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ONL Maltese Syllabus - Years S1 –S7²

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY
2017 IN BRUSSELS**

Entry into force:

- 1) **on 1 September 2017 for years P3-S4 and S6
on 1 September 2018 for year S5 and S7**

- 2) **Attainment descriptors³:**
 - on 1 September 2018 for years P3-S5**
 - on 1 September 2019 for year S6**
 - on 1 September 2020 for year S7**
 - 1st Baccalaureate session in June 2021**

- 3) **Model of written exam at the end of S5:
Immediate entry into force**

¹ Further to the decision of the BIS taken by Written Procedure PE 2020/16 on 15 May 2020, the approved written examination material for **Maltese ONL** for use with the new marking system in the European Baccalaureate was inserted in the syllabus

² Syllabus approved by the Joint Teaching Committee on 9 and 10 February 2012 in Brussels (2012-01-D-22-en-3)

³ The ONL Syllabuses attainment descriptors (P3-S7) (Ref: 2016-09-D-19-en-3) were approved by the Joint Teaching Committee on 13 and 14 October 2016 in Brussels

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1. INTRODUCTION:

Following the Board of Governors' approval, on 15 April 2011, of the document 2011-01-D-33-en-7 relating to the organisation of studies and courses in the European Schools, ONL (Other National Language) Maltese will be introduced into the European School system in September 2012. At secondary level, the ONL will be introduced in different phases with a transitory period.

The following timetabling arrangements apply to ONL at secondary level:

Years S1 – S3 inclusive (cycle 1)	2 x 45 minute periods per week
Years S4 – S5 (cycle 2)	4 x 45 minute periods per week
Years S6 – S7 (cycle 3)	4 x 45 minute periods per week

Classes are 'protected' in that classes will be formed for any number of Category 1 or Category II students.

This ONL post-primary syllabus aims to build on the skills students have already acquired and to further develop their knowledge and linguistic competences in Maltese. It aims to promote natural and communicative use of the language and is intended to prepare learners to follow post secondary courses should they so wish. It seeks to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the Maltese language, culture and literature.

The ONL Maltese syllabus is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages* and the *European Framework for Key Competences for Lifelong Learning*.

The syllabus reflects in its objectives, content and methods a common, harmonised basis in the field of modern languages for the European Schools as already used by many national systems.

The syllabus focuses on the knowledge and the competences to be attained at the end of each cycle, and includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the learning outcomes which students will be expected to achieve at the end of each cycle, and describes the knowledge and skills they will develop to be able to communicate effectively.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex). The Learning Gateway can provide a forum for additional guidelines, clarification or advice.

2. GENERAL OBJECTIVES

The secondary section of the European Schools has the two objectives of providing formal, subject-based education and of encouraging students' personal development in a wider social and cultural context. Formal education involves the acquisition of knowledge and understanding, concepts and skills within each subject area. Personal development takes place in a range of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which students work and live, and a development of their individual identity.

These two objectives, which are in practice inseparable, are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead students towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The students of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a *European Framework for Key Competences for Lifelong Learning*. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression.

The European Schools' curriculum seeks to develop all of these key competences in the students. The language syllabuses make a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the students' cultural awareness and expression.

The ONL Maltese syllabus seeks to provide opportunities for students to experience Maltese culture through literature, music and folklore. In addition to this, it seeks to develop their self-esteem and confidence by enabling them to understand their identity and their European cultural heritage.

The learning objectives are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFR)*.

Cycle	Attainment level
1 st cycle S1, S2 + S3	A2
2 nd cycle S4 + S5	B1
3 rd cycle S6 + S7	B2

For the learning and teaching of foreign languages in the system of the European Schools reference will be made to the following CEFR benchmarks:

L2	C1
L3	B1+
L4	A2+
ONL	B2

3. DIDACTIC PRINCIPLES

The following didactic principles are intended to guide the teaching and learning of ONL Maltese:

- Communicative language competence is an overarching learning goal.
- The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.
- Teaching should take account of students' progression through the various stages of language acquisition. Students' mistakes should be used constructively to develop learning.
- The target language should be used as much as possible.
- Students should be encouraged to draw on their existing language skills and learning strategies.
- A variety of teaching methods and approaches should be used.
- The use of differentiated teaching methodologies should be used in order to meet the diverse needs of all students.
- Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.
- Students will achieve fluency, accuracy and independence by making use of a range of learning resources including ICT (information and communication technologies).
- A good command of the language in context presupposes a progressively constructed understanding of the language as a system.
- Priority should be given to functionality when teaching grammar, morphology and vocabulary.
- Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

The above list is not exhaustive and not in order of importance.

4. LEARNING OBJECTIVES:

Learning objectives for the 1st cycle (S1-S3)

By the end of the first cycle, the student should be able to:

1. understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements
2. read and understand short, simple written texts about familiar topics and everyday material written in Maltese, e.g. signs in the Maltese classroom, websites in Maltese etc.
3. take part in conversations about familiar topics and activities
4. describe his/her personal world (family, hobbies, town, school etc) with some reference to the past and future
5. write short, simple notes, messages, emails and/letters about everyday matters
6. demonstrate basic knowledge and understanding of the culture of Malta and Maltese-speaking communities
7. relate his/her acquired cultural knowledge to that of Malta and Maltese-speaking communities
8. identify and apply a range of strategies for learning languages
9. apply a range of basic study skills and tools to the learning of the target language.

Learning objectives for the 2nd cycle (S4-S5)

By the end of the second cycle, the student should be able to:

1. understand spoken standard speech relating to personal experience and some topics of wider interest, and understand the main points of TV or radio programmes when delivery is clear and slow
2. read and understand texts consisting of everyday language and be able to pick out specific information from short literary and non-literary texts
3. take part in conversations and exchange information about everyday life and topics of general interest
4. orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story or the plot of a book or film
5. write simple, coherent texts on topics concerning everyday matters, experiences and opinions
6. demonstrate some knowledge and understanding of Maltese culture including society, history, current affairs, literature and its context
7. know and use basic intercultural codes to interact appropriately with speakers of Maltese
8. choose effective strategies to organise his/her individual language learning
9. search, collect and process information from a wide range of paper-based and electronic resources to develop his/her language skills.

Learning objectives for the 3rd cycle (S6-S7)

By the end of the third cycle, the student should be able to:

1. understand standard speech related to topics of general interest and current affairs such as news items, suitable clips from radio and television programmes, internet podcasts and short films
2. read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts, including prose and poetry
3. interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity
4. present clear, detailed descriptions on a wide range of subjects related to his/her field of interest, and give reasons and explanations for opinions and plans
5. write clear and accurate detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on an appropriate range of topics of general interest
6. demonstrate insight and deeper understanding of Maltese culture, including society, history, current affairs, literature and its context, and the arts in general
7. utilise a range of intercultural codes to respond to cultural stereotyping
8. take increasing responsibility for his/her own language learning
9. critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

5.1 CONTENTS:

Cycle 1 (S1-S3)

By the end of cycle 1 the student should have acquired:

- some knowledge of pronunciation, intonation and spelling rules
- a knowledge of everyday vocabulary and idiomatic phrases
- a knowledge of word patterns and simple grammatical structures
- a knowledge of how to use dictionaries and other resources including ICT
- awareness of the culture of target language country/communities
- some knowledge of basic language learning strategies including an awareness of their own progress.

Cycle 2 (S4-S5)

Building on the knowledge and skills already gained in cycle 1 the students should, by the end of cycle 2, have acquired:

- a good knowledge of pronunciation and intonation, and consolidated spelling rules
- an extended range of vocabulary and idiomatic phrases
- an extended range of word patterns and grammatical structures

- knowledge of how to carry out project work, using a range of resources including ICT
- some knowledge of the history and culture of target language country/communities with some exposure to literary texts
- a range of language learning strategies and tools to evaluate their own learning.

Cycle 3 (S6-S7)

Building on the knowledge and skills already gained in cycle 2, the student should, by the end of cycle 3, have acquired:

- knowledge of different registers of language for diverse purposes
- a wide range of vocabulary including that related to abstract concepts
- a range of complex grammatical structures
- strategies for independent research using a range of resources including ICT
- insight into the culture of target language country/communities including the study of literary texts
- independent learning strategies and an ability to evaluate his/her own learning.

5.2 ELABORATION OF THE SUBJECT CONTENTS FOR THE THREE SECONDARY CYCLES OF MALTESE ONL

is-smiġh	
<p>L-istudenti jisimġhu minn sorsi awdjo, awdjoviżivi, kelliema ħajjin u kantanti li jinkludu l-għannejja, u jikkoncentraw fuq dak li jkunu qed jisimġhu, jifhmu l-informazzjoni fattwali, l-espressjoni ta' opinjonijiet, attitudnijiet, burdati u xewqat.</p>	
S1-S3	S4-S5
<p>L-istudenti:</p> <ul style="list-style-type: none"> ▪ Jifhmu testi fuq suġġetti li huma familjari magħhom u janalizzawhom billi jiddistingwu bejn il-fatt u l-kumment. ▪ Jifhmu konverżazzjonijiet u diskussjonijiet u janalizzawhom billi jiddistingwu bejn il-punti prinċipali u l-punti sekondarji. ▪ Jiksbu kuxjenza tal-komunikazzjoni mhux verbali fosthom, il-prosemika u l-ġestikolazzjoni. ▪ Jagħrfu l-effetti muzikali jew ta' hsejjes oħra li jakkumpanjaw testi mitħaddta jew moqrija. ▪ Isegwu programmi differenti mxandrin fuq il-mezzi tax-xandir, jagħmlu riflessjonijiet fuqhom billi jesploraw l-espressjonijiet, l-ideat u l-argumenti, u jaqsmuhom mal-oħrajn. 	<p>L-istudenti:</p> <ul style="list-style-type: none"> ▪ Janalizzaw u jinvestigaw punti grammatikali speċifiċi li joħorġu minn diskussjonijiet u forom oħra tat-taħdit. ▪ Jirriflettu fuq l-użu bil-fomm tal-lingwa Maltija, inkluż il-varjetajiet tal-lingwa. ▪ Jidentifikaw aspetti morali u etiċi ta' argument. ▪ Jifhmu kull tip ta' taħdit u juru l-ħila li ma jaċċettawx mill-ewwel dak li jkunu semgħu, imma jkunu semmiegħa kritiċi.
Għandu jkun hemm taħtlita ta' ġeneri ta' testi letterarji u nonletterarji fis-smiġh ta':	
<ul style="list-style-type: none"> ▪ rakkonti ta' fantasija fosthom, ħrejjef Maltin; ▪ rakkonti storiċi u avventurużi fosthom, leġġendi Maltin; ▪ rakkonti umoristiċi fosthom, praspas Maltin u ċajt. 	<ul style="list-style-type: none"> ▪ testi ta' realtijiet differenti li jagħtu tagħrif, fosthom, aħbarijiet, dokumentarji u rapporti ġurnalistiċi Maltin; ▪ testi argumentattivi fosthom, dibattiti u diskussjonijiet Maltin.
Issir enfasi fuq:	
<p>riklami, avvizi, slowgans, dokumentarji, intervisti, aneddoti</p>	<p>struzzjonijiet, direzzjonijiet, diskorsi jew taħditiet ta' natura soċjali, politika, ambjentali, reliġjuża.</p>
S6-S7	
<p>Issir reviżjoni fil-fond tal-punti msemmija.</p>	

il-qari

L-istudenti jaqraw, jinterpretaw, janalizzaw u japprezzaw testi letterarji u mhumiex, f'qalbhom u b'vuči għolja, minn karti u mill-iskrin, u jifhmu l-messaġġi diretti u indiretti, filwaqt li jkunu kritiċi.

