

# 2001 MALTESE

STUDENT/  
REGISTRATION  
NUMBER

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Pages: 10

CENTRE  
NUMBER

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STATE/  
TERRITORY

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## EXTENDED LEVEL

### Paper 1: Processing Spoken Information

**Tuesday 23 October: 2 p.m. Eastern Standard Time**

Time: 1 hour

*Approved English–Maltese/Maltese–English or monolingual dictionaries may be used.*

#### Instructions to Candidates

1. You will have 10 minutes to read all the papers and to familiarise yourself with the requirements of the tasks.
2. Write all your responses to the tasks in Paper 1 in this booklet in ink or ball-point pen. Space is provided for you to make notes.
3. You are required to respond to both Part A and Part B.
4. Part A may be answered either **ALL** in Maltese or **ALL** in English. Part B must be answered in Maltese.
5. Make sure that you write your student/registration number, State or Territory in which the examination is taken, and centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
7. The assessment criteria for this paper are printed on the back page of this booklet.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the Senior Certificate (Queensland), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).



## STRUZZJONIJIET

L-eżami jikkonsisti f'żewġ partijiet: Parti A u Parti B. F'Parti A tista' twieġeb KOLLOX jew bl-Ingliż jew KOLLOX bil-Malti. F'Parti B trid twieġeb bil-fors bil-Malti.

Se tisma' recording ta' żewġ siltiet ta' informazzjoni mitkellma. Int u tisma' dawn is-siltiet, hu noti fuq il-paġni pprovduti halli tgħin lilek innifsek twettaq ix-xogħol mitlub minnek f'partijiet A u B ta' dan l-eżami.

### **Parti A: Xogħol fuq iż-żewġ siltiet separati**

Se tisma' silta rrekordjata. Wara 3 minuti, jergħu isemmghulek din is-silta. Tista' twieġeb jew KOLLOX bl-Ingliż jew KOLLOX bil-Malti. Imbagħad isemmghulek it-tieni silta. Wara 3 minuti, jergħu isemmghulek l-istess silta rrekordjata. Imbagħad ikollok 5 minuti biex twettaq ix-xogħol fuq it-tieni silta. Tista' twieġeb jew KOLLOX bl-Ingliż jew KOLLOX bil-Malti.

Dawn huma l-biċċejn xogħol li jehtieġlek twettaq f'Parti A ta' dan l-eżami. Hekk kif tispicċa, ibda aħdem fuq Parti B.

### **Parti B: Xogħol fuq iż-żewġ siltiet flimkien**

Parti B hija biċċa xogħol waħda fuq informazzjoni migbura miż-żewġ siltiet flimkien. F'din il-parti trid twieġeb bil-fors bil-Malti. Biex ighinek, ir-recording taż-żewġ siltiet, waħda wara l-oħra, se jerga' jindaqq. Dan se jsir waqt li int tkun qed taħdem.

## INSTRUCTIONS

*There are two parts to this task, Part A and Part B. In Part A you may respond either ALL in English or ALL in Maltese. In Part B you must respond in Maltese.*

*Two passages of spoken information will be played to you. While you are listening to each of these you should make notes on the pages provided to help you complete both Part A and Part B.*

### **Part A: Tasks on the Two Spoken Passages**

*You will hear a recorded passage. After 3 minutes the passage will be repeated. You will then have 5 minutes to complete the task based on that passage. Respond either ALL in English or ALL in Maltese.*

*You will then hear a second passage. After 3 minutes the passage will be repeated. You will then have 5 minutes to complete the task based on that passage. Respond either ALL in English or ALL in Maltese.*

*These two tasks are the requirements for Part A.*

*You should then begin working on Part B.*

### **Part B: Task Drawing on Both Passages**

*Part B consists of a task based on the information in both passages. You must complete this task in Maltese. To help you, you will hear both passages again while you are working.*

## Part A: Tasks on the Two Spoken Passages

Wieġeb KOLLOX bil-Malti jew KOLLOX bl-Ingliż./Respond either ALL in Maltese or ALL in English.

