

Maltese Continuers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Maltese in the Stage 6 Curriculum

2.1 The Language

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

2.2 Description of Target Group

The *Maltese Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Maltese for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

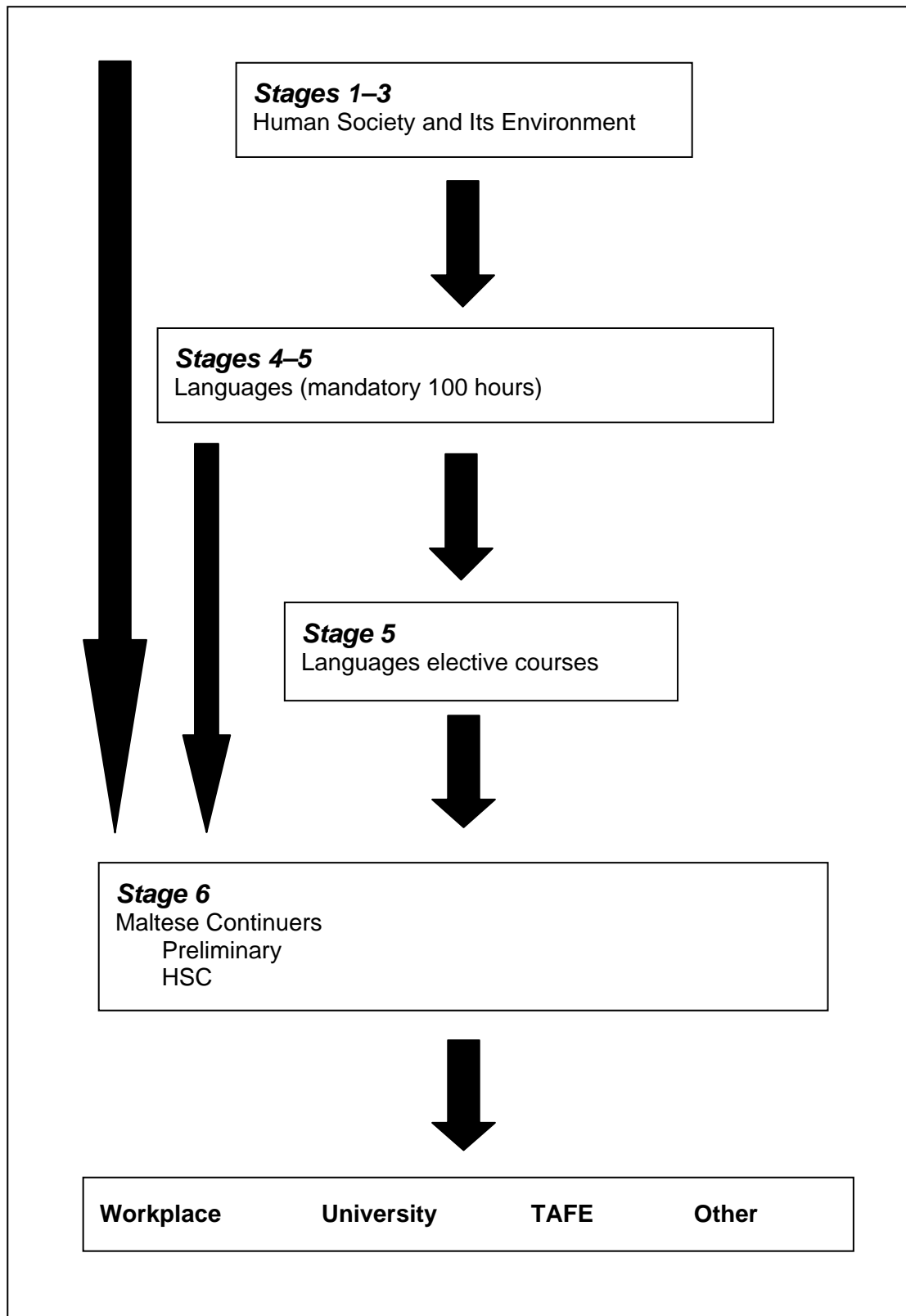
The study of Maltese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It provides access to the culture of Maltese-speaking countries and communities. The study promotes understanding of different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

The study of Maltese develops the student's ability to understand and use a language which is spoken in the historical and ethnic Maltese territory, as well as by communities within Australia, Canada, the USA and the UK.