S1-S3

L-istudenti:

- Jidentifikaw u jifhmu kliem, idjomi u qwiel skont il-kuntest li jinsabu fih.
- Jidentifikaw it-temi ewlenin ta' testi moqrija.
- Jiddistingwu bejn testi differenti.
- Jagħrfu l-iskopjiet u r-rikkezzi tat-testi li jaqraw.
- Jirriflettu fuq is-sinjifikati differenti u kif dawn jinbidlu tul iż-żminijiet.
- Jikkummentaw fuq ir-rabta bejn il-grafika u t-test.
- Jużaw b'mod meqjus terminoloġija letterarja bażika.

S4-S5

L-istudenti:

- Jidentifikaw il-perspettivi differenti u kif jolqtu individwi u komunitajiet differenti.
- Jidentifikaw xi jkun jonqsu test biex jinftiehem aħjar.
- Jagħrfu aspetti stilistiċi f'testi moqrija.
- Jidentifikaw sterjotipi u ideoloġiji f'kitbiet differenti.
- Jistharrġu kitbiet minn kulturi differenti.
- Jagħmlu tiftixa sempliċi f'kotba u siti elettronici ta' referenza b'rabta mat-testi moqrija.

It-testi letterarji għall-klassijiet tas-sekondarja S1 sa S5

It-testi tal-qari għandhom ikollhom struttura ċara kemm fl-ideat u kemm fil-forma, u jkunu pprezentati b'mod li l-istudenti jkunu jistgħu jirrelataw l-espererjenzi tagħhom magħhom.

Biex l-istudenti japprezzaw aktar it-test miktub l-għalliema għandhom jgħarrfuhom fuq l-għamla u t-tqassim tal-produzzjoni tiegħu. Huwa suġġerit li jintużaw ukoll dizżjunarji, teżawri u enciklopediji għall-konsultazzjoni.

Għandhom jingħataw dan l-ammont ta' testi letterarji għal kull sena skolastika:

Poeżiji jintgħażlu ħamsa mill-għażla rakkomandata f'Appendiċi 1.

Novelli jintgħażlu ħamsa mill-għażla obligatorja f'Appendiċi 1.

Drammi jintgħażel wieħed kull sena mill-għażla rakkomandata f'Appendiċi 1.

Rumanzi jintgħażel wieħed kull sena mill-għażla rakkomandata f'Appendiċi 1.

Għandu jkun hemm taħtlita ta' ġeneri ta' testi letterarji u nonletterarji fil-qari ta':

- rakkonti ta' fantasija
- rakkonti storiċi u avventurużi
- rakkonti umoristiċi.

- testi ta' realtajiet differenti
- testi argumentattivi.

Issir enfasi fuq:

riklami, avvizi, slowgans, listi kronoloġiċi, deskrizzjonijiet u rakkonti qosra u twal ta' ġrajijiet storiċi u fittizji, u aneddoti.

aħbarijiet, djarji, bijografiji, awtobijografiji, struzzjonijiet, direzzjonijiet, diskorsi, rapporti, pariri, taqsiriet u opinjonijiet.

S6-S7

Isiru t-testi letterarji (poeżija u novelli) li hemm fl-antoloġija **Bejn Haltejn**.

Bħala rumanz isir dak ta' Francis Ebejer *Il-Harsa ta' Ruzann*.

Għat-termini letterarji għall-analiżi kritika tat-testi, ara dawk imsemmija fis-sillabu tač-*Certifikat tal-Edukazzjoni Sekondarja* (ĊES) tal-Università ta' Malta.

it-taħdit

L-istudenti jikkellmu meta jmisshom u b'Malti tajjeb waqt laqgħat formali u informali b'mod mexxej u xieraq f'kundestji differenti, u jaddattaw it-taħdit tagħhom skont l-udjenja u l-għanijiet li għandhom.

S1-S3

L-istudenti:

- Jippartecipaw b'kunfidenza waqt diskussjonijiet u konverżazzjonijiet fuq suġġetti li huma familjari magħhom u li jinteressawhom.
- Jagħtu struttura lit-taħdit tagħhom.
- Jużaw evidenza u illustrazzjonijiet biex jarrikkixxu l-espożizzjoni mitkellma.
- Jużaw il-mossi, it-ton, il-volum u r-ritmu biex iwasslu messagg bil-fomm.
- Jagħzlu forum lessikali u idjomatiċi tajbin.
- Jippronunzjaw il-Malti b'mod xieraq u li jinftiehem minn semmiegħa oħrajn.

S4-S5

L-istudenti:

- Jużaw il-Malti standard b'mod mexxej f'kundestji differenti.
- Jużaw argumentazzjoni, imsejsa fuq għejun ta' informazzjoni differenti biex jipperswadu lil ħaddieħor.
- Jagħtu raġunijiet validi meta ma jaqblux ma' argumenti jew ma' ideat ta' oħrajn.
- Jiddeskrivu problema u jipproponu għadd ta' soluzzjonijiet għaliha.

L-istudenti jirrakuntaw għajiet ta':

- fantasija
- storja u avventura
- umoriżmu.

- reatgħiet differenti
- argumentazzjoni.

L-istudenti jikkellmu b'vuċijiet differenti skont it-tema. Jistgħu jużaw il-vuċi tagħhom infushom, jew:

- ta' kreatura fantasika maħluqa
- ta' kelliem waqt narrazzjoni u spjegazzjoni ta' fatt storiku jew fittizju
- ta' personaġġ komiku.

- ta' kelliem waqt laqgħa informali u formali, ta' ġurnalist li qed jirrapporta f'xandira diretta
- ta' personaġġ li għandu awtorità.

Issir enfasi fuq:

riklami, avvizi, djalogi u intervisti, rakkonti qosra u twal ta' għajiet storiċi u fittizji, u aneddotti.

istruzzjonijiet, direzzjonijiet, regolamenti suġġerimenti ta' xi azzjoni jew reazzjoni għal suġġeriment, diskussjoni u l-espressjoni tal-fehma/iet tagħhom, dibattiti, pariri u diskorsi.

S6-S7

Issir revizzjoni tal-punti msemmija.

il-kitba

L-istudenti jiktbu b'Malti tajjeb, b'kalligrafija li tinqara, bl-ittajppar skont il-possibbiltajiet li toffri t-teknoloġija, biex jesprimu l-fehmiet u l-esperjenzi tagħhom, biex jinformat, jispjegaw u jiddeskrivu, biex jipperswadu, jargumentaw u jissuġġerixxu, u biex janalizzaw, jirrevedu u jikkumentaw.

S1-S3

L-istudenti:

- Jużaw tekniki differenti biex jesprimu l-ideat tagħhom, it-temi li jiktbu fuqhom u l-karattri li jsemmu.
- Jiktbu b'forom lessikali u idjomatiċi tajbin.
- Jiktbu skont ir-regoli tal-grammatika u tal-ortografija.
- Jgħaddu mill-istadji kollha tal-proċess tal-kitba.

S4-S5

L-istudenti:

- Jiktbu, jorqmu u jipprezentaw ġeneri varji lil udjenzi differenti.
- Jipproduċu testi argumentattivi sostanzjati b'evidenza riċerkata.
- Jiffamiljarizzaw ruħhom mal-konvenzjonijiet tal-ikkowtar u l-kitba ta' referenzi.
- Jipprezentaw il-kitba riċerkata tagħhom lil udjenza bil-għan li jipperswaduha.
- Jiksbu kuxjenza ta' strutturi grammatikali iktar kumplessi.

Is-sengħa tal-kompożizzjoni tal-kitba

L-istudenti għandhom jitgħallmu s-sengħa tal-kompożizzjoni billi jużaw tajjeb il-mekkaniżmi biex jiktbu Malti xieraq billi jzommu f'moħħhom il-kostruzzjoni tas-sentenza, ir-regoli grammatikali, l-ortografija u l-punteġġjatura; u jagħrfu l-proċess tal-kitba billi jzommu f'moħħhom l-għażla tat-tema, il-pjan, l-iżvolġiment, ir-reviżjoni, il-qari tat-test finali u l-espożizzjoni tiegħu.

L-istudenti jiktbu fuq ġrajjet ta':

- fantasija
- storja u avventura
- umoriżmu.
- realtijiet differenti
- argumentazzjoni.

L-istudenti jiktbu b'vuċijiet differenti skont it-tema. Jistgħu jużaw il-vuċi tagħhom infushom, jew:

- ta' animal, ta' pjanta, ta' oġġett inanimat, ta' kreatura fantasika maħluqa
- ta' persunaġġ avventuruż, storiku jew fittizju
- ta' personaġġ komiku.
- ta' ġurnalist li qed jirrapporta f'gazzetta
- ta' personaġġ li għandu awtorità.

Issir enfasi fuq:

riklami, avvizi, djalogi, intervisti, rakkonti qosra u twal ta' ġrajjet storiċi u fittizji, ittri u ittrejiet, listi u aneddoti.

aħbarijiet, kitbiet fid-djarju, bijografiji, awtwobijografiji, deskrizzjonijiet ta' ċerimonji, istruzzjonijiet, direzzjonijiet, regoli, rapporti, pariri, taqsiriet, opinjonijiet, diskorsi, artikli informattivi.

