



L-Università  
ta' Malta

MATSEC  
Examinations Board



## SEC 02 Syllabus

Arabic

**2025**

Updated May 2023

**Syllabus Addendum  
for 2025 MATSEC Examinations Session**

**SEC 02 Arabic**

<b>Change in Scheme of Assessment</b>	
<b>Paper I – School Based Assessment (30% of the total mark)</b>	The school-based assessment shall be marked out of 100 each year (years 10 and 11 only). The School-Based Assessment for years 10 and 11 will be reported to MATSEC by the school in Year 11.

# Table of Contents

Introduction .....	3
List of Learning Outcomes .....	4
List of Subject Foci .....	5
Programme Level Descriptors .....	5
Learning Outcomes and Assessment Criteria.....	6
Scheme of Assessment .....	17
School Candidates .....	17
Private Candidates.....	18
Appendices.....	19

## Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All (NCF)* which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

### **What is the subject? Give a general definition.**

The study of languages enriches the mind and provides opportunities and challenges in a rapidly changing world. **Arabic** is spoken by about three hundred million native speakers in the Arab world and elsewhere. Apart from hundreds of Arabic dialects spoken on the local and regional levels, Modern Standard **Arabic** is the standard variety of the language and is employed in official contexts, such as education, the media, administration, politics, religion etc. Learning **Arabic** opens up opportunities in many different fields of work.

### **What does a study of the subject entail?**

The **Arabic** syllabus covers the four main language skills; listening, speaking, reading and writing. The main focus lies on the development of communicative language competences and communicative strategies.

This subject is based on eight learning outcomes. All outcomes are distributed amongst the four skills having a number of criteria covering level 1, 2 and 3. Each scholastic year shall cover various criteria from all levels. SEC **Arabic** as a foreign language entails the development of the ability to communicate in both speaking and writing. It also requires that learners develop the skill to listen to and understand spoken **Modern Standard Arabic** and to read and understand different text types.

By the end of the course, students are required to have carried out a number of assignments for the School-Based Assessment (SBA). The SBA for each scholastic year will be based on levels 1-2-3 or 1-2.

All tasks, including texts and other resources, are based on familiar topics as indicated in the list of themes as shown in Appendix 2. They include language that is regularly encountered in the learners' immediate environments, as well as in situations that are likely to be encountered in areas where the target language is spoken.

### **How is the subject related to candidates' lives, to Malta, and/or to the world?**

The teaching and learning of **Arabic** as a foreign language is a 'key competence' which is in line with the *Malta National Lifelong Learning Strategy 2020* (page 93). The *Framework for the Education Strategy for Malta 2014-2024: Sustaining*

*Foundations, Creating Alternatives, Increasing Employability* states, in page 3, that “we would also like our young people to be competent in other languages that have global outreach.”

The teaching and learning of **Arabic** as a foreign language enhances Malta’s “global outreach” as it equips candidates with the necessary linguistic skills and cultural knowledge to communicate in **Arabic** in various contexts.

The aspirational programme learning outcomes for this subject are:

**At the end of the programme, I can:**

1. develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
2. develop the ability to use learning strategies (learning how to learn) and to evaluate one’s own learning: this entails fostering positive attitudes towards study, work and leisure;
3. offer insights into culture and civilisation in order to develop linguistic competencies and to foster respect for others;
4. contribute to the cognitive and affective development of the individual and enhance self-esteem;
5. provide enjoyment and develop interest towards Arabic while stimulating one’s intellectual abilities.

## List of Learning Outcomes

**At the end of the programme, I can:**

- LO 1. talk in Modern, Standard Arabic about a familiar subject provided I can prepare beforehand.
- LO 2. express personal opinions and exchange information on familiar subjects and matters related to everyday life.
- LO 3. react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)
- LO 4. read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.
- LO 5. understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.
- LO 6. write on a range of familiar subjects.
- LO 7. communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.
- LO 8. react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)

## List of Subject Foci

1. Speaking
2. Writing
3. Listening
4. Reading

## Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **ARABIC** at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following refers to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Arabic. (Level 1 being the lowest and level 3 the highest).

### Level 1

At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

### Level 2

At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out relatively complex tasks. Limited support may be embedded within the task.