### Passaġġ 1

Isma' l-ewwel passaġġ u kompli dan ix-xogħol.

1. X'inhi d-differenza bejn il-fehmiet ta' Lucy u ta' Pawlu fuq il-qerda tal-foresti?

- \_\_\_\_\_
- \_\_\_\_\_

2. Għaliex Pawlu jahseb li m'hemmx periklu għall-ghasafar u l-animali?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Pawlu x'jidhirli li jkunu l-konsegwenzi jekk iwaqqfu il-qtuġh tas-siġar? Semmi tlieta minnhom.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. X'inhi s-soluzzjoni ta' Lucy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Noti/Notes**

**Passage 1**

*Listen to the first passage and complete this task.*

1. *How do Lucy and Pawlu differ in their views about logging of forests?*

- \_\_\_\_\_
- \_\_\_\_\_

2. *Why does Pawlu believe there is no real danger for birds and animals?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *According to Pawlu, what would the consequences be if logging were stopped? List three of them.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. *What is Lucy's solution to this?*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Noti/Notes**

## Passaġġ 2

Isma' t-tieni passaġġ u wieġeb dawn il-mistoqsijiet.

1. X'inhil-proposta tal-Ministru tax-Xogħol?

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2. Kemm nies se jrin jigu mpjegati fl-2005 skond il-kelliem?

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3. Semmi tliet attivitajiet li wiehed ikun jista' jagħmel jekk din il-proposta tirnexxi.

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4. Il-kelliem jidhirlu li ġid, għal bullhadd sejjer isir lill-ambjent bil-bini tar-*resort*. Spjega ir-raġunijiet li tana.

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**Noti/Notes**

**Passage 2**

*Listen to the second passage and complete this task.*

1. *What is the Minister's proposal?*

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2. *According to the speaker, how many people would be employed in the year 2005?*

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3. *List three activities which would be possible if this proposal were implemented.*

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4. *According to the speaker, the building of the resort would be beneficial to everyone. Give his reasons.*

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**Noti/Notes**

## Part B: Task Drawing on Both Passages

Wieġeb bil-Malti./Respond in Maltese.

Bħala membru tal-kumitat indipendenti li qed jikkonsidra l-pjan tal-Ministru, ikteb rapport ta' bejn 120–150 kelma fejn tiddiskuti l-vantaġġi u l-iżvantaġġi tal-proposta.

Uża BISS l-informazzjoni minn dak li smajt fiż-żewġ passaġġi biex tikteb ir-rapport tiegħek.

*As a member of an independent committee considering the Minister's proposal, write an evaluative report in which you discuss the advantages and disadvantages of the proposal. The report should be written in 120–150 words.*

*Use ONLY the information you have heard in the two passages to complete your report.*

Noti/Notes



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# 2001 MALTESE

## EXTENDED LEVEL

### Paper 1: Processing Spoken Information

<b>Part A – Assessment Criteria</b>
<ul style="list-style-type: none"><li>• † <b>the capacity to select and use relevant information</b></li></ul>



<b>Part B – Assessment Criteria</b>
<ul style="list-style-type: none"><li>• † <b>the capacity to select and use relevant information</b></li><li>• <b>form and organisation</b><ul style="list-style-type: none"><li>† <i>observation of the conventions of the discourse form (for example, format, style, cultural appropriateness)</i></li><li>† <i>linking of related ideas</i></li><li>† <i>organisation of information from sources into a meaningful sequence</i></li></ul></li><li>• <b>effective expression</b><ul style="list-style-type: none"><li>† <i>control of the language required to complete the task (appropriateness, clarity of expression, including accuracy in the use of linguistic elements)</i></li><li>† <i>degree of independence from the wording of the original information</i></li></ul></li></ul>

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## EXTENDED LEVEL

### Paper 2: Part A: Writing in Maltese

### Part B: Reorganising Written Information

Tuesday 23 October

Time: 1 hour and 30 minutes

*Approved English–Maltese/Maltese–English or monolingual  
dictionaries may be used.*

#### Instructions to Candidates

1. Write all your responses to the tasks in Paper 2 in this booklet in ink or ball-point pen. Space is provided for you to make notes.
2. You are required to respond to both Part A and Part B.
3. Make sure that you write your student/registration number, State or Territory in which the examination is taken, and centre number (if required) on the front cover of this booklet.
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**Noti/Notes**

## Part A: Writing in Maltese

Aghżel biċċa xogħol WAHDA minn dawn li ġejjin u wieġeb billi tikteb bejn 150 u 200 kelma bil-Malti.

