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# Syllabus for Maltese as Other National Language (ONL) – Secondary Cycle – S1 - S7

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First Baccaureate session in June 2024

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<sup>1</sup> Insertion of the guidelines for S5 assessment for Maltese ONL

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## Introduction

Document 2011-01-D-33-en<sup>2</sup> relating to the organisation of studies and courses in the European Schools, approved by the Board of Governors in April 2011, first provided for special arrangements for the teaching of ONLs (Other National Languages). Following the reform of the programmes of studies offered by the European Schools, a new language policy and organisation of studies document, 2019-01-D-35-en, *Language Policy of the European Schools*, was approved by the Board of Governors in April 2019 and entered into force in September 2019.

The teaching and learning of an ONL in a European School reflects in practice the key principles of the Language Policy of the European School system: The primary importance of the mother tongue 2 (Language 1); The recognition of and commitment to support the national languages of each Member State of the European Union; the offer of a multilingual educational system that promote pluri-lingualism.

Classes are 'protected' in that classes will be formed for any number of Category 1 students. ONL is offered as an additional elective in the first cycle but can be taken as an L4 from S4.

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

The ONL Irish syllabus was introduced in September 2011, the ONL Maltese syllabus in 2012 and the ONL Finnish and Swedish syllabuses in 2013.

This version of the syllabuses is a slightly revised and updated version of the existing syllabuses. It builds on existing good practice and respects the principle of harmonisation whilst also being cognisant of particular national requirements.

The ONL secondary syllabuses aim to build on the skills students have already acquired and to further develop their knowledge and linguistic competences. They aim to promote natural and communicative use of the language and are intended to prepare learners to follow third-level courses should they so wish. They seek to provide students with the ability to manipulate and use different types of texts and to give them a deeper awareness of the particular ONL, its language, culture and literature.

The ONL syllabuses are based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*<sup>3</sup> and the *European Framework for Key Competences for Lifelong Learning*.<sup>4</sup>

The syllabuses reflect in their objectives, content and methods a common, harmonised approach as promoted in the field of modern languages in the European Schools and as used by many national systems.

The syllabuses focus on the knowledge and the competences to be attained at the end of each cycle, and includes general objectives, didactic principles, learning objectives, contents, assessment and attainment descriptors. They present the learning outcomes which students will be expected to achieve

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<sup>2</sup> Current version:2011-01-D-33-en

<sup>3</sup> See Common European Framework of Reference for Languages: Learning, Teaching and Assessment Companion Volume with New Descriptors <https://coe.int>

<sup>4</sup> An updated document, *Key Competences for Lifelong Learning* (2019, Luxembourg Publication Office of the European Union) was recommended by the European Council and adopted by the European Parliament in 2019.

at the end of each cycle, and describe 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 (See annex). The SharePoint (Microsoft Office 365) can provide a forum for additional guidelines, clarification or advice.

## Introduction

Le document 2011-01-D-33-fr<sup>5</sup> relatif à la structure des études et l'organisation des cours aux Ecoles européennes, approuvé par le Conseil supérieur en avril 2011, fut le premier à prévoir des dispositions particulières pour l'enseignement des « autres langues nationales » (ONL – Other National Languages). A la suite de la réforme des programmes d'études proposés par les Ecoles européennes, un nouveau document concernant la politique linguistique et l'organisation des études, le document 2019-01-D-35-fr, *Politique linguistique des Ecoles européennes*, a été approuvé par le Conseil supérieur en avril 2019 et est entré en vigueur en septembre 2019.

L'enseignement et l'apprentissage d'une ONL dans une Ecole européenne reflètent en pratique les principes fondamentaux de la Politique linguistique du système des Ecoles européennes : l'importance primordiale de la langue maternelle (Langue I) ; la reconnaissance des langues nationales de chaque Etat membre de l'Union européenne, et l'engagement à les favoriser ; la proposition d'un système éducatif multilingue qui favorise le plurilinguisme.

Les cours d'ONL sont « protégés », c'est-à-dire créés pour les élèves de Catégorie I quel que soit leur nombre. L'ONL est proposée en tant que cours à option supplémentaire au premier cycle, mais peut être la LIV à partir de la 4<sup>e</sup> secondaire.

Les dispositions horaires suivantes sont applicables à l'ONL à l'école secondaire :

1 <sup>re</sup> -3 <sup>e</sup> (1 <sup>er</sup> cycle)	2 périodes hebdomadaires de 45 minutes
4 <sup>e</sup> & 5 <sup>e</sup> (2 <sup>e</sup> cycle)	4 périodes hebdomadaires de 45 minutes
6 <sup>e</sup> & 7 <sup>e</sup> (3 <sup>e</sup> cycle)	4 périodes hebdomadaires de 45 minutes

Le programme d'ONL Irlandais a été introduit en septembre 2011, le programme d'ONL Maltais en 2012, et les programmes d'ONL Finnois et Suédois en 2013.

Cette version des programmes est une version légèrement revue et mise à jour des programmes existants. Elle s'appuie sur les bonnes pratiques mises en place et respecte le principe d'harmonisation tout en tenant compte des exigences nationales particulières.

Les programmes d'ONL de secondaire ont vocation à s'appuyer sur les savoir-faire que les élèves ont déjà acquis et à perfectionner leur maîtrise et leurs compétences linguistiques. Ils visent à promouvoir l'usage naturel de la langue dans la communication et à préparer les apprenants à suivre des études supérieures s'ils le souhaitent. Ils entendent doter les élèves de la capacité à manipuler et exploiter divers types de textes et à approfondir leur sensibilité à l'ONL concernée, sa culture et sa littérature.

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<sup>5</sup> Version actuelle : 2011-01-D-33-fr

Les programmes d'ONL reposent sur le *Cadre européen commun de référence pour l'enseignement et l'apprentissage des langues étrangères*<sup>6</sup> et le *Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie*<sup>7</sup>.

A travers leurs objectifs, leur contenu et leurs méthodes, les programmes traduisent une approche commune harmonisée, favorisée par les Ecoles européennes dans le domaine des langues modernes et déjà adoptée par de nombreux systèmes nationaux.

Les programmes se concentrent sur les savoirs et les compétences à acquérir au terme de chaque cycle et abordent des objectifs généraux, des principes didactiques, des objectifs d'apprentissage, des contenus, l'évaluation ainsi que les descripteurs de niveaux atteints. Ils présentent les acquis de l'apprentissage que les élèves sont censés maîtriser au terme de chaque cycle et décrivent les savoirs et savoir-faire qu'ils acquerront pour communiquer efficacement.

La structure du programme est volontairement succincte mais fait l'objet d'un développement sous la forme d'un commentaire (voir l'Annexe 6.2.1). Le SharePoint pédagogique (Microsoft Office 365) peut fournir un forum où trouver des directives, éclaircissements ou conseils supplémentaires.

## Einleitung

Mit Dokument 2011-01-D-33-de<sup>8</sup> über die Unterrichts- und Fächerorganisation an den Europäischen Schulen, das durch den Obersten Rat im April 2011 genehmigt wurde, wurden erstmals Sondervorkehrungen für den Unterricht von ALS (*Andere Landessprachen - Other National Languages*) eingeführt. Nach der Reform der Lehrpläne der Europäischen Schulen wurde im April 2019 durch den Obersten Rat ein neues Dokument zur Sprachenpolitik und Fächerorganisation, 2019-01-D-35-de, *Sprachenpolitik der Europäischen Schulen*, genehmigt, das im September 2019 in Kraft trat.

Unterricht und Lernen einer ALS an einer Europäischen Schule reflektieren in der Praxis die Kernprinzipien der Sprachenpolitik im System der Europäischen Schulen: Die vorrangige Bedeutung der Muttersprache (Sprache 1); die Anerkennung und das Engagement zur Unterstützung der Landessprachen jedes Mitgliedsstaates der Europäischen Union; das Angebot eines vielsprachigen Bildungssystems, das Mehrsprachigkeit fördert.

ALS-Klassen sind insofern „geschützt“, als sie für gleich welche Anzahl von Schüler/innen der Kategorie I eingerichtet werden. ALS wird im ersten Klassenstufenbereich als zusätzliches Wahlfach angeboten, kann aber ab S4 als L4 gewählt werden.

Folgende Stundenplanvorgaben sind im Sekundarbereich für ALS zu beachten:

Jahre S1 - S3 (Klassenstufenbereich 1)	2 Unterrichtsstunden von 45 Minuten pro Woche
Jahre S4 - S5 (Klassenstufenbereich 2)	4 Unterrichtsstunden von 45 Minuten pro Woche
Jahre S6 - S7 (Klassenstufenbereich 3)	4 Unterrichtsstunden von 45 Minuten pro Woche

<sup>6</sup> Voir le Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer – Volume complémentaire, comprenant de nouveaux descripteurs (<https://www.coe.int/fr/>)

<sup>7</sup> Compétences clés pour l'éducation et la formation tout au long de la vie (Office des publications de l'Union européenne, 2019) (<https://op.europa.eu>)

<sup>8</sup> Aktuelle Version: 2011-01-D-33-de

Der Lehrplan Irisch ALS wurde im September 2011 eingeführt, der Lehrplan Maltesisch ALS 2012 und die Lehrpläne Finnisch und Schwedisch ALS 2013.

Diese Version der Lehrpläne ist eine geringfügig überarbeitete und aktualisierte Version der bestehenden Lehrpläne. Sie baut auf bestehenden bewährten Praktiken auf und respektiert den Grundsatz der Harmonisierung, während sie auch besondere nationale Anforderungen anerkennt.

Die ALS-Lehrpläne für den Sekundarbereich beruhen auf den bereits erworbenen Fertigkeiten der Schüler/innen und bezwecken den weiteren Ausbau ihres Wissens und ihrer Kompetenzen. Ihr Ziel ist die Förderung der natürlichen und kommunikativen Sprachverwendung sowie die Vorbereitung der Lernenden auf eine Fortsetzung ihrer Erziehung im tertiären Bildungsbereichs, insofern dies gewünscht ist. Die Schüler/innen sollen lernen, mit unterschiedlichen Textformen umzugehen und diese einzusetzen, und ein besseres Verständnis der jeweiligen ALS, ihrer Sprache, Kultur und Literatur erwerben.