### Level 3

At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

## Learning Outcomes and Assessment Criteria

Subject Focus: Spoken Production		
Learning Outcome 1:	I can talk in Modern, Standard Arabic about a familiar subject provided I can prepare beforehand.	
Paper I and Paper II		
Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1a I can utter basic, brief, mostly intelligible phrases on a prescribed topic.	1.2a I can talk about a prescribed topic, by clearly developing a number of points.	1.3a I can talk about a prescribed topic by presenting ideas in a clear and linear manner.  1.3ai I can talk about a prescribed topic giving details.
1.1b I can express likes or dislikes about a familiar topic.	1.2b I can give a reason to explain my opinion about a familiar topic.	1.3b I can give reasons to explain my opinion about a familiar topic.
1.1c I can present some basic points about a topic, which may not be linear.	1.2c I can build coherence of most parts of a presentation through sequencing of ideas.	1.3c I can generally ensure coherence through clearly related reference to a familiar topic.
1.1d I can use basic language with basic linguistic structures.	1.2d I can use simple, often correct phrasal structures.	1.3d I can use generally correct language with some complex phrasal structures.
1.1e I can use elementary and often repetitive vocabulary.	1.2e I can use high-frequency vocabulary.	1.3e I can use common vocabulary with some varied terms and/or expressions.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1f I can talk, with support, about events and situations in the present.	1.2f I can talk, with limited support, about past and/or future events and/or situations.	1.3f I can use expressions of time related to the past, present and future in a linear sequence of points. <sup>1</sup>
1.1g I can demonstrate limited target-language pronunciation, rhythm and intonation.	1.2g I can demonstrate acceptable target-language pronunciation, rhythm and intonation.	1.3g I can demonstrate generally good target-language pronunciation, rhythm and intonation.

---

<sup>1</sup> Assessment criteria “f” outlined in Learning Outcome 1 (Spoken - Production) are to be applied also to Learning Outcomes 2 and 3 (Spoken – Interaction).



<b>Subject Focus:</b>	<b>Spoken Interaction</b>
<b>Learning Outcome 2:</b>	I can express personal opinions and exchange information on familiar subjects and matters related to everyday life.
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
2.1a I can use, with prompts, basic phrases and/or basic sentences to communicate about familiar subjects. <sup>2</sup>	2.2a I can maintain simple conversations. <sup>3</sup>	2.3a I can maintain conversations by asking and answering questions.  2.3ai I can, of my own accord, start a conversation by asking questions.
2.1b I can, with prompts, exchange information by asking and answering questions.	2.2b I can, with prompts make suggestions.	2.3b I can exchange information by suggesting alternatives and explain preferences.  2.3bi I can suggest and compare alternatives.
2.1c I can say what I like and/or dislike using a limited range of expressions, when addressed clearly, slowly and directly.	2.2c I can give my opinion about familiar subjects in everyday situations.	2.3c I can give a reason/s for my opinion/s about familiar subjects.
2.1d I can, with prompts, use basic phrases to take part in very short social exchanges.	2.2d I can, with prompts, take part in very short social exchanges.	2.3d I take part in social exchanges carried out in clearly articulated speech.

<sup>2</sup> With prompts in Level 1 means that communication is totally dependent on repetition, rephrasing and repair.

<sup>3</sup> With prompts in level 2 means that conversation carries on with the help of the interlocutor.

<b>Subject Focus:</b>	<b>Spoken Interaction</b>
<b>Learning Outcome 3:</b>	I can react to a situation verbally (accept, refuse, agree, disagree, apologise, thank, propose, confirm etc.)
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1a I can, with prompts, react to a situation by accepting and/or declining using basic words and/or basic phrases when addressed clearly, slowly and directly. <sup>4</sup>	3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences. <sup>5</sup>	3.3a I can react to a situation by accepting and/or declining and giving a justification.
3.1b I can, with prompts, make a proposal in a basic way.	3.2b I can make a proposal in a simple way by making suggestions, without prompts.	3.3b I can suggest an alternative proposal, giving reasons and/or asking for a reply.
3.1c I can, with prompts, ask and/or react to basic questions related to the situation at hand.	3.2c I can verbally react and express my opinions related to the situation at hand.	3.3c I can justify my reactions related to the situation at hand.
3.1d I can express in basic phrases my feelings and/or opinions on a familiar topic.	3.2d I can express my feelings and/or opinions in some detail.	3.3d I can justify my thoughts/opinions and/or emotions by giving reasons.
3.1e I can compare things and/or people using basic language.	3.2e I can compare things and/or people using simple language in some detail.	3.3e I can make comparisons between situations and/or events giving reasons.
3.1f I can agree or disagree by saying yes or no.	3.2f I can agree or disagree with others by giving some detail.	3.3f I can agree or disagree with others by giving reasons.