S6-S7

Issir reviżjoni fil-fond tal-punti msemmija.

il-kultura Maltija

L-istudenti jitgħallmu fuq il-kultura Maltija, l-imghoddi u l-preżent. L-istudenti jirreflettu fuq il-kultura Maltija, jagħrfu d-distinzjoni bejn il-kunċett ta' identità personali u dik nazzjonali, filwaqt li jirrispettaw kulturi oħra ta' madwarhom.

S1-S3	S4-S5	S6-S7
Ir-Riflessjoni Kulturali		
<p>Il-Mużika Maltija L-istudenti jitgħallmu fuq it-tipi differenti ta' mużika u kanzunetta Maltija, u strumenti folkloristiċi Maltin.</p> <p>Personaġġi Folkloristiċi Maltin L-istudenti jitgħallmu fuq Ġaħan. Huma jqabblu dan il-personaġġ folkloristiku ma' personaġġi tal-istess tip ta' pajjiżi oħra fosthom, Ġiufà (Sqallija) u Ġuħa (l-Afrika). Dan jistgħu jagħmluh permezz ta' preżentazzjoni bit-taħdit u t-teknoloġija, drammatizzata jew immużikata u kantata.</p>	<p>L-Arkitettura Vernakulari Maltija L-istudenti jitgħallmu fuq l-arkitettura ta': ir-razzett Malti, il-girna, il-ħitan tas-sejjeħ, id-dura, il-barumbara, il-ħerża u l-kappelli.</p> <p>Artisti Maltin L-istudenti jagħmlu riċerka fuq artisti ewlenin Maltin. L-istudenti jiktbu tagħrif għal proġett fuq sitt artisti (skulturi, pitturi, atturi, kantanti/ għannejja) Maltin (tlieta ta' qabel is-seklu 20, u tlieta tas-seklu 20).</p>	<p>L-Emigranti Maltin Illum L-istudenti jorganizzaw attività kulturali li għandha x'taqsam ma' Malta biex tkun promossa l-kultura Maltija ma' emigranti Maltin u/jew ma' persuni ta' nazzjonalitajiet oħra.</p>
Ir-Riflessjoni Lingwistika		
<p>Sistemi Ortografiċi tal-Malti L-istudenti jaraw sistemi differenti ortografiċi tal-Malti minn tipi ta' gazzetti differenti bil-Malti tas-seklu 19 u tas-seklu 20. Jingħataw lill-istudenti kopji ta' kitbiet stampati fil-gazzetti qodma u jqabblu l-forom ortografiċi differenti. Il-kitbiet ikunu jinkludu ħrejjef u legġendi fi proża u f'poeżija.</p> <p>Il-Malti Standard u d-Djaletti L-istudenti jitgħallmu jagħmlu riċerka b'intervisti ma' qrabathom u ħbieb u jiskopru l-użu tad-djaletti fil-Malti. Dawn jistgħu jissemmgħu jew jintwerew fil-klassi u jiġu diskussi flimkien.</p>	<p>Kittieba Maltin L-istudenti jagħmlu riċerka fuq kittieba ewlenin Maltin u jirriflettu fuq l-impatt ewleni li hallew fuq l-istorja tal-ilsien Malti. L-istudenti jagħtu preżentazzjoni orali (megħjuna bl-użu tat-teknoloġija jew riżorsi oħra) fuq wieħed minn dawn il-personaġġi Maltin⁴.</p> <p>L-Għodod Lingwistiċi L-istudenti jitgħallmu jużaw id-dizzjunarju, kemm dak stampat kif ukoll dak online, u t-teżawru. Mid-dizzjunarju jitgħallmu jfittxu kelma skont il-mamma u jisfruttawha għat-tagħlim tagħhom tal-grammatika billi jisiltu l-forom verbali u nominali. Jitgħallmu japprezzaw it-tifsiriet differenti li kull kelma tista' għorr u jagħżlu bejn tifsira primarja u sekondarja.</p>	<p>Il-Barranin u l-Ilsien Malti L-istudenti jitgħallmu japprezzaw l-ambjent lingwistiku ta' madwarhom imqar jekk jinsabu 'l bogħod minn pajjiżhom. Mudelli tajbin għalihom huma l-vjaġġaturi Hieyronimus Megiser u Philip Skippon li ġew Malta u għabru kliem Malti.</p> <p>L-Istorja tal-Ilsien Malti L-istudenti jitgħallmu fuq il-ġrajjet ewlenin li sawru l-ilsien Malti.</p>

⁴ L-għażla tal-personaġġi hija dik proposta fis-sillabu taċ-ĊES jiġifieri jingħazel wieħed minn dawn: Ġan Franġisk Agius De Soldanis, Mikiel Anton Vassalli, Ġan Anton Vassallo, Gużè Muscat Azzopardi, Dun Karm Psaila, Pietru Pawl Saydon, Ninu Cremona u Joseph Aquilina.

il-grammatika

L-istudenti jagħrfu l-aspetti grammatikali tal-Malti mis-smiġ, mill-qari, mit-taħdit u mill-kitba.

S1-S3		S4-S5
L-Ortografija	<ul style="list-style-type: none"> ▪ L-aċċent grafiku ▪ L-assimilazzjoni tal-konsonanti ▪ Il-vokali tal-lehen 	<ul style="list-style-type: none"> ▪ Il-puntegġjatura ▪ L-ittri kbar ▪ L-istat kostrutt ▪ It-T marbuta
Il-Morfoloġija	<ul style="list-style-type: none"> ▪ Il-ġens tan-nom u tal-aġġettiv ▪ L-għadd tan-nom u tal-aġġettiv ▪ Il-pronomi ▪ In-negattiv tal-verbi ▪ Il-verb fil-perfett ▪ Kelmiet il-għadd ▪ In-nom mimmat ▪ Il-prepożizzjoni ▪ Il-konġunzjonijiet ▪ L-imperattiv 	<ul style="list-style-type: none"> ▪ L-affissazzjoni (prefissi, infissi u suffissi) ▪ Il-forom tal-verbi ▪ Il-partiċipju attiv u passiv ▪ Il-partiċelli li jingħaqdu mal-artiklu ▪ In-nom verbali ▪ Il-verb fl-imperfett ▪ Iz-zokk morfemiku ▪ Il-gradi tal-aġġettiv ▪ L-avverbju
Is-Sintassi	<ul style="list-style-type: none"> ▪ Il-binja tas-sentenza sempliċi u komposta ▪ Sentenzi fl-interrogattiv ▪ It-tgħaqqid ta' sentenzi sempliċi u komposti 	<ul style="list-style-type: none"> ▪ Binjiet differenti tas-sentenzi komposti u kumplessi ▪ It-tgħaqqid ta' sentenzi kumplessi ▪ Qlib ta' sentenzi b'diskors dirett għal diskors indirett u bil-maqlub
S6-S7		
Issir revizjoni tal-punti kollha msemmija.		

APPENDIĊI 1

A. Il-Poeżiji: Għażla ta' ĦAMES POEŻIJI KULL SENA.
(Mill-antologija ta' Oliver Friggieri <i>Il-Poeżija Maltija</i> , Malta University Publishing, 1996)
S1
Rużar Briffa: <i>Lil Ommi</i> p.149* ⁵
Anton Buttigieg: <i>Il-Kebbies tal-Fanali</i> p. 172
Gan Anton Vassallo: <i>Tifħira lil Malta</i> p.20*
Karmenu Vassallo: <i>Raħal Twelidi</i> (minn sorsi oħra)*
Gorg Chetcuti: <i>L-Arka Tiegħi</i> p. 224
Rena Balzan: <i>L-ajruplan</i> p. 373
Gorg Borg: <i>Farfett</i> p. 380
Joe Friggieri: <i>Hemm fjura rqiqqa</i> p.385
Joseph Buttigieg: <i>Tnassis</i> p. 454

S2
Anton Buttigieg: <i>Lill-Kampanella</i> p.170
Ġużè Delia: <i>San Franġisk u l-Gamem</i> p. 118
Mary Meilaq: <i>Fi nżul ix-xemx</i> p. 138
Dun Frans Camilleri: <i>Lill-Imdina</i> p. 220
Joseph Sciberras: <i>Ir-Rebbiegħa</i> p.272
Gorg Peresso: <i>Fil-Menqa</i> p. 319*
Philip Sciberras: <i>Sentiment: Lil Binti Lara</i> p. 367
Joe Friggieri: <i>In-nanna</i> p.386

S3
Dun Karm: <i>Lil Malta</i> p.75
Anton Buttigieg: <i>Il-Holma t'Alla</i> p. 173*
Charles Coleiro: <i>Erga' Settembru!</i> p.270
Gorg Pisani: <i>Il-Ġgantija ta' Għawdex</i> p. 162
Gużè Chetcuti: <i>Matul is-snin tal-ħajja</i> p. 206*
Mikiel Spiteri (Kilin): <i>Toro</i> p. 211
Wistin Attard: <i>Lill-Pitirross</i> p. 297
Carmel G. Cauchi: <i>M'għadux jhennini l-ward</i> p. 359
Joe Friggieri: <i>L-għajn fil-misraħ</i> p. 385

⁵ Fuq daww it-testi mmarkati b'asterisk, l-għalliema jistgħu jużaw il-filmati li nhadmu mill-istudenti tal-Istitut tal-Arti Kreattiva u d-Disinn tal-MCAST, il-Mosta, u joffru spunti għad-diskussjoni u l-interpretazzjoni differenti tat-testi letterarji. Dawn il-filmati jinsabu fuq is-sit elettroniku malti.skola.edu.mt

S4
Rużar Briffa: <i>Vjolin Marid</i> p.144
Gorg Żammit: <i>Gelmus</i> p. 154*
Gużè Abela: <i>X'qed tagħmel bħalissa</i> p. 257
John Sciberras: <i>Għada...</i> p. 262
Victor Fenech: <i>Għażla minn 'Ħsibijiet fuq stil Ħajku'</i> p. 273
Carmel G. Cauchi: <i>Jekk ma jarawx għajnejk</i> p. 362
Achille Mizzi: <i>Evviva</i> p. 304