*Choose ONE of the following tasks and complete it, writing about 150–200 words in Maltese.*

1. Qed tiġi żviluppata *Website* dwar il-Maltin li jgħixu barra minn Malta. Bħala President ta' l-Għaqda taż-Żgħażaġh, ikteb artiklu għal din il-*Website* dwar l-importanza li tinzamm il-kultura Maltija fl-Awstralja fost iż-żgħażaġh.
2. Immagina li għadek kif ġejt lura minn Malta fejn kont għal btala b'xogħol. Ikteb rapport fejn tagħti xi pariri u suġġerimenti lil dawk li jixtiequ jmorru Malta fuq btala b'xogħol fil-futur. Semmi wkoll punti favur u kontra li ksibt mill-esperjenza tiegħek.
3. Ikteb storja qasira ibbażata fuq dan il-proverbju:  
*Il-mistoqsija oħt il-għerf.*
4. Bħala student tal-Malti f'Year 12, inti qed tagħmel perjodu ta' tahrig fir-radju ta' l-SBS. Ikteb *script* ta' diskursata li se tagħmel għas-semmiegħa ż-żgħar, li fiha tfisser għaliex inti studjajt il-Malti, u x'jidhirlek li huma l-vantaġġi li wiehed jitgħallem il-Malti.
5. Ser issir produzzjoni teatrali fl-Universita' tal-belt fejn toqgħod inti. Il-produzzjoni se tkun dwar l-istorja ta' l-emigranti Maltin fl-Awstralja. Bħala membru organizzattiv, ikteb ittra lill-editur tal-gazzetta lokali, fejn fiha tiddiskuti l-produzzjoni proposta u fiha tteġġeg lil dawk b'xi talent biex jiehdu sehem fiha.

Biċċa xogħol numru/*Task No.:*

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## Part B: Reorganising Written Information

Għandek issib quddiemek tagħrif f'żewġ għamliet ta' kitba. Uża BISS it-tagħrif li ssib f'dan il-materjal u ikteb bejn 120 u 150 kelma bil-Malti.

Ikteb ittra lil xi persuna anzjana tal-familja tiegħek biex tipperswadiha/tipperswadih bl-importanza tat-tilqim, speċjalment tat-tilqim kontra l-influwenza.

*You have two different items of written information. Using ONLY information from the written material provided, complete the task in 120–150 words in Maltese.*

*Write a letter persuading an elderly relative of the importance of vaccination, particularly against influenza.*

### Text 1

## IT-TILQIM KONTRA L-FLU

Fuljett dwar is-sahha.

*Jitqassam b'xejn.*

***Jekk jogħġbok hu kopja.***

### **Għandi l-flu?**

Mhux l-ewwel darba li tisma' min jgħidlek li għandu l-flu. Hafna drabi jkollhom rih.

Il-flu hija marda qalila iktar minn rih. Tittiehed hafna permezz tas-soghla u l-għatis.

Huwa sewwa li jkollna tagħrif biżżejjed dwar din il-marda li tiġi żżurna tista' tgħid ta' kull xitwa.

*Sintomi;*

Min ikollu l-virus, għall-ewwel jibda jhoss bard kbir. Ta' xejn jitgħatta għax jibqa' jhossu xorta. Minkejja dan il-bard kbir, ixoqq l-għaraq għalih.

Jitlagħlu hafna deni li jgħib miegħu telqa kbira. Ma jkollu aptit jagħmel xejn.

Imbagħad jibda l-uġiġh. Dan jattakka l-aktar il-muskoli u l-ġogi.