<sup>4</sup> With prompts in Level 1 refers to: communication is totally dependent on repetition, rephrasing and repair.

<sup>5</sup> With prompts in level 2 refers to: is able to continue conversation with the help of the interlocutor.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1g I can ask for repetition if necessary.	3.2g I can ask for clarification if necessary, by using simple questions and/or simple phrases.	3.3g I can ask for further information as necessary by probing the interlocutor.

<b>Subject Focus:</b>	<b>Reading</b>
<b>Learning Outcome 4</b>	I can read straightforward factual texts on familiar subjects, identifying gist and extracting specific information.
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1a I can find words or basic information in basic texts.	4.2a I can find simple information in simple text/s.	4.3a I can find specific information in longer, more complex text/s.
4.1b I can identify one opinion in short texts.	4.2b I can identify different opinions in short texts.	4.3b I can identify different opinions in longer texts.
4.1c I can follow the line of argument in short and basic texts.	4.2c I can follow the line of argument in longer texts.	4.3c I can follow the line of argument/s in a text, identifying the different points of view.
4.1d I can answer basic referential questions on short texts.	4.2d I can answer referential questions on longer texts.	4.3d I can answer specific, referential questions on longer texts.
4.1e I can identify the main topic/theme in basic text/s.	4.2e I can identify the main topics/themes in more detailed text/s.	4.3e I can identify both the main and sub topics/themes in more detailed text/s.
4.1f I can follow very basic instructions.	4.2f I can follow straightforward instructions and/or directions.	4.3f I can follow detailed instructions and/or directions.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1g I can skim through short and basic texts for information.	4.2g I can skim through longer texts for relevant information.	4.3g I can elicit specific information in longer texts. <sup>6</sup>

---

<sup>6</sup> Texts in reading may include timetables, postcards, adverts, flyers, brochures, correspondence, online content, articles, recipes, instructions/directions, etc.

<b>Subject Focus:</b>	<b>Listening</b>
<b>Learning Outcome 5:</b>	I can understand straightforward factual information about familiar subjects provided speech is clearly articulated in a standard accent.
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1a I can identify basic general information in basic texts* delivered in slow and clear speech with long pauses to assimilate meaning. <sup>7</sup>	5.2a I can identify general information in simple texts provided speech is slowly and clearly articulated.	5.3a I can identify the general information of short texts delivered at a regular speaking rate.
5.1b I can follow slow, clearly articulated conversations consisting of basic vocabulary.	5.2b I can follow clearly articulated conversations consisting of simple vocabulary.	5.3b I can follow clearly articulated conversations consisting of a wider range of vocabulary.
5.1c I can identify others' views/opinions/preferences in short text/s.	5.2c I can identify others' views/opinions/preferences in longer text/s.	5.3c I can distinguish between others' views/opinions/preferences in text/s.
5.1d I can identify basic words and basic phrases provided that there are pauses for assimilation of meaning, and speech is clearly and slowly articulated.	5.2d I can identify straightforward speech provided that it is slowly articulated.	5.3d I can identify straightforward factual information provided speech is clearly articulated in Modern Standard Arabic.
5.1e I can identify basic details in basic texts provided speech is slowly articulated.	5.2e I can identify simple specific details in simple texts provided speech is slowly articulated.	5.3e I can identify specific details in more complex texts delivered at standard speed.
5.1f I can follow very basic instructions and/or directions.	5.2f I can follow straightforward instructions and/or directions.	5.3f I can follow detailed instructions and/or directions.

<sup>7</sup> Texts imply: announcements, instructions, conversations, monologues, descriptions, audio recordings, narratives, etc.