S5
Rużar Briffa: <i>Il-Kotra u Jien</i> p. 145
Gorg Zammit: <i>Lill-Imħara</i> p.156
Karmenu Vassallo: <i>Ħbiebi</i> p. 184
Marcel Mizzi: <i>Il-Mewt taż-Żgħażagħ</i> p. 225
Oliver Friggieri: <i>Jekk</i> p. 398
Albert Marshall: <i>Qalli dar-raġel</i> p. 407
Victor Fenech: <i>Iż-Żabra</i> p. 281

B. In-Novelli: Isiru tal-anqas ĦAMES novelli f'kull sena S1 u S2

S1
Għażla min-novelli tal-antoloġija Arja Friska 1 , Klabb Kotba Maltin, 2014
i) <i>Il-Kappella ta' San Mitri f'qiegħ il-baħar</i> ta' Victor Fenech p. 29
ii) <i>Ġaħan u l-ġurdien</i> ta' George Mifsud-Chircop p.41*
iii) <i>Il-ġennien</i> ta' Gorg Borg p.58*
iv) <i>Fra Martin</i> ta' Gużè Chetcuti p. 107*
v) <i>Id-dar tal-ħares</i> ta' Charles Flores p. 70
S2
Għażla min-novelli tal-antoloġija Arja Friska 2 , Klabb Kotba Maltin, 2014
i) <i>Fulu u skartoċċ</i> ta' Paul P.Borg p.9
ii) <i>Id-dilemma ta' Sara</i> ta' Nora Macelli p. 52*
iii) <i>L-għolja tad-deheb u t-teżori</i> ta' Gorg Pisani p. 72*
iv) <i>Weġġah lil missierek</i> ta' Vince Vella p. 92
v) <i>L-emigrant</i> ta' Laurence Mizzi p. 64.

S3: Għażla ta' ħames novelli minn dawn: (importanti li l-għażla tkun miż-żewġ kotba)
<u>Mill-Gallarija ta' Charles Casha,</u>
i) <i>L-ittra ta' Doris</i> p.11
ii) <i>Leli</i> p. 45
iii) <i>Il-Festa tar-Raħal</i> p. 51
iv) <i>Il-Ħares</i> p.129
<u>Stejjer tar-Ronnie ta' Joe Friġġieri,</u>
i) <i>Bla ilma</i> p. 9
ii) <i>Il-paċi fil-familja</i> p.23
iii) <i>Sqallija</i> p. 49
iv) <i>L-Għadira s-Sewda</i> p.55
S4: Għażla ta' ħames novelli minn: (importanti li l-għażla tkun mit-tlett kotba)
<u>Stejjer għal Valentina ta' Lino Spiteri</u>
i) <i>Basal</i> p. 41
ii) <i>Martin</i> p. 71
iii) <i>Wara l-ħabs</i> p.105
iv) <i>Turġien</i> p.137
<u>Il-Bieb numru 11 u stejjer oħra ta' Lina Brockdorff</u>
i) "Nann, kemm domt ma ġejt illejja?..." p.19
ii) <i>Is-siġar li jżommu id f'id</i> p.55
iii) <i>Alicia</i> p. 35
iv) <i>Is-siġġu ta' ħdejn it-tieqa</i> p. 156
<u>Għajnejn Kalanġ u stejjer oħra ta' Mikiel Spiteri (Kilin)</u>
i) <i>Gamem u baċilli</i> p 15
ii) <i>Ċekċik</i> p 56
iii) <i>Dell ta' fatat</i> p. 74
iv) <i>Punt u dro</i> p112

S5: Għażla ta' novelli obbligatorji minn:
<u>Fil-gżira Taparsi jikbru l-fjuri ta' Oliver Friggieri,</u>
i) <i>Il-ministru jħobb l-ambjent</i> , p.1
ii) <i>San Franġisk jidħol il-Kurja</i> , p.19
iii) <i>L-eżami bix-xorti</i> , p. 29
vi) <i>Saver iridha ta' Mosè</i> p.69
v) <i>Il-Mafja mhix taparsi</i> p.205
<u>Frerejef għal żminijietna ta' Joe Friggieri</u>
i) <i>L-Imċewlaħ</i> p.7
ii) <i>L-inbid tal-Baruni</i> p.24
iii) <i>Wiċċ u rgejjen</i> p 48
iv) <i>Żewġ ritratti</i> p.60
v) <i>Il-platt tal-fqir</i> p.64

Ċ. Ir-Rumanzi

Ir-rumanzi rrakkomandati: Għażla ta' WIEĦED minn:
S1 <i>L-Imsejja Msadda ta' Carmel G Cauchi jew</i> <i>Irvin Vella investigatur virtwali ta' John Bonello</i>
S2 <i>Fuklar qadim u bnadar imċarrta ta' Trevor Żahra jew</i> <i>X'aħna smart ta' Stephen Lughermo jew</i> <i>Arlogg u Tila ta' Roberta Bajjada</i>
S3 <i>Imsejbaħ il-lejl ta' Victor Fenech jew</i> <i>Fi nżul ix-xemx ta' Rita Saliba</i>
S4 <i>Meta nstabu l-angli ta' Pierre Meilaq jew</i> <i>Ġimgħa, Sibt u Hadd ta' Ivan Bugeja</i>
S5 <i>San Ġwann ta' Ġużè Galea jew</i> <i>Is-Salib tal-Fidda ta' Patri Wistin Born</i>

D. Id-Drammi

Drammi obligatorji mill-ġabra <i>It-Tulipan l-Iswed</i> ta' Joe Friggieri, Progress Press 2004.
S1 <i>L-Għanja tal-Weraq</i> p. 49
S2 <i>I-Għanja tal-Pasturi</i> p. 17
S3 <i>Maskri</i> p. 71
S4 <i>Il-Karowki</i> p.245
S5 <i>Matti</i> p.33

6. ASSESSMENT:

1st cycle (S1- S3)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle there will be an examination in listening, reading, spoken interaction, spoken production and writing.

2nd cycle (S4 - S5)

A) Formative assessment

The assessment should be mainly formative. By means of, teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios.

B) Summative assessment

At the end of the cycle there will be an examination in listening, reading, spoken interaction, spoken production and writing.

3rd cycle (S6- S7)

A) Formative assessment

The assessment should be mainly formative. By means of teacher observation, tests and self-assessment the students acquire an awareness of their level and their progress throughout the course. The basis of the assessment should be the learning objectives for the cycle. Use could be made of the self-assessment grids in the CEFR and of the European Language Portfolios. Assessment should include listening, reading, spoken interaction, spoken production and writing.

B) Summative assessment

At the end of the third cycle, students will take either a centralised written or an oral examination. The examinations will normally cover the year 7 syllabus, but will also test knowledge gained in previous years, especially year 6.

Assessment criteria

The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

The examination will assess the students' ability to present a theme in the target language, to draw out the main points, analyse its contents and to express a point of view. The student should make reference as appropriate, to relevant aspects of the target culture, literature, history and society, and show proficiency in morphology, syntax, vocabulary and idiom.

6.2 ATTAINMENT DESCRIPTORS FOR MALTESE ONL FOR THE THREE SECONDARY CYCLES.

(Refer to document 2016-09-D-19-en-2 *Attainment descriptors ONL syllabuses* approved by the JTC on 13/14.10.2016)

Entry into force on

1 September 2017 for years P3-S5

1 September 2018 for year S6

1 September 2019 for year S7

1st Baccalaureate session in June 2020

Mark	Denominator	Grade	Competences	Cycle 1	Cycle 2	Cycle 3
9-10	Excellent	A	Listening	The student shows an excellent understanding of standard speech relating to areas of immediate personal relevance and can excellently catch the main points of short clear messages and announcements.	The student shows an excellent understanding of standard speech related to personal experiences and some topics of wider interest and an excellent understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows an excellent understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has an excellent level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has an excellent level of reading and understanding of texts consisting of everyday language and can excellently pick out specific information from short literary and non-literary texts.	The student has an excellent level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates an excellent level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part very actively and very fluently in conversations about	The student takes part very actively and very fluently in conversations and can excellently exchange	The student can interact very actively and very fluently with native speakers and can excellently take part in

			familiar topics and activities.	information about everyday life and topics of general interests.	discussions about familiar topics and express personal opinions with excellent fluency and spontaneity .
		Spoken Production	The student is excellently able to describe his/her personal world with some reference to the past and future.	The student is excellently able to orally describe in a coherent way his/her experiences, hopes and plans and can excellently narrate a story or the plot of a book or film.	The student is excellently able to present, clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can excellently give reasons and explanations for opinions and plans.
		Writing	The student is excellently able to write short, simple notes, messages, emails and letters about everyday matters.	The student is excellently able to write simple coherent text on topics concerning everyday matters, experiences and opinions.	The student is excellently able to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student is excellently able to demonstrate basic knowledge and understanding of the culture of the target language and its communities and is excellently able to relate his/her	The student is excellently able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has	The student is excellently able to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is excellently able to utilise a

				acquired cultural knowledge to that of the target language country and its communities.	excellent knowledge of, and is excellently able to use, basic intercultural codes to interact appropriately with speakers of the target language.	range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is excellently able to identify and apply a range of strategies for language learning and is excellently able to apply a range of basic study skills and tools to the learning of the target language.	The student is excellently able to choose effective strategies to organise his/ her individual language learning and is excellently able to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is excellently able to take increasing responsibility for his/her own learning and is excellently able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.
8-8.9	Very Good	B	Listening	The student shows a very good understanding of standard speech relating to areas of immediate personal relevance and can very ably catch the main points of short	The student shows a very good understanding of standard speech related to personal experiences and some topics of wider interest and a very good understanding of the	The student shows a very good understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.