Jista' jdur ukoll għad-dahar u r-riġlejn. L-uġiġh aktarx ikun kbir li ma tkunx tista' tistrieħ sewwa, la bil-lejl u lanqas bin-nhar.

### **Min huwa fir-riskju?**

L-ewwel ma jiġu huma dawk li għandhom 'il fuq minn 65 sena. L-anzjani tibda tonqsilhom xi ftit is-sahha tar-reżistenza. Isiru għalhekk iktar sugġetti għal mard bħalma hija l-flu.

Mhux min għandu l-età biss huwa fir-riskju iżda wkoll dawk li jkunu jbatu b'xi mard bħad-dijabete.

Min ikollu l-ażma ibati hafna iżjed, għax bil-flu tiżdiedlu d-diffikultà biex jiehu n-nifs.

Il-flu tista' għib magħha xi infezzjonijiet. Għalhekk dawk li jkunu jbatu bil-mard tal-qalb jew b'xi kundizzjoni fid-demem ikunu f'riskju kbir.

Ir-riskju li tiehu l-flu jikber iżjed, aktar ma tmur f'postijiet fejn ikun hemm hafna nies

Din is-sena, billi jista' jkun hawn tipi ta' flu iktar qawwijn mis-soltu, kulhadd qed jithegġeg biex jitlaqqam kontra l-flu.

### **Kif nilqgħulha?**

*B'xejn;*

Biex iktar jithajru jitlaqqmu dawk li għandhom riskju kbir, hafna minnhom ma jhallsux għat-tilqima.

*Meta;*

L-ahjar żmien ikun qabel ma tasal fostna l-flu.

Għalhekk l-ahjar ikun fil-harifa jew il-bidu tax-xitwa.

L-ahjar huwa li tmur tara lit-tabib tiegħek u toqghod għal dak li jgħidlek huwa.

## WEBSITE: Titlaqqam Jew Le?

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### Tilqim: veritajiet

- Il-provi juru li t-tilqim huwa mezz żgur għall-prevenzjoni tal-mard
- Huwa fatt li l-mard li jittiehed naqas minhabba t-tilqim.

### L-Industrija tat-Tilqim

- Hemm provi li juru li t-tilqim huwa negozju tal-qligh.
- Jista' jkun hemm pakketti kontaminati p.e. minhabba l-użu ta' ingredjenti rhas biex jiffrankaw il-flus

### Hrejjeq fuq it-Tilqim

- Min ihaddem jgħid li dawk li jitlaqqmu jfallu iżjed mix-xogħol.
- Hafna teoriji tat-tilqim instabu foloz fl-applikazzjoni tagħhom.

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### Il-Gvern

- Skema ta' tilqim b'xejn
- Dawk li jhaddmu jaraw li l-impjegati li ma jitlaqqmux huma l-iżjed li jfallu.

### Parir Mediku

- It-tobba jistgħu jagħtu parir għat-tilqim għall-ġid tal-pazjent.
- Ċerti tobba jistgħu jqisu t-tilqim bħala mezz hafif biex jagħmlu profitt.

### Litigazzjoni

- Xi kumpanniji tal-assigurazzjoni ma jkopru l-effetti hżiena u l-imwiet bit-tilqim.
- Il-kwistjoni hija tal-qligh kontra s-sigurtà

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### Difetti tat-Tilqim

- Huwa possibbli li ssir hsara fis-sistema tal-immunità tal-ġisem billi xi mard huwa marbut mat-tilqim.
- It-tilqim ma jistax jehilsek minn kull flu virali għax il-virus jitbiddel kontinwament.

### Benefiċċji

- Helsien mill-mard tat-tfulija
- L-effetti tal-flu jitwarrbu jew jittaffew fost iż-żgħar u l-anzjani.

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Fittex O f'dan is-sit O il-Web għall-  
Intervisti, artikli, xhieda, is-sistema tal-immunità, liġijiet.....