Die ALS-Lehrpläne stützen sich weitgehend auf das *Gemeinsame Europäische Rahmenwerk für den Unterrichts- und Lernprozess für Fremdsprachen*<sup>9</sup> und das *Europäische Rahmenwerk für Schlüsselkompetenzen für lebenslanges Lernen*.<sup>10</sup>

Die Lehrpläne spiegeln in ihren Zielsetzungen, in ihrem Inhalt und in ihren Methoden einen gemeinsamen, harmonisierten Zugang für die modernen Sprachen an den Europäischen Schulen wieder, wie dieser bereits in zahlreichen nationalen Bildungssystemen gefördert wird.

Die Lehrpläne zielen auf das Wissen und die Kompetenzen ab, die zum Ende einer jeden Stufe erreicht werden müssen, und enthalten allgemeine Zielsetzungen, didaktische Grundsätze, Lernziele, Lerninhalte, Beurteilungsmethoden sowie Leistungsdeskriptoren. Sie definieren die Lernergebnisse, die von den Schüler/innen zum Abschluss einer jeden Stufe erwartet werden, und beschreiben das Wissen und die Fertigkeiten, die sie sich aneignen müssen, um effizient kommunizieren zu können.

Die konzise Struktur ist beabsichtigt und wird durch einen Kommentar (siehe Anhang 6.2.1) weiter ausgeführt. Der pädagogische SharePoint (Microsoft Office 365) kann ein Forum für zusätzliche Leitlinien, Verdeutlichungen oder Ratschläge bieten.

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<sup>9</sup> Siehe Gemeinsamer Europäischer Referenzrahmen für Sprachen: Learning, Teaching and Assessment Companion Volume with New Descriptors <https://coe.int>

<sup>10</sup> Schlüsselkompetenzen für lebenslanges Lernen (Amt für Veröffentlichung der EU, 2019) <https://op.europa.eu>

# 1. General objectives

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives 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 pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils 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 identified eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment.

These eight key competencies were later reviewed and an updated document was recommended by the European Council and adopted by the European Parliament in 2019 Key Competences for Lifelong Learning (2019, Luxembourg Publication Office of the European Union). As a result, the revised eight key competences are the following:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social, and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

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).

<b>Cycle</b>	<b>Attainment level (Basic Proficiency level)</b>
1 <sup>st</sup> cycle S1, S2 + S3	A2
2 <sup>nd</sup> cycle S4 + S5	B1
3 <sup>rd</sup> 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

## 2. Didactic Principles

The teaching and learning of the subject is based on the following general didactic principles:

- **Integrated teaching and learning:** Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- **Active learning:** Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

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 strategies 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.
- Students' cultural awareness should be fostered through the use of literature and authentic texts.
- Students will develop an appreciation of the development of language and its European and global dimension.

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



### 3. Learning Objectives

This section sets out the main learning objectives to be attained at the end of the three cycles. These cycles continue to build upon and develop further the skills and competencies acquired by the students in the nursery and primary classes. These learning objectives of the nursery and primary can be found in the *Maltese ONL Syllabus for the Nursery and Primary* published in 2017.<sup>11</sup>

#### Learning objectives for the 1<sup>st</sup> 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 2<sup>nd</sup> 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

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<sup>11</sup> See document 2017-01-D62-mt-2

### **Learning objectives for the 3<sup>rd</sup> 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.

## 4. Contents (outline – fuller description provided in Annex 6.2.1)

### 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. Assessment

Teachers of language are encouraged to assess all of the language competences as reflected in the learning objectives and attainment descriptors.

### 1<sup>st</sup> 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.

### 2<sup>nd</sup> 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.

#### B) Summative assessment

At the end of the cycle there will be a written examination in line with the requirements according to document *Harmonised assessment at the end of year 5 and written examinations leading to B marks in year 5* **2018-01-D-19-en**.

### 3<sup>rd</sup> 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.

#### B) Summative assessment

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

Where the student takes the written paper in the final Baccalaureate examination, his/her oral and listening skills must be formally assessed during the final year and should be an integral part of the assessment basis for the B mark, which together with the A mark will compile the C mark for the subject.

Composition of Written examination:

The written paper will consist of three main sections:

Section 1: an unseen text for reading comprehension, followed by questions on the text. An exercise in the correct use of metalanguage is included in this section.

Section 2: a written production exercise of approximately 250 words on a topic loosely based on the theme of the text.

Section 3: a written exercise comprising of two literary essays and an analysis on the prescribed literature.

## 5.1 Attainment descriptors

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

			conversations about familiar topics and activities.	and can <b>excellently</b> exchange information about everyday life and topics of general interests.	<b>excellently</b> take part in discussions about familiar topics and express personal opinions <b>with excellent fluency and spontaneity</b> .
		Spoken Production	The student is <b>excellently</b> able to describe his/her personal world with some reference to the past and future.	The student is <b>excellently</b> able to orally describe in a coherent way his/her experiences, hopes and plans and can <b>excellently</b> narrate a story or the plot of a book or film.	The student is <b>excellently</b> able to present, clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>excellently</b> give reasons and explanations for opinions and plans.
		Writing	The student is <b>excellently</b> able to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>excellently</b> able to write simple coherent text on topics concerning everyday matters, experiences and opinions.	The student is <b>excellently</b> 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 <b>excellently</b> able to demonstrate basic knowledge and understanding of the culture of the target language and its communities and is <b>excellently able</b> to	The student is <b>excellently</b> able to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and <b>has excellent knowledge</b> of, and is	The student is <b>excellently</b> 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 <b>excellently</b>

				relate his/her acquired cultural knowledge to that of the target language country and its communities.	<b>excellently</b> able to use, basic intercultural codes to interact appropriately with speakers of the target language.	able to utilise a range of intercultural codes to respond to cultural stereotyping.
			Language Learning	The student is <b>excellently</b> able to identify and apply a range of strategies for language learning and is <b>excellently</b> able to apply a range of basic study skills and tools to the learning of the target language.	The student is <b>excellently</b> able to choose effective strategies to organise his/her individual language learning and is <b>excellently</b> 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 <b>excellently</b> able to take increasing responsibility for his/her own learning and is <b>excellently</b> able to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.
<b>8-8.9</b>	Very Good	B	Listening	The student shows a <b>very good</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>very ably</b> catch the main points of short clear messages and announcements.	The student shows a <b>very good</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>very good</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>very good</b> 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 <b>very good</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>very good</b> level of reading and understanding of texts consisting of everyday language and can <b>very ably</b> pick out specific information from short literary and non-literary texts.	The student has a <b>very good</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>very good</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>actively and fluently</b> in conversations about familiar topics and activities.	The student takes part <b>actively and fluently</b> in conversations and can <b>very ably</b> exchange information about everyday life and topics of general interest.	The student can interact <b>actively and fluently</b> with native speakers and can <b>very ably</b> take part in discussions about familiar topics and express personal opinions <b>with very good fluency and spontaneity</b> .
			Spoken Production	The student is <b>very well able</b> to describe his/her personal world with some reference to the past and future.	The student is <b>very well able</b> to orally describe in a coherent way his/her experiences, hopes and plans and can <b>very ably</b> narrate a story or the plot of a book or film.	The student is <b>very well able</b> to present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>very ably</b> give reasons and explanations for opinions and plans.
			Writing	The student is <b>very well able</b> to write short, simple notes, messages, emails	The student is <b>very well able</b> to write simple coherent text on topics concerning everyday	The student is <b>very well able</b> to write with clarity and accuracy detailed texts, such as essays, reports, letters



			and letters about everyday matters.	matters, experiences and opinion.	and blogs, which express points of view or impressions on a range of topics of general interest.
		Cultural Awareness	The student is <b>very well able</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is <b>very well able</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>very well able</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>very good knowledge</b> of, and is <b>very well able</b> to use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>very well able</b> 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 <b>very well able</b> to utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student is <b>very well able</b> to identify and apply a range of strategies for language learning and can <b>very ably</b> apply a range of basic study skills and tools to the learning of the target language.	The student is <b>very well able</b> to choose effective strategies to organise his/her individual language learning and is <b>very well able</b> 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 <b>very well able</b> to take increasing responsibility for his/her own learning and is <b>very well able</b> to critically evaluate available resources and select those most reliable and suitable for given purposes and audiences.

<b>7-7.9</b>	Good	C	Listening	The student shows a <b>good</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>ably</b> catch the main points of short clear messages and announcements.	The student shows a <b>good</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>good</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>good</b> 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 <b>good</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>good</b> level of reading and understanding of texts consisting of everyday language and can <b>ably</b> pick out specific information from short literary and non-literary texts.	The student has a <b>good</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>good</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes part <b>actively and with reasonable fluency</b> in conversations about familiar topics and activities.	The student takes part <b>actively and with reasonable fluency</b> in conversations and can <b>ably</b> exchange information about everyday life and topics of general interest.	The student can interact <b>actively and with reasonable fluency</b> with native speakers and can <b>ably</b> take part in discussions about familiar topics and express personal opinions <b>with reasonable fluency and spontaneity</b> .

			Spoken Production	The student can <b>ably</b> describe his/her personal world with some reference to the past and future.	The student can <b>ably</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>ably</b> narrate a story or the plot of a book or film.	The student can <b>ably</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and <b>ably</b> give reasons and explanations for opinions and plans.
			Writing	The student can <b>ably</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>ably</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>ably</b> 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 <b>ably</b> demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and <b>can ably</b> relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can <b>ably</b> demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>good knowledge</b> of, and can <b>ably</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can <b>ably</b> 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 <b>ably</b> utilise a range of intercultural codes to respond to cultural stereotyping.

			Language Learning	The student can <b>ably</b> identify and apply a range of strategies for language learning and can <b>ably</b> apply a range of basic study skills and tools to the learning of the target language.	The student can <b>ably</b> choose effective strategies to organise his/ her individual language learning and can <b>ably</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can <b>ably</b> take increasing responsibility for his/her own learning and can <b>ably</b> 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 <b>satisfactory</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>satisfactorily</b> catch the main points of short clear messages and announcements.	The student shows a <b>satisfactory</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>satisfactory</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>satisfactory</b> 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 <b>satisfactory</b> level of reading and understanding of short simple written texts about familiar	The student has a <b>satisfactory</b> level of reading and understanding of texts consisting of everyday language and can <b>satisfactorily</b> pick out specific information from	The student has <b>satisfactory</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The

			topics and everyday material.	short literary and non-literary texts.	student also demonstrates a <b>satisfactory</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
		Spoken interaction	The student takes part <b>with some fluency</b> in conversations about familiar topics and activities.	The student takes part <b>with some fluency</b> in conversations and can <b>satisfactorily</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with some fluency</b> with native speakers and can <b>satisfactorily</b> take part in discussions about familiar topics and express personal opinions <b>with some fluency and spontaneity</b> .
		Spoken Production	The student can <b>satisfactorily</b> describe his/her personal world with some reference to the past and future.	The student can <b>satisfactorily</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>satisfactorily</b> narrate a story or the plot of a book or film.	The student can <b>satisfactorily</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>satisfactorily</b> give reasons and explanations for opinions and plans.
		Writing	The student can <b>satisfactorily</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>satisfactorily</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>satisfactorily</b> 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.