				clear messages and announcements.	main points of TV and radio programmes when delivery is clear and slow.	
			Reading	The student has a very good level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a very good level of reading and understanding of texts consisting of everyday language and can very ably pick out specific information from short literary and non-literary texts.	The student has a very good level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a very good level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part actively and fluently in conversations about familiar topics and activities.	The student takes part actively and fluently in conversations and can very ably exchange information about everyday life and topics of general interest.	The student can interact actively and fluently with native speakers and can very ably take part in discussions about familiar topics and express personal opinions with very good fluency and spontaneity .
			Spoken Production	The students is very well able to describe his/her personal world with some reference to the past and future.	The student is very well able to orally describe in a coherent way his/her experiences, hopes and plans and can very ably narrate a story or	The student is very well able to present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can very ably give reasons and

					the plot of a book or film.	explanations for opinions and plans.
			Writing	The student is very well able to write short, simple notes, messages, emails and letters about everyday matters.	The student is very well able to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is very well able to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is very well able to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is very well able to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is very well able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has very good knowledge of, and is very well able to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is very well able to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is very well able to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is very well able to identify and apply a range of strategies for	The student is very well able to choose effective strategies to organise his/ her	The student is very well able to take increasing responsibility for his/her own learning and is very

				language learning and can very ably apply a range of basic study skills and tools to the learning of the target language.	individual language learning and is very well able to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	well able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.
7-7.9	Good	C	Listening	The student shows a good understanding of standard speech relating to areas of immediate personal relevance and can ably catch the main points of short clear messages and announcements.	The student shows a good understanding of standard speech related to personal experiences and some topics of wider interest and a good understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a good understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a good level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a good level of reading and understanding of texts consisting of everyday language and can ably pick out specific information from short literary and non-literary texts.	The student has a good level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a good level of

						understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part actively and with reasonable fluency in conversations about familiar topics and activities.	The student takes part actively and with reasonable fluency in conversations and can ably exchange information about everyday life and topics of general interest.	The student can interact actively and with reasonable fluency with native speakers and can ably take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity .
			Spoken Production	The student can ably describe his/her personal world with some reference to the past and future.	The student can ably describe orally in a coherent way his/her experiences, hopes and plans and can ably narrate a story or the plot of a book or film.	The student can ably present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and ably give reasons and explanations for opinions and plans.
			Writing	The student can ably write short, simple notes, messages, emails and letters about everyday matters.	The student can ably write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can ably write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student can ably demonstrate his/her basic knowledge and	The student can ably demonstrate some understanding of the	The student can ably demonstrate insight and deeper understanding of

				understanding of the culture of the target language and its communities and can ably relate his/her acquired cultural knowledge to that of the target language country and its communities.	culture of the target language country including society, history, current affairs, literature and its context and has good knowledge of, and can ably use, basic intercultural codes to interact appropriately with speakers of the target language.	the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can ably utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student can ably identify and apply a range of strategies for language learning and can ably apply a range of basic study skills and tools to the learning of the target language.	The student can ably choose effective strategies to organise his/ her individual language learning and can ably search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can ably take increasing responsibility for his/her own learning and can ably evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

6-6.9	Satisfactory	D	Listening	The student shows a satisfactory understanding of standard speech relating to areas of immediate personal relevance and can satisfactorily catch the main points of short clear messages and announcements.	The student shows a satisfactory understanding of standard speech related to personal experiences and some topics of wider interest and a satisfactory understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a satisfactory understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a satisfactory level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a satisfactory level of reading and understanding of texts consisting of everyday language and can satisfactorily pick out specific information from short literary and non-literary texts.	The student has a satisfactory level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a satisfactory level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part with some fluency in conversations about familiar topics and activities.	The student takes part with some fluency in conversations and can satisfactorily exchange information about	The student interacts with some fluency with native speakers and can satisfactorily take part in discussions about familiar topics and express

				everyday life and topics of general interests.	personal opinions with some fluency and spontaneity .
		Spoken Production	The student can satisfactorily describe his/her personal world with some reference to the past and future.	The student can satisfactorily describe orally in a coherent way his/her experiences, hopes and plans and can satisfactorily narrate a story or the plot of a book or film.	The student can satisfactorily present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can satisfactorily give reasons and explanations for opinions and plans.
		Writing	The student can satisfactorily write short, simple notes, messages, emails and letters about everyday matters.	The student can satisfactorily write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can satisfactorily write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student can satisfactorily demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can satisfactorily relate his/her acquired cultural knowledge to that of the target	The student can satisfactorily demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has a satisfactory knowledge of, and can satisfactorily use, basic	The student can satisfactorily demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can satisfactorily utilise a range of intercultural codes

				language country and its communities.	intercultural codes to interact appropriately with speakers of the target language.	to respond to cultural stereotyping.
			Language Learning	The student can satisfactorily identify and apply a range of strategies for language learning and can satisfactorily apply a range of basic study skills and tools to the learning of the target language.	The student can satisfactorily choose effective strategies to organise his/ her individual language learning and can satisfactorily search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can satisfactorily take increasing responsibility for his/her own learning and can satisfactorily evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.
5-5.9	Sufficient	E	Listening	The student shows a sufficient understanding of standard speech relating to areas of immediate personal relevance and can sufficiently catch the main points of short clear messages and announcements.	The student shows a sufficient understanding of standard speech related to personal experiences and some topics of wider interest and a sufficient understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a sufficient understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a sufficient level of	The student has a sufficient level of	The student has sufficient level of reading and

			reading and understanding of short simple written texts about familiar topics and everyday material.	reading and understanding of texts consisting of everyday language and can sufficiently pick out specific information from short literary and non-literary texts.	understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a sufficient level of understanding and analysis of appropriate literary texts including prose and poetry.
		Spoken interaction	The student takes some part with limited fluency in conversations about familiar topics and activities.	The student takes some part with limited fluency in conversations and can sufficiently exchange information about everyday life and topics of general interests.	The student interacts with limited fluency with native speakers and can sufficiently take part in discussions about familiar topics and express personal opinions with limited fluency and spontaneity .
		Spoken Production	The student can sufficiently describe his/her personal world with some reference to the past and experiences.	The student can sufficiently describe orally in a coherent way his/her experiences, hopes and plans and can sufficiently narrate a story or the plot of a book or film.	The student can sufficiently present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and sufficiently give reasons and explanations for opinions and plans.
		Writing	The student can sufficiently write short, simple notes, messages, emails and	The student can sufficiently write simple coherent text on topics concerning everyday	The student can sufficiently write with clarity and accuracy detailed texts, such as

			letters about everyday matters.	matters, experiences and opinion.	essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student can sufficiently demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can sufficiently relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can sufficiently demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has sufficient knowledge of, and can sufficiently use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can sufficiently demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can sufficiently utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student can sufficiently identify and apply a range of strategies for language learning and can sufficiently apply a range of basic study skills and tools to the learning of the target language.	The student can sufficiently choose effective strategies to organise his/ her individual language learning and can sufficiently search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can sufficiently take increasing responsibility for his/her own learning and can sufficiently evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

3-4.9	Failed (weak)	F	Listening	The student shows a limited understanding of standard speech relating to areas of immediate personal relevance and can to a limited extent catch the main points of short clear messages and announcements.	The student shows a limited understanding of standard speech related to personal experiences and some topics of wider interest and a limited understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a limited understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has a limited level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a limited level of reading and understanding of texts consisting of everyday language and can to a limited extent pick out specific information from short literary and non-literary texts.	The student has a limited level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a limited level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part with very limited fluency in conversations about familiar topics and activities.	The student takes some part with very limited fluency in conversations and can to a limited extent exchange information about everyday life and topics of general interests.	The student interacts with very limited fluency with native speakers, and can with difficulty take part in discussions about familiar topics and express personal opinions with very limited fluency and spontaneity .

			Spoken Production	The student is able with difficulty to describe his/her personal world with some reference to the past and future.	The student is able with difficulty to describe orally in a coherent way his/her experiences, hopes and plans and can with difficulty narrate a story or the plot of a book or film.	The student can with difficulty present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can with difficulty give reasons and explanations for opinions and plans.
			Writing	The student is able with difficulty to write short, simple notes, messages, emails and letters about everyday matters.	The student is able with difficulty to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is able with difficulty to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest.
			Cultural Awareness	The student is able with difficulty to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is able with difficulty to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is able with difficulty to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has limited knowledge of, and can with difficulty use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is able with difficulty to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and can with difficulty utilise a range of intercultural codes to respond to cultural stereotyping.

			Language Learning	The student is able with difficulty to identify and apply a range of strategies for language learning and can with difficulty apply a range of basic study skills and tools to the learning of the target language.	The student is able with difficulty to choose effective strategies to organise his/ her individual language learning and can with difficulty search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is able with difficulty to take increasing responsibility for his/her own learning and can with difficulty evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.
0-2.9	Failed (Very Weak)	FX	Listening	The student shows no or a very limited understanding of standard speech relating to areas of immediate personal relevance and can to a very limited extent/not at all catch the main points of short clear messages and announcements.	The student shows no or a very limited understanding of standard speech related to personal experiences and some topics of wider interest and no or a very limited understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows no or a very limited understanding of speech related to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.
			Reading	The student has no or a very limited level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has no or a very limited level of reading and understanding of texts consisting of everyday language and can to a very limited extent/cannot pick out	The student has no or a very limited level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates

				specific information from short literary and non-literary texts.	no or a very limited level of understanding and analysis of appropriate literary texts including prose and poetry.	
			Spoken interaction	The student takes no or little part with very limited fluency in conversations about familiar topics and activities.	The student takes no or little part with very limited fluency in conversations and can to a very limited extent/cannot exchange information about everyday life and topics of general interests.	The student does not interact or takes a little part with very limited fluency in interactions with native speakers and does not participate or takes little part in discussions about familiar topics and express personal opinions with no or very limited fluency and spontaneity .
			Spoken Production	The student is unable/almost unable to describe his/her personal world with some reference to the past and future.	The student is unable/almost unable to describe orally in a coherent way his/her experiences, hopes and plans and can to a very limited extent/cannot narrate a story or the plot of a book or film.	The student is unable/almost unable to present clear detailed descriptions on a wide range of subjects related to his/her field of interest and is unable/almost unable to give reasons and explanations for opinions and plans.
			Writing	The student is unable/almost unable to write short, simple notes, messages, emails and letters about everyday matters.	The student is unable/almost unable to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is unable/almost unable to write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or

						impressions on a range of topics of general interest.
			Cultural Awareness	The student is unable/almost unable to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and unable/almost unable to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is unable/almost unable to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and knows to a very limited extent/does not know , and is unable/almost unable to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is unable/almost unable to demonstrate insight and deeper understanding of the culture of the target language country, including society, history, current affairs, literature and its context, and the arts in general and is unable/almost unable to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is unable/almost unable to identify and apply a range of strategies for language learning and unable/almost unable to apply a range of basic study skills and tools to the learning of the target language.	The student is unable/almost unable to choose effective strategies to organise his/ her individual language learning and is unable/almost unable to search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is unable/almost unable to take increasing responsibility for his/her own learning and is unable/almost unable to evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

7. ANNEX :

Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in italics.

a) Didactic principles

The skills of listening, reading, spoken interaction, spoken production and writing should all be developed, but their relative weighting depends on the cycle.