Fittex

**Noti/Notes**





# 2001 MALTESE

## EXTENDED LEVEL

### Paper 2: Part A: Writing in Maltese Part B: Reorganising Written Information

<b>Part A – Assessment Criteria</b>
<ul style="list-style-type: none"> <li>• <b>the capacity to deal with the chosen topic</b> <ul style="list-style-type: none"> <li>† <i>breadth of treatment</i></li> <li>† <i>suitability of the writing for the topic and/or purpose</i></li> <li>† <i>maintenance of the reader’s interest</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>form and organisation</b> <ul style="list-style-type: none"> <li>† <i>observation of the conventions of the discourse form (style, sequencing, cultural appropriateness) and specifications regarding length</i></li> <li>† <i>organisation of content</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>clarity of expression</b> <ul style="list-style-type: none"> <li>† <i>control of the language required by the topics, including accuracy in the use of linguistic elements</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>variety and appropriateness of vocabulary and sentence structuring</b> <ul style="list-style-type: none"> <li>† <i>range of vocabulary</i></li> <li>† <i>variety in sentence structure</i></li> <li>† <i>appropriateness of vocabulary and sentence structure</i></li> </ul> </li> </ul>

<b>Part B – Assessment Criteria</b>
<ul style="list-style-type: none"> <li>• † <b>the capacity to select and use relevant information</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>form and organisation</b> <ul style="list-style-type: none"> <li>† <i>observation of the conventions of the discourse form (for example, format, style, cultural appropriateness)</i></li> <li>† <i>linking of related ideas</i></li> <li>† <i>organisation of information from sources into a meaningful sequence</i></li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>effective expression</b> <ul style="list-style-type: none"> <li>† <i>control of the language required to complete the task (appropriateness, clarity of expression, including accuracy in the use of linguistic elements)</i></li> <li>† <i>degree of independence from the wording of the original information</i></li> </ul> </li> </ul>

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## EXTENDED LEVEL

### Paper 3: Discussing a Theme

Tuesday 23 October

Time: 30 minutes

*Approved English–Maltese/Maltese–English or monolingual  
dictionaries may be used.*

#### Instructions to Candidates

1. Write your response to the task in Paper 3 in this booklet in ink or ball-point pen. Space is provided for you to make notes.
2. Make sure that you write your student/registration number, State or Territory in which the examination is taken, and centre number (if required) on the front cover of this booklet.
3. Candidates in South Australia and the Northern Territory must respond in English.
4. All question booklets will be collected at the end of the examination.
5. The assessment criteria for this paper are printed on the back page of this booklet.

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## Discussing a Theme

Aghżel WIEHED biss mix-xoghlijiet (minn WAHDA BISS mit-temi li ġejjin) u iktib mhux anqas minn 250 kelma bil-Malti jew bl-Ingliż. L-ISTUDENTI TA' SOUTH AUSTRALIA U TAN-NORTHERN TERRITORY IRIDU JWIEĠBU BL-INGLIŻ. Trid tibbaża l-kitba tiegħek fuq dawk ir-riżorsi li kellek tistudja matul is-sena, u fil-kitba tiegħek trid tirreferi jew għal biċċtejn xogħol - waħda miktuba u oħra orali, jew għal żewġ biċċiet xogħol miktubin. Niżżel x'inhuma r-riżorsi mnejn hađt l-informazzjoni tiegħek fl-ispazju ipprovdut.

*Choose ONE of the following tasks (from ONE theme only) and write a response of a minimum of 250 words in either English or Maltese. CANDIDATES IN SOUTH AUSTRALIA AND THE NORTHERN TERRITORY MUST ANSWER IN ENGLISH. Your response should be based on resources you have studied through the year, and you must refer to either one written resource and one oral resource, or two written resources, in your answer. List these resources in the space provided.*

### **Valletta - Il-Belt ta' Malta, Il-Belt tal-Kavallieri/Valletta: Malta's capital city – The City of the Knights**

1. Ikteb artiklu fuq il-Belt Valletta għall-gazzetta ta' l-iskola tiegħek għal Ġimgha Multikulturali, u fih iddiskuti kif dik il-belt tirrifletti l-influwenza tal-passat fuq il-preżent. Fl-artiklu tiegħek irreferi għal mhux anqas minn tnejn mir-riżorsi li studjajt matul is-sena.

