetition and contrast;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Maltese are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

UNIT 1

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listening to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes or charts or tables in Maltese and English

and

- reading written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes or charts or tables in Maltese and English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Maltese to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Maltese, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing, and disagreeing;
- use fillers, affirming phrases and expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services, or public information;
- link and sequence ideas and demonstrate clarity of expression in written or spoken form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance, facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments and convince;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as a letter or a newspaper report;
- classify, compare and predict information and ideas;
- infer points of view, opinions and ideas;

UNIT 2

- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example journal entry, story;
- use structures related to describing, recounting, narrating, and reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas and events logically;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Maltese are assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Maltese to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the assessment task(s) set as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Maltese-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 31). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Maltese-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Maltese community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 8.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- show knowledge of first- and third-person narrative perspectives;
- create a personal or imaginative text, focusing on an event or experience in the past, present or future;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex ideas;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- use a range of question forms;
- self-correct/rephrase to maintain communication.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

UNIT 3

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge and use of simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Maltese-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Maltese-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

UNIT 4

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Maltese-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Maltese.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Maltese-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding

Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Maltese in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Maltese covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Maltese for responses in Maltese.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Maltese to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Maltese of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Maltese of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Maltese. The task will be phrased in English and Maltese for a response in Maltese.

Section 3: Writing in Maltese*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Maltese.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Maltese. The tasks will be phrased in English and Maltese for a response in Maltese.

UNIT 4**SUMMARY OF OUTCOMES AND ASSESSMENT TASKS**

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions.	Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Maltese or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Maltese or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Maltese-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Maltese	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Maltese	10 5
Three- to four-minute interview.	10	Writing	7.5

UNIT 4

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy in order for the teacher to make a decision about a student's demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.



USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Maltese, teachers are encouraged to make use of applications of information technology and new learning technologies such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	 reply to an email sent by your Maltese penfriend, introducing yourself
Topic	
Personal identity	complete a personality quiz about friendship; discuss results
Grammar	
Adjectives, Perfect tenses	listen to a song focusing on relationships and extract the main points
Text types	
Profile, questionnaire, discussion, film, web page, lyrics	 write a description of your best friend as part of a web page on friendship
	discuss features that are important in maintaining strong relationships; discuss changes to the traditional Maltese family

Example assessment tasks

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Listen to an interview with a popular identity and complete a profile.

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Listen to a song or read a poem about relationships; in an oral presentation, explain why you like it.

Unit 1

Theme

The individual

Topic

Education and aspirations

Grammar

Verbs, adverbs, gender and number of nouns and adjectives

Text types

Article, diary note, discussion, summary, postcard

Examples of learning activities

read about a Maltese student exchange program and course; make notes summarising the main points



search the Internet for information on schools in Malta; summarise the options in your diary

write a formal letter to a principal requesting permission to visit a school whilst you are in Malta

role-play a conversation with a careers counsellor about finding part-time work and its impact on your study time

debate the topic 'The benefits of studying VCE Maltese'

Example assessment tasks

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Write an email to your penfriend commenting on recent work experience, the activities and the benefits.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read an article about student life and use the information to complete the diary.

Unit 2

Theme

The Maltese-speaking communities

Topic

Lifestyles

Grammar

Verbs, adverbs, particles, pronoun suffixes

Text types

Article, discussion, documentary, notes

Examples of learning activities

watch a documentary about Malta and make notes for discussion; highlight aspects of life that differ from aspects of life in Australia

listen to a discussion on traditional Maltese cuisine; extract the relevant information to complete a chart on the ingredients used



search the Internet for information on *Valetta* and make some notes as a basis for a talk in school

read some advertisements offering different leisure activities and summarise the options available to a person who likes outdoor pursuits

Example assessment tasks

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Role-play a telephone conversation requesting additional information about hiring sports equipment and arranging delivery.

Outcome 2: Listen to, read and extract and use information and ideas from spoken and written texts.

Obtain information on daily life in Malta from a broadcast. Note down differences between Malta and Australia. Use the information to write an email to a friend, about the cottage industries and lace making.

Unit 2**Theme**

The changing world

Topic

Social issues

Grammar

Tenses, pronoun suffixes

Text types

Interview, article, survey, advertisement, journal entry

Examples of learning activities

listen to a radio interview about women in Maltese society today; note the main points and discuss

read articles on Maltese women in the workforce; compare and contrast past and present conditions

conduct a survey on attitudes to women; present results in table form

collect advertisements from Maltese television and from magazines; discuss the portrayal of women in the media

view a Maltese film and analyse the role of the different women

Example assessment tasks

Outcome 2: Listen to, read and extract and use information and ideas from spoken or written texts.