<b>Subject Focus:</b>	<b>Writing – Production</b>
<b>Learning Outcome 6:</b>	I can write on a range of familiar subjects.
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
6.1a I can write a short basic text by using basic sentence structure and by linking words or groups of words with basic linear connectors. e.g. 'and', 'but'.	6.2a I can write a short, simple text by using some connected sentences. e.g. 'because', 'then'.	6.3a I can write short cohesive text/texts or paragraph/paragraphs in a linear sequence using a series of connected sentences.
6.1b I can give my opinion using basic phrases and/or sentences.	6.2b I can express my opinion giving one reason.	6.3b I can justify my opinion giving more than one reason.
6.1c I can use basic vocabulary specific to the context.	6.2c I can use a limited range of vocabulary specific to the context.	6.3c I can make use of a good range of vocabulary specific to the context.
6.1d I can write basic, common words or phrases in the correct spelling.	6.2d I can write high frequency words or phrases in the correct spelling.	6.3d I can write simple sentences using high frequency words, in the correct spelling.
6.1e I can make use of basic language structures with some control of agreement.	6.2e I can make use of simple language structures with more control of agreement.	6.3e I can generally make use of language structures with total control of agreement.
6.1f I can make use of very basic punctuation. e.g. full stops, question marks.	6.2f I can make use of simple punctuation. e.g. comma, exclamation marks.	6.3f I can make use of punctuation which is accurate enough for a text to be followed most of the time.
6.1g I can use a limited number of grammatical structures, which may not be entirely accurate.	6.2g I can use grammatical structures with limitations in accuracy.	6.3g I can use generally accurate grammatical structures, which may be complex to some degree.

<b>Subject Focus:</b>	<b>Writing – Interaction</b>
<b>Learning Outcome 7:</b>	I can communicate in writing to ask for and convey information on familiar subjects in emails, notes, messages, etc.
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
7.1a I can express in basic phrases my feelings and/or opinions on a familiar topic.	7.2a I can express my feelings and/or opinions, giving one reason.	7.3a I can justify my thoughts/opinions and/or emotions, giving more than one reason.
7.1b I can write about an everyday situation in the present using basic phrases.	7.2b I can describe briefly an experience/event.	7.3b I can develop relatively brief descriptions/situations moving through a logical sequence of events.
7.1c I can ask for and/or pass on information in written form using short phrases/sentences on personal matters.	7.2c I can ask for and/or pass on information in written form using connected sentences.	7.3c I can ask and/or answer questions in order to clarify something or to give information in writing.
7.1d I can use a limited range of vocabulary, which may be repetitive to some extent.	7.2d I can use vocabulary which is generally appropriate to the task, with some attempt at variety.	7.3d I can use a variety of mostly appropriate vocabulary.
7.1e I can make use of informal register in my writing.	7.2e I can make use of very limited formal register in my writing.	7.3e I can make use of formal register in my writing.



<b>Subject Focus:</b>	<b>Writing – Interaction</b>
<b>Learning Outcome 8:</b>	I can react to a situation in writing (accept, refuse, apologise, thank, propose, confirm etc.)
<b>Paper I and Paper II</b>	

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1a I can accept or refuse a situation by using basic words and/or basic phrases.	8.2a I can make a proposal in a simple way by making suggestions and/or asking for a reply.	8.3a I can suggest an alternative proposal, giving one reason.
8.1b I can accept/refuse.	8.2b I can give a reason for accepting/refusing.	8.3b I can give more than one reason for accepting/refusing.
8.1c I can express gratitude and/or apology using basic language.	8.2c I can express gratitude and/or apology using simple, standard phrases.	8.3c I can express gratitude and/or apology by briefly explaining my thoughts and feelings.
8.1d I can ask a basic question.	8.2d I can make simple requests for clarification.	8.3d I can confirm information.
8.1e I can ask for basic information/personal details.	8.2e I can ask for relevant information with some detail.	8.3e I can ask multiple questions for detailed information on various topics.
8.1f I can use basic language to write about events.	8.2f I can use simple language to write about experiences.	8.3f I can use more complex language to write about experiences, feelings and/or events.
8.1g I can convey basic information in the past.	8.2g I can convey simple information about a familiar experience in the past.	8.3g I can recount detailed information about an experience in the past using more complex connected sentences. <sup>8</sup>

<sup>8</sup> Assessment criteria “e”, “f”, “g” outlined in Learning Outcome 6 (Writing – Production) refer to writing communicative texts are to be applied also to Learning Outcomes 7 and 8 (Writing – Interaction)

# Scheme of Assessment

## School Candidates

The assessment consists of Paper I and Paper 2. Paper I consists of unmoderated School-Based Assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

**School-based assessment (SBA):** is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

**Controlled assessment:** is comprised of a two-hour written exam and a 8-10-minute oral examination, set at the end of the programme and differentiated between two tiers:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1.