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

5-5.9	Sufficient	E	Listening	The student shows a <b>sufficient</b> understanding of standard speech relating to areas of immediate personal relevance and can <b>sufficiently</b> catch the main points of short clear messages and announcements.	The student shows a <b>sufficient</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>sufficient</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>sufficient</b> 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 <b>sufficient</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>sufficient</b> level of reading and understanding of texts consisting of everyday language and can <b>sufficiently</b> pick out specific information from short literary and non-literary texts.	The student has <b>sufficient</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>sufficient</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part <b>with limited fluency</b> in conversations about familiar topics and activities.	The student takes some part <b>with limited fluency</b> in conversations and can <b>sufficiently</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with limited fluency</b> with native speakers and can <b>sufficiently</b> take part in discussions about familiar topics and express personal opinions <b>with limited fluency and spontaneity</b> .

			Spoken Production	The student can <b>sufficiently</b> describe his/her personal world with some reference to the past and experiences.	The student can <b>sufficiently</b> describe orally in a coherent way his/her experiences, hopes and plans and can <b>sufficiently</b> narrate a story or the plot of a book or film.	The student can <b>sufficiently</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and <b>sufficiently</b> give reasons and explanations for opinions and plans.
			Writing	The student can <b>sufficiently</b> write short, simple notes, messages, emails and letters about everyday matters.	The student can <b>sufficiently</b> write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student can <b>sufficiently</b> 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 <b>sufficiently</b> demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and can <b>sufficiently</b> relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student can <b>sufficiently</b> demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>sufficient knowledge</b> of, and can <b>sufficiently</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student can <b>sufficiently</b> 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 <b>sufficiently</b> utilise a range of intercultural codes to respond to cultural stereotyping.



			Language Learning	The student can <b>sufficiently</b> identify and apply a range of strategies for language learning and can <b>sufficiently</b> apply a range of basic study skills and tools to the learning of the target language.	The student can <b>sufficiently</b> choose effective strategies to organise his/ her individual language learning and can <b>sufficiently</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student can <b>sufficiently</b> take increasing responsibility for his/her own learning and can <b>sufficiently</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.
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<b>3-4.9</b>	Failed (weak)	F	Listening	The student shows a <b>limited</b> understanding of standard speech relating to areas of immediate personal relevance and can to a <b>limited</b> extent catch the main points of short clear messages and announcements.	The student shows a <b>limited</b> understanding of standard speech related to personal experiences and some topics of wider interest and a <b>limited</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows a <b>limited</b> 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 <b>limited</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has a <b>limited</b> level of reading and understanding of texts consisting of everyday language and can to a <b>limited</b> extent pick out specific information from short literary and non-literary texts.	The student has a <b>limited</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates a <b>limited</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes some part <b>with very limited fluency</b> in conversations about familiar topics and activities.	The student takes some part <b>with very limited fluency</b> in conversations and can to a <b>limited extent</b> exchange information about everyday life and topics of general interests.	The student interacts <b>with very limited fluency</b> with native speakers, and can <b>with difficulty</b> take part in discussions about familiar topics and express personal opinions <b>with very limited fluency and spontaneity</b> .
			Spoken Production	The student is <b>able with difficulty</b> to describe his/her personal world with some reference to the past and future.	The student is <b>able with difficulty</b> to describe orally in a coherent way his/her experiences, hopes and plans and can <b>with difficulty</b> narrate a story or the plot of a book or film.	The student can <b>with difficulty</b> present clear detailed descriptions on a wide range of subjects related to his/her field of interest, and can <b>with difficulty</b> give reasons and explanations for opinions and plans.

			<p>Writing</p> <p>The student is <b>able with difficulty</b> to write short, simple notes, messages, emails and letters about everyday matters.</p>	<p>The student is <b>able with difficulty</b> to write simple coherent text on topics concerning everyday matters, experiences and opinion.</p>	<p>The student is <b>able with difficulty</b> 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.</p>
			<p>Cultural Awareness</p> <p>The student is <b>able with difficulty</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and is <b>able with difficulty</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.</p>	<p>The student is <b>able with difficulty</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and has <b>limited knowledge</b> of, and can <b>with difficulty</b> use, basic intercultural codes to interact appropriately with speakers of the target language.</p>	<p>The student is <b>able with difficulty</b> 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 <b>with difficulty</b> utilise a range of intercultural codes to respond to cultural stereotyping.</p>
			<p>Language Learning</p> <p>The student is <b>able with difficulty</b> to identify and apply a range of strategies for language learning and <b>can with difficulty</b> apply a range of basic study skills and tools to the learning of the target language.</p>	<p>The student is <b>able with difficulty</b> to choose effective strategies to organise his/her individual language learning and can <b>with difficulty</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.</p>	<p>The student is <b>able with difficulty</b> to take increasing responsibility for his/her own learning and can <b>with difficulty</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.</p>

0-2.9	Failed (Very Weak)	FX	Listening	The student shows <b>no or a very limited</b> understanding of standard speech relating to areas of immediate personal relevance and <b>can to a very limited extent/not at all</b> catch the main points of short clear messages and announcements.	The student shows <b>no or a very limited</b> understanding of standard speech related to personal experiences and some topics of wider interest and <b>no or a very limited</b> understanding of the main points of TV and radio programmes when delivery is clear and slow.	The student shows <b>no or a very limited</b> 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 <b>no or a very limited</b> level of reading and understanding of short simple written texts about familiar topics and everyday material.	The student has <b>no or a very limited</b> level of reading and understanding of texts consisting of everyday language and <b>can to a very limited extent/cannot pick</b> out specific information from short literary and non-literary texts.	The student has <b>no or a very limited</b> level of reading and understanding of texts concerned with contemporary problems in which writers adopt particular viewpoints. The student also demonstrates <b>no or a very limited</b> level of understanding and analysis of appropriate literary texts including prose and poetry.
			Spoken interaction	The student takes <b>no or little part with very limited fluency</b> in conversations about familiar topics and activities.	The student takes <b>no or little part with very limited fluency</b> in conversations and <b>can to a very limited extent/cannot</b> exchange information about everyday life and topics of general interests.	The student <b>does not interact or takes a little part with very limited fluency</b> in interactions with native speakers and <b>does not participate or takes little part</b> in discussions about familiar topics and express personal opinions with <b>no or very limited fluency and spontaneity</b> .
			Spoken Production	The student is <b>unable/almost unable to</b> describe his/her personal	The student is <b>unable/almost unable</b> to describe orally in a coherent way his/her experiences, hopes and plans	The student is <b>unable/almost unable</b> to present clear detailed descriptions on a wide range of subjects related to his/her field of

			world with some reference to the past and future.	and <b>can to a very limited extent/cannot</b> narrate a story or the plot of a book or film.	interest and is <b>unable/almost unable</b> to give reasons and explanations for opinions and plans.
		Writing	The student is <b>unable/almost unable</b> to write short, simple notes, messages, emails and letters about everyday matters.	The student is <b>unable/almost unable</b> to write simple coherent text on topics concerning everyday matters, experiences and opinion.	The student is <b>unable/almost unable</b> 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 <b>unable/almost unable</b> to demonstrate his/her basic knowledge and understanding of the culture of the target language and its communities and <b>unable/almost unable</b> to relate his/her acquired cultural knowledge to that of the target language country and its communities.	The student is <b>unable/almost unable</b> to demonstrate some understanding of the culture of the target language country including society, history, current affairs, literature and its context and <b>knows to a very limited extent/does not know</b> , and is <b>unable/almost unable to</b> use, basic intercultural codes to interact appropriately with speakers of the target language.	The student is <b>unable/almost unable</b> 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 <b>unable/almost unable to</b> utilise a range of intercultural codes to respond to cultural stereotyping.
		Language Learning	The student is <b>unable/almost unable to</b> identify and apply a range of strategies for language learning and <b>unable/almost unable to</b> apply a range of basic study skills and tools to the learning of the target language.	The student is <b>unable/almost unable</b> to choose effective strategies to organise his/ her individual language learning and is <b>unable/almost unable to</b> search, collect and process information from a wide range of paper based and electronic resources to develop his/her language skills.	The student is <b>unable/almost unable</b> to take increasing responsibility for his/her own learning and is <b>unable/almost unable to</b> evaluate critically available resources and select those most reliable and suitable for given purposes and audiences.

## 6. Annexes

The following documents are based on the requirements for examinations as outlined in the document *Marking System of the European Schools: Guidelines for use – 2017-05-D-29*

### 6.1 Guidelines for S5 assessment for Maltese ONL

#### a) Syllabus for the examination

The examination is based on the syllabus for years 4 and 5 (Cycle 2) of the following harmonised Syllabi:

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The level of attainment at the end of cycle 2 is benchmarked against the reference level B1 of the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages*.

#### b) Objectives

This summative assessment must be oriented around the Key competencies for the European Schools and the attainment descriptors for ONL. The examination will reflect the learning objectives of the syllabus for the previous years, especially year 4, and will assess the relevant competencies. The examination should allow to give a picture of each pupil's attainments, strengths, and areas for further work.

#### c) Competences required and assessed

Examinations should test pupils' reading comprehension and written production as described in the learning objectives for the 2<sup>nd</sup> cycle.

#### d) Length

The length of the examination is two periods (90 minutes)

#### e) Structure

The examination will be made up of two parts:

- a) reading comprehension and
- b) written production task

The use of a monolingual dictionary is permitted.

Reading comprehension:

- Two reading comprehension passages will be set: one literary/fiction and one non-fiction
- The text should correspond to Level B1 on the CEFR.
- The text should be of interest or relevance to young people and should not require in-depth prior cultural awareness.
- The text should be positive and avoid subject matter that might be upsetting or inappropriate.

- The total word count should not exceed 500 words (+/- 10%).
- In general, there should be no footnotes. If necessary, however, there should be a maximum of two.
- The students will answer a total of 8-10 questions. Questions that assess knowledge of metalanguage, grammar, syntax, vocabulary, etc may be included.
- The text can include a picture, graphics, etc. provided that these complement the text and can be printed clearly.
- The text should be typed in Arial 12 and lines must be numbered in fives to the left of the text.

