

2001 MALTESE

STUDENT/
REGISTRATION
NUMBER

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Pages: 6

CENTRE
NUMBER

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STATE/
TERRITORY

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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.

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).

Discussing a Theme

Aghżel WIEHED biss mix-xoghlijiet (minn WAHDA BISS mit-temi li ġejjin) u ikteb 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 biċċetjn xogħol - wahda miktuba u oħra orali, jew għal żewġ biċċiet xogħol miktubin. Niżżeż 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-influenza 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 tingħaqad mad-dinja/Tourism: Malta's interface with the world

3. Bħala student ta' l-istorja ta' Malta, ikteb 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 tinzamm l-indaġa 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: Ilhna 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-riżorsi 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 toqtok l-iżjed. Fil-kitba tiegħek irreferi għal mhux anqas minn tnejn mir-riżorsi 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">• understanding and appreciation of the works• depth of treatment• content relevant to the demands of the task• appropriate and effective use of structure• accuracy and variety of language use