## Paper I - School Based Assessment: (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two categories:

- SBA at categories 1-2 must identify assessment criteria from these two levels. It is suggested that ACs are weighted at a ratio of 40% at Level 1 and 60% at Level 2;
- SBA at categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. It is suggested that ACs are weighted at a ratio of 30% at each of Levels 1 and 2, and 40% at Level 3.

The mark for SBA at level categories 1-2 presented for a qualification at level categories 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

## Paper II - Controlled Assessment (70% of the total mark)

### Written Examination (100 marks; 2 hours)

#### Controlled Assessment will:

- cover all learning outcomes including all learning outcomes which are not indicated to be covered through SBA;
- be marked out of 100.

Details about the controlled assessment can be found in the Appendix.

### Private Candidates

Private Candidates will not be expected to carry out any school-based assessment as school candidates. Instead, private candidates need to sit for another Controlled paper as an alternative to the school-based assessment. Private candidates will be assessed through the means of TWO Controlled papers, one of which is common with school candidates.

#### **Paper I – Controlled Assessment - Private Candidates Only (30% of the total mark)**

Paper I for private candidates shall be a controlled assessment assessing levels 1, 2 and 3 as described in the respective syllabus and set and marked by MATSEC. It shall mainly focus on the learning outcomes marked in the respective syllabi as suggested for school-based assessment.

Learning outcomes with assessment criteria in the psychomotor domain can be assessed by asking questions in pen-and-paper format seeking understanding of the activity.

**Paper II is common with school candidates.**

# Appendices

## Appendix 1: CONTROLLED ASSESSMENT

Arial font with font size 18.

Skill	Levels 1-2	Levels 2-3
	<b>40% Level 1 + 60% Level 2</b>	<b>40% Level 2 + 60% Level 3</b>
<b>SPEAKING</b>  <b>25 marks</b>	<p>Duration: <b>8-10 minutes</b></p> <p>10 min. preparation time for tasks 1, 2, 3</p> <p>Number of exercises: <b>3</b></p> <p>Task 1 (5 marks)</p> <p><b>Self-presentation.</b> Candidates to choose 4 questions/prompts from the Corridor Paper. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks)</p> <p><b>Personal experience with picture prompt OR Picture comparison.</b> Five prompting questions (past and present). Clear Rubric and prompts according to level. (3-4 min)</p> <p>Task 3 (10 marks)</p> <p><b>Role play,</b> which may include ‘planning something together’ <b>OR</b> <b>Discussing/answering questions</b> about a topic with or without visual aids. (4-5 min)</p> <p>2 papers: Examiner’s Paper and Candidate’s Paper.</p> <p>Each of the 3 parts may include visuals.</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p>	<p>Duration: <b>8-10 minutes</b></p> <p>10 min. preparation time for tasks 1, 2, 3</p> <p>Number of exercises: <b>3</b></p> <p>Task 1 (5 marks)</p> <p><b>Self-presentation.</b> Candidates to choose 4 questions/prompts from the Corridor Paper. NO interaction needed; however, prompting may be required. (1 min)</p> <p>Task 2 (10 marks)</p> <p><b>Personal experience with picture prompt OR Picture comparison.</b> Five prompting questions (past, present and future). Clear Rubric and prompts according to level. (3-4 min)</p> <p>Task 3 (10 marks)</p> <p><b>Role play,</b> which may include ‘planning something together’ <b>OR</b> <b>Discussing/answering questions</b> about a topic with or without visual aids. (4-5 min)</p> <p>2 papers: Examiner’s Paper and Candidate’s Paper.</p> <p>Each of the 3 parts may include visuals.</p> <p>Themes for speaking to be drawn from syllabus list of themes.</p>
<b>LISTENING</b>  <b>25 marks</b>	<p>Duration: <b>40 minutes</b></p> <p>Number of words in all texts: <b>250-350</b></p> <p>Number of texts**: <b>3-4</b></p> <p>Number of items: <b>20-25</b></p> <p>1, 2 marks may be used</p>	<p>Duration: <b>40 minutes</b></p> <p>Number of words in all texts: <b>300-450</b></p> <p>Number of texts **: <b>3-4</b></p> <p>Number of items: <b>20-25</b></p> <p>1, 2 marks may be used</p>