#### Written production

- Two questions will be set. They will be loosely connected to the reading comprehension passages.
- Students will have a choice and must answer one question.
- Candidates will be required to write a text of approximately 200 words (+/-10%) in length.
- The tasks should focus on everyday matters, the student's experiences, and opinions.
- The types of tasks to be set could include the writing of a personal letter/email; a narrative or description; a diary entry, a simple dialogue, a short essay, a simple write-up of an event etc.

#### **f) Content:**

Examination should be based ideally on topics dealt with in year 5. Teachers should align expectations in harmonised annual planning about which topics will be covered in the end-of-year examination.

#### **g) Assessment**

Competences should be weighted as follows:

Reading comprehension: 60%, Written Production: 40%

Teachers should prepare a marking scheme / rubric and a matrix.

## 6.2 European Baccalaureate

### Generic Matrix for Maltese ONL

Task	Competence(s)	Weight in %	Learning Objectives The student is able to...	Ques. NO	Evaluation – marking	Weight in points
<b>Part 1 Reading Comprehension</b>	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
<b>Grammar in context</b>						
<b>Sub Part 1</b>		<b>100%</b>				<b>30</b>
<b>Part 2 Understanding Literature</b>	Reading	7%	understand and analyse appropriate literary texts, including prose and poetry.		Marking scheme for main points.	3
	Analysis	8%			Marking scheme for model answers.	3



	Interpretation	10%	have acquired insight into the culture of target language country/communities including the study of literary texts.  have a acquired knowledge of different registers of language for diverse purposes.		Marking scheme with guidelines/rubric.	4
	Arguing	25%				10
	Critical Thinking	25%				10
	Linguistic Competence	25%				10
<b>Sub Part 2</b>		<b>100%</b>				<b>40</b>
<b>Part 3 Written production</b>	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.		Marking scheme with rubrics based on the main competences for writing.	4
	Linguistic competence	40%				12
	Arguing	27%	have acquired a wide range of vocabulary including that related to abstract concepts.  have acquired a range of complex grammatical structures.			8
	Critical thinking	20%				6
<b>Sub Part 3</b>		<b>100%</b>				<b>30</b>
<b>TOTAL</b>						<b>100</b>

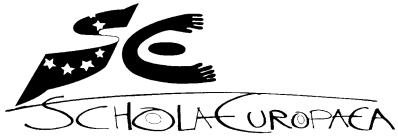
EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	SUFFICIENT	WEAK	VERY WEAK
100-90	89-80	79-70	69-60	59-50	49-21	20-0

## Paper Specific Matrix for Maltese ONL

Task	Competence(s)	Weight in %	Learning Objectives The student is able to...	Ques. NO	Evaluation – marking	Weight in points
<b>Part 1 Reading Comprehension</b>	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
<b>Grammar in context</b>	Application	27%	have acquired a range of complex grammatical structures.	Section 1 Grammar Questions 1-7	Marking scheme/rubric for answers.	8
<b>Sub Part 1</b>		<b>100%</b>				<b>30</b>
<b>Part 2 Understanding Literature</b>	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)		4

			have a acquired knowledge of different registers of language for diverse purposes.	Questions 4-5	Marking scheme with guidelines/rubric.		
	Arguing	25%		Section 2 (ii) A and B			10
	Critical Thinking	25%					10
	Linguistic Competence	25%		Literature Composition			10
<b>Sub Part 2</b>		<b>100%</b>				<b>40</b>	
<b>Part 3 Written production</b>	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				
<b>Sub Part 3</b>		<b>100%</b>				<b>30</b>	
<b>TOTAL</b>						<b>100</b>	

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



**II-BAKKALAWRJAT EWROPEW  
KARTA MUDELL**

**Sample Baccalaureate examination paper**

**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

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 inġenerali. 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.

Minħabba l-iżvilupp storiku u politiku ta' Malta, kull referenza li ssir għal-lingwa Ingliża immedjatament tqajjem sentiment antik ta' antagoniżmu bejn l-Ingliż u l-Malti, attitudni li bla dubju għandha għeruq politiċi ħoxnin li m'hemmx li nqaċċtuhom 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 nippruwaw naħbu taparsi ma teżistix. (par.1)

Il-qofol tal-kumment tal-Ministru huwa t-ħassib li bil-waqgħa fil-livell tal-Ingliż Malta qiegħda titef 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 uffiċjali u tagħti d-dritt lill-parlament li jinkludi ilsna oħrajn mal-Malti u l-Ingliż bħala l-ilsna uffiċjali tal-pajjiż. Huwa minnu wkoll li kull fejn tħares għadek issib sinjali, avvizi u messaġġi oħrajn miktubin bl-Ingliż, u ħafna komunikati governattivi u amministrattivi – ngħidu aħna l-kontinwazzjoni tad-dawl u l-ilma – jaslulna biż-żewġ lingwi; bħalma huwa minnu wkoll li l-messaġġ awtomatiku li jinstema' malli ċċempel lil xi azjenda kbira, l-istess bħall-messaġġ 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 ħafna iktar kumplessa minn hekk. Pereżempju ma nistgħux ninsew li hawn numru kbir ta' Maltin li m'għandhomx ħakma tat-tieni lingwa, ħafna 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 profiċjenti. Terġa' u tgħid dak li wħud iqisu bħala bilingwiżmu mhux għajr taħlit ta' żewġ lingwi. (par.2)

Hemm fattur ieħor għala nqis is-sejha tal-Ministru Bartolo intriganti ħafna. M'hemmx bżonn ta' sforzi kbar biex wieħed jinnota li fis-sistemi tagħna l-Ingliż jingħata spazju ferm akbar milli jingħata l-Malti. Ngħidu aħna, is-sistema edukattiva tagħna, għallinqas dik imħaddma fil-qasam sekondarju, tagħti aktar ħin għat-tagħlim tal-Ingliż milli tal-Malti, u f'ċerti każi dan jiġri



## II-BAKKALAWRJAT EWROPEW KARTA MUDELL

wkoll fis-settur primarju. L-istess jiġri 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 pprezentat iktar bl-Ingliż milli bil-Malti. Allura meta wieħed jikkonsidra kemm huwa akbar l-aċċess għal materjal ipprezentat bl-Ingliż milli dak ipprezentat 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 jiġri 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 frażi mis-silta li tfisser:

- |                               |          |           |
|-------------------------------|----------|-----------|
| a) ħiltu                      | (par. 1) |           |
| b) kuntrast bejn żewġ fehmiet | (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 kliemek 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)

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



## II-BAKKALAWRJAT EWROPEW KARTA MUDELL

L-Gharfien Grammatikali:

(8 marki)

Aqra din is-silta:

### II-Mużika f'Malta

Il-mużika hi l-ewwel lingwa li beda jtkellem biha l-bniedem. Hi lingwa li tinftiehem minn kulħadd, kull ġens u razza. Dawn l-aħħar ħmistax-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' tħalliha 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. Ngħiduha kif inhi, kulħadd jiprietka kemm l-isports hu importanti u fl-iskejjel għandhom l-Edukazzjoni Fiżika ta' kull ġimgħa jew aktar, u hekk għandu jkun. (par.2)

Iżda l-mużika donnu kulħadd 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)

### II-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 *tħalliha* fit-tielet persuna singular maskil fil-perfett. (marka)
4. F'liema forma huwa l-verb *jitgħallem*? (marka)
5. Oħroġ agġettiv minn *bżonn*. (marka)
6. Nissel nom minn *jirrilassaw*. (marka)
7. Ikteb in-negattiv ta' *insieha*. (marka)



## II-BAKKALAWRJAT EWROPEW KARTA MUDELL

It-tieni taqsima: II-Kitba Kreattiva

(30 marka)

Aghżel titlu **WIEĦED** 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-soċjetà 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 jħaddmuhom? X'jista' jsir biex il-komunikazzjoni bejn il-bnedmin issir tassew effettiva?*





## II-BAKKALAWRJAT EWROPEW KARTA MUDELL

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 kulur.

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 niċħad, 15  
nobjgħod 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 tħoss li qed jipprova jħalli 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)



## II-BAKKALAWRJAT EWROPEW KARTA MUDELL

ii) Aghżel **żewġ** mistoqsijiet u ikteb 250 kelma fuq kull waħda.

**(15-il marka kull komponiment)**

1. Iddiskuti l-mod ta' kif jitrattaw l-ambjent naturali l-poeżiji *Hitan tas-Sejjeħ* ta' Marjanu Vella u *Żgħażuġ ta' Dejjem* ta' Dun Karm.
2. Uri kif Ġuże Orlando u Joe Friggieri jitrattaw it-tbatija umana fi gwerra, fix-xogħlijiet tagħhom *L-ibleh* u *Qsari tal-Fuħħar*.
3. Aghżel poeżija u novella li studjajt u oħroġ ix-xebħu/jew id-differenzi ta' bejniethom.

**Tmien il-karta**

## Marking scheme for Bacc Sample Paper

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

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

Taħriġ	Tweġiba	Marka
<b>L-Ewwel Taqsima A</b>	<b>Taħriġ il-Fehem:</b> <b>Aċċetta t-tweġibiet li juru li l-istudenti jkunu fehmu t-test, skont il-mistoqsijiet. Fit-tweġibiet għall-mistoqsijiet minn numru 1 sa 7 ma jitnaqqasux marki għal żbalji tal-ortografija.</b>	<b>22 marka</b>
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 jingħata ferm aktar importanza mill-Malti f'diversi oqsma, fosthom fis-sistema edukattiva li tagħti aktar ħin lit-tagħlim tal-Ingliż milli tal-Malti.	3
5	Bosta Maltin jew ma jużawx it-tieni lingwa jew m'għandhomx ħakma 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 mingħalihom jitkellmu tajjeb biż-żewġ lingwi iżda fil-fatt, la jitkellmu Malti tajjeb u lanqas Ingliż tajjeb imma jitkellmu varjetà mħallta taż-żewġ lingwi.	4
6	Fil-qasam edukattiv, f'dak kulturali u fil-qasam tax-xandir.	2
7	Tweġibiet varji	6
<b>L-Ewwel Taqsima B</b>	<b>L-Għarfien Grammatikali:</b> <b>Aċċetta biss it-tweġibiet li jkunu miktubin tajjeb. Jekk il-kelma tinkiteb bi żbalji ortografiċi din titqies ħażina kollha u ma jingħataw l-ebda marki.</b>	<b>8 marki</b>
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 <sup>es</sup> forma	1
5	bżonjuż / bżonjuża / bżonjużi	1
6	rilassament/ irrilassar	1
7	Ma nesihieħ / nsihieħ	1
		<b>30 marka</b>