The study of Maltese will provide students with access to the rich culture associated with the language, and develop their understanding of the contribution Maltese speakers have made in fields such as science, sport, literature, music and the visual arts.

The ability to communicate in Maltese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, commerce, banking, international relations, social services and education.

3 Continuum of Learning for Maltese Stage 6 Students



Maltese Continuers Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Maltese to communicate with others;
- understanding and appreciation of the cultural contexts in which Maltese is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Maltese and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Maltese to work, further study, training, or leisure.

5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions, and experiences in Maltese

Objective 2 — express ideas through the production of original texts in Maltese

Objective 3 — analyse, process, and respond to texts that are in Maltese

Objective 4 — understand aspects of the language and culture of Maltese-speaking communities

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Maltese and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Maltese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Maltese-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Maltese and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Maltese-speaking communities will develop further.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions, and experiences in Maltese</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas on known topics</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Maltese</p>	<p>2.1 applies knowledge of language structures to create original text</p> <p>2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future</p> <p>2.3 organises and sequences ideas and information</p>
<p>3. analyse, process, and respond to texts that are in Maltese</p>	<p>3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information</p> <p>3.2 infers point of view, attitudes or emotions from language and context</p> <p>3.3 summarises, interprets and evaluates information</p> <p>3.4 compares and contrasts aspects of texts</p>
<p>4. understand aspects of the language and culture of Maltese-speaking communities</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

7.2 Key Competencies

The Maltese Stage 6 Continuers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Maltese Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content of Maltese Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Maltese-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Maltese-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, social issues and tourism.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Maltese-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – leisure and interests – health and well-being – family and friends • education and aspirations, eg: <ul style="list-style-type: none"> – school life – further study – training and employment • personal opinions and values, eg: <ul style="list-style-type: none"> – personal priorities – issues of personal importance – lifestyle preferences 	Topics: <ul style="list-style-type: none"> • lifestyles, eg: <ul style="list-style-type: none"> – daily life – education – the role of religion – leisure activities • history and traditions, eg: <ul style="list-style-type: none"> – significant people and events – ceremonies and celebrations • the arts and literature, eg: <ul style="list-style-type: none"> – famous authors – modern and traditional art/music/literature 	Topics: <ul style="list-style-type: none"> • the world of work, eg: <ul style="list-style-type: none"> – careers now and in the future – impact of technology – impact of globalisation • social issues, eg: <ul style="list-style-type: none"> – the environment – the changing role of women • tourism, eg: <ul style="list-style-type: none"> – development of tourism – positive and negative impact of tourism

8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Maltese resources list published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Maltese. Refer to the HSC External Examination Specifications for further information.

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement	journal/diary entry*	recipe
announcement	map	report*
article*	menu	résumé
conversation*	news item	review*
discussion*	note/message*	story/narrative account*
email	notice	song
form	personal profile	survey
formal letter*	play	text of an interview*
informal letter*	poem	text of a speech*
invitation	postcard	timetable

8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Maltese Continuers Stage 6*.

8.7 Grammar

Grammar can be described as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Maltese through prior knowledge or study of Maltese.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability to apply and adapt this knowledge.

The following grammatical structures are those that students studying Maltese in a Continuers course are expected to recognise and use.