	Person/s conducting the recording may be a native speaker.	Person/s conducting the recording may be a native speaker.
<b>READING</b> <b>25 marks</b>	<p>Duration: <b>40 minutes</b></p> <p>Number of tasks: <b>3-4</b></p> <p>Number of words in all texts: <b>250-350</b></p> <p>May contain visuals</p> <p>Number of items: <b>20-25</b></p> <p>1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>	<p>Duration: <b>40 minutes</b></p> <p>Number of tasks: <b>3-4</b></p> <p>Number of words in all texts: <b>300-450</b></p> <p>May contain visuals</p> <p>Number of items: <b>20-25</b></p> <p>1, 2 marks may be used</p> <p>In each task there may be more than one text.</p>
<b>READING and LISTENING question typologies</b>	<p>Type of questions for READING and LISTENING <b>may</b> include the following close-ended items (one item is equivalent to one answer):</p> <ol style="list-style-type: none"> <li>1. Multiple choice questions with 3 options to choose from;</li> <li>2. Matching;</li> <li>3. Sequencing;</li> <li>4. Choosing the correct sentences which contain information present in the text/picture. Distractors should total one less than the number of correct sentences required.</li> <li>5. Single words or phrases in answers.</li> <li>6. Fill in grid.</li> <li>7. True/False and referential answer to justify. Justification can be in multiple choice or one-word answer (1 item). <b>Applies to READING ONLY.</b></li> </ol> <p>Multiple question typologies <b>may</b> be used in one task.</p> <p>An example can be provided for each of the typologies in the exam.</p> <p>Tasks <b>may</b> contain distractors.</p>	
<b>WRITING</b> <b>25 marks</b>	<p>Duration: <b>40 minutes</b></p> <p>Task 1 – <b>30-40</b> (to write about 3 points)*</p> <p>Task 2 – <b>60-80</b> (to write about 4 points)*</p> <p>Total range of words: <b>90-120</b></p> <p>Number of tasks: <b>2</b></p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an</p>	<p>Duration: <b>40 minutes</b></p> <p>Task 1 – <b>40-50</b> (to write about 3 points) *</p> <p>Task 2 – <b>80-100</b> (to write about 4 points)*</p> <p>Total range of words: <b>120-150</b></p> <p>Number of tasks: <b>2</b></p> <p>Both tasks should be communicative (sms, letter, chat/dialogue, email, write/reply to an</p>

	invitation, instructions/directions, announcement, advert etc.)  *Students may opt to follow or to develop their own as long as they address the task.  <b>1 title only for each task</b>	invitation, instructions/directions, announcement, advert etc.)  *Students may opt to follow or to develop their own as long as they address the task.  <b>1 title only for each task</b>
--	---	---

<b>**READING/LISTENING Controlled papers distribution – TYPE 1</b>	
Level 1-2	Level 2-3
Total marks: 25  Number of items: 20-25  Number of tasks: 3  Task 1 –Level 1 40% (10)  Task 2 –Level 2 30% (7)  Task 3 –Level 2 30% (8)	Total marks: 25  Number of items: 20-25  Number of tasks: 3  Task 1 –Level 2 40% (10)  Task 2 –Level 3 30% (7)  Task 3 –Level 3 30% (8)

**OR**

<b>**READING/LISTENING Controlled papers distribution – TYPE 2</b>	
Level 1-2	Level 2-3
Total marks: 25  Number of items: 20-25  Number of tasks: 4  Task 1 –Level 1 20% (5)  Task 2 –Level 1 20% (5)  Task 3 –Level 2 30% (7)  Task 4 –Level 2 30% (8)	Total marks: 25  Number of items: 20-25  Number of tasks: 4  Task 1 –Level 2 20% (5)  Task 2 –Level 2 20% (5)  Task 3 –Level 3 30% (7)  Task 4 –Level 3 30% (8)

## Appendix 2: Themes

Sociocultural knowledge is to be embedded in teaching and learning. Candidates will **not** be assessed on cultural content knowledge.