<b>It-tieni Taqsima</b>	<b>Il-Kitba Kreattiva</b> Qassam il-marki skont <b>tabella A</b> hawn taħt:	<b>30 marka</b>
<b>It-Tielet Taqsima</b>	<b>Il-Letteratura</b> <i>F'din it-taqsima ma jitnaqqasux marki għall-iżbalji tal-ortografija. (Aċċetta tweġibiet oħra li għandhom l-istess tifsira.)</i>	<b>40 marka</b>
<b>(i)</b>	Ir-referenza għall-kuntest	<b>10</b>
1	Il-poeta jgħid li hu idealist, prattiku, romantiku u realist. Fl-istess ħin tinħass fih kriżi ta' identità meta jgħid jgħid li jibni u jkisser, jemmen u jiċċad u jobgħod u jħobb.	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
<b>(ii)</b>	<b>L-esej letterarju</b> L-istudenti jridu jwieġbu 2 esejs u kull esej fih 15-il marka. Qassam il-marki skont <b>tabella B</b> hawn taħt:	<b>30 marka (2x15)</b>

<b>Tabella A</b>	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-orijinalità, l-kreattività u l-ħsieb kritiku fil-kitba.	0-1 marki	2-4 marki	5-6 marki
	Total		30 marka

<b>Tabella B</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 msaħħa 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

## Commentaries and elaboration of the subject content



Schola Europaea / Office of the Secretary-General Pedagogical  
Development Unit

### 6.3 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.

## **6.3.1 ELABORATION OF THE SUBJECT CONTENTS FOR THE SECONDARY CYCLES S1-S7**

L-għalliema tal-Malti jistgħu jsibu riżorsi għat-tagħlim tal-Malti u l-assessjar tiegħu minn fuq is-sit: [www.malti.skola.edu.mt](http://www.malti.skola.edu.mt)



# Is-smiġh

L-istudenti jismigħu minn sorsi awdjo, awdjoviżivi, kelliema ħajjin u kantanti li jinkludu l-għannejja, u jikkoncentraw fuq dak li jkunu qed jismigħu, jifhmu l-informazzjoni fattwali, l-espressjoni ta' opinjonijiet, attitudnijiet, burdati u xewqat.

## S1-S3

L-istudenti:

- 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-prossewika u l-ġestikolazzjoni.
- Jagħrfu l-effetti mużikali jew ta' ħsejjes oħra li jakkumpanjaw testi mithaddta 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.

## S4-S5

L-istudenti:

- Janalizzaw u jinvestigaw punti grammatikali speċifiċi li joħroġu 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':

- rakkonti ta' fantasija fosthom, ħrejjef Maltin;
- rakkonti storiċi u avventurużi fosthom, legġendi Maltin;
- rakkonti umoristiċi fosthom, praspas Maltin u ċajt.

- testi ta' realtjiet differenti li jagħtu tagħrif, fosthom, aħbarijiet, dokumentarji u rapporti ġurnalistiċi Maltin;
- testi argumentattivi fosthom, dibattiti u diskussjonijiet Maltin.

## Issir enfasi fuq:

riklami, avvizi, slowgans, dokumentarji, intervisti, aneddoti

struzzjonijiet, direzzjonijiet, diskorsi jew taħditiet ta' natura soċjali, politika, ambjentali, reliġjuża.

## Il-qari

L-istudenti jaqraw, jinterpretaw, janalizzaw u japprezzaw testi letterarji u mhumiex, f'qalbhom u b'vuċi 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 qwieli 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.
- Jistħarrġu 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-esperjenzi 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 enċiklopediji 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 obbligatorja 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, avviżi, slowgans, listi kronoloġiċi, deskrizzjonijiet u rakkonti qosra u twal ta' ġrajjet storiċi u fittizji, u aneddoti.

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

# It-taħdit

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

## S1-S3

L-istudenti:

- Jipparteċipaw 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 messaġġ bil-fomm.
- Jagħzlu forom 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'kuntesti differenti.
- Jużaw argumentazzjoni, imsejsa fuq għejjun ta' informazzjoni differenti biex jipperswadu lil haddieħor.
- Jagħtu raġunijiet validi meta ma jaqblux ma' argumenti jew ma' ideat ta' oħrajn.
- Jiddeskrivu problema u jipproponu għadd ta' soluzzjonijiet għaliha.

**L-istudenti jirakkuntaw għrajiet ta':**

- fantasija
- storja u avventura
- umoriżmu.

- realtajiet 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, avviżi, djalogi u intervisti, rakkonti qosra u twal ta' għrajiet 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.

# II-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 jinformaw, 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-mekkanizmi biex jiktbu Malti xieraq billi jzommu f'moħħhom il-konstruzzjoni 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, avviżi, 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.

# Il-kultura Maltija

L-istudenti jitgħallmu fuq il-kultura Maltija, l-imġhoddi 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

### Il-Mużika Maltija

L-istudenti jitgħallmu fuq it-tipi differenti ta' mużika u kanzunetta Maltija, u strumenti folkloristiċi Maltin.

### Personaġġi Folkloristiċi Maltin

L-istudenti jitgħallmu fuq Ġaħan. Huma jqabblu dan il-personaġġ folkloristiku ma' personaġġi tal-istess tip ta' pajjiżi oħra fosthom, Ġufà (Sqallija) u Ġuħa (l-Afrika). Dan jistgħu jagħmluh permezz ta' preżentazzjoni bit-taħdit u t-teknoloġija, drammatizzata jew immużikata u kantata.

### 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.

### Artisti Maltin

L-istudenti jagħmlu riċerka fuq artisti ewlenin Maltin. L-istudenti jiktbu taġġir għal proġett fuq sitt artisti (skulturi, pitturi, atturi, kantanti/ għannejja) Maltin (tlieta ta' qabel is-seklu 20, u tlieta tas-seklu 20).

### L-Emigranti Maltin Illum

L-istudenti jorganizzaw attivitá kulturali li għandha x'taqsam ma' Malta biex tkun promossa l-kultura Maltija ma' emigranti Maltin u/jew ma' persuni ta' nazzjonalitajiet oħra.

## Ir-Riflessjoni Lingwistika

### Sistemi Ortografici tal-Malti

L-istudenti jaraw sistemi differenti ortografici 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 ortografici differenti. Il-kitbiet ikunu jinkludu ħrejjef u leġġendi fi proża u f'poezija.

### 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.

### Kittieba Maltin

L-istudenti jagħmlu riċerka fuq kittieba ewlenin Maltin u jirriflettu fuq l-impatt ewleni li ħallew 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 Maltin.

### 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' ġgorr u jagħzlu bejn tifsira primarja u sekondarja.

### 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 ġabru kliem Malti.

### L-Istorja tal-Ilsien Malti

L-istudenti jitgħallmu fuq il-ġrajjet ewlenin li sawru l-ilsien Malti.

# Il-grammatika

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

	S1-S3	S4-S5
<b>L-Ortografija</b>	<ul style="list-style-type: none"> <li>L-aċċent grafiku</li> <li>Il-vokali tal-lehen</li> </ul>	<ul style="list-style-type: none"> <li>Il-punteġġjatura</li> <li>L-ittri kbar</li> <li>L-assimilazzjoni tal-konsonanti</li> </ul>
<b>Il-Morfologija</b>	<ul style="list-style-type: none"> <li>Il-ġens tan-nom u tal-aġġettiv</li> <li>L-ġhadd tan-nom u tal-aġġettiv</li> <li>Il-pronomi</li> <li>In-negattiv tal-verbi</li> <li>Il-verb fil-perfett</li> <li>Kelmiet il-ġhadd</li> <li>Il-prepożizzjoni</li> <li>Il-konġunzjonijiet</li> <li>L-imperattiv</li> </ul>	<ul style="list-style-type: none"> <li>L-affissazzjoni (prefissi, infissi u suffissi)</li> <li>Il-particelli li jingħaqdu mal-artiklu</li> <li>Il-verb fl-imperfett</li> <li>Il-grad tal-aġġettiv</li> <li>L-avverbju</li> <li>In-nom mimmat</li> </ul>
<b>Is-Sintassi</b>	<ul style="list-style-type: none"> <li>Il-binja tas-sentenza sempliċi u komposta</li> <li>It-tgħaqqid ta' sentenzi sempliċi u komposti</li> </ul>	<ul style="list-style-type: none"> <li>It-tgħaqqid ta' sentenzi kumplessi</li> <li>Qlib ta' sentenzi b'diskors dirett għal diskors indirett u bil-maqlub</li> <li>Sentenzi fl-interrogattiv</li> </ul>

## Il-Kontenut tal-komponent Letterarju

### A. Il-Poeżiji: GHAŻLA TA' ERBA' POEŻIJI KULL SENA U POEŻIJA OĦRA LI JAGĦŻEL L-GĦALLIEM.

(Mill-antoloġija ta' Oliver Friggieri *Il-Poeżija Maltija*, Malta University Publishing, 1996)

#### S1

Rużar Briffa: *Lil Ommi* p.149\*<sup>12</sup>

Anton Buttigieg: *Il-Kebbies tal-Fanali* p. 172

Gan Anton Vassallo: *Tiffhira lil Malta* p.20\*

Karmenu Vassallo: *Raħal Twelidi* (minn sorsi oħra)\*

Gorg Chetcuti: *L-Arka Tiegħi* p. 224

Rena Balzan: *L-ajruplan* p. 373

Gorg Borg: *Farfett* p. 380

Joe Friggieri: *Hemm fjura rqiqa* p.385

Joseph Buttigieg: *Tnassis* p. 454

<sup>12</sup> Fuq daw k it-testi mmarkati b'asterisk, l-għalliema jstgħu jużaw il-filmati li nħadmu 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](http://malti.skola.edu.mt)

<b>S2</b>
Anton Buttigieg: <i>Lill-Kampanella</i> p.170
Ġużè Delia: <i>San Franġisk u l-Gamie</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

<b>S3</b>
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

<b>S4</b>
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 'Hsibijiet fuq stil Ħajku'</i> p. 273
Carmel G. Cauchi: <i>Jekk ma jarawx għajnejk</i> p. 362
Achille Mizzi: <i>Evviva</i> p. 304

<b>S5</b>
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-Żgħażaġħ</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 HAMES novelli f'kull sena S1 u S2. ERBGHA MINN DIN IL-LISTA U NOVELLA OĦRA LI JAGĦZEL L-GĦALLIEM.**

**S1**

Għażla min-novelli tal-antoloġija **Arja Friska 1**, Klabb Kotba Maltin, 2014

i) *Il-Kappella ta' San Mitri f'qiegħ il-baħar* ta' Victor Fenech p. 29

ii) *Ġaħan u l-ġurdien* ta' George Mifsud-Chircop p.41\*

iii) *Il-ġennien* ta' Gorg Borg p.58\*

iv) *Fra Martin* ta' Ġużè Chetcuti p. 107\*

v) *Id-dar tal-ħares* ta' Charles Flores p. 70

**S2**

Għażla min-novelli tal-antoloġija **Arja Friska 2**, Klabb Kotba Maltin, 2014

i) *Fulu u skartoċċ* ta' Paul P.Borg p.9

ii) *Id-dilemma ta' Sara* ta' Nora Macelli p. 52\*

iii) *L-għolja tad-deheb u t-teżori* ta' Gorg Pisani p. 72\*

iv) *Weġġah lil missierek* ta' Vince Vella p. 92

v) *L-emigrant* ta' Laurence Mizzi p. 64.