*Write an article about Valletta for your school newspaper for Multicultural Week, in which you discuss how that city reflects the influence of the past on the present. In your article refer to at least two resources you have studied during the year.*

JEW/OR

2. Fil-Website ta' l-iskola tiegħek se jkollhom pagna fejn studenti jkunu jistgħu jagħtu xi informazzjoni dwar xi belt. Inti iddeċidejt li tikteb rapport dwar kif il-Belt Valletta nbriet u għaliex tissejjah Belt Iffortifikata. Fir-rapport tiegħek irreferi għal mhux anqas minn tnejn mir-riżorsi li studjajt matul is-sena.

*On your school's web site a page is included for students to provide information on a city. You have decided to write a report about how the City of Valletta was built, and why it is called the Fortified City. Write the report making reference to at least two resources you have studied during the year.*

JEW/OR

### **It-Turiżmu: Malta tinghaqad mad-dinja/Tourism: Malta's interface with the world**

3. Bħala student ta' l-istorja ta' Malta, iktib artiklu biex jidher f'perjodiku turistiku. Fih semmi s-sinifikat u l-importanza li siti preistoriċi bħat-tempji Neolitiċi għandhom fuq il-gzejjer ta' Malta. Irreferi għal mhux anqas minn tnejn mir-riżorsi li studjajt matul is-sena.

*As a student of Maltese history, write an article for a tourist magazine on the significance and importance of prehistoric sites, such as the Neolithic Temples on the islands of Malta. Make reference to at least two resources you have studied during the year.*

JEW/OR

4. L-ekonomija Maltija tiddependi hafna mill-industrija tat-turiżmu. Qed issir kampanja biex f'Malta tinżamm l-indafa u tkun aktar attraenti għal min iżurha. Bħala impjegata/impjegat fid-Dipartiment tat-Turiżmu, inti ġejt mitluba/mitlub tikteb fuljett bħala parti minn din il-kampanja. Fil-fuljett tiegħek irreferi għal mhux anqas minn tnejn mir-riżorsi li studjajt matul is-sena.

*The Maltese economy relies heavily on tourism. A campaign is being conducted to maintain cleanliness on the island in order to make it more attractive for visitors. As an employee of the Department of Tourism you have been asked to write a pamphlet for the campaign. Refer to at least two resources you have studied during the year.*

JEW/OR

**L-esperjenza ta' l-Emigrant: Ihna fil-letteratura ta' kittieba Maltin-Awstraljani/*The migrant experience: Voices from Maltese–Australian literature***

5. Inti ġejt mistiedna/mistieden biex tikteb bijografija dwar poeta jew kittieba/kittieb Maltija-Awstraljana/Malti-Awstraljan. Aghżel kittieba/kittieb stabbilit u iddiskuti ix-xogħol u l- post ta' hiedmieta/hiedmietu fil-letteratura Maltija għall-għaqda tal-letteratura Maltija. F'din il-kitba irreferi għal mhux anqas minn tnejn mir-rizorsi li studjajt matul is-sena.

*You have been invited to write a biography of a Maltese–Australian poet or writer for a Maltese literature group. Choose an established poet or writer, and discuss his/her work and its place in Maltese literature. In your biography refer to at least two of the resources you have studied during the year.*