In the first cycle the main focus will be on listening, reading and spoken interaction, while spoken production and writing shall have less weighting.

The second cycle is an intermediate cycle where spoken production will play an increasing role and dialogue shall have less weighting. The same will apply to the skill of writing which will be a main learning objective.

In the third cycle the focus will be on writing and spoken production, while maintaining the skills of listening, reading and spoken interaction.

Students should be encouraged to draw on their existing language skills and learning strategies.

Learners can benefit from the knowledge and experience of learning other languages in their learning of Maltese. Recourse to existing language skills can be of great benefit to students' learning strategies ("tertiary language effect") and making use of them should be encouraged. Reflective use of language, comparative observations of the main constituents of the Maltese language and awareness of general language-learning skills can greatly improve language acquisition. These also enable students to reflect on their own efforts to learn the language.

A variety of teaching methods and approaches should be used.

It is very important to employ a variety of teaching methodologies. For example, the use of active-learning tasks change learning from being a predominantly passive activity to allowing for the sharing of ideas and opinions, the development of critical-thinking skills and enhanced personalisation of the lesson content. As active learning methodologies encourage independent and collaborative learning, students gain more from the learning experience. Some examples of these strategies include: brainstorming exercises, pair and group work, role-play exercises using cue cards, worksheet activities, quizzes, portfolios, project work, student presentations and debates.

The use of differentiated teaching methodologies is encouraged in order to meet the diverse needs of all students.

ONL class groups may include students with a broad range of ability and experience of the language, and this has implications for lesson planning. The introduction of

differentiated teaching methodologies can provide a framework to cater for differing student needs. Learning objectives or goals can be worked upon at different levels. Differentiation can be introduced through a variety of teaching strategies, for example, by adapting teaching materials into various levels of difficulty for use within the one class or by setting differing levels of student tasks around a particular topic.

Students' varied learning styles, pace of learning, social skills, strengths and weaknesses should be used to best advantage.

Learning styles include various approaches or ways of learning which help the individual student to learn best. Students' learning styles and strengths (visual, auditory etc) are linked to different intelligences (linguistic, logical, musical, etc). Teachers should adapt their teaching methodologies to suit the needs and the different learning styles of their students. The more aware teachers are of these, the more effective the learning outcomes will be.

A good command of the language in context presupposes a progressively constructed understanding of the language as a system.

Language learning is based on a communicative and action-oriented approach. Therefore the context plays an important role. Vocabulary and idioms should be presented in contextual situations and developed in a systematic way. It is important to take into account at all learning stages that students need to approach the target language through progressive steps and that mistakes are used constructively to develop learning. However, correct use of language should be pursued to a reasonable degree.

Students' sociolinguistic competence should be developed to include awareness of aspects such as linguistic register, language varieties, etc.

Sociolinguistic competence is the ability to recognise and to interpret the social meaning of linguistic varieties (registers, styles, dialects, etc.), to use language with the appropriate social meaning for the communication situation and to make an active contribution to the development of conversations.

Examples: to be aware of the differences between formal and informal situations, to recognize ways of greeting people, to know when and how to give compliments to others, to apologize, or to accept and refuse invitations, etc.

b) Learning objectives

1. cycles 1, 2 and 3: Awareness and appreciation of Maltese culture and Language

Throughout their study of the language, students should be encouraged to develop an awareness of Maltese history and the evolution of the Maltese language in order to have a greater appreciation of their linguistic and cultural heritage.

2. *cycles 2 + 3: intercultural codes*

The starting point for intercultural understanding and an awareness of intercultural codes is good knowledge of the areas which produce cultural differences: social rules, historic symbols, myths, humour, way of life, customs, religion...

3. *cycles 2 + 3: choose effective strategies to organise his/her language learning and take increasing responsibility for his/her language learning*

One of the aims of this syllabus is to encourage learners to take more responsibility for their own learning and to develop an understanding about how to go about learning another language. In order to encourage students to become active, autonomous and reflective learners they should develop strategies for effective language learning. For example, by sharing learning objectives with students at the beginning of each lesson and encouraging them to use a learning diary, teachers can help students to evaluate their own learning. The use of tools, such as 'can-do' statements or the European Language Portfolio, enables students to identify realistic personal learning goals.

4. *cycle 3: read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints, and understand and analyse appropriate literary texts including prose and poetry*

Students should have the skills to be able to read, understand and analyse texts of the various literary genres as well as non-literary genres such as newspaper articles, letters to the editor, debates, etc. In this context, analysis means the ability to express and explain the main messages of the text, with the help of basic technical terms where necessary.

c) Contents

1. vocabulary and idiomatic phrases

In each cycle the vocabulary should enable the students to meet the learning objectives for the five skills (see learning objectives 1-5).

For example in the first cycle the students should *understand spoken standard speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements...*

The knowledge of day-to-day expressions and idiomatic phrases will help students to use the target language spontaneously in the first cycle.

2. word patterns and simple grammatical structures

Priority should be given to language usage and functionality when it comes to teaching grammar. The study of specific language structures should be integrated into communicative activities and situations. The necessary grammatical structures should be developed and increased steadily over the three cycles.

Knowledge of relevant grammatical structures and word patterns should be developed according to the learning objectives of each cycle.

For example:

In the third cycle in order to be able to *write with clarity and accuracy detailed texts, such as essays, reports, letters and blogs, which express points of view or impressions on a range of topics of general interest*, students need a range of complex grammatical structures.

3. Cycle 1: awareness of the culture of the target language country

The use of authentic material, such as poems, short news items, magazines, fables, adapted versions of short stories, folk tales etc. is encouraged. In this context the use of ICT can be of particular benefit.

Cycle 2: some knowledge of the history and culture of the target language country with some exposure to literary texts

Students should have access to a range of excerpts/extracts from a variety of literary and non-literary texts and materials, such as short stories, poems and newspaper articles, etc.

Cycle 3: insight into the culture of the target language country including the study of literary texts

Students should study examples from the various literary genres as well as non-literary genres. A selection of Literary works should be critically read in Maltese.

d) Assessment

1. The final examinations assess the extent to which the students have attained the learning objectives for the cycle.

Teachers should use the learning objectives as the basis for assessment of students.

2. Use of self-assessment grids in the CEFR and European Language Portfolios

Self-assessment is a useful tool to increase students' motivation and awareness of the learning processes. It helps the learner to discover his/her strengths and weaknesses and to organise his/her learning more effectively.

In the European Language Portfolios and the CEFL, self-assessment grids ("Can-do" statements) are introduced as an effective supplementary tool for the language learner.

Appendix 1- Sample Paper for BACC 2021

Paper specific Matrix

Generic Matrix

Introduction to the new marking marking system documents

This section includes documentation in relation to the European Baccalaureate written examination according to the new marking system for use for Baccalaureate from 2021-2023. The ONL Maltese syllabus is currently being revised for implementation as from September 2022 in S1-S6 and for examination at Baccalaureate level in 2024.



**II-BAKKALAWRJAT EWROPEW
KARTA MUDELL 2021**

IL-MALTI (ONL)

ID-DATA:

IT-TUL TAL-EŻAMI:

Tliet sigħat (180 minuta)

TAGHMIR PERMESS:

Xejn

RIMARKI SPEĊJALI:

Wiegeb it-taqsimiet kollha.



II-BAKKALAWRJAT EWROPEW KARTA MUDELL 2021

L-ewwel taqsima: II-Fehim mill-Qari

(30 marka)

Aqra s-silta u wara wieġeb il-mistoqsijiet fuqha.

Profiċjenza

Dan l-aħħar il-Ministru tal-Edukazzjoni esprima l-inkwiet tiegħu bil-livell baxx tal-Ingliż li għandhom l-istudenti u l-popolazzjoni ingenerali. Il-Ministru Bartolo għandu raġun jinkwieta u minn dak li qal jidher li l-ministeru tiegħu se jagħmel l-almu kollu biex jindirizza din il-problema.

Minhabba l-iżvilupp storiku u politiku ta' Malta, kull referenza li ssir għal-lingwa Ingliża immedjatement tqajjem sentiment antik ta' antagoniżmu bejn l-Ingliż u l-Malti, attitudni li bla dubju għandha gheruq politiċi hoxxin li m'hemmx li nqaċtuhom darba għal dejjem. Ir-reazzjoni għall-kumment tal-Ministru, l-aktar fuq il-midja soċjali, uriet kemm għadu b'saħħtu dan l-antagoniżmu, appuntu għaliex il-lingwa, irrispettivament mill-ekonomija, hija, qabel kollox, realtà politika: fostna, bħal fost popli oħra, tagħmel referenza diretta lejn il-klassi soċjali, realtà li għal dawn l-aħħar snin konna qegħdin nippruvaw naħbu taparsi ma teżistix. (par.1)

Il-qofol tal-kumment tal-Ministru huwa t-tħassib li bil-waqgħa fil-livell tal-Ingliż Malta qiegħda tiflew il-fakultà bilingwi tagħha, tant li, biex nikkwota lil Bartolo, "jeħtieġ insiru mill-ġdid soċjetà bilingwi." Huwa minnu li l-istess Kostituzzjoni tar-Repubblika tistabbilixxi żewġ ilsna ufficjali u tagħti d-dritt lill-parlament li jinkludi ilsna oħrajn mal-Malti u l-Ingliż bħala l-ilsna ufficjali tal-pajjiż. Huwa minnu wkoll li kull fejn tħares għadek issib sinjali, avvizi u messagġi oħrajn miktubin bl-Ingliż, u hafna komunikati governattivi u amministrattivi – ngħidu aħna l-kontijiet tad-dawl u l-ilma – jaslulna biż-żewġ lingwi; bħalma huwa minnu wkoll li l-messagġ awtomatiku li jinstema' malli ċċempel lil xi azjenda kbira, l-istess bħall-messagġ li tara fil-bankomats, jitolbok tkompli ssegwi billi tagħzel bejn il-Malti u l-Ingliż. Minn dan il-lat, iva, nidhru li qegħdin ngħixu f'pajjiż bilingwi, iżda l-kwistjoni tal-bilingwiżmu hija hafna iktar kumplessa minn hekk. Pereżempju ma nistgħux ninsew li hawn numru kbir ta' Maltin li m'għandhomx hakma tat-tieni lingwa, hafna li ma jafux l-Ingliż u oħrajn li ma jafux il-Malti; jew jekk jafu t-tieni lingwa ma jużawhiex jew ma jużawhiex b'mod proficjenti. Terġa' u tgħid dak li wħud iqisu bħala bilingwiżmu mhuiwix għajr taħlit ta' żewġ lingwi. (par.2)

Hemm fattur ieħor għala nqis is-sejha tal-Ministru Bartolo intriganti hafna. M'hemmx bżonn ta' sforzi kbar biex wieħed jinnotta li fis-sistemi tagħna l-Ingliż jingħata spazju ferm akbar milli jingħata l-Malti.