**S3: Għażla ta' EBGHA novelli minn dawn: (importanti li l-għażla tkun miż-żewġ kotba). IL-HAMES NOVELLA TINTGHAŻEL MILL-GĦALLIEM.**

Mill-Gallarija ta' Charles Casha,

i) *L-ittra ta' Doris* p.11

ii) *Leli* p. 45

iii) *Il-Festa tar-Raħal* p. 51

iv) *Il-ħares* p.129

Stejjer tar-Ronnie ta' Joe Friġġieri,

i) *Bla ilma* p. 9

ii) *Il-paċi fil-familja* p.23

iii) *Sqallija* p. 49

iv) *L-Għadira s-Sewda* p.55



**S4: Għażla ta' ERBGĦA novelli minn: (importanti li l-għażla tkun mit-tlett kotba). IL-HAMES NOVELLA TINTGHAŻEL MILL-GĦALLIEM.**

Stejjer għal Valentina ta' Lino Spiteri

i) *Basal* p. 41

ii) *Martin* p. 71

iii) *Wara l-ħabs* p.105

iv) *Turġien* p.137

Il-Bieb numru 11 u stejjer oħra ta' Lina Brockdorff

i) "Nann, kemm domt ma ġejt illejla?..." p.19

ii) *Is-siġar li jzommu id f'id* p.55

iii) *Alicia* p. 35

iv) *Is-siġgu ta' ħdejn it-tieqa* p. 156

Għajnejn Kalanġ u stejjer oħra ta' Mikiel Spiteri (Kilin)

i) *Gamem u baċilli* p 15

ii) *Ċekċik* p 56

iii) *Dell ta' fatat* p. 74

iv) *Punt u dro* p112

**S5: Għażla ta' ERBGĦA novelli minn: (importanti li l-għażla tkun mit-tlett kotba). IL-HAMES NOVELLA TINTGHAŻEL MILL-GĦALLIEM.**

Fil-qżira Taparsi jikbru l-fjuri ta' Oliver Friggieri,

i) *Il-ministru jħobb l-ambjent*, p.1

ii) *San Frangisk jidħol il-Kurja*, p.19

iii) *L-eżami bix-xorti*, p. 29

vi) *Saver iridha ta' Mosè* p.69

v) *Il-Mafja mhix taparsi* p.205

Ħrejjef għal żminijietna ta' Joe Friggieri

i) *L-Imċewlaħ* p.7

ii) *L-inbid tal-Baruni* p.24

iii) *Wiċċ u rġejjen* p 48

iv) *Żewġ ritratti* p.60

v) *Il-platt tal-fqir* p.64

## Ċ. Ir-Rumanzi

<b>Ir-rumanzi rrakkomandati: Għażla ta' WIEHED minn:</b>
<b>L-GĦALLIEM JISTA' JAGĦŻEL RUMANZI OĦRA WARA LI JKUN MELA ĊEKKJATURA U R-RUMANZI/ I JIĠI/ U APPROVAT/ I MILL-ISPETTUR TAS-SUĠĠETT.</b>
<b>S1</b> <i>L-Imselfa Msadda ta' Carmel G Cauchi jew Irvin Vella investigatur virtwali ta' John Bonello</i>
<b>S2</b> <i>Fuklar qadim u bnadar imċarrta ta' Trevor Żahra jew X'aħna smart ta' Stephen Lughermo jew Arloġġ u Tila ta' Roberta Bajjada</i>
<b>S3</b> <i>Imsiebaħ il-lejl ta' Victor Fenech jew Fi nżul ix-xemx ta' Rita Saliba</i>
<b>S4</b> <i>Meta nstabu l-anġli ta' Pierre Meilaq jew Ġimgħa, Sibt u Hadd ta' Ivan Bugeja</i>
<b>S5</b> <i>San Ġwann ta' Ġużè Galea jew Is-Salib tal-Fidra ta' Patri Wistin Born</i>

<b>D. Id-Drammi</b>
<b>Drammi obligatorji mill-ġabra <i>It-Tulipan l-Iswed</i> ta' Joe Friggieri, Progress Press 2004.</b>
<b>S1</b> <i>L-Għanja tal-Weraq</i> p. 49
<b>S2</b> <i>I-Għanja tal-Pasturi</i> p. 17
<b>S3</b> <i>Maskri</i> p. 71
<b>S4</b> <i>Il-Karowki</i> p.245
<b>S5</b> <i>Matti</i> p.3

<b>IT-TERMI LETTERARJI LI JRIDU JIĠU MGĦALLMA SAL-S5 U L-S7</b>		
<b>TERMINU</b>	<b>S5</b>	<b>S7</b>
<b>Il-Mudelli tal-Ħoss</b>		
L-alliterazzjoni	✓	✓
Il-metru: il-vers regolari	✓	✓
Il-metru: il-vers ħieles	✓	✓
L-onomatopea	✓	✓
Ir-rima (għarfien tagħha)	✓	✓

Ir-rima mbewsa	✓	✓
Ir-rima alternata	✓	✓
Ir-rima nterna		✓
Ir-rima ħielsa		✓
It-ton tal-poeżija	✓	✓
It-ton tal-proża	✓	✓
<b>II-Lingwa Figurattiva</b>		
Il-metafora	✓ ifissruha b'għajnuna	✓ jidentifikawha u jfissruha
Il-personifikazzjoni	✓	✓
Is-similitudni	✓	✓
<b>II-Mudelli rettorici</b>		
L-anafora	✓	✓
L-epiżewski	✓	✓
L-apostrofi	✓	✓
L-ewfemiżmu		✓
L-iperbole	✓	✓
L-ironija		✓
Il-mistoqsija rettorika		✓
<b>L-Aspetti Strutturali</b>		
Iċ-ċesura		✓
Il-polisindeto		✓
L-istrofa	✓	✓
Il-vokabularju magħżul	✓	✓

## S6- S7

Sa tmiem is-seba' sena l-istudenti iridu jilhqu dawn il-miri tat-tagħlim fil-ħiliet tat-Taħdit, tas-Smigh, tal-Qari u l-letteratura u tal-Kitba.

<b>It-Taħdit</b>	<ul style="list-style-type: none"><li>• Nagħmel talbiet u mistoqsijiet biex nikseb it-tagħrif li neħtieġ billi naddatta l-livell ta' formalità fit-taħdit tiegħi skont is-sitwazzjoni, il-kuntest u l-udjenza.</li><li>• Nagħmel preżentazzjoni orali fejn nippreżenta t-tagħrif, ir-riċerka u l-ideat tiegħi f'ambjent li fih is-semmiegħa jkunu mistiedna u jhossuhom komdi li jistaqsuni biex niċċaralhom xi punti u hekk jifhmu aħjar.</li><li>• Nitkellem wara li nkun irriċerkajt fuq il-kultura Maltija fil-kuntest ta' kulturi Mediterranji u Ewropej oħra.</li><li>• Nagħti bil-fomm il-livell meħtieġ ta' dettall f'dak li ngħid u nżomm dejjem mas-suġġett, wara li nagħraf u ngħarbel il-kuntest, is-sitwazzjoni u l-udjenza.</li><li>• Nesprimi għadd ta' fehmi u l-ħsus tiegħi bi struttura grammatikali u sintattika tajba, u b'intonazzjoni tajba.</li></ul>
<b>Is-Smigh</b>	<ul style="list-style-type: none"><li>• Insegwi diskursata li għandha kuntest tematiku u lessiku kumpless.</li><li>• Insegwi test waqt li nevalwa l-kontenut li nkun smajt billi nagħti wkoll il-gudizzju tiegħi.</li><li>• Nagħti t-tifsira ta' għażla wiesgħa ta' lessiku użat f'test.</li><li>• Niddistingwi t-tonijiet, il-vuċijiet u l-ġesti differenti mħaddmin f'diskorsi formali u informali.</li><li>• Inwieġeb mistoqsijiet differenti fuq firxa ta' suġġetti, f'kuntesti u sitwazzjonijiet differenti.</li></ul>
<b>Il-Qari</b>	<ul style="list-style-type: none"><li>• Nagħti t-tifsira ta' kliem u frażijiet misjuba f'testi dwar suġġetti ta' interess ġenerali.</li><li>• Nispjega r-relazzjoni bejn partijiet mit-test u xi informazzjoni rappreżentata b'mod grafiku dwaru u/jew viżwal.</li><li>• Nislet evidenza minn test twil u kumpless, id-distinzjoni bejn fatt u opinjoni, u dak li hu implikat bejn il-linji.</li><li>• Nagħraf l-istrategiji li jhaddem il-kittieb/a biex jaffettwa lill-qarrejja.</li><li>• Inwieġeb mistoqsijiet diretti u inferenzjali fuq test.</li></ul>
<b>Il-Letteratura</b>	<ul style="list-style-type: none"><li>• Nabbina kwalitajiet stilistiċi ma' perjodi speċifiċi fil-letteratura Maltija (Romantiku u Modern).</li><li>• Nevalwa kif il-vokabularju b'rabta ma' tema misjuba f'test letterarju jista' jirrifletti epoka/i partikolari.</li><li>• Nispjega t-tip ta' relazzjoni li jkun hemm bejn it-tema, u l-ambjentazzjoni u s-sitwazzjonijiet li jsibu ruħhom fiha l-karattri.</li></ul>