JEW/OR

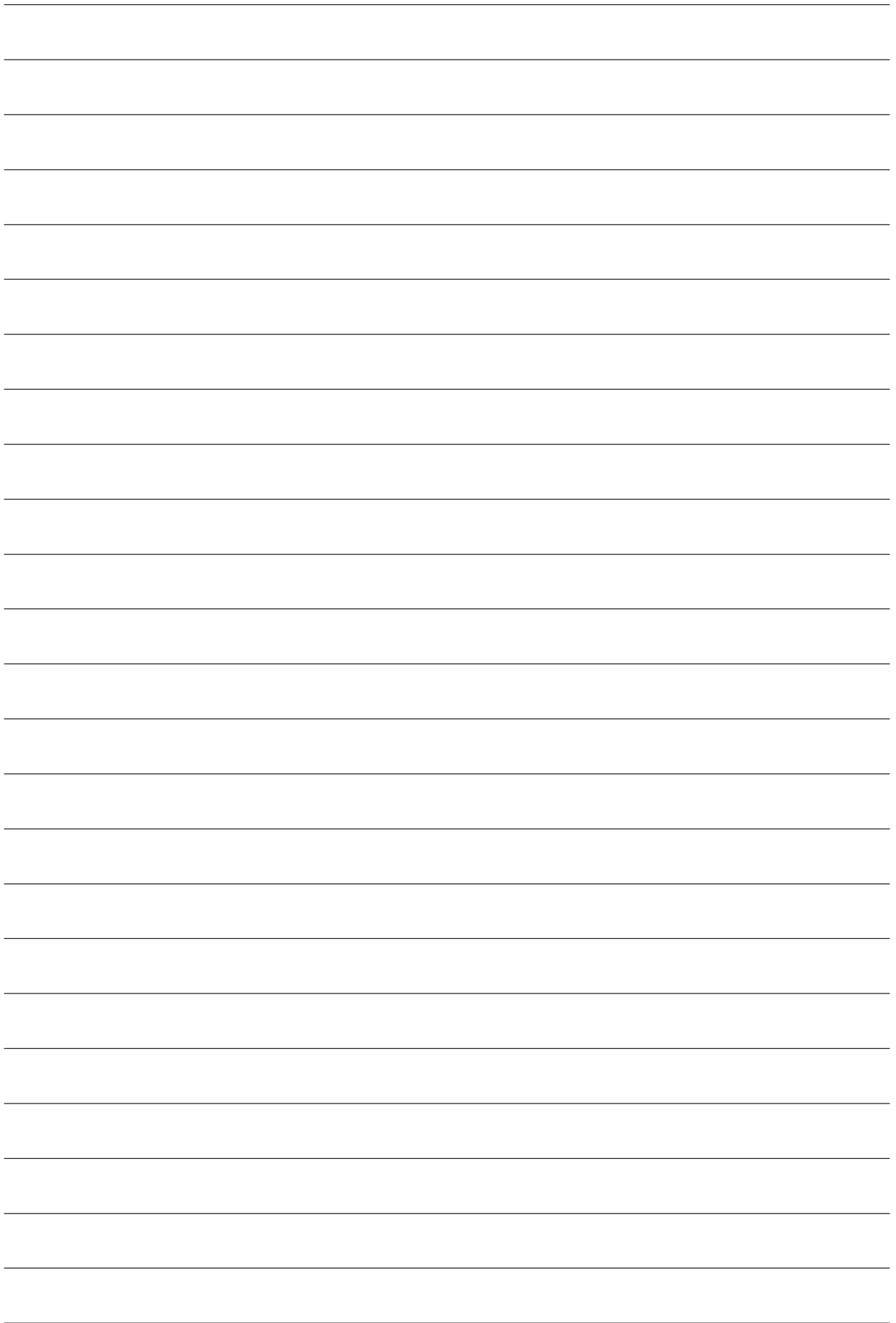
6. Ikteb apprezzament kritiku għal rivista letterarja, fuq xi kitba ta' kittieba/kittieb Maltija-Awstraljana/Malti-Awstraljan li tolqtok l-izjed. Fil-kitba tiegħek irreferi għal mhux anqas minn tnejn mir-rizorsi li studjajt matul is-sena.

*Write a review for a literary magazine on a piece of writing by a Maltese–Australian writer whose work has impressed you. In your review refer to at least two resources you have studied during the year.*

**Noti/Notes**







# 2001 MALTESE

## EXTENDED LEVEL

### Paper 3: Discussing a Theme

Assessment Criteria
<ul style="list-style-type: none"><li>• understanding and appreciation of the works</li><li>• depth of treatment</li><li>• content relevant to the demands of the task</li><li>• appropriate and effective use of structure</li><li>• accuracy and variety of language use</li></ul>