



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

Marking Scheme

Maltese

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

SKEMA TA' MARKI - 2022

Taqsimat I

Wieġeb dawn il-mistoqsijiet:

1. Spjega fi kliemk it-tifsira tal-espressjonijiet li ġejjin: (1 × 5 marki)

- a) tajt titwila : **ħarist malajr**
- b) battala: **vojta**
- c) burdati: **il-mod kif wieħed ikun qed iħossu; temperament;**
- d) l-għan: **l-iskop; fini**
- e) il-qofol: **l-iktar ħaġa importanti**

2. Għaliex qiegħed waħdu fil-klassi l-awtur? Spjega fi kliemk iċ-ċirkostanzi li jinsab fihom. (5 marki)

L-awtur huwa għalliem li dakinhar, l-istudenti tiegħu kienu d-dar minħabba kwarantina mandatorja; waqt il-pandemija, jekk xi student ikun pożittiv bil-virus, l-istudent tal-klassi jkollhom joqogħdu d-dar biex il-virus ma jkomplix jinxtred. L-għalliem b'hekk kien qed jagħmel lezzjoni minn fuq TEAMS fuq il-kompjuter minn għol-klassi filwaqt li l-istudenti tiegħu kienu d-dar.

3. Iddiskrivi kif tkun il-klass ideali għal dan l-għalliem. (5 marki)

L-awtur iħobb klassi attiva u anki storbujża fejn ikollu kuntatt dirett mal-istudenti; iħobb l-interazzjoni kontinwa u parteċipazzjoni sħiħ; għalih importanti li jsir jaf lill-istudenti fuq livell individwali b'mod li jaqsmu l-esperjenzi tagħhom ma' xulxin ta' kuljum, jiċċajtaw u jibnu relazzjoni ta' fiduċja.

4. *"imma għaliex aktar ma jgħaddi ż-żmien aktar qed niffukaw biss fuq it-tagħlim akkademiku daqslikieku l-istudenti tagħna, uliedna, huma robots."*

Ikkkummenta dwar l-importanza ta' dan il-kliem fil-kuntest tal-artiklu. (5 marki)

Għall-awtur huwa ta' tħassib kif it-tagħlim online jista' jitqies minn xi wħud li huwa effettiv; huwa jrid jemfasizza li l-istudenti mhumieks biss bħal robots li jassorbu is-sugġetti akkademici għax għall-awtur l-edukazzjoni hija ħafna iktar minn hekk.

5. Ikkummenta dwar għaliex huma importanti għall-awtur li joħloq kuntrast bejn il-mod kif jiddeskrivi l-klassi virtwali u dik ta' veru.

Meta jagħmel il-kuntrast, il-qarrej jifhem iktar daww il-karatteristiċi li jintilfu fit-tagħlim virtwali; il-qarrej jara kif hemm dimensjoni ta' tagħlim li mhix dik li tkun ippjanata jew iffukata biss fuq is-sugġetti, iżda li hija ta' importanza kbira għall-istudenti li għandhom bżonn din l-interazzjoni biex tassew jiżviluppaw b'mod sħiħ.

6. Għaliex taħseb li l-artiklu jismu 'L-Klassi tal-Kwarantina'? Irreferi għall-aħħar żewġ paragrafi fit-twegiba tiegħek. (5 marki)

L-awtur b'hekk jiġbed l-attenzjoni mal-ewwel lejn l-importanza tal-ambjent tal-klassi; dan l-ambjent jgħin lill-istudenti jiżviluppaw il-ħiliet komunikattivi, soċjali u interpersonali – u hekk jemfasizza li dawn l-opportunitajiet jintilfu kollha fil-klassi virtwali; juri wkoll li hija impersonali u ma tgħinx lill-istudenti fl-aktar aspetti importanti tal-iżvilupp tagħhom.

Taqsimat II

(40 marka)

Agħzel mistoqsija waħda minn din it-taqsimat u iktib madwar 300 kelma.

1. Għaliex il-bniedem isibha tant faċli li joħloq l-isterjotipi? Taħseb li l-edukazzjoni hija ssoluzzjoni? Jew m'hemmx mod biex naċċettaw aktar lil xulxin bla preġudizzju? Iddiskuti l-opinjoni tiegħek f'komponent ta' madwar 300 kelma.

jew

2. Kif Tissawwar il-Ħbiberija Ġenwina. Iddiskuti l-opinjoni tiegħek f'komponent ta' madwar 300 kelma.