II-BAKKALAWRJAT EWROPEW KARTA MUDELL 2021

Nghidu aħna, is-sistema edukattiva tagħna, għallinqas dik imħaddma fil-qasam sekondarju, tagħti aktar hin għat-tagħlim tal-Ingliż milli tal-Malti, u f'ċerti każi dan jgħri wkoll fis-settur primarju. L-istess jgħri fil-qasam kulturali; hemm żbilanċ ovvju bejn in-numru ta' attivitajiet artistici bl-Ingliż u dawk bil-Malti; l-istess fil-qasam tax-xandir fejn imqar ir-reklamar (viżiv u miktub) huwa ppreżentat iktar bl-Ingliż milli bil-Malti. Allura meta wieħed jikkonsidra kemm huwa akbar l-aċċess għal materjal ippreżentat bl-Ingliż milli dak ippreżentat bil-Malti, l-osservazzjoni tal-Ministru Bartolo dwar l-Ingliż tiegħu dimensjoni oħra: jekk il-proficijenza fl-Ingliż, bl-ispazju kollu li qiegħed jingħata dan l-ilsien, qiegħda tonqos, x'inhu jgħri lill-Malti? (Par.3)

Mingħajr ma nidhol f'argumentazzjoni insensata li tantagonizza liż-żewġ lingwi, ma nistax ma nissuspettax li l-proficijenza fl-Ingliż mhijiex tonqos askapitu tal-Malti, iżda hija l-ħakma taż-żewġ lingwi li qiegħda tbat. (par.4) (458 kelma)

(Silta adattata minn kitba ta' Immanuel Mifsud li dehret f'*Illum* tat-22 ta' Diċembru 2013)

II-Mistoqsijiet

(22 marka)

Wieġeb dawn il-mistoqsijiet fi kliem, kemm-il darba ma tkunx mitlub tikkwota mis-silta.

1. Sib kelma jew frazi mis-silta li tfisser:

- | | | |
|-----------------------------|----------|-----------|
| a) ħiltu | (Par. 1) | |
| b) kuntrast bejn żewġ fehmi | (Par. 1) | |
| ċ) iqis | (Par. 3) | |
| d) huwa faċli | (Par. 3) | (4 marki) |

2. Liema huma ż-żewġ ilsna uffiċjali ta' Malta skont il-Kostituzzjoni tar-Repubblika? (marka)

3. X'taħseb li huwa s-sentiment antik ta' antagoniżmu bejn l-Ingliż u l-Malti? (2 marki)

4. Skont kif jistqarr l-awtur tas-silta, taħseb li l-proficijenza fl-Ingliż qed tonqos minħabba l-Malti? Agħti raġuni waħda għal dan. (3 marki)

5. "...iżda l-kwistjoni tal-bilingwiżmu hija ħafna iktar kumplessa minn hekk". Fisser fi kliem l-għaliex taħseb li l-awtur tas-silta qed jgħid hekk. (4 marki)

6. Semmi tliet oqsma li fihom l-Ingliż qed jingħata aktar importanza mill-Malti. (2 marki)



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7. **F'madwar 50 kelma**, tkellem dwar il-konsegwenzi li jinholqu jekk Malta tasal titef il-“fakultà bilingwi tagħha”. (6 marki)

L-Gharfien Grammatikali: (8 marki)

Aqra din is-silta:

Il-Mużika f'Malta

Il-mużika hi l-ewwel lingwa li beda jitkellem biha l-bniedem. Hi lingwa li tinftiehem minn kulhadd, kull ġens u razza. Dawn l-aħħar hmistax-il sena x-xena mużikali Maltija għamlet passi ta' ġgant. Meta taħseb ftit f'kemm aħna żgħar u kemm hawn mużiċisti tinduna kemm aħna pajjiż mimli talent iżda mhux sfruttat. Qisek għandek pjanta li tridha tikber u tibqa' thalliha mingħajr ilma. (par.1)

Ħares dawra man-nies li taf u ssib li l-parti l-kbira tagħhom idoqqu strument. Tinduna li f'kull belt u raħal issib diversi għalliema tal-pjanu, il-kitarra, il-vjolin, eċċ. u anki surmastrijiet li jgħallmu fil-baned. Nemmen li kull bniedem għandu jkollu ċ-ċans li jitgħallem strument tul ħajtu, hu ta' liema età hu. Il-problema li għandna hi li ma tingħatax importanza għal dan kollu. Pereżempju fl-iskejjel ma ssibx għalliem tal-mużika *full-time*. Nifhem li hemm ħafna pressjoni fuq it-tfal biex ilaħħqu mas-sillabu iżda hemm bżonn li dawn iż-żgħar nagħtuhom aktar ċans biex jitgħallmu jdoqqu strument waqt il-ħin tal-iskola. Nghiduha kif inhi, kulhadd jipprietka kemm l-isports hu importanti u fl-iskejjel għandhom l-Edukazzjoni Fizika ta' kull ġimgħa jew aktar, u hekk għandu jkun. (par.2)

Iżda l-mużika donnu kulhadd insieha. Ħadd mhu qed jara li dawk l-istudenti li jdoqqu strument imorru aħjar fl-iskola. Il-mużika tista' tgħinhom biex jirrilassaw u jħarsu lejn il-problemi tal-ħajja minn lenti differenti. (par.3) (205 kelmiet)

(Adattata minn kitba ta' Marc Galea li dehret f'*Illum* tas-26 ta' April 2009)

Il-Mistoqsijiet (8 marki)

1. Agħti l-plural ta' *razza*. (marka)
2. Sib żewġ kelmiet ta' nisel Rumanz mis-silta. (2 marki)
3. Ikteb il-verb *thalliha* fit-tielet persuna singular maskil fil-perfett. (marka)
4. F'liema forma huwa l-verb *jitgħallem*? (marka)
5. Ohroġ aġġettiv minn *bzonn*. (marka)



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6. Nissel nom minn *jirrilassaw*. (marka)
7. Ikteb in-negattiv ta' *insieha*. (marka)

It-tieni taqsima: II-Kitba Kreattiva (30 marka)

Aghżel titlu **WIEHED** minn dawn u ikteb madwar **300 kelma** fuqu.

1. L-imġiba tikxef il-karattru

It-trobbija, l-ambjent li tgħix fih u l-ħbieb li tagħmilha magħhom ilkoll jistgħu jaffettwaw il-karattru tal-individwu. Imġiba tajba u eżemplari meta mqabbla ma' mġiba ħażina u diżonesta. Kif jidher il-karattru fil-kliem li jingħad, fil-ħwejjeġ li jintlibsu u fl-aġir tagħna? Kif għandha tkun l-imġiba tagħna waqt attivitajiet differenti? Il-ġudizzju tas-socjetà kemm jaffettwa l-karattru tal-bniedem?

Jew

2. Il-komunikazzjoni fl-era diġitali.

X'tifhem b'komunikazzjoni? Għaliex żminijietna meqjusa bħala l-era diġitali? Tassew li l-bnedmin qed joqorbu aktar lejn xulxin permezz tat-teknoloġija? X'effetti qed iħallu l-mezzi teknoloġiċi fuq il-bnedmin li jhaddmuhom? X'jista' jsir biex il-komunikazzjoni bejn il-bnedmin issir tassew effettiva?



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It-tielet taqsima: II-Letteratura

(40 marka)

i) Aqra din il-poeżija u wara wieġeb il-mistoqsijiet:

Jien

Jien idealist –
nemmen f' dinja bla passaporti
bla fruntieri bla kultur.

Jien prattiku –
nemmen fil-lum fil-mewt fil-ħidma 5
fit-toqol tal-ftehim.

Jien romantiku –
nemmen fil-ġustizzja
fl-imħabba fis-sbuħija.

Jien realist – 10
nemmen fi ċkuniti
fl-iżball fl-iżolament.

Jien ribell/kompromessist –
nibni u nfarrak,
nemmen u niċhad, 15
nobgħod u nħobb.

Jien ħafna nies
u jien bniedem wieħed.

Jien ... min jien?

Victor Fenech

Wieġeb dawn il-mistoqsijiet.

(10 marki)

1. Kif qed jiddeskrivi lilu nnifsu l-poeta f' din il-poeżija? (3 marki)
2. Liema hi l-kelma l-aktar importanti f' din il-poeżija? Għaliex tqisha hekk ? (2 marki)
3. Agħti eżempju ta' *paradoss* mill-poeżija. (2 marki)
4. X'effett thoss li qed jipprova jhalli Victor Fenech meta jagħlaq il-poeżija b' mistoqsija? (2 marki)
5. Iddeskrivi fil-qosor x'tip ta' dinja jemmen fiha Victor Fenech fl-ewwel strofa. (marka)



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ii) Wieġeb iż-żewġ taqsimiet.

A) Il-Komponent Letterarju fuq il-poeżija u l-proża.

(15-il marka)

Aghżel mistoqsija **WAHDA** u ikteb **250 kelma** fuqha.

1. Iddiskuti b'għadd ta' eżempji kif jixref is-sentiment tal-imħabba fil-kitbiet tal-poeżija u tal-proża fl-antoloġija *Bejn Haltejn*.

JEW

2. F'bosta siltiet il-kittieba jagħtu attenzjoni lill-emarginati tas-soċjetà. Iddeskrivi b'mod kritiku s-sitwazzjonijiet diffiċli li jidhlu fihom xi karattri fl-antoloġija *Bejn Haltejn*.

B) Il-Komponent Letterarju fuq ir-rumanz *Il-Harsa ta' Rużann* ta' Francis Ebejer.