	<ul style="list-style-type: none"> <li>• Nanalizza kif il-kittieb/a j/tiżvolgi punti di vista partikolari f'test letterarju.</li> <li>• Nitkellem jew nikteb dwar xi differenzi (punti ta' nuqqas ta' qbil) bejn żewġ testi letterarji.</li> <li>• Nikkummenta b'mod kritiku bil-kitba b'rabta ma' test letterarju billi nislet evidenza minnu.</li> <li>• Niddiskuti kif it-test letterarju jista'/ma jistax jirrelata mal-esperjenza tiegħi.</li> <li>• Nanalizza l-effetti u l-funzjoni/jiet tal-elementi tal-ħoss f'test letterarju.</li> <li>• Nanalizza l-effetti u l-funzjonijiet tax-xbihat letterarji f'test letterarju.</li> <li>• Nanalizza l-effetti u l-funzjoni/jiet tal-elementi strutturali f'test letterarju.</li> </ul>
<b>Il-kitba</b>	<p><i>Il-kitba għandha ssir f'dawn il-ġeneri: esej, rapport, ittra u blogg.</i></p> <ul style="list-style-type: none"> <li>• Nikteb kitbiet skont in-natura tal-kitba narrattiva.</li> <li>• Nikteb kitbiet skont in-natura tal-kitba deskrittiva.</li> <li>• Nikteb kitbiet skont in-natura tal-kitba argumentattiva.</li> <li>• Nikteb kitbiet skont in-natura tal-kitba espożitorja.</li> <li>• Nikteb skont it-tqassim li jitlob il-ġeneru.</li> <li>• Nikteb b'rabta bejn il-paragrafi, li xi drabi ma tkunx ċara jew diretta, imma b'sekwenza tajba.</li> <li>• Nikteb bi stil mexxej u f'tit elaborat skont il-ġeneru.</li> <li>• Nikteb b'espressjonijiet mexxejja u b'lessiku skont il-kuntest.</li> <li>• Nikteb kitba li tersaq lejn kwalità tajba u l-originalità.</li> <li>• Nikteb is-sinjali tal-punteġġjatura fil-post it-tajjeb.</li> </ul>
<b>Il-Grammatika</b>	<ul style="list-style-type: none"> <li>• L-istat kostrutt</li> <li>• It-T marbuta</li> <li>• Il-forom tal-verbi</li> <li>• Il-partiċipju attiv u passiv</li> <li>• In-nom verbali</li> <li>• Iz-zokk morfemiku</li> <li>• Binjiet differenti tas-sentenzi komposti u kumplessi</li> <li>• Reviżjoni tal-punti grammatika tas-snin l-imghoddija.</li> </ul>

## Ix-xogħlijiet letterarji preskritti għas-sillabu tal-Bakkalawrjat Ewropew

L-antoloġija *Hemm Art fil-Folja* b'kollox tiġbor fiha 33 xogħol Letterarju maqsuma fuq erba' taqsimiet li għas-sillabi tal-Malti SEC iridu jsiru kollha. Peress li fl-Iskejjel Ewropej dan il-programm isir fuq sentejn u mhux fuq tlieta u n-numru ta' lezzjonijiet huma ferm inqas, in-numru ta' xogħlijiet li jridu jiġu koperti għall-eżami tal-Iskejjel Ewropej ġie mnaqqas. Xi xogħlijiet Letterarji li fis-sillabu tas-SEC se jsiru f'forma ta' assessjar kontinwu, f'dan is-sillabu se jkunu inklużi fit-18 -il xogħol letterarju u se jiġu assessjati bl-eżami. Fl-assenza tal-assessjar kontinwu fil-programm tal-Iskejjel Ewropej, l-istudenti se jkunu mitluba sabiex fil-komponent tal-Letteratura jwieġbu żewġ titli minflok wieħed kif mitlub fl-eżami tas-SEC.

<b>Poeżija</b>		<b>Proża</b>	
L-arloġġ	Dun Karm	Il-Ħrafa ta' <a href="http://www.kullkukur.com">www.kullkukur.com</a>	Trevor Zahra (Novella)
Żagħżuġh ta' Dejjem	Dun Karm	Qsari tal-Fuħħar	Joe Friggieri (Novella)
Għaliex	Dun Karm	Il-Mutu	Walid Nabhan (Novella)
Univers leħor	Dun Karm	Il-Mejda tal-Mogħdija	Pierre J. Meilak (Novella)
Il-Għanja tar-Rebħa	Dun Karm	Nazju Ellul	Guzè Muscat Azzopardi (Silta minn rumanz)
Għar Dalam	Gorġ Pisani	Ulied in-Nanna Venut fl-Amerka	Juann Mamo (silta minn Rumanz)
Il-Ktieb	Immanuel Mifsud	L-ibleh	Guzè Orlando (silta minn rumanz)
Din Gżira Niexfa	Clare Azzopardi	Magna Mater	Loranne Vella (silta minn rumanz)
Ħitan tas-Sejjieħ	Marjanu Vella		
Bħal Minutiera	Lilian Sxiberras		

Dawn ix-xogħlijiet letterarji ma jintużawx fit-taqsimi tar-referenza għall-kuntest *unseen*.

## 6.3.2 Authentic Communication in the Target Language

### 6.3.2.1 Fostering Opportunities

Effective language teaching involves the creation of opportunities for authentic communication in the target language. The development of a number of language competences offers such opportunities: listening; oral interaction; oral production and written production. Such opportunities can be created in the context of teaching and learning in the classroom or in a blended learning context or as part of learning beyond the classroom. The creation of such opportunities becomes even more vital where, as in the case of ONL, the students may be learning the language without the benefits of being part of a speech community thus not having everyday natural opportunities to use and practise the target language.

It is of course very important to remember the key role of the teacher as a linguistic role model and the pivotal role s/he plays in the use of the target language for transactional communication in the classroom - the first real and ongoing opportunity for authentic communication in the target language. Document 2018-12-D-7-en outlines The Digital Vision for European Schools:

*“Every pupil and student develops throughout his/her European School education the digital competence to foster **confident, critical, responsible and creative** use of, and engagement with, digital technologies for learning, at work, and for participation in society.”*

Using digital technologies in the language classroom not only supports the development of the learner’s digital competence but also supports and enhances opportunities for authentic communication both in, and beyond, the classroom. Using digital technologies can allow the learner to access a virtual speech community.

In this document, we focus on three competences: listening; oral interaction and oral production. We give some tips and ideas to support you in the creation of opportunities for authentic communication in the target language for your students. The lists are not exhaustive; ideas which focus on the development of listening competence are presented first on the basis that a language learner often moves from the development of receptive skills to the development of productive skills. Ideas involving the use of digital technologies are asterisked. It should be noted that authentic interaction in the classroom is always generated by meaningful opportunities to use the target language. Practising the language through scaffolding and language games may often be a pre-requisite to achieving meaningful communication but should never replace natural opportunities for learners to be actively involved in real communication.

Finally, you will note that each of the tables contains a number of blanks. These we invite you to use, to note and add further ideas from your own really valuable experience.

## Listening Competence

It is important to consider not simply the testing of listening competence but the incremental development of that competence. To this end, it is advised to consider using an approach that includes preparation and pre-listening activities, listening (a staged approach) and review.

It is also advisable to consider where and when a learner/speaker of the language has to use listening skills in real life situations; for example - to understand: instructions; announcements; interviews; news headlines; in shopping; in phone conversations; in story-telling etc.,

The use of listening material and the development of listening skills provides a wonderful opportunity for the integration of literature and song.

### Listening Competence: Classroom Strategies

Activity	Approach and Description
<i>Listen to Identify</i>	Students are given a numbered/labelled list of words/phrases; they note the numbers of the words/phrases used.
<i>Listen to Match</i>	Students listen and match the information required to an image provided.
<i>Listen and follow</i>	Students listen to directions and follow on a map; Students listen to a series of instructions and put them in the correct order.
<i>Listen to complete</i>	Students listen and complete a gap-filling exercise.
<i>Listen for Information Retrieval</i>	Students are given a specific set of questions to which they respond.
<i>Listen to decide</i>	Students listen and decide if a statement is True or False.
<i>Listen and infer</i>	Students listen and infer/decipher a mood/emotion etc.,
<i>Listen to achieve a Global/Gist understanding</i>	Students, individually, in pairs or in groups, are helped to listen for a gist/global understanding of the item. The teacher then leads an oral feedback which allows a piecing together of a general gist understanding of the item.
<i>Listen for Specific Structures</i>	Students are invited to recognise particular tenses; particular adjectives etc.,
<i>Listen for Alternatives</i>	Students are invited to share in a way in which they might express a particular thought/idea/emotion and they are then asked to find an alternative option in what they hear.
<i>Listening to summarise/analyse</i>	This is a more demanding exercise which requires students to note their proposed summary in key points.



<i>Listen and Use</i>	Students are asked to listen for phrases used for a particular purpose and they are then asked to use them themselves.
<i>Listen and re-tell</i>	This activity supports the use of indirect speech. Students are asked to listen and to say what one of the speakers said.
<i>Listen to Enjoy!</i>	Listen to simply follow and enjoy a simple story or an appropriate audio version of prescribed texts.
<i>Listen to respond/give your opinion</i>	Students listen to a short news item/opinion piece and are then asked to respond giving their opinion

### **Oral Interaction and Oral Production Classroom Strategies**

<b>Activity</b>	<b>Approach and Description</b>
<i>Oral starts to lessons</i>	3-5 minutes informal, natural exchange. To support this approach, worthwhile getting background at the start of the year on areas of student interest to facilitate this.
<i>News of the day</i>	Short individual student input on a rotational basis; stimulate expansion of the input by using student questions; can lead to written follow-up in the 3 <sup>rd</sup> person.
<i>Asking of questions</i>	So important to ensure that students acquire the skill of asking questions and not simply of answering them; real communication solo in target language country requires the capacity to ask questions.
<i>Describing how things work</i>	Students are given an image of an everyday item such as a phone, swipe, metro card and are asked to describe how you use it.
<i>Cooperative learning strategies</i>	Activities such as Placemat; Ice Breaker Activities; Jigsaw learning etc.,
<i>Task-based interaction</i>	An information gap can require oral interaction in order to fill the gap.