Candidates are expected to be able to express themselves and understand others on the matters related to:

- 1 **Greetings:** greet people according to time of day, use formal and informal greetings, thank others, accept, refuse.
- 2 **Myself and others (Myself, Family, Pets, Friends, People):** Say who they are, spell their names, state their address, give their telephone number, say when and where they were born, state their age, sex, and nationality, speak of their family and their relatives, state their likes and dislikes, say what other people are like (physical and character description), refer to personal relations (family, friend, boy/girlfriend, acquaintance, stranger), participate in social life, deal with matters of correspondence, talk/describe pets. They are also to elicit/understand similar information from other people they meet (this includes jobs and professions).
- 3 **Leisure, hobbies and interests:** Say when they are free and what they do in their spare time with reference to indoor and outdoor hobbies and interests, entertainment and private pursuits, music, TV, gadgets, cinema, sports, reading and youth groups, express preferences, comparisons.
- 4 **Time and Calendar (Days of the week, Weather and Seasons, Months, Time, Feasts and Celebrations):** Describe their daily routines, at home and at school. Describe some events in the present and in the past, tell/ask for the time, talk about the weather and refer to a weather forecast, climate and weather conditions.
- 5 **Places (my environment) Home, School, Malta and other Countries, Towns and Villages, Natural environment):** Describe a house or a flat, the rooms in it and their contents. Describe a town or village. Ask the way and give directions (location, relative position, distance, direction, traffic and road signs). Refer to the school environment and to educational matters, school subjects etc. Describe the natural environment (including plants and animals). Ask information at counters (tickets, post office, tourist office etc.).
- 6 **Environmental awareness:** provide brief information about environmental issues (pollution, animal protection, energy saving, recycling, etc.).
- 7 **Travel (Daily commute, transport, holiday, destinations):** Use and refer to means of transport; travel by road, rail, sea and air for holiday purposes (includes the basic vocabulary necessary in hotels, luggage, entering and leaving a country, travel documents, airports, bus/train stations, sea ports).

- 8 Food and drink:** Refer to and order various kinds of food and beverages in a café, a restaurant, etc. express preferences, dislikes, interact with others.
- 9 Healthy Lifestyle (Physical exercise, at the clinic/hospital, parts of the body):** Refer to personal matters such as stating whether they feel well, are hungry, tired, etc. Make reference to a healthy lifestyle in relation to food, fitness, etc.
- 10 Use of Media and Technology:** Refer to the use of various devices including the home computer/s, laptops, tablets, smartphones and other digital devices, etc.
- 11 Shops and Shopping (Dealing with money, Weights, measures, sizes):** Make use of shopping facilities and retail outlets particularly buying foodstuffs, clothes, household articles, etc. Interacting with others, refer to the basic vocabulary regarding payments, weights, measures.
- 12 Work and Job related matters:** Refer to vocabulary related to jobs and professions, talk about skills, studies, talk about a desired job, summer job, ask others about future jobs.



### Appendix 3: Glossary

#### LO 2

2.1a I can use, with prompts, simple phrases and/or simple sentences to communicate about familiar subjects.

\*with prompts in Level 1 means that communication is totally dependent on repetition, rephrasing and repair.

2.2a I can, maintain simple conversations.

\*with prompts in level 2 means that conversation carries on with the help of the interlocutor.

#### LO 3

3.1a I can, with prompts, react to a situation by accepting and/or declining using simple words and/or simple phrases when addressed clearly, slowly and directly.

\*with prompts in Level 1 refers to: communication is totally dependent on repetition, rephrasing and repair.

3.2a I can react to a situation by accepting and/or declining by using simple phrases and/or sentences.

\*with prompts in level 2 refers to: is able to continue conversation with the help of the interlocutor.

#### LO 5

5.1a I can identify basic general information in simple texts\* delivered in slow and clear speech with long pauses to assimilate meaning.

\*Texts imply: announcements, instructions, conversations, monologues, descriptions, audio recordings, narratives, etc.