(15-il marka)

Aghżel mistoqsija **WAHDA** u ikteb **250 kelma** fuqha.

1. L-idea tal-kontinwità u tal-progress fir-rumanz f'*Il-Harsa ta' Rużann*.

JEW

2. *Il-Harsa ta' Rużann* tibqa' ssib fdal jew eku tagħha fil-ġenerazzjonijiet ta' wara. Islet karattru wiehed (maskili jew femminili) wiehed u spjega x'xebh u x'differenzi għandu meta mqabbel ma' Rużann.

Tmiem il-karta

Il-Bakkalawrjat Ewropew – Il-Malti ONL – Karta Mudell 2020

- Aċċetta kliem miktub bl-Ingliż li jkun fil-virgoletti, jew inkella li jkun miktub kif jinhass fil-Malti. Aċċetta dan sakemm ma jkunx hemm kliem iehor li jkun jintuża sew fil-Malti.

Tahriġ	Twegiba	Marka
L-Ewwel Taqsima A	Tahriġ il-Fehem: Aċċetta t-twegibiet li juru li l-istudenti jkunu fehmu t-test, skont il-mistoqsijiet. Fit-twegibiet għall-mistoqsijiet minn numru 1 sa 7 ma jitnaqqasux marki għal żbalji tal-ortografija.	22 marka
1	a) almu b) antagoniżmu ċ) jikkonsidra/jikkunsidra d) m'hemmx bżonn ta' sforzi kbar	1x4
2	Il-Malti u l-Ingliż	1
3	Għad hemm relazzjoni qawwija bejn il-lingwa li wieħed jitkellem (i.e il-Malti jew l-Ingliż) ma' klassi soċjali partikulari.	2
4	Le, il-profiċjenza fl-Ingliż mhijiex htija tal-Malti. L-Ingliż jinghata ferm aktar importanza mill-Malti f' diversi oqsma, fosthom fis-sistema edukattiva li tagħti aktar hin lit-tagħlim tal-Ingliż milli tal-Malti.	3
5	Bosta Maltin jew ma jużawx it-tieni lingwa jew m'għandhomx hakma tajba tagħha, jiġifieri hawn min ma jikkomunikax sew bl-Ingliż u oħrajn li ma jikkomunikawx tajjeb bil-Malti. Hawn ukoll numru konsiderevoli ta' Maltin li mingħalhom jitekllmu tajjeb biż-żewġ lingwi iżda fil-fatt, la jitekllmu Malti tajjeb u lanqas Ingliż tajjeb imma jitekllmu varjetà mħallta taż-żewġ lingwi.	4
6	Fil-qasam edukattiv, f' dak kulturali u fil-qasam tax-xandir.	2
7	Twegibiet varji	6
L-Ewwel Taqsima B	L-Gharfien Grammatikali: Aċċetta biss it-twegibiet li jkunu miktubin tajjeb. Jekk il-kelma tinkiteb bi żbalji ortografiċi din titqies hażina kollha u ma jinghataw l-ebda marki.	8 marki
1	razez	1
2	<i>Tnejn minn:</i> mużika, lingwa, xena, mużikali, passi, mużiċisti, pajjiż, talent, sfruttat, pjanta, parti, strument, pjanu, kitarra, vjolin...	2
3	ħallieha	1
4	Il-5 ^{es} forma	1
5	bżonjuż / bżonjuża / bżonjużi	1
6	rilassament/ irrilassar	1
7	Ma nesihix / nsihix	1
		30 marka
It-Tielet Taqsima	Il-Letteratura	40 marka

It-tieni Taqsima	Il-Kitba Kreattiva Qassam il-marki skont tabella A hawn taht:	30 marka
	<i>F'din it-taqsima ma jitnaqqsx marki għall-iżbalji tal-ortografija. (Aċċetta twegibiet oħra li għandhom l-istess tifsira.)</i>	
(i)	Ir-referenza għall-kuntest	10
1	Il-poeta jgħid li hu idealist, prattiku, romantiku u realist. Fl-istess hin tinħass fih kriżi ta' identità meta jgħid jgħid li jibni u jkisser, jemmen u jiċhad u jobgħod u jhobb.	3
2	Jien; għax tissemma fil-bidu ta' kull strofa u hija t-titlu tal-poeżija	2
3	minn strofi 5 u 6	1
4	L-effett hu sens ta' sorpriża, id-dubju wara l-affermazzjoni (jien eċċ) / Li l-jien hu skoperta dejjiema u kuljum tiskopri biċċa oħra minnek innifsek / Li <i>min jien</i> hu proċess twil.	2
5	Bla passaporti, bla fruntieri, bla kulur – dinja waħda magħquda, bla diskriminazzjoni.	2
(ii)	L-esej letterarju L-istudenti jridu jwieġbu 2 esejs u kull esej fih 15-il marka. Qassam il-marki skont tabella B hawn taht:	30 marka (2x15)

Tabella A	B'ħafna nuqqasijiet	B'xi nuqqasijiet	Tajjeb
Il-kompetenza lingwistika (l-espressjoni, il-Malti idjomatiku u l-ortografija)	0-4 marki (aktar minn 15-il żball)	5-8 marki (bejn 10 u 14 –il żball)	9-12 -il marka (inqas minn 10 żbalji)
Kitba skont il-ġeneru	0 marki	1-2 marki	3-4 marki
Il-kontenut, u l-mixja tal-argumenti minn paragrafu għal ieħor.	0-2 marki	3-5 marki	6-8 marki
L-originalità, l-kreattività u l-ħsieb kritiku fil-kitba.	0-1 marki	2-4 marki	5-6 marki
	Total		30 marka

Tabella B	B'ħafna nuqqasijiet	B'xi nuqqasijiet	Tajjeb
Il-kompetenza lingwistika (l-espressjoni u l-ortografija)	0-1 marki (aktar minn 10)	2-3 marki (bejn 5-9 żbalji)	4-5 marki (inqas minn 5 żbalji)
L-argumenti msahħa b'referenzi jew kwotazzjonijiet mit-test/i letterarju/i	0-1 marki	2-3 marki	4-5 marki
Il-kontenut u l-ħsieb kritiku b'relevanza mat-test letterarju.	0-1 marki	2-3 marki	4-5 marki
	Total		15-il marka

**Matrix for Maltese ONL
Baccalaureate – Paper Specific
Matrix**

Task	Competence(s)	Weight in %	Learning Objectives The student is able to...	Ques. NO	Evaluation – marking	Weight in points
Part 1 Reading Comprehension	Reading	20%	read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints.	Section 1 Questions 1-2-6	Marking scheme for answers.	7
	Analysis	30%	have acquired a wide range of vocabulary including that related to abstract concepts.	Section 1 Questions 3-4-5	Marking scheme for model answers.	9
	Interpretation	23%		Section 1 Question 7	Marking scheme for model answers of main interpretations.	6
Grammar in context	Application	27%	have acquired a range of complex grammatical structures.	Section 1 Grammar Questions 1-7	Marking scheme/rubric for answers.	8
Sub Part 1		100%				30
Part 2 Understanding Literature	Reading	7%	understand and analyse appropriate literary texts, including prose and poetry.	Section 2 (i) Question 1	Marking scheme for main points.	3
	Analysis	8%	have acquired insight into the culture of target language country/communities including the study of literary texts.	Section 2 (i) Questions 2-3	Marking scheme for model answers.	3
	Interpretation	10%		Section 2 (i) Questions	Marking scheme with guidelines/rubric.	4

**Matrix for Maltese ONL
Baccalaureate – Paper Specific
Matrix**

			have a acquired knowledge of different registers of language for diverse purposes.	4-5		
	Arguing	25%		Section 2 (ii) A and B		10
	Critical Thinking	25%				10
	Linguistic Competence	25%			Literature Composition	10
Sub Part 2		100%				40
Part 3 Written production	Writing according to genre.	13%	write clear accurate detailed texts, such as essays, reports, letters and blogs which express points of view or impressions on an appropriate range of topics of general interest.	Section 3 Creative writing	Marking scheme with rubrics based on the main competences for writing.	4
	Linguistic competence	40%				12
	Arguing	27%	8			
	Critical thinking	20%	6			
			have acquired a wide range of vocabulary including that related to abstract concepts. have acquired a range of complex grammatical structures.			
Sub Part 3		100%				30
TOTAL						100

EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	SUFFICIENT	WEAK	VERY WEAK
100-90	89-80	79-70	69-60	59-50	49-21	20-0

Matrix for Maltese ONL Baccalaureate – Generic Matrix

Task	Competence(s)	Weight in %	Learning Objectives The student is able to...	Ques. NO	Evaluation – marking	Weight in points
Part 1 Reading Comprehension	Reading	20%	read and understand texts concerned with contemporary problems in which writers adopt particular viewpoints.		Marking scheme for answers.	7
	Analysis	30%	have acquired a wide range of vocabulary including that related to abstract concepts.		Marking scheme for model answers.	9
	Interpretation	23%			Marking scheme for model answers of main interpretations.	6
	Application	27%	have acquired a range of complex grammatical structures.		Marking scheme/rubric for answers.	8
Grammar in context						
Sub Part 1		100%				30
Part 2 Understanding Literature	Reading	7%	understand and analyse appropriate literary texts, including prose and poetry.		Marking scheme for main points.	3
	Analysis	8%	have acquired insight into the culture of target language country/communities including the study of literary texts.		Marking scheme for model answers.	3
	Interpretation	10%			Marking scheme with guidelines/rubric.	4
	Arguing	25%				10
	Critical Thinking	25%	have a acquired knowledge of different registers of language for diverse purposes.			10

Matrix for Maltese ONL Baccalaureate – Generic Matrix

	Linguistic Competence	25%				10
Sub Part 2		100%				40
Part 3 Written production	Writing according to genre.	13%	write clear accurate detailed texts, such as essays, reports, letters and blogs which express points of view or impressions on an appropriate range of topics of general interest. have acquired a wide range of vocabulary including that related to abstract concepts. have acquired a range of complex grammatical structures.		Marking scheme with rubrics based on the main competences for writing.	4
	Linguistic competence	40%				12
	Arguing	27%				8
	Critical thinking	20%				6
Sub Part 3		100%				30
TOTAL						100

EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	SUFFICIENT	WEAK	VERY WEAK
100-90	89-80	79-70	69-60	59-50	49-21	20-0