<i>Storytelling</i>	<p>Can be done in groups. Each group given the same simple start/ trigger sentence/statement; all continue to repeat and add a sentence until say the story has been completed in 6 sentences; each group then tells its own story.</p> <p>Storytelling to support cultural understanding -simple re-tellings of famous national tales.</p> <p>Storytelling cards can be made or bought as a set of cards. Students choose a number of cards at random and are then asked to create a story based on the series of images selected.</p> <p>Use of Apps designed to support storytelling*</p>
<i>Role play</i>	To a given instruction or as scripted by a group on a given topic/scenario. Role plays very useful in the creation of everyday prototype situations of communication.
<i>Games</i>	I Spy; 20 questions; Hang the man; Charades; Bingo etc.,
<i>Global simulation</i>	An approach which can be used over a period of time; it involves the imagining of a real life context i.e. small flat complex /village with different inhabitants. Students in the class group take on the identity of a particular individual and respond in different contexts and to various stimuli in the persona which has been assigned to them.
<i>Group work</i>	In activities such as Reading Comprehension; Oral Interaction; Oral Production, preparation for written assignments, project work and work such as the planning, drafting, editing and presentation of a review of a film, blog page etc.,
<i>Pair work</i>	Particularly in oral interaction and project work Use of voice recording apps can be helpful*
<i>Posters</i>	In response to a question; to explain and illustrate; to feedback orally. Can also be prepared digitally with embedded content*
<i>Soap box</i>	Random on a topic given by the teacher. Students have 2/3 minutes to speak on a random topic (does not have to be serious)
<i>Hot spot</i>	Students or teacher come up with a current 'hot' topic from local or international news; he/she introduces topic and asks for student views. All must make at least one contribution.
<i>CLIL</i>	Idea of teaching a module/topic or part of through the TL; could be done in cooperation with a teacher colleague of another subject.
<i>Invite speakers</i>	In a negotiated learning context, students can identify a guest they would like to invite; invite him or her; organise the visit and the intervention etc.,

<i>Inter-school lesson</i>	<p>Teachers can plan the joint delivery of a lesson in which students can interact across schools.</p> <p>Two classes might study the same poem and then present their personal responses and ask questions etc.,</p>
<i>Presentations</i>	<p>Students can be encouraged to record themselves while speaking about everyday topics such as themselves, school, their hobbies etc.,</p> <p>Students can be asked to make short presentations on a topic of their choice, on an assigned topic or an aspect of the culture of the target language which they have researched; important to include here the requirement for other members of the class group to ask questions and for the presenters to be prepared to deal with them. Most important also to agree success criteria with the students.</p> <p>Also possible to present digitally but mediate orally*</p>
<i>Speed dating</i>	<p>Can be used as an oral 'discovery' exercise; using questions students discover as much as they about each other and then present afterwards; the identity can be actual or assigned.</p> <p>Can also be used in a literature class to support interpretation and discussion; students assigned a trigger question; work on their own and then in a pair; then move and exchange and add to ideas; followed by general feedback.</p>
<i>Create a radio/audio clip based on specific indications</i>	<p>Plan content based on indications for example a 5 - 10 minute clip; must contain an advert; short interview or review; some music etc.,</p>
<i>Walking debate</i>	<p>A contentious statement/a series of contentious statements are displayed; Students take a post-it - 'Agree' /'Disagree' and move to the statement and post their opinion. When asked they have to give and explain their opinion.</p>
<i>Debate</i>	<p>A traditional style debate came be organised with students having been given a motion, success criteria and time to prepare.</p>
<i>'Treasure chest'</i>	<p>Students are invited to prepare a real or virtual 'treasure chest' of objects, items, images, sounds etc., which might represent their interests, a holiday they took, their home country etc. They are invited to present the contents to their classmates explaining their importance.</p>

<b>Beyond and linked to the classroom</b>
<i>E-communication*</i>
<i>Use of blogs*</i>
<i>E-twinning*</i>
<i>Meet-ups - real or virtual*</i>
<i>Interviewing of target language speakers.*</i>
<i>Exchange</i>
<i>Active research*</i>
<i>Inter-school activities - quiz*</i>
<i>Cultural events</i>
<i>TV*</i>
<i>Radio*</i>
<i>Podcasts*</i>
<i>Press*</i>
<i>Film*</i>

### **6.3.2.2 Suggestions for Assessing Listening and Speaking Competence in ONL**

The aim of learning a language, especially if it is another national language, is communication. This can be done first and foremost through speaking and listening and, to a further extent, through reading and writing. Sometimes these main four communicative language skills are not given equal importance in class. Some teachers tend to see writing and reading skills as more important than the competence to speak and understand the target language. Others may have different views and perceptions. It is highly recommended that for the teaching of ONL, teachers find a balance and provide for their students sufficient learning and assessment opportunities in class so that they acquire and master the necessary skills and competences in all four skills of the language. This applies also for formal assessment. All four language skills need to be assessed and form part of the final mark given to the student, together with other aspects of language learning, as indicated in the attainment descriptors list of language competencies.

The following are some suggested practices and exemplars that teachers can use for assessing speaking and listening competence. The list is not exhaustive and it serves as a spring board for teachers to create other activities according to the students' needs and abilities in acquiring the indicated proficiency, especially in these two important communicative language skills.

## CYCLE 1 (S1-S3) LISTENING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	Understand standard spoken speech relating to areas of immediate personal relevance and catch the main point of short, clear messages and announcements	<p>1. use of <b>short texts read aloud and in person</b> by the teacher/examiner in class on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p> <p>2. use of <b>recorded</b> texts, which can have a visual of the narrator/place/person etc., on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p> <p>3. use of <b>short video clips</b> on a topic of immediate interest to the students to assess their understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, simple dialogue, description of a person, object or place, message, interview, letter, announcement/s such as those heard on board (flight/boat), in a supermarket, on public transport stations, and so on.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Clearly articulated and very slow, with frequent pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Clearly articulated and very slow, with frequent pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be clearly articulated and very slow, with frequent pauses.</p> <p>Clip to be shown twice and the students can read the questions beforehand.</p>

## CYCLE 2 (S4-5) LISTENING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	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	<p>1. use of texts <b>read aloud and in person</b> by the teacher/examiner in class on a topic relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p> <p>2. use of <b>recorded</b> texts, which can have a visual/s of the narrator/place/person etc., relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p> <p>3. use of <b>video clips/short films</b> on a topic relating to personal experience and of wider interest to the students to assess their understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, dialogue, simple short conversation, simple descriptions of subjects related to personal experience and of wider interest, message, interview, letter, announcement/s.</p> <p>TV and radio programmes such as short documentaries related to personal experience and of wider interest, short films related to Irish/Maltese culture including society, history, current affairs, literature and its context, news items related to personal experience, sports news, musical programmes and advertising clips.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Slow and clearly articulated, with some pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Slow and clearly articulated, with some pauses. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be slow and clearly articulated, with some pauses. Clip to be shown twice and the students can read the questions beforehand.</p>

**CYCLE 3 (S6-7) LISTENING**

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	TYPE OF TEXT	ELABORATION	APPROACH
LISTENING	Understand standard speech relating to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes, internet podcasts and short films.	<p>1. Use of texts <b>read aloud and in person</b> by the teacher/examiner in class on topics of general interest and current affairs such as news items to assess students' understanding through pre-set questions.</p> <p>2. Use of <b>recorded</b> texts, which can have a visual/s of the narrator/place/person etc., relating to topics of general interest and current affairs such as news items, suitable clips from radio and TV programmes and internet podcasts to assess students' understanding through pre-set questions.</p> <p>3. Use of <b>video clips/short films</b> on topics relating to general interest and current affairs such as news items to assess students understanding through pre-set questions.</p>	<p>The nature of the text can be a narrative, dialogue, short debate, conversation, descriptions of subjects related to topics of general interest and of wider interest, message, interview, letter, announcement/s.</p> <p>TV and radio programmes such as short documentaries related to topics of general interest and current affairs and topics of wider interest; short films related to Irish/Maltese culture including society, history, current affairs, literature and its context; news items related to topics of general interest and current affairs, sports news, musical programmes and reviews of books, films, events, etc.,</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>	<p>Read at normal pace and clearly articulated. Text to be read twice and the students can read the questions beforehand.</p> <p>Read at normal pace and clearly articulated. Text to be read twice and the students can read the questions beforehand.</p> <p>Speech to be at normal pace and clearly articulated. Clips/short films to be shown twice and the students can read the questions beforehand.</p>

**CYCLE 1 (S1-S3) SPEAKING: ORAL INTERACTION (OI) AND ORAL PRODUCTION (OP)**

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	EXEMPLARS
SPEAKING	<p>Takes part in conversations about familiar topics and activities. (OI)</p> <p>Describe his/her personal world (family, hobbies, town, school etc.,) with some reference to the past and future. (OP)</p>	<p>Use of picture or set of pictures, short text read beforehand, short video clips, related to familiar topics and activities to serve as prompts for a short conversation. This can also be done using a role play.</p> <p>Use of pictures and/or realia such as models, place maps and objects, to serve as prompts in highlighting similarities and/or differences for the student to describe his/her personal world, with some reference to the past and future; for example, two different pictures/photos of a class in a different era; figurines in traditional clothes in contrast with pictures of contemporary attire; old toys compared to contemporary games...</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>



## CYCLE 2 (S4-5) SPEAKING

LANGUAGE COMPETENCE	LEARNING OBJECTIVE	EXEMPLARS
<p style="text-align: center;">SPEAKING</p>	<p>Takes part in conversations and exchange information about everyday life and topics of general interest. (OI)</p> <p>Orally describe, in a coherent way, his/her experiences, hopes and plans, and narrate a story of the plot of a book or film. (OP)</p>	<p>Text/picture/related-questions to prompt a conversation and exchange information about everyday life and topics of general interest such as brochure, cartoons, newspaper headlines, menu. This can also be done using a role play.</p> <p>Set of picture stories/ images for the students to narrate the story. They can also be asked on how to relate the story to their personal experiences.</p> <p>The student can be presented with different scenarios, themes, topics where s/he is required to describe his/her experiences, hopes and plans.</p> <p>Orally presents, with support of digital means (such as a Power Point presentation using pictures only), the story and plot of a previously read book or watched film.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>

**CYCLE 3 (S6-7) SPEAKING**

<b>LANGUAGE COMPETENCE</b>	<b>LEARNING OBJECTIVE</b>	<b>EXEMPLARS</b>
SPEAKING	<p>Interact with native speakers, take part in discussions about familiar topics and express personal opinions with reasonable fluency and spontaneity. (OI)</p> <p>Present clear, detailed description on a wide range of subjects related to his/her fields of interest and give reasons and explanation for opinions and plans. (OP)</p>	<p>Use of pictures/video clips/text/ sustained by questions to stimulate discussions and expression of opinions.</p> <p>Presentation/s on a pre-given theme/title/argument related to the student's field of interest where s/he is expected to give a detailed description, explanations and opinions on the subject matter.</p> <p>Assessment exercises and questions on the text should reflect the suggested classroom strategies described in the section A of this document.</p>