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Grammatical item	Sub-elements	Example(s)
Verb	Primary (ewlieni)	
	– whole, not doubled (shih, mhux trux)	Qasam
	– doubled (trux)	Radd
	– weak (dghajjef)	Saqsa
	– assimilative (xebbih)	Ghamel
	– hollow (mohfi)	Baghbas
	– weak (nieqes)	Beda
	Derived (imnissel)	
	Trilateral	
	– primary, whole, not doubled (ewlieni, shih, mhux trux)	Hadem
	– primary, doubled (ewlieni, trux)	Garr
	– primary, weak (ewlieni, nieqes)	Qata
	– primary, hollow (ewlieni, mohfi)	Dam
	– primary, assimilative (ewlieni, xebbih)	Wasal
	– primary, doubled, and assimilative (ewlieni, trux, xebbih)	Ghadd
	– primary, assimilative and weak (ewlieni, xebbih, nieqes)	Waqa
	– primary, assimilative and hollow (ewlieni, xebbih, mohfi)	Gham
	– primary, hollow and weak (ewlieni, mohfi, nieqes)	Biegh
	– irregular	
	Quadrilateral	
	– primary, whole (ewlieni, shih)	Ċaqlaq
	– primary, weak (ewlieni, dghajjef)	Gharbel
	– irregular	
Derived (imnisslin)		
– form 2	Kisser	
– form 3	Qarar	
– form 4	Idda	
– form 5	Tkisser	
– form 6	Tqarar	
– form 7	Inkiser	
– form 8	Htieg	
– form 9	Sbieh	
– form 10	Stahba	
– irregular		
Tense	– Perfect	Ġanna ġabet il-helu
	– Previous Past	Pawlu kien mar u reġa ġie
	– Past Continuous	Kont tiela t-taraġ u rajtu
	– Habitual Past	Marija kienet tmur tixtri
	– Continuous & Habitual Past	Kien ikun mimdud hawn
	– Conditional Past	Kieku kont barra kont nghajjatlek
	– Past Passive	It-tifla ġiet mehuda d-dar
– Past Passive Continuous	Ġanni kien mitluf minn sensih	

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	Imperfect (present)	
	– Continuous	Johnny qed jilgħab
	– Present Conditional	Kieku kellu jasal it-tifel, immur
	– Present (habitual)	Meta nkun nistudja, ma rridx storbu
	Imperative	Iftah il-bieb!
	Future	Illejja se nohroġ
	– Future (before another future)	Meta tkun ġiet, tibda tistudja
	– Future Continuous	Ghada, xhin inkunu nimxu, ghidlu
	– Future Passive	Meta jkun miġuġħ, jibki
	Voice – Active (transitive, reflexive, or intransitive)	Toni kisser hġieġa
	– Passive (one word or more than one word with the auxiliary verb and the passive participle)	It-tifel ġie mehud l-isptar one word with the auxiliary verb and the passive participle)
	– Reflexive (from transitive verbs)	Leli fahħar lilu nnifsu
	Form – Primary (the first form)	
	– Derived (from the second to the tenth form)	
	Mood – Indicative (perfect, imperfect)	Ċensu kisser it-tazza
	– Imperative (positive, imperfect)	Jien niekol il-fenek
	Attached	Ilbes (Iż-żarbun)
Adverb	Unattached	Ma dwar, (madwar)
	Adjectives	Hafna
	Prepositions	Żiemel kbir hafna
	One word	Bil-maqlub
	More than one word	Xorob fuit ilma
	Repeated words	Naddaf kull fejn kien
	– Adjective	Telaq malajr malajr
	– Nouns	Qattagħha biċċa biċċa
	– Verbs	Tefagħha kif ġie ġie
	Time	Ċensu telaq kmieni
	Place	Nardu tela lfuq
	Manner	Refa l-qattus bil-mod
	Quantity	Majsi kiel hafna
	Negation	Ma mort qatt
	Affirmation	Mort żgur
	Question	Qatt mort Malta?
	Comparison	Wiġi tkellem ahjar minn Ganni
Noun	Gender	Raġel
		Mara
	Singular	Wied
	Plural	Bibien
	Common plural	Qtates
	Whole plural (plural shiħ)	Bahri - Bahrin
	Broken plural (plural miksur)	Hofra - Hofor
	Dual plural (plural imtenni)	Riġlejn - ejn denoting two
Adjective	Original	Sabih, ahrax