Read an article about gender differences and use the information to create a quiz on gender issues.

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Write a journal entry which recounts a day spent with a woman whose life, achievements or personal qualities you admire.

Unit 3

Theme

The Maltese-speaking communities

Topic

Tourism

Grammar

Verbs, tenses including imperative future, conjunctions, adverbs

Text types

Documentary, brochure, leaflet, broadcast, discussion, newspaper item, advertisement, email

Examples of learning activities

watch a documentary about the impact of tourism on the economy, employment and the environment; take notes and debate the advantages of overseas investment and the disadvantages to the environment

research holiday destinations in Malta and make notes as a basis for an advertisement for a LOTE competition

read a brochure about the history of Malta for an intended trip; itemise places of archaeological interest to include on the itinerary



write an email responding to an advertisement, requesting information and statistics on Malta from a government office

listen to a broadcast on tourist destinations and places of historical interests in Malta, use the information to produce a leaflet for your school magazine

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role play, focusing on the resolution of an issue.

Role-play a conversation with a travelling companion who has different ideas about a trip to Malta; resolve the issue to the advantage of both parties.

Unit 3

Theme

The individual

Topic

Personal opinions and values

Grammar

Different verb tenses, passive, pronouns, numerals

Text types

Discussion, survey, account, list

Examples of learning activities

from a list of choices on goals in life select one which most appeals to you, place the remainder in ranking order; justify your selection

read an autobiographical account of a famous person; list three priorities which influenced his/her life

listen to a radio discussion and make notes on an issue such as freedom, gender equity, globalisation; analyse the information and discuss

conduct a survey amongst your friends and note down their personal priorities and preferences

write an account about your hopes for your future

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to two interviews about personal priorities. Using the information, write a review contrasting the two opinions presented.

Unit 3**Theme**

The changing world

Topic

Social issues

Grammar

Voices, moods, verbal nouns

Text types

Advertisement, discussion, debate, article, letter, documentary

Examples of learning activities

collect various advertisements about the environment; in pairs, discuss how the environment is portrayed in each and from the discussion, categorise the advertisements

identify a current issue related to the environment; debate its future impact

read an article about pollution in Malta; identify main points and use the information to write a letter to the editor

listen to a documentary on the changing environment; note the main points and supporting evidence

survey and report on attitudes/practices concerning the environment

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write the script for a talk about an environmental issue highlighting why it is important to you and how you think it will impact on the future.

Unit 4

Theme

The Maltese-speaking communities

Topic

History and traditions

Grammar

Verbs, past tenses, conjunctions, adjectival agreements

Text types

Article, talk, recording, invitation, time line, map, notes, web page

Examples of learning activities

write an invitation for your friends to attend a traditional Maltese celebration in Australia, explaining why it is culturally important



search the Internet to find out about the Order of St. John of Jerusalem, from its origin to its occupation of Malta; make notes and trace the journey of the order on a map

listen to a talk about a significant event and discuss its tradition in Maltese culture

make a timeline of the significant events in Maltese history

prepare a talk for a younger class on the contribution made by a significant Maltese person/event

write notes on the origin of one celebration/ceremony and analyse the tradition which may underpin it

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages and instructions, extracting and using information requested.

Based on the material read, write an article focusing on the significance and influence of one historical event on the present.

Unit 4

Theme

The changing world

Topic

The world of work

Grammar

Verbs, nouns, prepositions

Text types

Notes, documentary, web page, email, article, debate, telephone conversation

Examples of learning activities



search the Internet to research jobs and make notes on those available and suited to your LOTE skills

listen to a documentary on employment opportunities; role-play an interview with a careers advisor in which you discuss your future

discuss the negative and positive effects of information technology in education, commerce or communication in a spoken or written exchange



send an email in response to an advertisement, requesting a free sample together with an order for the supply of goods

write an imaginative article about the sort of workplace conditions you imagine by the end of the twenty-first century

debate the topic 'Globalisation will undermine diversity'

role-play a telephone conversation with an elderly Maltese friend to recount your experience at a village Festa or Maltese Ghana in Australia

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Maltese-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example a report, comparison or review.

Write a 250–300-word evaluative report based upon the texts studied, in which you compare the world of work before computers were widely used, with the current situation in information technology.

Unit 4

Theme

The changing world

Topic

Social issues

Grammar

Verbs and tenses, comparative and superlative adjectives

Text types

Debate, interview, magazine article, conversation, short story, discussion, notes, letter, notice

Examples of learning activities

listen to a television interview regarding the inequitable distribution of wealth, make notes and discuss this issue

read extracts from magazine articles on pollution and write a bulletin board notice showing what schools and families could do to protect the environment

listen to a discussion on youth problems; make notes and use the information to write a letter to the editor showing how young people are not always to blame for their precarious circumstances

write a short story to show the role of a person who acts with the utmost respect towards the opposite sex despite real obstacles



search the Internet to find out about some of the main environmental issues in Malta; contribute findings to class discussion

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Maltese-speaking communities.

A three- to four-minute interview on an issue related to the texts studied.

'Conservation and respect for life are essential for the well-being of Planet Earth'. Discuss with reference to the texts studied.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Personal identity

Possible sub-topics for detailed study:

- Living in two cultures.
- Family, social, professional relationships.
- Peer group pressure and conflict.

Theme: The individual

Topic: Personal opinions and values

Possible sub-topics for detailed study:

- Beliefs and value systems.

Theme: The Maltese-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study:

- Maltese migrants.
- Language, culture and identity.

Theme: The Maltese-speaking communities

Topic: History and traditions

Possible sub-topics for detailed study:

- The Knights of Malta.
- The Great Siege and its historical importance.
- The contribution made by an historical person.

Theme: The Maltese-speaking communities

Topic: History and traditions

Possible sub-topics for detailed study:

- Religious, social and political influences in Malta.

Theme: The Maltese-speaking communities

Topic: Tourism

Possible sub-topics for detailed study:

- The impact of tourism on the island's infrastructure and environment.

Theme: The changing world

Topic: The world of work

Possible sub-topics for detailed study:

- The Internet and its impact on work.
- The impact of unemployment.
- Changing work practices.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study:

- Youth issues.
- The changing role of women.
- The distribution of wealth – the haves and have-nots.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in a Maltese-speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

ADVICE FOR TEACHERS

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4) Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 2:	Read extracts, letters and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.
VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interviews conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.

VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Maltese-speaking community. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to a Maltese-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Maltese-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Maltese-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Maltese-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Maltese-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Maltese-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Maltese-speaking community, and provide key advice for potential tourists.

Detailed study

VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Maltese-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Maltese-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, completely and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weight two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address), register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off, (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Agius, A 1999, *It-Teżawru: Ġabra ta' Sinonimi u Tifsiriet jixtiebh u Maltin*, Harback, Malta.

Aquilina, J 1999, *English–Maltese Dictionary Vols I–IV*, Midsca, Malta.

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Cachia, L 1984, *Il-Verbi fil-Malti*, CharVin, Luqa, Malta.

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Chetcuti, G 1982, *Tgħallem il-Malti f'20 Lezzjoni*, Interprint, Malta.

FILMS, VIDEOS, AND TELEVISION

Media Education and Broadcasting Centre, 1998 *Malti Għal Kulh add*, Malta

WEBSITES

Malta in Melbourne, *The Official Website of the Consulate for Malta in Victoria*

www.maltagc.net.au/index.php?option=com_content&view=category&layout=blog&id=43&Itemid=58

www.mondotimes.com/1/world/mt/109/3697/9075

Allmalta.net

www.allmalta.com/

Digital Interactive

www.di-ve.com

Kullhadd – Sunday weekly

www.kullhadd.com

In-Nazzjon Online – Maltese newspaper

www.vol.net.mt/nazzjon

Gozo.com

www.gozo.com

Search Malta

http://searchmalta.com/dir/Environment_And_Nature/index.html

www.magnet.mt/

www.rootsmalta.com

<http://aboutmalta.com/gozo>

<http://maltamedia.com/webcasts/index.shtml>

www.geocities.com/CapitolHill/Senate/1618/

<http://user.orbit.net.mt/pmejla>

www.di-ve.com

www.fred.net/malta/env.html

<http://maltamedia.com/unirad/ghana.htm>

THEMES AND TOPICS

THE INDIVIDUAL

Personal identity

BOOKS

Agius, M 1988, *Ahna u l-Kapaċitajiet tagħna u ta' wliedna*, Familjakana, nru 303, pp.20–21.

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Agius, M 1988, *Kif tibni relazzjoni*, Familjakana, nru 310, pp.22–23.

Agius, M 1988, *Kif tikkomunika tajjeb fil-familja*, Familjakana, nru 304, pp.22–24.

Agius, M 1988, *Tisma' u tifhem fil-familja*, Familjakana, nru 306, pp.22–24.

Agius, M 1988, *Feedback*, Familjakana, nru 311, pp.14–15.

Attard, PA 1988, *Ansjetà u skola*, Familjakana, nru 311, pp.18–19.

Bartolo, P 1987, 'Il-Bdil Fir-Relazzjoni Ġenituri u Wlied'. In P. Attard (ed.) *Il-Familja Maltija: Atti tal-Kongress dwar il-familja Maltija*. (pp.29–38), Moviment ta' Kana, Malta.

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Cortis, T (ed) 1989, *L-identità Kulturali ta' Malta, Dipartiment ta' l-Infommazzjoni*, Malta.

Friggieri, O 1995, *Il-Kuxjenza Nazzjonali Maltija – Lejn Definizzjoni Storika-Kulturali*, Publishers Enterprises Group Ltd, Malta.

Schiavone MJ (ed) 1994, *L-identità Maltija lejlet seku ġdid*, PIN, Malta.

Education and aspirations

BOOK

Casma, C 1990, *Għall-Eżami tal – Malti Matrikola*, Merlin Library, Malta.

JOURNAL

St Patrick's School, 1999, *Hajja Salesjana*, bi-monthly publication, Salesian Press, Malta.

WEBSITE

Malta in Melbourne, *The Official Website of the Consulate for Malta in Victoria*
www.maltagc.net.au/index.php?option=com_content&view=category&layout=blog&id=43&Itemid=58

Personal opinions and values

BOOK

Grech, J 1999, *Ġenerazzjoni Paceville*, KKM, Malta.

Nicholas-Borg, M 1988, *Titwila lejn il-Kattoliċizmu fl-Awstralja*, Gozo Press, Gozo.

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Vella, E. 1989 *Irbahili Mulej!*, Rabat, Malta.

THE MALTESE-SPEAKING COMMUNITIES

Lifestyles

BOOK

Attard, LE 1998, *L-Emigrazzjoni Maltija is-sekli Dsagħtax u Għoxrin*, PIN, Malta.

Caruana, M 1990, *Mark Caruana intervista lil Manwel Nicholas-Borg Kittieb u Poeta Malti-Awstraljan*, Għaqda Kulturali Maltija ta' NSW.

Chetcuti, J (ed) 1985, *Intervisti, Jitkellmu Kittieba Maltin-Awstraljani*, Phillip Institute of Technology, Melbourne, Australia.

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History and traditions

BOOKS

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Grima, JF 1998, *L-Istorja tal-Każini tal-Baned f'Malta u Għawdex*, PIN, Malta.

Lanfranco, G 1999, *L-Istatwi Titulari u L-Istatwarji Tagħhom*, KKM, Malta.

Pisani, G 1999, *Għawdex Johlom fil-Legġendi. L-Ewwel Ġabra ta' Legġendi Għawdxin*, PIN, Malta.

Sant, A 1988, *Sette Giugnio 1919: Tqanqil u Tibdil*, SKS, Malta

Spiteri, C 1983, *Tifkiriet ta' l-Imghoddi*, PIN, Malta.

Vella, A 1980, *Storja ta' Malta*, Vols I & II, KKM, Malta.

Zammit, V 1999, *Is-Swar u l-Fortifikazzjonijiet*, PIN, Malta.

The Arts and Literature

BOOKS

Abela, M 1993, *Il-Bambinu, Għana u Poeżija*, SKS, Malta.

Buttigieg, A 1981, *L-Isbah Żmien ta' Hajti* SKS, Malta.

Caruana, M 1990, *Mark Caruana intervista lil Manwel Nicholas-Borg Kittieb u Poeta Malti-Awstraljan*, Għaqda Kulturali Maltija ta' NSW.

Cassar Pullicino, G 1962, *Kitba u Kittieba tal-Malti, l-Ewwel Ktieb: Sas-Seklu Tmintax*, Malta.

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Chetcuti, J (ed.) 1985, *Intervisti, Jitkellmu Kittieba Maltin-Awstraljani*, Phillip Institute of Technology, Melbourne, Australia.

Fenech, E 1984, *Aspetti Stilici tal-Poeżiji ta' Dun Karm*, University of Malta.

ADVICE FOR TEACHERS

Friggieri, O 1997, *L-Ittri ta' Dun Karm lil Karmen Mikalief Buħ aħar*, PEG, Malta.

Friggieri, O. 1979 *Storja tal-Letteratura Maltija*, Klabb Kotba Maltin, Malta.

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Vella, V 1999, *Ward – Kors fl-Ilsien Malti*, Malta.

Xucereb, V 1999, *Il-Mitologija*, PIN, Malta.

THE CHANGING WORLD

World of work

BOOK

Briffa, C 1999, *In-Novella Maltija*, PIN, Malta.

JOURNAL

Il-Gzejjer, Malta.

WEBSITES

Kullhadd – Sunday Weekly
www.kullhadd.com

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www.mondotimes.com/1/world/mt/109/3697/9075

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BOOKS

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JOURNALS

The Maltese Herald, Lino Vella (ed) Sydney.

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