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	Gender	Sabih, sabiha
	Number – singular	Qasir
	– plural	Qosra
	– common	Hajjata
	Plural – derived	Ferhan, rahli
	– denominative	Belti, rahli
	– verbal	Herqan, dahqan
	– diminutive	Fqajjar, smajjar
	– positive	Sabih, tajjeb
	– comparative	Isbah, itjeb
	– superlative	L-isbah, l-itjeb
Pronoun	Gender	Hu(wa), hi(ja)
	Number	Jiena, ahna
	Suffixes (mehmuzin)	DarI, darEK
	Separate (mifrudin)	Jiena, inti
	Personal	Ahna, intom
	Possessive	TiegħI, jisimNI
	Direct	KitibNI, kitbEK
	Indirect	KitibLI, kitibLEK
	Demonstrative	Dan, dak, din
	Reflexive	Innifsi, nfusna, ruhi
	Interrogative	Min kien? Xi kemm tiswa?
	Relative	Li, min, kull
	Indeterminate	Kulhadd, ilkoll, kollox
	Negative	Ma rajt lil hadd
Preposition	Attached	Bija, fik, għalih
	Unattached	Bi, fi, għal
Numeral	Cardinal	Wiehed
		Tnejn
		Tlieta
		Żewġ (zewġt)
		Tliet (tlitt)
		Erba (erbat)
		L-ewwel
		It-tieni
		It-tielet
	Ordinal	
Sentence and phrase types		
	Statement	Jiena għandi n-naghas
	Question	X hin se tiġi?
	Direct Speech	Qalli prosit hej, kemm titkellem tajjeb bil-Malti
	Indirect Speech	Ferahli ta kemm nitkellem tajjeb bil-Malti.
	Affirmative	Iva, se niġi.
	Negative	Le, minix se niġi.
	Exclamatory	X wahda waqa miskin!
Conjunctions	Coordinatory	Toni u Marija marru s-City

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	Contrast	Salvu twajjeb imma ma tghaddihx biż-zmien
	Alternative	Lippu jew Pinu kellhom imorru
Article	Definite	
	– Alone	L-ikel
	– With the euphonic ‘i’ added before nouns or adjectives used as nouns beginning with ‘moon’ consonants (qamrin) and ‘sun’ consonants (xemxin)	Il-qamar Ix-xemx
	– With the euphonic ‘i’ added before nouns or adjectives used as nouns beginning with two consonants the first of which is m, n, s, x	L-ingassa
Particle	Attached (magħqudin)	Fil-baħar
	Unattached (magħżulin)	Bi ħgarha
	Prepositions	Ma ħajt
	Adverbs	Hawn isfel
	Conjunctions	Jien xtaqt immur, iżda int ma ridtx
	Interjections	Jahasra, kemm hi twajba Ċensa
	Negation	Ma rrid xejn. M intix tghid sewwa
Verbal Noun	Generic	Gideb, faqar
	Triliteral based	Bdil, dħul, dlam
	Triliteral based without the second vowel	Dahk, ferħ, serq
	Verbs starting with ‘Għ’	Għażla, għemil
	Primary, doubled verb based	Daqq, bexx
	Primary, weak verb based	Biki, ġiri, xiwi
	Quadriliteral verb based	Ċaqliq, tbaqbiq
	Second form verb based	Tiksir, tahlit
	Fifth form verb based	Tferrix
	Sixth form verb based	Tharis, tmerija
	Eighth form verb based	Ftaħir, ftehim
	Tenth form verb based	Stedin, stagħgib
Participle	Active	Rieqed, wieqaf
	Passive	Magħfus, misjub, imwaaqqa

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

10 Post-school Opportunities

The study of Maltese provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Maltese Continuers syllabus is contained in *Assessment and Reporting in Maltese Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Maltese Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc