



**L-Università
ta' Malta**

**MATSEC
Examinations Board**



SEC 13 Syllabus
Environmental Studies

2025

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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.

In this syllabus the term "environment" is taken to mean the set of interrelationships linking an individual to other individuals and to the surrounding physical features. The success of an individual in his/her environment is determined by the level of harmony between these interrelationships.

The aspirational programme learning outcomes for this subject are:

- a) to acquire the information, values, attitudes and practical skills necessary to help them become capable of foreseeing and solving environmental problems by participating more actively and in a responsible and effective way in the care of the environment;
- b) to observe the biophysical, sociocultural and economic aspects of the natural and the human environment and hence be able to understand and interpret the complexities of the interactions between them;
- c) to develop a sense of responsibility and solidarity by understanding how personal and local actions could have national, regional as well as global repercussions.

At the end of the programme, I can:

1. acquire the necessary information to enable me to understand environmental problems, particularly local ones;
2. apply knowledge of ecological concepts and acquired skills to analyse environmental issues;
3. apply acquired knowledge to foresee consequences of actions and suggest alternative proposals for the protection of the environment;
4. see from where I obtain further information about the environment, so that I can form a holistic perspective of environmental issues;
5. understand and communicate how religious, economic, political and social aspects of Maltese culture influence the environment;
6. understand and communicate the environmental impact of individual actions;
7. identify a variety of environmental issues of a local, national, regional, or global nature and their ecological and cultural implications;
8. suggest alternative and practical solutions to environmental issues and see the ecological and cultural implications of these suggestions;
9. understand the necessity of serious analysis of environmental issues before decisions are taken about them;

10. understand how diverse opinions and values affect environmental issues and the necessity of clarifying personal values before decisions about the environment are taken;
11. understand the necessity of responsible action by citizens to find solutions for environmental problems;
12. analyse environmental issues as well as the values/opinions related to them in an ecological and cultural context and be able to identify practical solutions for them;
13. show that I am able to examine, clarify and also change values and opinions in the light of new information;
14. examine what actions I should take as citizens to solve environmental issues in the light of their ecological and cultural implications;
15. choose/select the best action I can take as a citizen so as to solve any particular problem; and
16. indicate that I am competent in the variety of actions I may have to take for the benefit of the environment.

List of Learning Outcomes

At the end of the programme, I can:

- LO1.** I can demonstrate an understanding of weather and climate processes and their association to ecosystems and biodiversity. (Coursework and Controlled)
- LO2.** I can describe the composition of the Earth's structure and the factors leading to plate movement, volcano formation and rock weathering. (Controlled)
- LO3.** I can demonstrate an understanding of the hydrological cycle and describe the formation of river and coastal landforms. (Controlled)
- LO4.** I can differentiate between renewable and non-renewable resources, demonstrate an understanding of soil formation processes and different terrestrial and marine farming processes and sources of sea pollution and demonstrate knowledge of challenges associated with waste management and global climate change. (Controlled)
- LO5.** I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society using primary and secondary sources. (Controlled)
- LO6.** I have knowledge of and can discuss social and economic development in present-day Malta. (Controlled)
- LO7.** I can identify elements of society and culture. (Controlled)
- LO8.** I can identify and discuss the relationship between work and family, developments in the family structure and gender issues. (Coursework and Controlled)
- LO9.** I have knowledge of the present-day Maltese political context as well as Malta's historic political milestones achieved since the nineteenth century. (Controlled)
- LO10.** I can recognize, investigate and discuss the importance of the Malta's built heritage from Prehistory to the Medieval period. (Controlled)
- LO11.** I can recognize, investigate and discuss the importance of the Malta's built heritage from the Knights period to the present-day. (Coursework and Controlled)
- LO12.** I can describe and discuss significant events and developments in European history that impacted Maltese history using primary and secondary sources. (Controlled)

List of Subject Foci

1. Climate and ecosystems
2. Tectonic activity, rock formation and weathering
3. Water and Landforms
4. Resources, Waste Management and Climate Change
5. Social and Economic Development in Malta
6. Social and Economic Development in Malta: the present-day
7. Society and culture
8. Work and Family Space
9. Politics in Malta
10. Malta's Built Heritage: Prehistory to Medieval
11. Malta's Built Heritage: Knights to the present-day
12. Malta and Europe

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Environmental Studies at MQF Level 1, 2 or 3. Level 3 is the highest level which can be obtained for this qualification.

Table 1 overleaf refers to the qualification levels on the Malta Qualifications Framework (MQF) with minor modifications to reflect specific Environmental Studies descriptors. These are generic statements that describe the depth and complexity of each MQF level of study and outline the knowledge, skills and competences required to achieve an award at Level 1, 2 or 3 in Environmental Studies.

Knowledge involves the acquisition of basic, factual and theoretical information. Skills involve the application of the acquired knowledge and understanding to different contexts. Competences indicate sufficiency of knowledge and skills that enable someone to act in a wide variety of situations, such as whether one is competent to exercise skills with or without supervision, autonomy or responsibility.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general Environmental Studies related knowledge</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to the immediate environment and expressed through a variety of simple tools and context as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in an Environmental Studies task; 3. Is aware and understands basic Environmental Studies tasks and instructions; 	<p>Basic factual knowledge of the Environmental Studies fields of work or study.</p> <ol style="list-style-type: none"> 1. Possess good knowledge of the Environmental Studies field of work or study; 2. Is aware and interprets Environmental Studies related information and ideas; 3. Understands facts and procedures in the application of basic Environmental Studies related tasks and instructions; 4. Selects and uses relevant Environmental Studies knowledge to accomplish specific actions for self and others. 	<p>Knowledge of facts, principles, processes and general concepts in the Environmental Studies field of work or study.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to the Environmental Studies field of work or study; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in the Environmental Studies field of work or study; 3. Understands facts and procedures in the application of more complex Environmental Studies tasks and instructions; 4. Selects and uses relevant Environmental Studies knowledge acquired on one’s own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic skills required to carry out simple Environmental Studies related tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic Environmental Studies knowledge and carry out a limited range of simple tasks; 2. Has basic repetitive communication skills to complete well defined Environmental Studies routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and be aware of consequences of basic actions for self and others. 	<p>Basic cognitive and practical skills required to use relevant Environmental Studies information in order to carry out tasks and to solve Environmental Studies related routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex Environmental Studies related tasks within the Environmental Studies field of work or study; 2. Communicates basic Environmental Studies related information; 3. Ensures Environmental Studies related tasks are carried out effectively. 	<p>A range of cognitive and practical skills required to accomplish Environmental Studies related tasks and solve Environmental Studies related problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed Environmental Studies skills to carry out more than one complex Environmental Studies related task effectively and in unfamiliar and unpredictable Environmental Studies contexts; 2. Communicates more complex Environmental Studies information; 3. Solves basic Environmental Studies related problems by applying basic methods, tools, materials and information given in a restricted learning environment.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Work out or study under Direct Supervision in a structured Environmental Studies context.</p> <ol style="list-style-type: none"> 1. Applies basic Environmental Studies knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple Environmental Studies tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic Environmental Studies key competences at this level. 	<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual Environmental Studies knowledge and practical skills to do some structured tasks; 2. Ensures one acts pro-actively; 3. Carries out Environmental Studies related activities under limited supervision and with limited responsibility; 4. Acquires and applies basic Environmental Studies key competences at this level. 	<p>Take responsibility for completion of Environmental Studies related tasks in work or study and adapt own behaviour to circumstances in solving Environmental Studies problems.</p> <ol style="list-style-type: none"> 1. Applies Environmental Studies knowledge and skills to do some Environmental Studies tasks systematically; 2. Adapts own behaviour to circumstances in solving Environmental Studies related problems by participating pro-actively in structured Environmental Studies learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality controlled learning environments, normally in a class environment; 4. Acquires Environmental Studies key competences at this level as a basis for lifelong learning.

Learning Outcomes and Assessment Criteria

Subject Focus 1:	Climate and ecosystems
Learning Outcome 1: (Coursework & Controlled)	I can demonstrate an understanding of weather and climate processes and their association to ecosystems and biodiversity.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a Define Weather and/or Climate.	1.2a Describe elements which constitute Weather. <i>Temperature; rainfall; wind direction; cloud cover.</i>	
1.1b Identify instruments used to measure elements of the weather. <i>Thermometer; rain gauge; wind vane; anemometer; barometer.</i>	1.2b Use instrument(s) to measure elements of the weather. <i>Thermometer; rain gauge; wind vane; anemometer; barometer.</i>	1.3b Identify the best location for the placement of weather instruments to provide valid results. <i>Thermometer; rain gauge; wind vane; anemometer; barometer.</i>
1.1c Identify factors which influence the climate of a place or area. <i>Latitude; distance from the sea; prevailing winds; altitude.</i>	1.2c Use diagrams to describe factors which influence the climate of a place or area. <i>Latitude; distance from the sea; prevailing winds; altitude.</i>	1.3c Describe the factors which influence the climate of a region.
1.1d Identify different rainfall processes. <i>Frontal; relief; convectional.</i>	1.2d Label diagrams describing different rainfall processes. <i>Frontal; relief; convectional.</i>	1.3d Describe how the different rainfall processes take place. <i>Frontal; relief; convectional.</i>
1.1e Identify climatic regions using maps. <i>Mediterranean; Equatorial Rainforests.</i>	1.2e Describe the climatic characteristics of major world areas. <i>Mediterranean; Equatorial Rainforests.</i>	1.3e Interpret a climate graphs for Mediterranean and/or Equatorial Rainforest biomes.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1f Define Ecosystem.	1.2f Identify features of an ecosystem. <i>Biomass; Biotic factors; Abiotic aspects.</i>	
1.1g Recognise the role of plants as producers and that of animals as consumers.	1.2g Sketch and/or label diagrams showing energy transfers in a typical food chain.	1.3g Describe energy transfers in a typical food chain.
1.1h Outline the features of Maltese habitats. <i>Garigue; woodland; maquis; steppe; sand dunes; marshland.</i>	1.2h Describe Maltese habitats. <i>Garigue; woodland; sand dunes; marshland.</i>	
1.1i List some legally protected indigenous, endemic and endangered species (flora and fauna) in the Maltese islands.	1.2i Identify the difference between endemic and indigenous species.	1.3i Describe how a local Non-Governmental Organisation (NGO) has tackled an important environmental issue.
1.1j Identify terrestrial and/or marine special conservation areas in the Maltese archipelago.	1.2j Recognise the role of nature reserves in the protection and conservation of habitats and/or species.	1.3j Discuss how the EU encourages the protection and conservation of habitats and species through the Natura 2000 project.
1.1k List threats to ecosystems in Maltese valleys.	1.2k Describe threats to the ecosystem of Maltese valleys. <i>Importation of alien species; water diversion; noise pollution; visitor disturbance; dumping of waste; construction of houses and other structures.</i>	1.3k Explain why valley ecosystems need conservation and protection. <i>Habitat protection; recreation & leisure.</i>
1.1l Define Biodiversity.	1.2l Describe the causes leading to the loss of biodiversity in the Maltese archipelago. <i>Urban sprawl; unsustainable hunting and fishing; importation of alien terrestrial and marine flora and fauna; illegal dumping; excessive use of pesticides and fertilizers.</i>	1.3l Discuss ways how Malta's biodiversity can be preserved for the sake of future generations.

Subject Focus 2:	Tectonic activity, rock formation and weathering
Learning Outcome 2: (Controlled)	I can describe the composition of the Earth's structure and the factors leading to plate movement, volcano formation and rock weathering.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
2.1a Recognise the internal structure of the Earth. <i>Core; mantle; crust.</i>	2.2a Sketch and/or label diagrams illustrating the internal structure of the Earth.	2.3a Describe the main characteristics and properties of the four layers forming the interior structure of the Earth.
2.1b Recognise plate boundaries. <i>Destructive (collision and subduction), constructive and conservative plates.</i>	2.2b Label diagrams illustrating plate boundaries. <i>Destructive (collision and subduction), Constructive; Conservative plates.</i>	2.3b Describe the plate movement and resultant landforms at plate boundaries. <i>Constructive; destructive (collision and subduction); conservative plate margins.</i>
2.1c Recognise convection currents in diagrams of plate tectonics.	2.2c Associate global earthquake and volcano distribution at plate margins with the occurrence of convection currents in the Earth's mantle.	2.3b Explain the concept of Continental Drift to show how continents shift position on the Earth's surface.
2.1d Identify areas prone to tectonic activity on a map of the Mediterranean. <i>Italy; Greece; Turkey.</i>	2.2d Describe hazards associated with earthquake activity.	2.3d Explain why the Mediterranean region is a seismic-prone region.
2.1e Define how the magnitude of earthquakes is measured. <i>Seismograph; Richter Scale.</i>	2.2e Describe the use of the Richter Scale.	
2.1f Identify the state of volcanoes. <i>Active; dormant; extinct.</i>	2.2f Differentiate between volcanic hazards and benefits. <i>Loss of life; damage to property; damage to the natural environment; fertile soils; formation of</i>	2.3f Describe the benefits and hazards of living close to a volcano. <i>Loss of life; damage to property; damage to the natural environment; fertile soils; formation of</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
	<i>precious stones; geothermal energy; volcanoes as tourist attractions.</i>	<i>precious stones; geothermal energy; volcanoes as tourist attractions.</i>
<p>2.1g Outline the different rock groups. <i>Igneous; sedimentary; metamorphic.</i></p>	<p>2.2g Label a rock cycle diagram that describes the formation of rocks. <i>Igneous; sedimentary; metamorphic.</i></p>	<p>2.3g Describe the formation of igneous, sedimentary and metamorphic rocks.</p>
<p>2.1h Name the principal components of the Maltese geological stratigraphy. <i>Upper Coralline Limestone; Blue Clay; Globigerina Limestone; Lower Coralline Limestone.</i></p>	<p>2.2h Describe the characteristics of Maltese geological strata. <i>Porosity; hardness; utilization.</i></p>	<p>2.3h Account for the presence of fossils in the Maltese geological stratigraphy.</p>
<p>2.1i Recognise illustrations showing different types of weathering. <i>Onion-skin weathering/exfoliation; biological weathering; chemical weathering.</i></p>	<p>2.2i Identify features in the Maltese Islands related to chemical weathering. <i>Caves; dolines; garigue landscapes.</i></p>	<p>2.3i Describe different modes of rock weathering. <i>Onion-skin weathering/exfoliation; biological and chemical weathering.</i></p>
<p>2.1j Define Weathering and/or Erosion.</p>	<p>2.2j Mention places in the Maltese archipelago with features of chemical and/or biological weathering. <i>(Example: Maqluba; Buskett)</i></p>	
<p>2.1k Define land faulting.</p>	<p>2.2k Mention a prominent fault feature found in Malta.</p>	<p>2.3k Explain how land movement shaped the relief of Malta. <i>Great Fault; Magħlaq Fault; rift valleys (ex. Pwales Valley).</i></p>

Subject Focus 3:	Water and Landforms
Learning Outcome 3: (Controlled)	I can demonstrate an understanding of the hydrological cycle and describe the formation of river and coastal landforms.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1a Label a diagram using terminology related to the hydrological cycle. <i>Evaporation; transpiration; condensation; precipitation; surface runoff; infiltration; percolation; groundwater.</i>	3.2a Describe the hydrological cycle.	
3.1b Distinguish between permeable and impermeable rock formations in Malta.	3.2b Describe the formation of aquifers in Malta. <i>Perched aquifer; Mean-Sea-Level aquifer.</i>	
3.1c Label diagrams showing the formation of a typical perched aquifer in Malta.	3.2c Explain the importance of Malta's perched aquifers to biodiversity, ecology and agriculture.	3.3c Discuss the impact of scarcity of rainfall and aquifer depletion on the Maltese environment. <i>Desertification.</i>
3.1d Label diagrams showing the formation of a typical Mean-Sea-Level aquifer in Malta.	3.2d Describe the role of Malta's Mean-Sea-Level aquifer in freshwater production.	
3.1e Mention threats to Malta's aquifers. <i>Less rainfall; over extraction; pollution; urban development.</i>	3.2e Describe threats to Malta's perched and mean-sea-level aquifers. <i>Less rainfall; over extraction; pollution by farming and other industries; chemical infiltration; sea water infiltration; urban/infrastructural development; population density; tourism.</i>	3.3e Discuss how uncontrolled ground water extraction from boreholes can deplete Malta's aquifers. <i>Over extraction vs replenishment of Perched aquifer & Mean-Sea-Level aquifer; salination of the Mean-Sea-Level aquifer.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1f Define the reverse osmosis (desalination) process.	3.2f Describe the role of reverse osmosis (desalination) plants with examples in providing Malta with a potable water supply.	3.3f Discuss the advantages and disadvantages of reverse osmosis plants.
3.1g Define sewage treatment.	3.2g Describe the role of sewage treatment plants with examples in preventing terrestrial and marine pollution in Malta.	3.3g Identify the importance of sewage treatment plants in providing the agricultural sector with second class (New Water) for irrigation.
3.1h Identify sources of fresh water in the Maltese islands. <i>Ground water; springs; desalination; sewage treatment.</i>	3.2h Explain the importance of water conservation in Malta's semi-arid climate. <i>Excavation of cisterns for rainwater harvesting; covered reservoirs; dams; water conservation measures at home.</i>	3.3h Discuss lifestyle choices which can help preserve Malta's limited water resources.
3.1i Define floodplain.	3.2i Describe physical and/or human causes leading to the rainfall flooding of low-lying areas. <i>Flat land, heavy rainfall, deforestation, clearing of farmland for buildings and road infrastructure.</i>	3.3i Discuss how rainfall flooding can be prevented in Malta.
3.1j Define coastal erosion, transportation and/or deposition.	3.2j Recognise processes (including diagrams) linked to wave action. <i>Erosion, transportation, deposition.</i>	3.3j Describe measures adopted by humans to prevent beach loss and limit coastal erosion. <i>Wave breaks; sea walls; groynes.</i>
3.1k Identify on a diagram features resulting from coastal erosion. <i>Wave-cut notch; cliff retreat; wave-cut platform.</i>	3.2k Describe processes resulting from coastal erosion. <i>Wave-cut notch; cliff retreat; wave-cut platform.</i>	
3.1l Identify on a diagram features resulting from the erosion of a headland. <i>Cave; arch; stack; stump.</i>	3.2l Explain, using diagrams, the principal components behind the erosion of a headland. <i>Cave; arch; stack; stump.</i>	3.3l Describe how the erosion of a headland takes place. <i>Cave; arch; stack; stump.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>3.1m Recognise features from the Maltese coastline containing examples of coastal erosional features mentioned in 3.1n and 3.1o.</p>	<p>3.2m Identify features from the Maltese coastline showing coastal erosional processes mentioned in 3.2k and 3.2l.</p>	

Subject Focus 4:	Resources, Waste Management and Climate Change
Learning Outcome 4: (Controlled)	I can differentiate between renewable and non-renewable resources, demonstrate an understanding of soil formation processes and different terrestrial and marine farming processes and sources of sea pollution and demonstrate knowledge of challenges associated with waste management and global climate change.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1a Define renewable and/or non-renewable resources.	4.2a Describe using examples renewable and/or non-renewable energy resources. Renewable: wind, solar (heat & photovoltaic), hydroelectric power. Non-renewable: coal, oil, gas.	4.3a Explain the advantages and/or disadvantages of using renewable and/or non-renewable sources of energy. <i>Environmental; societal.</i>
4.1b List the benefits of renewable sources of energy currently in use in Malta.	4.2b Describe Malta's use of renewable and/or non-renewable sources of energy.	4.3b Discuss the use of sustainable and/or alternative sources of energy in Malta.
4.1c Recognise the importance of soil as a natural resource.	4.2c Elaborate on the importance of soil as a natural resource.	
4.1d Name factors leading to soil formation. <i>Weathering and erosion of rock; availability of humus content.</i>	4.2d Describe soil composition. <i>Weathered parent rock; water; air; living organisms; decaying organic matter.</i>	
4.1e Label a simple soil profile diagram.	4.2e Describe a simple soil profile.	
4.1f Name different Maltese soils. <i>Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.</i>	4.2f Describe the features of Maltese soils. <i>Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.</i>	4.3f Describe the characteristics of Maltese soils. <i>Climate; parent material; permeability.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>4.1g Define soil erosion.</p>	<p>4.2g Describe the physical and/or human causes of soil erosion.</p> <p><i>Deforestation; up and down ploughing; overgrazing; soil exhaustion; collapsed rubble walls; urbanisation in countryside areas; habitat destruction.</i></p>	<p>4.3g Discuss how physical and/or human factors bring about soil erosion.</p>
<p>4.1h Outline ways how soil erosion can be significantly reduced.</p> <p><i>Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields.</i></p>	<p>4.2h Describe the measures of soil conservation.</p> <p><i>Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields; rubble walls; irrigation methods (drip & sprinkler).</i></p>	<p>4.3h Discuss the importance of soil conservation and management for sustainable living.</p> <p><i>Aspects of soil conservation in SDGs 11 (Sustainable cities and communities), 14 (Climate change) & 15 (Life on Land).</i></p>
<p>4.1i Define arable, pastoral and mixed farming.</p>	<p>4.2i List the main limitation of arable/mixed farming in Malta.</p> <p><i>Small field size; accessibility; shallow soils; poor humus content.</i></p>	<p>4.3i Describe the importance of field terracing, rubble walls, irrigation, crop rotation and green houses for Maltese agriculture.</p>
<p>4.1j Recognise traditional field irrigation methods.</p> <p><i>Traditional irrigation methods using open water masonry canals, reservoirs (ġwiebi) and wells (spejjer).</i></p>	<p>4.2j Describe the purpose of crop rotation in agriculture.</p>	<p>4.3j Explain how contour ploughing can aid water retention.</p>
<p>4.1k Recognise the environmental damage brought about using artificial pesticides and fertilizers.</p>	<p>4.2k Describe the main characteristics of organic farming.</p>	<p>4.3k Explain the advantages of the adoption of organic farming methods in agriculture.</p>
<p>4.1l Define ecotourism and agritourism.</p>	<p>4.2l Describe examples of ecotourism and agritourism in Malta.</p>	<p>4.3l Discuss the sustainable nature of ecotourism and agritourism.</p>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1m List some basic uses of the sea and its resources.	4.2m List the uses of the sea as a natural resource for food, transport and recreation.	4.3m List the use of the sea as a natural resource for food and water, transport, recreation and economic activities.
4.1n List the main sources of sea pollution.	4.2n Describe sources of sea pollution. <i>Dumping of untreated sewage; oil spills; industrial wastes, fish farms, creation of new sandy beaches.</i>	
4.1o List areas in the Maltese archipelago where fish farms are located.	4.2o Explain the difference between inshore and offshore fish farms.	
4.1p List advantages and disadvantages of fish farming.	4.2p Describe positive and negative impacts of fish farming.	4.3p Discuss the positive and negative impacts of fish farming.
4.1q Define quarrying.	4.2q Differentiate between Maltese 'soft' and 'hard' stone quarries.	4.3q Discuss reasons why 'hard stone' quarries are the driving force of Malta's construction industry. <i>Cheaper to produce; lighter to carry; limited good quality Globigerina Limestone.</i>
	4.2r Describe quarrying as a source of pollution. <i>Air; noise; water; visual.</i>	4.3r Discuss the relationship between quarrying and agricultural land and/or habitat destruction.
4.1s List ways how disused quarries can be sustainably reused.	4.2s Describe ways how disused quarries can be reutilised and/or rehabilitated. <i>The disposal of construction waste in controlled landfill sites; conversion of quarries into agricultural land; theme/heritage parks.</i>	4.3s Distinguish different types of waste. <i>Hazardous; organic; recyclable; other waste.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1t Define the 3Rs of waste management.	4.2t Describe the three Rs of waste management. <i>Reduce; reuse; recycle.</i>	4.3t Discuss how the three Rs of waste management can be applied to the Maltese construction industry. <i>Reutilisation of masonry; better management of vacant property; energy efficiency.</i>
4.1u List reasons for Malta's waste and/or litter problem. <i>Population density; tourism; lack of civic awareness; lack of landfill sites; current lifestyle patterns</i>	4.2u Describe possible solutions to Malta's waste and/or litter problem. <i>Waste separation; civic amenity sites; bulky refuse service.</i>	4.3u Explain how waste can be transformed into a resource. <i>Recycling; engineered landfilling; incineration; composting; sewage treatment (New Water).</i>
4.1v Define Global Climate Change.	4.2v Describe human activities which cause Global Climate Change.	4.3v Discuss how Global Climate Change will impact the environment. <i>Societal; environmental; biodiversity.</i>
4.1w Define Greenhouse Effect.	4.2w Sketch and/or label diagrams illustrating how the Greenhouse effect takes place.	4.3w Describe how the Greenhouse effect leads to a rising global temperature.
4.1x Define Global Warming.	4.2x Identify differences between Global Warming and Climate Change.	4.3x Describe the difference between Global Warming and Climate Change.
4.1y Define Ozone Layer.	4.2y Describe human activities which destroy the Ozone Layer.	4.3y Explain why the Ozone Layer needs to be safeguarded from a social perspective.
4.1z Indicate sources of environmental pollution in Malta.		4.3z Discuss the EUs and Malta's national targets in renewable energy resource usage.

Subject Focus 5:	Social and Economic Development in Malta
Learning Outcome 5: (Controlled)	I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society using primary and secondary sources.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
5.1a Define corsairing.	5.2a Describe the activities and/or roles connected with corsairing. <i>Crew enrolment; arming ships; sharing the booty (provisions, captives/slaves); Merchants; captains; sailors; crafts linked to maritime activity.</i>	5.3a Discuss the social-economic effects of the corsairing industry.
5.1b Identify reasons for the setting up of the Inquisition in Malta.	5.2b Explain how the Inquisition's tribunal functioned.	5.3b Discuss the historical context of the coming of the Inquisition to Malta.
5.1c Define Inquisition.	5.2c Mention types of crimes and/or punishment issued by the Malta Inquisition.	5.3c Explain the impact of the Inquisition on the everyday life of the Maltese. <i>Censorship; religious conformity.</i>
5.1d Identify new settlements that developed during the Knights period. <i>Senglea; Cospicua; Valletta; Floriana; Paola.</i>	5.2d Explain why and how the Grand Harbour area became the main urbanized centre of the islands under the Knights.	5.3d Discuss the effects which the gradual urbanization of the Grand Harbour area had on the Knights and the Maltese.
5.1e Identify the fortified towns of Malta and Gozo and some of the main villages during the Knight's period.	5.2e Describe changes in Malta's settlement patterns during the Knights' period.	
	5.2f Describe changes in Malta's settlement patterns during the British period.	5.3f Discuss reasons for changes and developments in Maltese settlement patterns from the Late Medieval period to the present-day.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1g Identify socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</p> <p><i>Late Medieval: agriculture based; Knights and British periods: settlement agglomeration around the Grand Harbour.</i></p>	<p>5.2g Describe the socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</p> <p><i>Late Medieval: agriculture based; Knights and British periods: settlement agglomeration around the Grand Harbour.</i></p>	<p>5.3g Discuss positive and/or negative socio and economic effects brought about by changes in the settlement patterns from the Late Medieval period to the present-day.</p> <p><i>Late Medieval: agriculture based; Knights and British periods: settlement agglomeration around the Grand Harbour.</i></p>
<p>5.1h Identify reasons why Malta had a constant growth of population from the AD 1530 to the present-day.</p>	<p>5.2h Explain why the population of Malta grew steadily from AD 1530 to the present-day.</p>	<p>5.3h Analyse the causes and effects of sharp changes in the Maltese population from AD 1530 to the present-day.</p>
<p>5.1i Identify reasons for poor health and sanitation conditions in Malta from the Knights period to 1945.</p>	<p>5.2i Explain why sections of the Maltese suffered from poor public health and sanitation during the Knights period to 1945.</p>	<p>5.3i Discuss significant developments with regards to hospitals, public health and sanitation from the time of the Knights period to 1945.</p>
<p>5.1j Define a fortress economy.</p>	<p>5.2j Describe a fortress economy giving examples of jobs available in British period Malta.</p>	<p>5.3j Explain the transition from a fortress economy to an economy based on manufacturing and services.</p> <p><i>Industrial estates; manufacturing industry; construction; tourism.</i></p>
<p>5.1k Identify the means of transport in Malta from the time of the Knights to 1945.</p>	<p>5.2k Describe how different means of transport operated in Malta from the Knights to 1945.</p>	<p>5.3k Evaluate the advantages and disadvantages of different means of transport that operated in Malta from during the Knights to 1945.</p>
<p>5.1l Identify positive and negative impacts of new transport systems from 1945 to the present-day.</p>	<p>5.2l Explain how different forms of transport impacted everyday life in Malta from 1945 to the present-day.</p>	<p>5.3l Discuss the impact of different forms of transport on Malta's rural and urban environment from 1945 to the present-day.</p>
<p>5.1m Identify different forms of leisure pursuits in Malta from the Knights period to 1945.</p> <p><i>Carnival; L-Imnarja; village feasts; Regatta; theatre; cinema.</i></p>	<p>5.2m Give reasons why certain leisure pursuits from the Knights period to 1945 were linked to social stratification.</p> <p><i>Carnival; L-Imnarja; village feasts; Regatta; theatre; cinema.</i></p>	<p>5.3m Compare and contrast the leisure in urban and rural centres in Malta from the Knights to 1945.</p> <p><i>Carnival; L-Imnarja; village feasts; Regatta, theatre; cinema.</i></p>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>5.1n Identify instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day.</p> <p><i>Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.</i></p>	<p>5.2n Explain instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day.</p> <p><i>Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.</i></p>	<p>5.3n Analyse how modern technology helped to alter leisure pursuits in Malta from 1945 to the present-day.</p> <p><i>Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.</i></p>

Subject Focus 6:	Social and Economic Development in Malta: the present-day
Learning Outcome 6: (Controlled)	I have knowledge of and can discuss social and economic development in present-day Malta.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1a Define society.	6.2a Describe the characteristics of a state. <i>Territorial (water and airspace); legal system.</i>	
6.1b Identify different social groups. <i>Children; youth; elderly; persons with disability.</i>	6.2b Explain the difficulties and/or challenges faced by different social groups.	
6.1c Define social institutions.	6.2c Explain the roles and functions of the social institutions in Malta. <i>Family; education; religion; health.</i>	6.3c Discuss the interdependence of social institutions and social change.
6.1d Define socialization.	6.2d Explain how socialisation takes place. <i>Primary Socialisation; Secondary Socialisation; agents of socialisation.</i>	6.3d Discuss the importance of socialisation in society.
6.1e Define crime and/or deviances.	6.2e Explain how society controls behaviour.	6.3e Examine how society controls certain behaviour through sanctions.
6.1f List different types of families. <i>Traditional; symmetrical; modern; patriarchal; matriarchal.</i>	6.2f Elaborate on different types of families. <i>Traditional; symmetrical; modern; patriarchal; matriarchal.</i>	6.3f Analyse different types of families. <i>Traditional; symmetrical; modern; patriarchal; matriarchal; single parent; same sex families; cohabitation.</i>
6.1g Define socio-economic development.	6.2g Explain the socio-economic developments experienced by the Maltese in the post-Independence period.	6.3g Discuss the importance of socio-economic development as an indispensable requirement of sustainable development.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
	<i>Rise in GDP; life expectancy; literacy; employment.</i>	<i>Inclusion; people-centred; gender equality; resource management.</i>
6.1h Identify the sectors of the economy. <i>The five sectors.</i>	6.2h Explain the sectors of the economy. <i>The five sectors.</i>	6.3h Discuss how different sectors of the Maltese economy are interrelated.
6.1i Differentiate between exports and imports.	6.2i Give examples of the main exports and/or imports in Malta.	6.3i Discuss Malta's economic development in the twenty-first century. <i>Location; economy; social implications; settlement growth; high rise.</i>
6.1j List the positive and/or negative impacts of industrial estates.	6.2j Explain how industrial areas impact the environment.	
6.1k Identify elements of Maltese culture.	6.2k Explain the impact of Maltese culture on peoples of way of life.	
6.1l Define leisure.	6.2l Describe contemporary leisure patterns in Malta.	6.3l Compare and contrast past and present-day leisure activities in Malta.
6.1m Define media. <i>Mass media; social media.</i>	6.2m Elaborate on the influence which Mass Media and Social Networks are having on Society. <i>TV; Radio; Adverts; Newspapers; Social media.</i>	6.3m Discuss the media functions. <i>Entertainment; economic; information; socialisation.</i>
6.1n Define mental health and/or emotional health. <i>Emotional; psychological; social wellbeing.</i>	6.2n Explain the importance of good mental health.	6.3n Discuss the need to ensure good mental health for a good quality of life.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
6.1o Define quality of life.	6.2o Explain the factors that determine quality of life. <i>Health; leisure and social interactions; safety; governance; work and income; education; housing; the environment.</i>	6.3o Suggest measures which can be adopted to improve quality of life. <i>Personal; National.</i>

Subject Focus 7:	Society and culture
Learning Outcome 7: (Controlled)	I can identify elements of society and culture.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
7.1a Define demography and population density.	7.2a Describe the impacts of a high population density on society and the environment.	7.3a Discuss the impacts of a high population density on society and the environment.
7.1b Define life expectancy and ageing population.	7.2b Describe the impacts of an ageing population.	7.3b Discuss the impacts of an ageing population.
7.1c Define Globalisation.	7.2c Give examples of Globalisation. Examples: e-commerce.	7.3c Discuss the impact of Globalisation on present-day society.
7.1d Define Fairtrade.	7.2d Explain the need for Fairtrade.	7.3d Discuss the benefits of Fairtrade.
7.1e Define culture.	7.2e Differentiate between dominant culture and subcultures.	7.3e Describe the different elements that make up culture. <i>Language; customs; norms and values; national symbols.</i>
7.1f Define migration. <i>Internal; external; forced; voluntary; legal; illegal; immigration; emigration.</i>	7.2f Describe the push and pull factors of migration. <i>War; economic; persecutions (political, religious, race, gender); natural disasters; environmental change.</i>	7.3f Distinguish between emigration and immigration and be able to react to the problems created by these two. <i>Solutions to problems generated by migration.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
7.1g Define multiculturalism.	7.2g Explain multiculturalism in the context of social integration.	7.3g Analyse the contemporary shared values of a multicultural Maltese society.
7.1h List reasons why people travel. <i>Education; work; leisure; family; health.</i>	7.2h Explain the importance of tourism for the Maltese economy.	7.3h Examine the impact of tourism on Malta. <i>Socio-economic; environment; cultural.</i>
7.1i List means of transport to and from Malta.	7.2i Describe how improved transport systems facilitate travel.	7.3i Discuss tourism in the context of the Global Village.
7.1j List factors influencing choice of transport. <i>Distance; time; cost; transportation of goods.</i>	7.2j Explain the importance of having different modes of transport.	7.3j Investigate how Malta's transportation systems can be diversified to cater for its present-day needs. <i>Sea transport; green transport; metro.</i>

Subject Focus 8:	Work and Family Space
Learning Outcome 8: (Coursework & Controlled)	I can identify and discuss the relationship between work and family, developments in the family structure and gender issues.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
8.1a List different types of work. <i>Voluntary; paid; unpaid.</i>	8.2a Differentiate between forms of employment. <i>Employee; self-employed; freelance; cooperative.</i>	
8.1b Identify the social partners. <i>Trade Unions; employers' associations; Government.</i>	8.2b Give examples of trade unions and/or employers' associations in Malta.	8.3b Discuss the importance of trade unions and/or employers' associations in Malta. <i>Workers' rights; employers' rights; right of association; economic benefits; EIRA; social dialogue.</i>
8.1c Define occupational health and safety.	8.2c Explain the importance of health and safety on the workplace.	8.3c Elaborate on the structures and/or institutions in Malta to ensure occupational health and safety.
8.1d Recognise the effects of work (or otherwise) on peoples' standard of living.	8.2d Explain how work (or otherwise) influences standard of living.	8.3d Analyse the relationship between social class and work.
8.1e Define wants, needs and/or consumerism.	8.2e Differentiate between the wants and needs of a society.	8.3e Relate how work addresses personal wants and needs in a consumeristic society.
8.1f Define lifelong learning.	8.2f Explain the importance of lifelong learning for employment. <i>Upskilling; reskilling; further education.</i>	

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>8.1g Define the Welfare State and/or Welfare Society.</p> <p><i>Social benefits; National Insurance (NI); income tax.</i></p>	<p>8.2g Explain the importance of the Welfare State and/or Welfare Society.</p>	<p>8.3g Discuss demography in the context of the Welfare State and/or Welfare Society.</p>
<p>8.1h Define pay-gap and social justice and/or injustice.</p>	<p>8.2h Describe issues in employment.</p> <p><i>Pay-gap (racial and gender); National Commission for the promotion of Equality (NCPE).</i></p>	<p>8.3h Discuss how inequality at the workplace contributes to poverty and/or social injustice.</p>
<p>8.1i Identify the rights and responsibilities of family members.</p>	<p>8.2i Elaborate on the different roles, responsibilities and/or rights of family members.</p>	<p>8.3i Examine how the roles, responsibilities and/or rights of family members are evolving to meet the demands of a changing society.</p>
<p>8.1j List the functions of the family.</p> <p><i>social, educational, economic, reproductive, psychological, emotional.</i></p>	<p>8.2j Explain functions of the family in contemporary society.</p> <p><i>social, educational, economic, reproductive, psychological, emotional.</i></p>	<p>8.3j Discuss how family functions evolved over time.</p> <p><i>social, educational, economic, reproductive, psychological, emotional.</i></p>
<p>8.1k List different types of families.</p> <p><i>Traditional; symmetrical; modern; patriarchal; matriarchal; single parent; same sex families; cohabitation.</i></p>	<p>8.2k Elaborate on different types of families.</p> <p><i>Traditional; symmetrical; modern; patriarchal; matriarchal; single parent; same sex families; cohabitation.</i></p>	<p>8.3k Analyse different types of families.</p> <p><i>Traditional; symmetrical; modern; patriarchal; matriarchal; single parent; same sex families; cohabitation.</i></p>
<p>8.1l Differentiate between sex and gender.</p>	<p>8.2l Describe the importance of gender equality.</p>	<p>8.3l Discuss measures taken to ensure gender equality.</p>
<p>8.1m Define LGBTIQ+.</p>	<p>8.2m Explain the importance of LGBTIQ+ equality.</p>	<p>8.3m Explain how legislation has paved the way for LGBTIQ+ equality.</p>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
8.1n Define domestic violence, gender-based violence and/or parental alienation.	8.2n Describe domestic violence, gender-based violence and/or parental alienation. <i>Physical; mental; emotional; financial; isolation; sexual.</i>	8.3n Explain the role of social institutions to combat domestic violence, gender-based violence and/or parental alienation. <i>Examples: Police Force; Appogg; Commission on Gender-Based Violence & Domestic Violence.</i>
8.1o List types of marriage. <i>monogamy, polygamy, polyandry, same sex.</i>	8.2o Elaborate on the different types of marriage. <i>monogamy, polygamy, polyandry, same sex.</i>	8.3o Discuss how the emphasis on individual wellbeing in contemporary society is impacting marital relationships.
8.1p List types of family-friendly measures.	8.2p Elaborate on how the family structure has changed over time. <i>pre-industrial, industrial and technological/post-industrial</i>	8.3p Discuss how economic realities have impacted the structure of the family.

Subject Focus 9:	Politics in Malta
Learning Outcome 9: (Controlled)	I have knowledge of the present-day Maltese political context as well as Malta's historic political milestones achieved since the nineteenth century.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
9.1a List different systems and/or types of government. <i>Monarchy; republic; democracy; dictatorship.</i>	9.2a Describe different systems and/or types of government. <i>Monarchy; republic; democracy; dictatorship.</i>	9.3a Compare and contrast the characteristics of different systems of government. <i>Monarchy; republic; democracy; dictatorship.</i>
9.1b List different types of democracy. <i>Direct; Indirect (Representative).</i>	9.2b Describe different types of democracy. <i>Direct; Indirect (Representative).</i>	9.3b Explain active citizenship in democracy. <i>Right and duty to vote (including Vote 16+); active involvement in local communities.</i>
9.1c Define political parties.	9.2c Describe the political spectrum with examples of political parties. <i>Left; Centre; Right.</i>	9.3c Compare the different ideologies of the political spectrum. <i>Communism; Socialism; Greens; Conservatism; Fascism.</i>
9.1d Define a pressure group.	9.2d Identify pressure groups active in Malta. <i>Environmental; Cultural; Socio-Political.</i>	9.3d Explain the role of pressure groups in a democracy.
9.1e List the pillars of democracy. <i>Administrative; Executive; Judiciary.</i>	9.2e Define the pillars of democracy. <i>Legislative; Executive; Judiciary.</i>	9.3e Explain the role (function) of the different pillars of democracy. <i>Legislative; Executive; Judiciary.</i>
9.1f List the levels of democratic representation. <i>Local; national; international (European Parliament).</i>	9.2f Explain the levels of democratic representation. <i>Local; national; international (European Parliament).</i>	9.3f Describe the role (function) and duties of between local government and the national government.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>9.1g Mention features of Malta’s British colonial administration. <i>Governor; Admiralty (Navy); Military Services (including Airforce); fortress colony</i></p>	<p>9.2g Describe the features of Malta’s British colonial administration. <i>Governor; Admiralty (Navy); Military Services (including Airforce); fortress colony</i></p>	<p>9.3g Discuss the effects of the British colonial administration on the Maltese. <i>Source of employment, restricted or reserved areas (Barracks, Military Hospitals, Forts, Marsa Sports Grounds); fortress colony</i></p>
<p>9.1h Mention the landmarks in the political and constitutional rights acquired by the Maltese. <i>1835 (Advisory Constitution); 1839 (Freedom of the Press); 1849 (Right to vote); 1921 (Local Self Government).</i></p>	<p>9.2h Describe the landmarks in the political and constitutional rights acquired by the Maltese. <i>1835 (Advisory Constitution); 1839 (Freedom of the Press); 1849 (Right to vote); 1921 (Local Self Government).</i></p>	<p>9.3h Discuss the landmarks in the political and constitutional rights acquired by the Maltese. <i>1835 (Advisory Constitution); 1839 (Freedom of the Press); 1849 (Right to vote); 1921 (Local Self Government).</i></p>
<p>9.1i Mention causes for the outbreak of the <i>Sette Giugno</i> riots of 1919.</p>	<p>9.2i Explain causes for the outbreak of the <i>Sette Giugno</i> riots of 1919.</p>	<p>9.3i Discuss the causes of the 1919 <i>Sette Giugno</i> riots.</p>
<p>9.1j Mention the main events taking place during the <i>Sette Giugno</i> riots of 1919. <i>Mass congregating, meeting of the National Assembly, marines firing on crowd, arson and ransacking.</i></p>	<p>9.2j Describe the events of the <i>Sette Giugno</i> riots of 1919. <i>Mass congregating, meeting of the National Assembly, marines firing on crowd, arson and ransacking.</i></p>	<p>9.3j Discuss the consequences of the <i>Sette Giugno</i> riots on Maltese political and constitutional development. <i>The granting of the 1921 Constitution.</i></p>
<p>9.1k Define the Language Question.</p>	<p>9.2k Describe how the Language Question led to the formation of the first political parties. <i>Reform Party; Anti-reform Party.</i></p>	<p>9.3k Discuss how the Language Question effected the political and educational system in Malta. <i>Keenan Report.</i></p>
<p>9.1l Recognise Maltese 20th and 21st century constitutional milestones: <i>1947 Universal Suffrage; Independence (1964); the Republic (1974); Closure of the British Base (1979); Malta joins the EU (2004).</i></p>	<p>9.2l Describe Maltese 20th and 21st century constitutional milestones: <i>1947 Universal Suffrage; Independence (1964); the Republic (1974); Closure of the British base (1979); Malta joins the EU (2004).</i></p>	<p>9.3l Discuss Maltese 20th and 21st century constitutional milestones: <i>1947 Universal Suffrage; Independence (1964); the Republic (1974); Closure of the British base (1979); Malta joins the EU (2004).</i></p>

Subject Focus 10:	Malta's Built Heritage: Prehistory to Medieval
Learning Outcome 10: (Controlled)	I can recognize, investigate and discuss the importance of the Malta's built heritage from Prehistory to the Medieval period.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>10.1a Identify using illustrated sources, common characteristics of a Maltese megalithic temple.</p> <p><i>Megaliths; architecture; temple plan; temple decoration; relief carving.</i></p>	<p>10.2a Describe the general features of a Maltese megalithic temple.</p> <p><i>Megaliths; architecture; temple plan; temple decoration; relief carving.</i></p>	<p>10.3a Discuss the importance of the Hypogeum as a World Heritage site.</p> <p><i>Subterranean cemetery; plan; decoration.</i></p>
<p>10.1b Define a UNESCO World Heritage site.</p>	<p>10.2b Identify prehistoric sites in Malta which are UNESCO World Heritage sites.</p> <p><i>Ġgantija, Haġar Qim, Mnajdra, Tarxien, Skorba, Haġrat, Saflieni Hypogeum.</i></p>	<p>10.3b Discuss the importance of UNESCO World Heritage sites.</p>
<p>10.1c Identify the Dolmen and the Menhir as a Bronze Age architectural features.</p>	<p>10.2c Identify the importance of Borg in-Nadur as a Bronze Age settlement.</p> <p><i>Bastion walls; harbour location; high ground; huts/dwellings; silo pits; cart-ruts.</i></p>	<p>10.3c Describe the Cart-Ruts as part of the Maltese environment dating back to the Bronze Age and their preservation.</p>
<p>10.1d Identify Maltese and/or Gozitan sites dating to the Phoenician-Punic period.</p> <p><i>Melite; Gaudos; Tas-Silġ.</i></p>	<p>10.2d Outline the typical features of a Phoenician-Punic shaft and chamber rock-cut tomb.</p>	<p>10.3d Discuss the location of tombs in relation to settlement.</p>
<p>10.1e Identify Maltese and/or Gozitan urban sites dating to the Roman period.</p>	<p>10.2e Describe typical architectural and artistic features of Roman period Malta.</p>	<p>10.3e Describe typical architectural and artistic features of Roman period Malta, and/or the state of their preservation.</p>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<i>Melite; Domus Romana; Gaudos.</i>	<i>Domus Romana; Għajn Tuffieħa Roman Baths.</i>	<i>Domus Romana; Għajn Tuffieħa Roman Baths; St Paul's Catacombs; San Pawl Milqi countryside villa and olive oil production site.</i>
10.1f Identify the medieval fortified settlements of Malta and Gozo. <i>Mdina, Birgu, Citadel.</i>	10.2f Differentiate between medieval fortified settlements and other types of settlements. <i>Mdina, Gozo Citadel, Cave-dwelling, Ħal-Millieri hamlet.</i>	10.3f Discuss reasons for the development and/or abandonment of settlements in Malta. <i>Medieval, Knights period.</i>
	10.2g Recognise from illustrated sources medieval architectural features. <i>Muxrabija windows, sikifaħ passageways, Palazzo Santa Sophia.</i>	10.3g Describe the main architectural characteristics of the medieval period. <i>Animal-driven mills, rubble walls; giren; Għar il-Kbir settlement; St Agatha cave-church; Ħal-Millieri Church of the Annunciation.</i>

Subject Focus 11:	Malta's Built Heritage: Knights to the present-day
Learning Outcome 11: (Coursework & Controlled)	I can recognize, investigate and discuss the importance of the Malta's built heritage from the Knights period to the present-day.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
11.1a Recognise reasons why Valletta was built after the Siege of 1565.	11.2a Outline reasons why Valletta was built on Mt Sciberras.	11.3a Discuss the plans for the building of Valletta as proposed by Francesco Laparelli. <i>Grid-iron street pattern; proposals for a larger city footprint which was then reduced in size; the building regulations (Officio della Casa).</i>
11.1b Recognise the important buildings in Valletta constructed during the Knights period. <i>St John's Co-Cathedral; Victory Church; Auberges (De Provence, D'Italie, Castille); Grand Master's Palace; Sacra Infermeria; Manoel Theatre.</i>	11.2b Describe the main architectural features and/or use of important Knights period buildings in Valletta. <i>St John's Co-Cathedral; Victory Church; Auberges (De Provence, D'Italie, Castille); Grand Master's Palace; Sacra Infermeria; Manoel Theatre.</i>	11.3b Explain how main Knights' period fortifications are valued and currently in use.
11.1c Recognise pre-1565 Knights period harbour fortifications. <i>Fort St Elmo; Castrum Maris/Fort St Angelo; Birgu; Fort St Michael; Senglea.</i>	11.2c Outline reasons for the construction of pre-1565 Knights period harbour area fortifications. <i>Fort St Elmo; Castrum Maris/Fort St Angelo; Birgu; Fort St Michael; Senglea.</i>	
11.1d Identify some main harbour area fortifications built by the Knights after 1565. <i>Santa Margarita Lines; Cottonera Lines; Fort Ricasoli; Floriana; Fort Manoel; Fort Tigne.</i>	11.2d Outline reasons for the construction of post-1565 Knights period harbour area fortifications. <i>Santa Margarita Lines; Cottonera Lines; Fort Ricasoli; Floriana; Fort Manoel; Fort Tigne.</i>	

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
	11.2e Compare the different types of coastal towers. <i>Wignacourt towers; De Redin/Lascaris towers.</i>	11.3e Describe the role of coastal towers in the defence of the Maltese archipelago under the Knights. <i>Signalling; guarding the coast.</i>
11.1f Identify on a map the Victoria Lines and its associated forts. <i>Fort Binglemma; Fort Mosta; Fort Madliena.</i>	11.2f Identify how topography influenced the location of British military architecture. <i>Victoria Lines; Fort Rinella; Fort Cambridge.</i>	11.3f Evaluate how developments in military technology influenced British military architecture in Malta. <i>Victoria Lines and associated forts; Fort Rinella; Fort Cambridge.</i>
11.1g Recognise examples of Neo-Classical and/or Neo-Gothic architecture in Malta. <i>Neo-Classical: St Paul's Anglican Cathedral; Mosta Dome; Alexander Ball monument; Main Guard.</i> <i>Neo-Gothic: Addolorata Cemetery; Holy Trinity Church (Sliema); The Church of Our Lady of Mount Carmel (Balluta); the Methodist Church (Robert Sammut Hall); Casa Gourgion (Mdina).</i>	11.2g Outline features of Neo-Classical and/or Neo-Gothic architecture.	11.3g Describe using examples architectural features in Neo-Classical and/or Neo-Gothic architecture style.
11.1h Recognise illustrated sources of Malta's vernacular architecture. Farmhouse; niches; chapels; rubble walls; corbelled stone hut (girna); windmills.	11.2h Describe the functions of Maltese vernacular architecture.	11.3h Analyse with the help of illustrated sources the main features of Malta's vernacular architecture.
11.1i Comment on the state of Malta's vernacular architecture and reasons for their conservation and restoration.	11.2i Explain the state of Malta's vernacular architecture and reasons for its conservation and restoration.	11.3i Discuss the role of scheduling in the conservation and protection of Malta's built heritage.

Subject Focus 12:	Malta and Europe
Learning Outcome 12: (Controlled)	I can describe and discuss significant events and developments in European history that impacted Maltese history using primary and secondary sources.

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
12.1a Identify the causes and the preparations undertaken for the Great Siege.	12.2a Explain the causes and the preparations for the Greta Siege.	12.3a Discuss the causes and the preparations for the Great Siege.
12.1b Identify the immediate effects of the great Siege. <i>Settlement destruction; construction of Valletta.</i>	12.2b Describe the effects of the Great Siege on the Order and/or the Maltese.	12.3b Discuss the long-term effects of the Great Siege.
12.1c Identify the three principles of the French Revolution. <i>Liberty; fraternity; equality.</i>	12.2c Outline the importance of the principles of the French Revolution to Human Rights. <i>Liberty; fraternity; equality.</i>	12.3c Discuss how the principles of the French Revolution brought about changes in Malta. <i>Napoleon's proposed reforms for Malta.</i>
12.1d Mention protagonists of the French period in Malta. <i>Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana.</i>	12.2d Explain the role of the main protagonists of the French period in Malta. <i>Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana.</i>	12.3d Explain the effects of the revolt and the blockade on the Maltese. <i>Hunger; disease; economic stagnation; British logistic support; national awareness.</i>
	12.2e Explain the reasons for the French capitulation to the British in September 1800. <i>Lack of reinforcements and supplies; hunger-related diseases; the British blockade.</i>	12.3e Analyse Britain's reasons for taking over Malta. <i>As a Protectorate in 1800; as a colony in 1813.</i>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>12.1f Identify Malta's role during World War I.</p> <p><i>Nurse of the Mediterranean; naval base.</i></p>	<p>12.2f Describe Malta's role during World War I.</p> <p><i>Military hospitals; military cemeteries; prisoners of war; dockyard; naval base.</i></p>	<p>12.3f Discuss the socio-economic effects of World War I on Malta</p> <p><i>Full employment; dockyard; inflation; military hospitals; food scarcity; post-war problems.</i></p>
<p>12.1g Identify reasons why Malta was attacked by the Axis Powers in World War II</p> <p><i>Malta's strategic location; British colony and operational base.</i></p>	<p>12.1g Explain why Malta became directly involved in World War II.</p> <p><i>Malta's strategic location; British colony and operational base.</i></p>	
<p>12.1h Recognize the effects of World War II on Malta and the Maltese.</p> <p><i>Air raids; life in the shelters; Victory Kitchen; convoys, migration from the harbour area.</i></p>	<p>12.2h Explain the effects of World War II on Malta and the Maltese.</p> <p><i>Air raids; life in the shelters; Victory Kitchen; convoys, migration from the harbour area.</i></p>	<p>12.3h Discuss effects of World War II on Malta and the Maltese.</p> <p><i>Air raids; life in the shelters; Victory Kitchen; convoys, migration from the harbour area.</i></p>
	<p>12.2i Explain the aftermath of World War II on Malta and the Maltese.</p> <p><i>War damage; Post-war reconstruction; clearing of slums (Manderaggio); shortage of housing;</i></p>	<p>12.3i Discuss the aftermath of World War II socio-economic effects on Malta and the Maltese.</p> <p><i>War damage; shortage of housing; British Services run-down; unemployment; emigration.</i></p>
<p>12.1j Define the Cold War.</p>	<p>12.2j Explain how the Cold War affected Malta.</p> <p><i>Tarġa Gap nuclear Bunker; Nuclear-proof silos.</i></p>	<p>12.3j Discuss how the Cold War affected Malta's foreign policy.</p> <p><i>Neutrality; Malta Summit of 1989.</i></p>
<p>12.1k Identify the six founding member countries of the European Union.</p>	<p>12.2k Explain how the European Coal and Steel Community was the first step towards the formation of the European Union.</p>	<p>12.3k Discuss why the European Union was setup in the aftermath of WWII.</p>
<p>12.1l Identify reasons why Malta joined the European Union.</p>		<p>12.3l Explain the benefits of Malta's accession to the European Union.</p>

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<p>12.1m Identify Natura 2000 sites in Malta and/or Gozo.</p> <p><i>Natura 2000 sites are a European Union project on the protection and preservation of the natural environment.</i></p>	<p>12.2m Identify historical sites restored through European Union funding.</p> <p><i>Birgu fortifications; Fort St Angelo; Mdina Fortifications; Gozo Citadel; Valletta.</i></p>	<p>12.3m Discuss the value that the European Union gives to places of natural and historical importance.</p> <p><i>Intrinsic; touristic; social; educational.</i></p>
<p>12.1n Identify the European currency.</p>	<p>12.2n Explain the advantages of a single currency.</p>	
<p>12.1o Identify European common values.</p>	<p>12.2o Identify common European values.</p> <p><i>Rule of law; human dignity; freedom; equality; human rights (including rights of minorities); democracy.</i></p>	<p>12.3o Discuss the importance of upholding the common European values.</p>
<p>12.1p List the European Union institutions.</p> <p><i>Council of the European Union (ministers); European Parliament; European Commission.</i></p>		<p>12.3p Describe the role of the European Union institutions.</p> <p><i>Council of the European Union (ministers); European Parliament; European Commission.</i></p>
<p>12.2q Identify opportunities offered by the European Union.</p> <p><i>Education; employment; research and development; European Regional Development Funds (ERDF).</i></p>	<p>12.3q Describe the opportunities offered by the European Union to young people.</p>	

Scheme of Assessment

School candidates

The assessment consists of:

Coursework: 30% of the total marks; comprising of **THREE** tasks of equal weighting, i.e. 10% each, set during the three-year course programme.

The coursework will be based on LO1, LO8, LO11.

Controlled assessments: 70% of the total marks; comprising of a two-hour written exam set at the end of the programme and differentiated between two tiers:

- a. MQF levels 1 and 2;
- b. MQF levels 2 and 3.

Candidates can obtain a level higher than Level 1 if they satisfy the examiners in both coursework and controlled assessments, irrespective of the total marks obtained.

The controlled paper will focus on LO2, LO3, LO4, LO5, LO6, LO7, LO9, LO10, LO12 and assessment criteria from all the syllabus. The written paper (Option MQF Level 1-2 and MQF Level 2-3) will consist of three sections and is of a two-hour duration. All questions are compulsory.

The controlled paper will consist of:

Section A – 10 marks

Three compulsory questions focusing on Learning Outcomes designated for coursework, and may include assessment criteria from all the syllabus.

Section B – 90 marks

Five to ten structured questions, focusing on the content of all the Learning Outcomes designated for controlled assessment, and may include assessment criteria from all the syllabus.

Coursework (30% of the total mark)

The coursework consists of three assignments consisting of a combination of at least two of the following modes:

- i. Case study investigation report
- ii. Site visit report
- iii. Synoptic essay
- iv. Presentation

It is recommended that a significant proportion of coursework will be done in class under direct teacher supervision. These assignments will be set and marked by the teacher.

Coursework can be pegged at either of two categories:

- A coursework at MQF level categories 1-2 must identify assessment criteria from these two MQF levels. The ACs are to be weighted within the assignment's scheme of work and marking scheme at a ratio of 40% at Level 1 and 60% at Level 2.
- A coursework at MQF level categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. These ACs are to be weighted within the assignment's scheme of work and marking scheme at a ratio of 30% at each of Levels 1 and 2 and 40% at Level 3.

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

As indicated in the Table 3, one school-based assignment is to be carried out in Year 9, the second assignment has to be carried out in Year 10, and the third and final assignment in Year 11. All assignments accompanied by the marking scheme/s are to be available at the candidates' schools for moderation by the Markers' Panel by the date established by the MATSEC Board. Teachers can opt for other modes of assessment besides those listed above but they need written approval by MATSEC.

Each coursework assignment is marked out of 100 marks but will carry 10% of the total mark. The total mark of these three assignments will contribute to 30% of the total marks of the examination.

The coursework assignments will be based as follows:

	Conducted in	Total Exam Weighting	Assessment Modes and Learning Outcomes
coursework 1	Year 9	10%	Mode: (any) Learning Outcomes: (anyone from) LO1, LO8, LO11
coursework 2	Year 10	10%	Mode: (any) Learning Outcomes: (anyone from) LO1, LO8, LO11
coursework 3	Year 11	10%	Mode: (any) Learning Outcomes: (anyone from) LO1, LO8, LO11
Each coursework should focus and be based on one Learning Outcome from LO1, LO8, LO11. Only one coursework can be assigned on the same Learning Outcome. During the three-year programme at least two different modes of assessment should be used.			

Table 3 – Coursework

Teachers have the option to choose the best mode of assessment according to the learning outcome being assessed.

The Controlled Assessment

Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 70% of the final mark and assessed externally. The paper will be set in English and will focus on all LOs designated for controlled, and also include assessment criteria from all the syllabus. Candidates will be required to answer all questions. The use of non-programmable calculators, geometrical instruments and pencil colours are permitted during the examination. When questions on topographical maps are set, conventional map symbols will be provided.

The synoptic assessment is differentiated between two categories. Candidates must choose to sit either the examination paper at MQF Level 1-2 or at MQF Level 2-3.

Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions will be objective (multiple choice questions, completion, true/false, cloze, matching *etc.*), and structured, requiring short responses. Questions may include stimulus materials such as maps, graphs, diagrams and photographs. All questions are compulsory and need to be answered in the space provided in the exam booklet.

Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions will be varied and will include objective, resource-based, involving data response and problem solving and free response writing. The questions set will assess the students' understanding and application of the main geographical concepts and knowledge of the whole programme and the acquisition of basic geographical skills such as reading and interpretation of topographical maps, analysis and interpretation of data and photographs, drawing and labelling of diagrams, interpretation of weather maps and satellite images. All questions are compulsory and need to be answered in the space provided in the exam booklet.

Private candidates

Private candidates will not be expected to carry out the three coursework assignments as school candidates. Instead private candidates need to sit for another synoptic paper as an alternative to coursework. Private candidates will be assessed through the means of **TWO** synoptic papers, one of which is common with school candidates.

Paper 1 – Private Candidates Only (30% of the total mark)

This paper will have a two-hour duration and consist of **FOUR** compulsory questions. The paper will assess all Learning Outcomes designated for coursework, and also include assessment criteria from all the syllabus.

Level 1 – 2

Candidates answer all questions assessing most of the assessment criteria from level 1 and level 2. Questions include objective and structured questions requiring short responses.

Level 2 – 3

Candidates answer all questions assessing most of the assessment criteria from level 2 and level 3. Questions are structured with gradients of difficulty and are resource-based involving data response and problem solving as well as free response writing.

Paper Two is common with school candidates. (70% of the total mark)

Coursework Modes

This section presents sample assessments with respective marking schemes. Teachers may use these guiding documents to develop an assignment based on one of the modes presented in this syllabus. Otherwise, teachers may develop their own assignment and select an appropriate assessment tool other than those listed in the syllabus as long as this assignment is sent to MATSEC for approval before being given to students. A marking scheme is not a list of model answers, but a guideline of how expected answers should be marked.

Case Study Investigation Report	
<p>100 marks</p> <p>internally-assessed</p> <p>externally-moderated</p> <p>10% of total marks</p>	<p>A case-study investigation report must consist of a detailed study of a social situation in a selected place. A case study investigation should consist of a piece of extended writing to assess students' understanding of Environmental Studies concepts and skills as they apply to more than one assessment criteria from a specific learning outcome. The case study must be designed to elicit the knowledge and skills specified in the assessment criteria of the selected learning outcome. Case studies may be varied and include source-based questions, essay writing, field-based activities (where applicable), content analysis of videos, photo analysis etc. and presented in one report.</p> <p>Students are required to use relevant, accurate information and data to investigate a chosen case study. Preferably, case studies should be recent, selecting events that students remember or that occurred within their lifetime. Students are to illustrate their work with captioned images, maps, annotated diagrams and other relevant data where applicable. Findings can be presented in a range of texts, such as illustrated essays, letters and newspaper articles etc. The research must include bibliographical references to sources (e.g. books, articles and websites). Teachers should provide clear guidelines by specifying the case study to be studied, suggesting possible sites and resources, and how to analyse and present data. The use of IT in research and presentation is highly recommended.</p> <p>Indicative word count:</p> <ul style="list-style-type: none"> • Level 1-2: 250 to 450 words • Level 2-3: 400 to 600 words <p>Marks are assigned according to the following marking scheme:</p> <ul style="list-style-type: none"> • Structure, presentation and referencing (10%) • Research Question of the case study (10%) • Data collection (20%) • Knowledge and understanding (20%) • Discussion and/or analysis (20%) • Conclusion and /or recommendations (20%) <p>Students should be able to:</p> <ul style="list-style-type: none"> • Use primary sources of evidence such as statistical data, newspaper extracts and brochures, independently, to find out about global trends and their worldwide impact; • Use photos, the internet and other resources to locate various key societal features of Malta, the Mediterranean, Europe and the wider world; • Select, use and combine information from a range of sources; • Present findings graphically and in writing; and • Appropriately edit and use content, respecting and acknowledging the rights of the original author.

<p>Suggestions</p> <p>(Learning Outcome 8)</p>	<p>This case study is about Fatalities on the place of work</p> <p>Article Headline from Times of Malta, 11th February 2020: 'Company director fined €10,000 for causing worker's death' (https://timesofmalta.com/articles/view/company-director-fined-10000-for-causing-workers-death.770012)</p> <p>Research question: With reference to this case study, explain the importance of health and safety on the workplace. Elaborate on the structures and/or institutions in Malta to ensure occupational health and safety. Assess the responsibilities related to occupational health and safety.</p> <p>The case study should look into:</p> <ul style="list-style-type: none"> • Information on the sectors where these fatalities occurred; • Define occupational health and safety; • Explain the importance of health and safety on the workplace; • Elaborate on the structures and/or institutions in Malta to ensure occupational health and safety; • Explore the role and work of the OHSa; • Discuss the importance of trade unions and/or employers' associations in Malta in relation to occupational health and safety; • Discuss; workers' rights and employers' rights on the issue of occupational health and safety and • Conclusion and/or recommendations.
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Site Visit Report	
<p>100 marks</p> <p>10% of total marks</p>	<p>The Site Visit Reports must be based on an experience gained during a visit organised by the school, directly related to one of the learning outcomes. The report must consist of the reason behind the site visit, site information, photographs taken by the students accompanied with captions and diagrams, data-collection, analysis and conclusion.</p> <p>Indicative word count:</p> <ul style="list-style-type: none"> • Level 1-2: 250 to 450 words • Level 2-3: 400 to 600 words <p>Marks are assigned according to the following marking scheme:</p> <ul style="list-style-type: none"> • Structure, presentation and referencing (10%) • Aim of visit (10%) • Methodology (20%) • Data collection and data presentation (20%) • Discussion and analysis (20%) • Recommendations and/or conclusions (20%) <p>Students should be able to:</p> <ul style="list-style-type: none"> • produce a write-up on the site visited; • select, use and combine information from a range of sources; • use photos, the internet, interactive maps and software to locate various features of Malta; • present and communicate findings, information and ideas using appropriate terminology through visual images and a range of graphical techniques and ICT; • cite other people's work and integrate new information into an existing body of knowledge; and • reach and communicate conclusions that are consistent with findings.
<p>Suggestions</p> <p>(Learning Outcome 1)</p>	<p>Site visit to a Nature Reserve with the aim of gathering information on:</p> <ul style="list-style-type: none"> • The habitat; • The different species of flora and fauna; • The need for conservation and protection of such endangered habitats; • The role played by a local NGO in the conservation and protection of such habitats; and • The role played by the EU in the conservation and protection of such habitats. <p>Candidates need to:</p> <ul style="list-style-type: none"> • Locate the site on an appropriate map; • Describe the habitat; • Describe the different species found in the nature reserve; • Take photographs to illustrate the report; • Work out on-site any worksheets prepared prior to the visit; and • Research additional information from books and the internet about the site.

Synoptic Essay	
100 marks 10% of total marks	<p>The synoptic essay should be enquiry-based and in line with the aims and objectives of the learning outcome. The essay should be broad and should aim to bring together a majority of the assessment criteria and in succinct manner so as to illustrate the student's broad and comprehensive understanding of the learning outcome.</p> <p>Indicative word count:</p> <ul style="list-style-type: none"> • Level 1-2: 250 to 450 words • Level 2-3: 400 to 600 words <p>Marks are assigned according to the following marking scheme:</p> <ul style="list-style-type: none"> • Structure, presentation and referencing (10%) • Aim of work and main claim (10%) • Knowledge and understanding (30%) • Discussion and/or analysis (30%) • Conclusion and/or recommendations (20%) <p>Students should be able to:</p> <ul style="list-style-type: none"> • carry out an independent research as a further study on a particular aspect of social studies; • use research skills to navigate on the Internet, select, adapt and summarise information as per title of the essay; • present and communicate findings, information and ideas using appropriate terminology with the help of a range of visual materials and ICT skills and competences; • reach and communicate conclusions that are consistent with sociological evidence; • quote other people's work and to integrate new information into an existing body of knowledge;
Suggestion (Learning Outcome 11)	<p>The Fortifications of the Order of St John in the Maltese Islands</p> <p>Students are to outline the reasons for the construction of various fortification networks built by the Knights around the main harbours and along the coast of Malta and Gozo from their early years at Birgu to the late eighteenth century. The research should also include illustrated primary and secondary sources that complement the text content. Students may also include in their discussion a description of some of the features of these fortifications, their strategic importance as part of the defence of the islands, their current physical state and how they are being re-used nowadays.</p>

Presentation	
<p>100 marks</p> <p>internally-assessed</p> <p>externally-moderated</p> <p>10% of total marks</p>	<p>A presentation must contain student responses to a focused task from a selected learning outcome. Students must present their work and findings in a presentation that includes spoken and written explanations in response to the inquiry question set by the teacher. Students may use a visual presentation software to present their ideas with images, animation and sound. Besides texts, presentations may contain visual aids in the form of images, diagrams and graphs. However, students may present their work by other modes, such as charts, models or any other method. Students are expected also to construct a simple exposition reasoned argument based on theme being investigated. They will be expected to communicate their findings in a clear and coherent form. Learners will be credited for accurate use of geographical vocabulary and logical structure of their work.</p> <p>Length of the presentation is between 5 to 6 minutes.</p> <p>Marks will be assigned on:</p> <ul style="list-style-type: none"> • Structure, presentation and referencing (10%) • Research Question of the presentation (10%) • Data collection and data presentation (20%) • Discussion and analysis (20%) • Recommendations and/or conclusions (20%) • Oral presentation (incl. use of resources/tools) (20%) <p>Students should be able to:</p> <ul style="list-style-type: none"> • Critically navigate between online sources and select information effectively; • Communicate through a variety of digital devices and applications; • Present findings using a range of techniques such images and graphs; and in writing by using ICT; • Quote other people's work and to integrate new information into an existing body of knowledge; • Use language to present their thinking logically and clearly and can talk to engage an audience; and • Use spoken language to share ideas in a collaborative way, appreciating the social elements of conversation such as waiting for their turn and listening to what others have to say.
<p>Presentation suggestions</p> <p>(Learning Outcome 1)</p>	<p>Explain how to setup a simple weather station and monitor daily weather conditions for a week. Present your findings in a multimodal presentation that includes spoken and written explanation. The presentation may include the following:</p> <ul style="list-style-type: none"> • A description of elements which constitute weather; • The identification of instruments used to measure elements of weather: Thermometer, Rain Gauge, Wind Vane, Anemometer, Barometer; • The use of the above-listed instruments to measure elements of weather; • An identification of the best location for the placement of weather instruments to provide valid results; • Photographs and/or images showing the weather station setup; • A description of how the weather data was collected; and • Any difficulties encountered in the setting up of the weather station.

<p>(Learning Outcome 1)</p>	<p>Investigate threats to ecosystem(s) in a Maltese valley of the candidate’s choice. Present your findings in a multimodal presentation that includes spoken and written explanation. The presentation may include the following:</p> <ul style="list-style-type: none"> • An outline and/or description of habitats found in the valley under investigation; • The identification of legally protected indigenous, endemic and endangered species found in the valley; • A description of the threats being faced by the valley under investigation; and • An explanation of why the valley merits conservation and protection.
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Coursework Modes' Marking Schemes

ENVIRONMENTAL STUDIES CASE STUDY REPORT			
	MQF 1	MQF 2	MQF 3
Structure, presentation and referencing	3	6	10
Research question of the case study	3	6	10
Data collection	6	12	20
Knowledge and understanding	6	12	20
Discussion and/or analysis	6	12	20
Conclusion and/or recommendations	6	12	20
TOTAL	30	60	100

Structure, presentation and referencing		
1-3	4-6	7-10
The report is poorly structured, or where there is a recognizable structure there is minimal focus. No or little referencing or bibliography.	The report is generally structured and organized. More could have been done overall, and some deficiencies are evident. Some referencing and bibliography.	The report is well structured, focused and effectively organized. It is clear, coherent and supported with illustrations or examples. Adequate referencing and bibliography.

Research question of the case study		
1-3	4-6	7-10
The research question is not explicitly identified	The research question is implied but not clearly identified.	The research question is clearly and explicitly identified.

Data collection and data presentation		
1-6	7-12	13-20
Data is collected from primary and secondary sources that are not relevant to the research question. Relevant data is missing or collected data is not relevant to the research question. The report does not include any illustrations or includes illustrations that are not labelled, not captioned, unclear or are not relevant to the research question.	Data is collected from a limited range of relevant primary and secondary sources. Some collected data is not presented clearly or is not relevant to the research question. The report includes illustrations that are poorly labelled, not captioned, unclear or not relevant to the aim of the research question.	Data is collected from relevant primary and/or secondary sources. Collected data is presented clearly and is relevant to the research question. The report includes well-labelled, captioned and clear illustrations that are relevant to the research question.

Knowledge and understanding		
1-6	7-12	13-20
There is some knowledge and understanding of the issues and topics related to the case study. Explanations on the issues raised are superficial or limited.	Knowledge of the issues and topics related to the case study is mostly correct and pertinent. There is a satisfactory explanation of the issues raised, although some errors are evident.	The work contains relevant, accurate and detailed knowledge of the issues and topics related to the case study. There is a well-developed explanation of the issues raised.

Discussion and analysis		
1-6	7-12	13-20
Short and limited discussion of the chosen case study. No data or information is used to inform or support analysis.	Limited but logical discussion on the chosen case study. Collected data or information is used, in a limited way, to inform and support analysis.	Well-developed and comprehensive discussion on the chosen case study. Data and information is used to inform and support analysis.

Recommendations and/or conclusions		
1-6	7-12	13-20
The conclusion lacks relevance to the research question. Collected data is not used to support the conclusions reached. Recommendations are not offered, lack relevance or are not based on collected data or information.	The conclusion partially answers the research question. Limited use of collected data to support the conclusions reached. Not all recommendations are relevant or based on the collected data or information.	The conclusion answers the research question. The collected data is used to support the conclusions reached. Recommendations are relevant and based on the collected data and information.

ENVIRONMENTAL STUDIES SITE VISIT			
	MQF 1	MQF 2	MQF 3
Structure, presentation and referencing	3	6	10
Aim of visit	3	6	10
Methodology	6	12	20
Data collection and data presentation	6	12	20
Discussion and analysis	6	12	20
Recommendations and/or conclusions	6	12	20
TOTAL	30	60	100

Structure, presentation & referencing		
1-3	4-6	7-10
The project is poorly structured, or where there is a recognizable structure there is minimal focus. No or little referencing or bibliography.	The project is generally structured and organized. More could have been done overall, and some deficiencies are evident. Some referencing and bibliography.	The project is well structured, focused and effectively organized. It is clear, coherent and supported with illustrations or examples. Adequate referencing and bibliography.

Aim of visit		
1-3	4-6	7-10
The aim of the visit is not explicitly identified.	The aim of the visit is implied but not clearly identified.	The aim of the visit is clearly and explicitly identified.

Methodology		
1-6	7-12	13-20
The method of the investigation is presented but is not related to the aim of the visit.	The method of the investigation is briefly described and related to the aim of the visit.	The method of the investigation is described in detail and is relevant to the aim of the visit.

Data collection and data presentation		
1-6	7-12	13-20
Data is collected from primary and secondary sources that are not relevant to the aim of the visit. Relevant data is missing or collected data is not relevant to the aim of the visit. The report does not include any illustrations or includes illustrations that are not labelled, not captioned, unclear or are not relevant to the aim of the visit.	Data is collected from a limited range of relevant primary and secondary sources. Some collected data is not presented clearly or is not relevant to the aim of the visit. The report includes illustrations that are poorly labelled, poorly captioned, unclear or are not relevant to the aim of the visit.	Data is collected from relevant primary and/or secondary sources. Collected data is presented clearly and is relevant to the aim of the visit. The report includes well-labelled, captioned and clear illustrations that are relevant to the aim of the visit.

Discussion and analysis		
1-6	7-12	13-20
Analysis of the information and data collected is mostly lacking. The content is mostly descriptive.	There are some elements of analysis of the data collected but it lacks development. The data is used, in a limited way, to inform and support analysis.	The collected data is analysed in detail. The data is used to inform and support analysis.

Recommendations and/or conclusions		
1-6	7-12	13-20
The conclusion lacks relevance to the aim of the visit. Collected data is not used to support the conclusions reached. Recommendations are not offered, lack relevance or are not based on collected data.	The conclusion partially addresses the aim of the visit. Limited use of collected data to support the conclusions reached. Not all recommendations are relevant or based on the collected data.	The conclusion addresses the aim of the site visit. The collected data is used to support the conclusions reached. Recommendations are relevant and based on the collected data.

ENVIRONMENTAL STUDIES SYNOPTIC ESSAY			
	MQF 1	MQF 2	MQF 3
Structure, presentation & referencing	3	6	10
Aim of work & main claim	3	6	10
Knowledge & understanding	9	18	30
Discussion &/or analysis	9	18	30
Conclusion &/or recommendations	6	12	20
TOTAL	30	60	100

Structure, presentation & referencing		
1-3	4-6	7-10
The essay is poorly structured, or where there is a recognizable structure there is minimal focus. No or little referencing or bibliography.	The essay is generally structured and organized. More could have been done overall, and some deficiencies are evident. Some referencing and bibliography.	The essay is well structured, focused and effectively organized. It is clear, coherent and supported with illustrations or examples. Adequate referencing and bibliography.

Aim & main claim of the essay		
1-3	4-6	7-10
The aim or main claim formulated are implied but not explicitly identified. There is no, or very little justification of the connection between the essay content and the aim or main claim identified.	The aim or main claim formulated are clearly identified. There is some justification of the connection between the essay content and the aim or main claim identified.	The aim or main claim formulated are clearly and explicitly identified. There is a clear justification of the connection between the essay content and the aim or main claim identified.

Knowledge & understanding		
1-9	10-18	19-30
There is some knowledge and understanding of the issues and topics tackled in the essay. Explanations of the subject content are superficial or limited. No use of relevant literature. Appropriate terminology is used sparingly and at times incorrectly.	Knowledge and understanding of the issues and topics tackled in the essay is mostly correct and pertinent. There is a satisfactory explanation of the subject content, although some errors are evident. Appropriate terminology is used at times.	The project contains relevant, accurate and detailed knowledge and understanding of the issues and topics tackled in the essay. There is a well-developed explanation of the subject content. Appropriate terminology is used consistently and correctly.

Discussion & analysis		
1-9	10-18	19-30
Short and limited discussion on the chosen topic. Analysis of the subject content and relevant literature is mostly lacking. The content is mostly descriptive.	Limited discussion on the chosen topic. There are some elements of analysis of the subject content and the relevant literature. Research is used, in a limited way, to inform and support analysis.	Well-developed and discussion on the chosen topic. Strong element of analysis that is well developed. Offers an evaluation of plausible interpretations of the subject content and relevant literature. The literature is used to inform and support analysis.

Conclusion		
1-6	7-12	13-20
Poor and limited conclusion. The conclusion offers a minimal summary of the salient points of the essay. The conclusion does not offer a response to the initial claim. There is little or no closure to the discussion.	Acceptable but limited conclusion. Some of the salient points of the essay are mentioned and summarised. There is closure to the discussion. The conclusion partially offers an answer to the identified aim, and/or claim. Literature and subject content are sometimes used to support conclusions.	The candidate offers a strong and comprehensive conclusion. There is closure to the discussion which shows reflection and critical analysis. The conclusion offers an answer to the aims and/or claims identified. Literature and subject content are used appropriately to support conclusions.

ENVIRONMENTAL STUDIES PRESENTATION			
	MQF 1	MQF 2	MQF 3
Structure, presentation and referencing	3	6	10
Research question of the presentation	3	6	10
Data collection and data presentation	6	12	20
Discussion and analysis	6	12	20
Recommendations and/or conclusions	6	12	20
Oral presentation (incl. use of resources / tools)	6	12	20
TOTAL	30	60	100

Structure, presentation and referencing		
1-3	4-6	7-10
The presentation is poorly structured or where there is a recognizable structure there is minimal focus on the aim/hypothesis. The necessary terminology is lacking. Very poor referencing and bibliography.	The presentation is structured, generally organized and can be followed. Lacks clarity, coherence and relevant illustrations. The necessary terminology is lacking. Adequate referencing and bibliography but contains errors, omissions or inaccuracies.	The presentation is well structured, focused and effectively organized. It is clear, coherent and supported with illustrations where appropriate. Correct use of terminology throughout. Adequate referencing and bibliography.

Research question of the presentation		
1-3	4-6	7-10
The research question is implied but not explicitly identified.	The research question is clearly identified.	The research question is clearly and explicitly identified.

Data collection and data presentation		
1-6	7-12	13-20
Data is collected from primary and secondary sources that are not relevant to the research question. Relevant data is missing or collected data is not relevant to the research question. The report does not include any illustrations or includes illustrations that are not labelled, not captioned, unclear or are not relevant to the research question.	Data is collected from a limited range of relevant primary and secondary sources. Some collected data is not presented clearly or is not relevant to the research question. The presentation includes illustrations that may be poorly labelled, not captioned, unclear or are not relevant to the research question.	Data is collected from relevant primary and/or secondary sources. Collected data is presented clearly and is relevant to the research question. The presentation includes well-labelled, captioned and clear illustrations that are relevant to the research question.

Discussion and analysis		
1-6	7-12	13-20
Short and limited discussion of the research question. No data is used to inform and support analysis.	Limited but logical discussion of the research question. Collected data is used, in a limited way, to inform and support analysis.	Well-developed and comprehensive discussion of the research question. Collected data is used to inform and support analysis.

Recommendations and/or conclusions		
1-6	7-12	13-20
The conclusion lacks relevance to the research question. Collected data is not used to support the conclusions reached. Recommendations are not offered, lack relevance or are not based on collected data.	The conclusion partially answers the research question. Limited use of collected data to support the conclusions reached. Not all recommendations are relevant or based on the collected data.	The conclusion answers the research question. The collected data is used to support the conclusions reached. Recommendations are relevant and based on the collected data.

Oral presentation (incl. use of resources / tools)		
1-6	7-12	13-20
The presentation is mostly unclear and does not follow a logical sequence. There are very few or no relevant visual aids to support the presentation. Very limited use of the correct terminology.	The presentation is mostly clear and sequential. The candidate uses some relevant visual aids to support the presentation. The correct and appropriate terminology is used sporadically.	The presentation is clear and sequential. The candidate uses relevant visual aids to support the presentation. The correct and appropriate terminology is used throughout. The presentation is highly engaging.

Specimen Assessments: Controlled Paper MQF 1-2



MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER – ALL CANDIDATES**

SUBJECT: **Environmental Studies**
PAPER NUMBER: **Level 1 - 2**
DATE:
TIME: 2 Hours

Answer **ALL** questions in Sections A and B.
Questions can be answered in either English or Maltese.

Section A

Question 1

Describe **TWO** causes leading to the loss of biodiversity in the Maltese archipelago.

(4)

Question 2

Briefly describe the importance of gender equality.

(3)

Question 3

Outline **THREE** reasons why Valletta was built on Mt Sciberras. (3)

- i. _____

- ii. _____

- iii. _____

Total: 10 marks

Please turn the page.

Question 4

Read the following extract and answer **ALL** the questions which follow:

Global warming is not a prediction. It is happening right now. Human activities produce greenhouse gases that accumulate in the atmosphere and cause problems our planet faces today. Global warming can do more than just melt polar ice and change weather patterns.

(Adapted from: <https://buyessayfriend.com/essay-global-warming>)

(a) Define the following:

Global Climate Change.

_____ (1)

Greenhouse Effect

_____ (1)

Ozone Layer

_____ (1)

(b) Describe **TWO** human activities which cause Global Climate Change.

i. _____
_____ (1)

ii. _____
_____ (1)

(c) Describe human activities which destroy the Ozone Layer.

_____ (5)

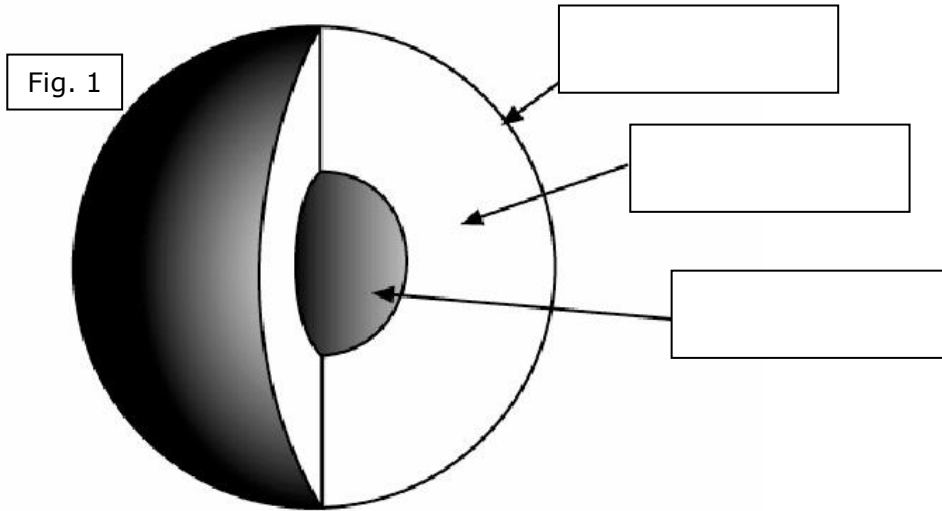
Please turn the page.

Question 5

(a) Use the provided word bank to label the internal structure of the Earth in Figure 1.

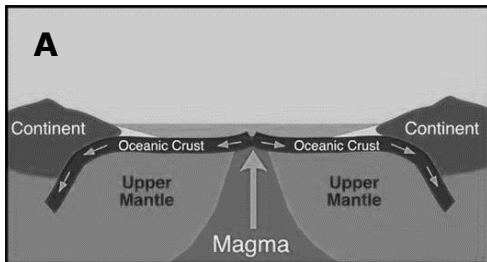
Mantle; Crust; Core

(3)

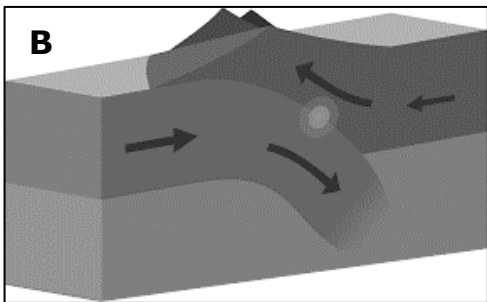


(Source: Semantic Scholar>Evidence for earth's crust, mantle and core>figures and tables> figure 1)

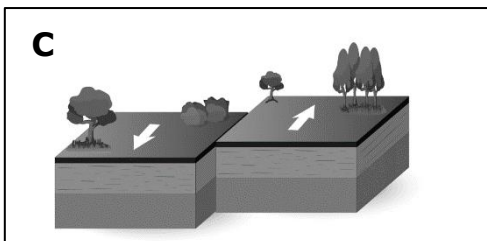
(b) Recognise and name the following plate boundaries:



A. _____ (1)



B. _____ (1)



C. _____ (1)

Please turn the page.

(c) Give **TWO** advantages and **TWO** disadvantages of living close to a volcano.

(4)

Question 6

(a) Use Table 1 to distinguish between permeable and impermeable rock formations. The first one is given as an example. (3)

Table 1

Type of Rock	Permeable / Impermeable
Upper Coralline Limestone	Permeable
Blue Clay	
Globigerina Limestone	
Lower Coralline Limestone	

(b) Describe the formation of the following Maltese aquifers:

i. Perched aquifer

(3)

ii. Mean-Sea-Level aquifer

(3)

(c) Briefly define the reverse osmosis process.

(1)

Question 7

(a) Identify **FOUR** new settlements that developed during the Knights period. (4)

- i. _____
- ii. _____
- iii. _____
- iv. _____

(b) Figure 2 is a map of the Maltese archipelago dating to 1561.



Figure 1 Map of the Maltese Archipelago published by Henricus Petri in 1561. Source: Agius-Vadala and Ganado 1986, 14.

Refer to Figure 2 and explain why the Grand Harbour area became the main urbanized centre of the islands under the Knights.

(6)

Question 8

(a) Identify **TWO** different social groups.

- i. _____ (1)
- ii. _____ (1)

(b) Explain the difficulties and challenges faced by the social groups mentioned in question 8a above.

(4)

(c) Briefly describe the following types of families:

- i. Traditional

_____ (2)

- ii. Symmetrical

_____ (2)

Question 9

(a) Underline the correct answer. Life expectancy is: (1)

- i. What should we expect from life;
- ii. The average time a person is expected to live;
- iii. A society's way of life.

(b) Underline the correct answer. Culture consists of: (1)

- i. Theatre, plays and visits to art museums;
- ii. A society's way of life;
- iii. When people come to live in Malta.

(c) Mention **TWO** reasons why people travel from Malta to a foreign country.

(2)

(d) Briefly explain the importance of tourism for the Maltese economy.

(3)

(e) Differentiate between dominant culture and subculture.

(3)

Question 10

(a) Mention **TWO** causes for the outbreak of the *Sette Giugno* riots of 1919.

(2)

(b) Mention **THREE** main events taking place during the *Sette Giugno* riots of 1919.

(3)

(c) Figure 3 is a photograph shot in Valletta in the post-World War II years.

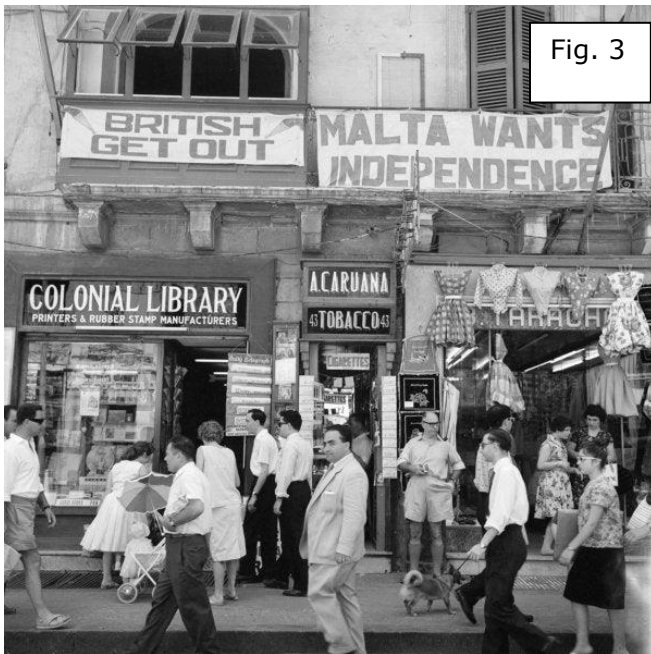


Fig. 3

(Source: <https://www.reddit.com/r/History>)

- i. Look carefully at the banners on the balconies in Figure 3 which read 'British Get Out' and 'Malta Wants Independence'. What is the political message behind these banners?

_____ (2)

- ii. Use Figure 3 to describe the Maltese political situation of the time.

_____ (2)





- iii. Eventually Malta got what these banners were demanding and today it is a national day of celebration. In what year did Malta achieve this?

_____ (1)

Please turn the page.

Question 11

(a) Name the architectural and artistic elements that feature in these illustrations.

			
(a)	(b)	(c)	(d)

(b) Name the fortified medieval settlement that features in Figure 4.

_____ (1)



Fig. 4

(Source: A detail for one of the Perez d'Aleccio's frescoes).

(c) Mention **TWO** Maltese prehistoric sites that are UNESCO World Heritage Sites.

i. _____ (1)

ii. _____ (1)

(d) Outline the typical features of a Phoenician-Punic shaft and chamber rock-cut tomb.

 _____ (4)

Question 12

(a) Which of the following are **TWO** principles belonging to the French Revolution? Underline the correct answers. (2)

- i. Democracy;
- ii. Liberty;
- iii. Rule of Law;
- iv. Equality;
- v. Tolerance.

(b) Mention **THREE** protagonists of the French period in Malta.

(3)

(c) Underline the correct answer. The European currency is the: (1)

- i. Lira
- ii. Euro
- iii. ECU

(d) Describe **TWO** opportunities offered by the European Union to young people.

(3)

Total: 90 marks

END

Environmental Studies - CONTROLLED PAPER (All Candidates) LEVEL 1 – 2**SAMPLE PAPER****Specification Grid**

Question No.	Total Marks	Learning Outcome	Level 1	Level 2
1	4	1		4
2	3	8		3
3	3	11		3
4a	3	4	3	
4b	2	4		2
4c	5	4		5
5a	3	2	3	
5b	3	2	3	
5c	4	2		4
6a	3	3	3	
6b	6	3		6
6c	1	3	1	
7a	4	5	4	
7b	6	5		6
8a	2	6	2	
8b	4	6		4
8c	4	6		4
9a	1	7	1	
9b	1	7	1	
9c	2	7	2	
9d	3	7		3
9e	3	7		3
10a	2	9	2	
10b	3	9	3	
10c (i)	2	9		2
10c (ii)	2	9		2
10c (iii)	1	9	1	
11a	4	10	4	
11b	1	10	1	
11c	2	10		2
11d	3	10		4
12a	2	12	2	
12b	4	12	3	
12c	1	12	1	
12d	3	12		3
		100 %	40 %	60 %

Specimen Assessments: Controlled Paper MQF 2-3



MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER**

SUBJECT: **Environmental Studies**
PAPER NUMBER: **Level 2 – 3**
DATE:
TIME: 2 Hours

Answer **ALL** questions in Sections A and B.
Questions can be answered in either English or Maltese.

Section A

Question 1

Describe **TWO** causes leading to the loss of biodiversity in the Maltese archipelago.

(4)

Question 2

Briefly describe the importance of gender equality.

(3)

Question 3

Outline **THREE** reasons why Valletta was built on Mt Schiberras. (3)

iv.

v.

vi.

Total: 10 marks

Please turn the page.

Section B

Question 4

Read the following extract and answer **ALL** the questions which follow:

The effects of Global warming are no longer a prediction of the future. They are real, and we are experiencing them on a global scale. After years and years of abusing our environment, we are finally starting to pay the price. For decades, we have ignored the adverse impacts human activities had on the environment. Although various organizations have spoken up, they may be a little too late. However, as they say, better late than never. Possibly, their efforts are making a slight difference for the better.

(Adapted from: <https://essaywritersite.com/blog/global-warming-essay-sample>)

(d) Identify **TWO** human activities which cause Global Climate Change.

(2)

(e) Discuss in brief how Global Climate Change is impacting the following:

Societies

(2)

Biodiversity

(2)

(f) Describe the difference between Global Warming and Climate Change.

(4)

Please turn the page.

Question 5

Figure 1 shows the world's major plate boundaries.

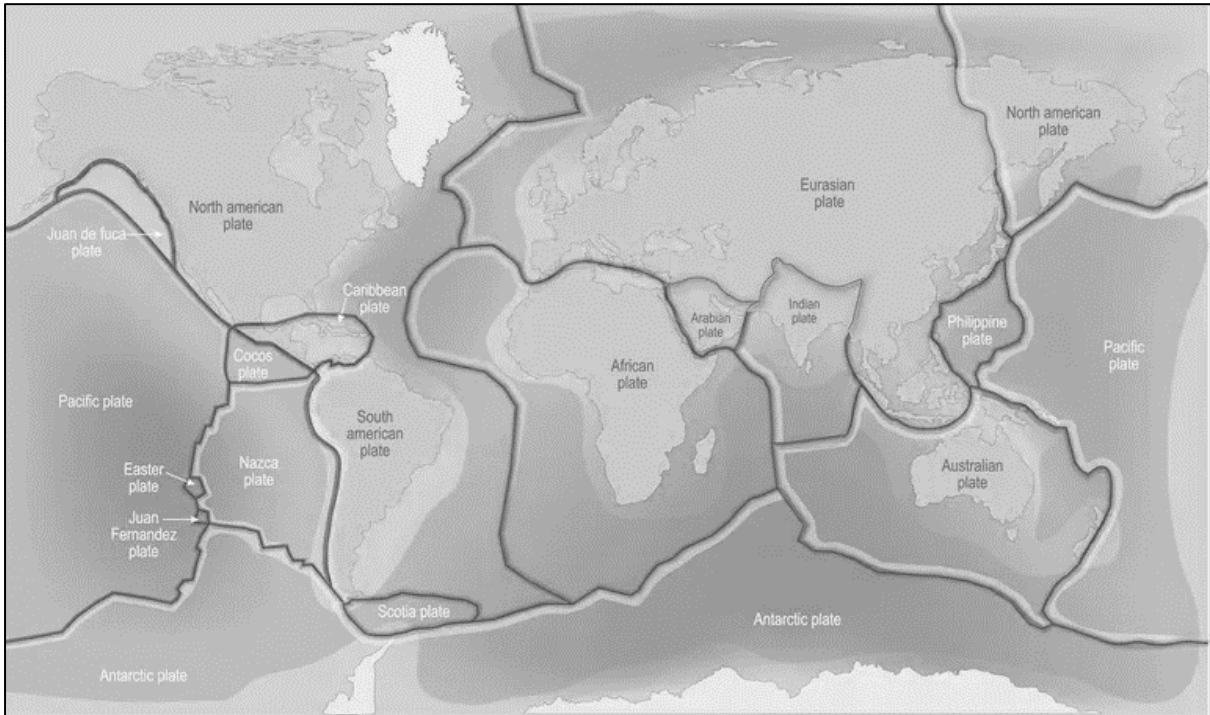


Figure 2 The world's major plate boundaries.

Source: <https://www.thoughtco.com/map-of-tectonic-plates-and-their-boundaries-1441098>

(a) Describe plate movement and resultant landforms at the following plate boundaries:

i. Constructive Plate Boundary

(3)

ii. Destructive Plate Boundary

(3)

(b) Explain why the Mediterranean is a seismic-prone region.

(4)

Question 6

(a) Describe the formation of the following Maltese aquifers:

iii. Perched aquifer

(3)

iv. Mean-Sea-Level aquifer

(3)

(b) Discuss how uncontrolled ground water extraction from boreholes can deplete Malta's aquifers.

(4)

Question 7

Figure 2 is a map of the Maltese archipelago dating to 1561.



Figure 3 Map of the Maltese Archipelago published by Henricus Petri in 1561. Source: Agius-Vadala and Ganado 1986, 14.

(a) Refer to Figure 2 and explain why the Grand Harbour area became the main urbanized centre of the islands under the Knights.

(4)

(b) Discuss the effects which the gradual urbanization of the Grand Harbour area had on the Knights and the Maltese.

(6)

Question 8

(a) Briefly describe the following types of families:

iii. Traditional

(1)

iv. Symmetrical

(1)

(b) Briefly discuss the importance of socialisation in society.

(4)

(c) Briefly examine how society controls certain behaviour through sanctions.

(4)

Question 9

(a) Briefly explain the importance of tourism for the Maltese economy.

(3)

(b) Examine the impact of tourism on Malta.

(7)

Question 10

Figure 3 is a photograph shot in Valletta in the post-World War II years.



(Source: <https://www.reddit.com/r/History>)

iv. Look carefully at the banners on the balconies in Figure 3 which read 'British Get Out' and 'Malta Wants Independence'. What is the political message behind these banners?

(2)

v. Use Figure 3 to describe the Maltese political situation of the time.

(3)



(The Maltese text on the sheep in Figure 4 reads 'Passaport Ingliz' meaning 'English Passport'; 'Sigurta' meaning 'Security'; '£1 Maltija' meaning 'Maltese pound'; and 'Difiza' meaning 'defence'. Source: *Times of Malta* taken from Joe Pirotta 'Fortress Colony: The Final Act 1945 -1964'.)

- vi. Figure 4 illustrates the political change brought about by Prime Minister Borg Olivier. This political change brought about many fears amongst the Maltese which in the cartoon are represented by the sheep. Discuss these fears.

(5)

Question 11

- (a) Identify **TWO** factors which make Borġ in-Nadur an important prehistoric Maltese site.

(2)

- (b) Outline the typical features of a Phoenician-Punic shaft and chamber rock-cut tomb.

(2)

(c) Describe the architectural and artistic features of the archaeological site at the Roman Domus at Rabat, Malta. You can use Figure 5 as an aid to answering this question.

(6)

Source: https://en.wikipedia.org/wiki/Domus_Romana#/media/File:Sudika_Rabat_Domus_Romana.jpg



Please turn the page.

Question 12

(e) Describe **ONE** incident that took place during the Maltese revolt against the French on 2nd September 1798.

(2)

(f) Explain **ONE** reason for the French capitulation to the British in September 1800.

(2)

(g) Explain the benefits of Malta's accession to the European Union.

(6)

Total: 90 marks

END

Environmental Studies - CONTROLLED PAPER (All Candidates) LEVEL 2 – 3**SAMPLE PAPER****Specification Grid**

Question No.	Total Marks	Learning Outcome	Level 2	Level 3
1	4	1	4	
2	3	8	3	
3	3	11	3	
4a	2	4	2	
4b	4	4		4
4c	4	4		4
5a	6	2		6
5b	4	2		4
6a	6	3	6	
6b	4	3		4
7a	4	5	4	
7b	6	5		6
8a	2	6	2	
8b	4	6		4
8c	4	6		4
9a	3	7	3	
9b	7	7		7
10a	2	9	2	
10b	2	9	3	
10c	5	9		5
11a	2	10	2	
11b	2	10	2	
11c	6	10		6
12a	2	12	2	
12b	2	12	2	
12c	6	12		6
		100 %	40 %	60 %

Specimen Assessments: Controlled Paper (Private Candidates) MQF 1-2



MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER (Private Candidates)**

SUBJECT: **Environmental Studies**
PAPER NUMBER: **Level 1 - 2**
DATE:
TIME: 2 Hours

Answer **ALL** questions.
Questions can be answered in either English or Maltese.

Question 1

(a) Figure 1 contains illustrations of well-known buildings in Malta. Mark with an (✓) those buildings found in Valletta and which were built during the Knights period.

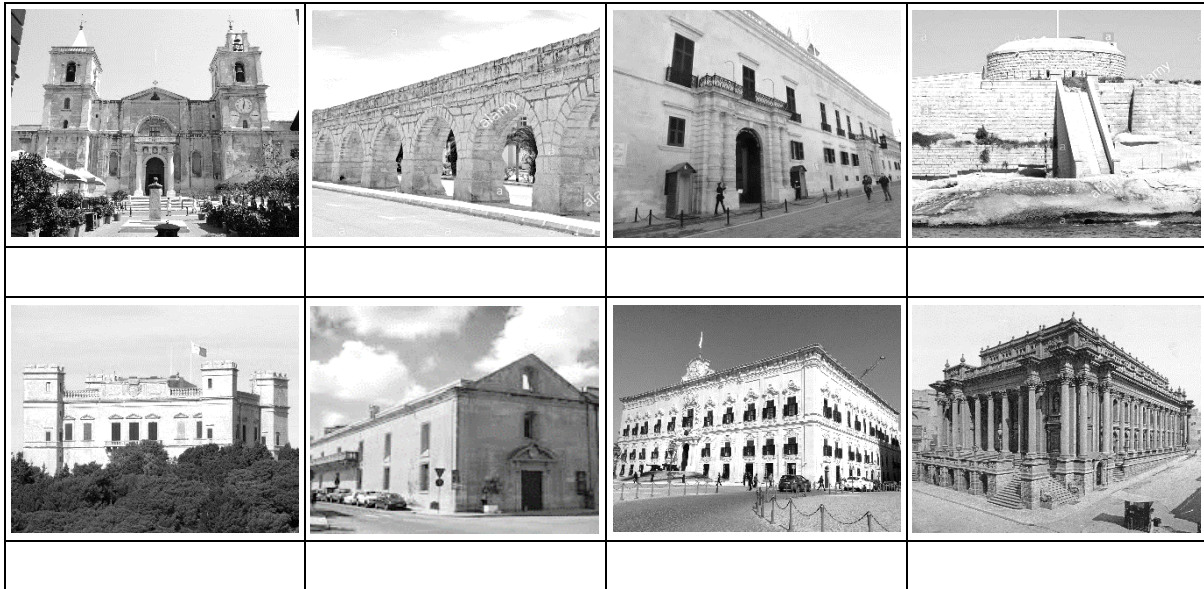


Figure 2 Well-known buildings in Malta. (4)

(b) Describe **TWO** main buildings of the Knights in Valletta. (8)

(c) Use Figure 2 to identify the **THREE** forts that already existed in the Grand Harbour at the time of the Great Siege of 1565. (3)



Figure 2 Sketch plan of the Grand Harbour and Marsamxett Harbour areas.

(d) Mention **TWO** reasons why Valletta was built on Mount Sciberras. (2)

i.

ii.

(e) Compare the coastal towers built by Grand Master Wignacourt with those built by Grand Masters Lascaris and De Redin. (2)

(f) In the spaces provided below give the name of the items of Maltese vernacular architecture illustrated in Figure 3. (3)

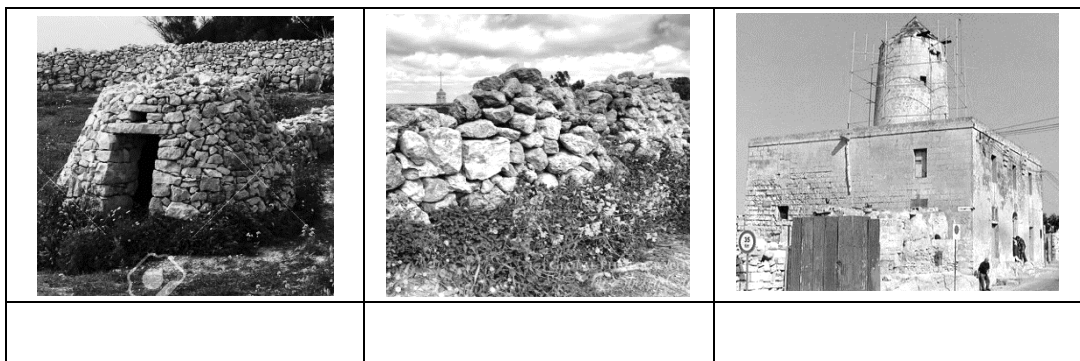


Figure 3 Illustration of items of Maltese vernacular architecture.

(g) State the **THREE** functions of a typical Maltese farmhouse. (3)

- i. _____
- ii. _____
- iii. _____

Total: 25 marks

Question 2

(a) Label on Figure 4 the illustrated weather instruments. (5)

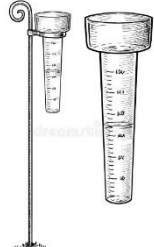


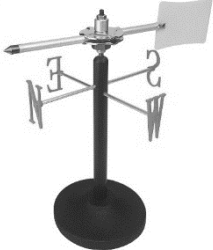
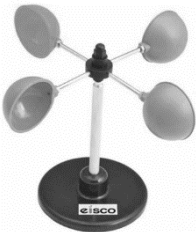
	Name of weather instrument
	
	
	
	
	

Figure 4 Different weather instruments.

(b) Name on Figure 5 the different illustrated Maltese habitats. (3)

	Name of Maltese habitat
	
	
	

Figure 5 Different Maltese habitats.

(c) Describe any **TWO** habitats mentioned in question '2b' above. (10)

- i. _____

- ii. _____

(d) Name **TWO** Maltese endemic species. (2)

- i. _____
- ii. _____

(e) Describe the difference between endemic and indigenous species. (5)

Total: 25 marks

Question 3

(a) Figure 6 shows some different family units which exist in our contemporary society. List the different types of families pictured above. (5)

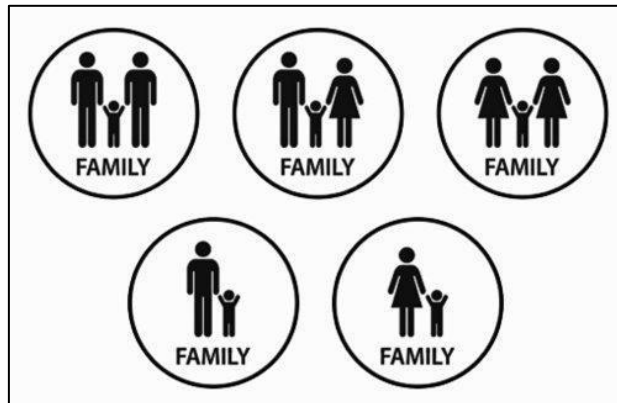


Figure 6 Different family units.

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

(b) Identify **TWO** rights of a family member. (2)

- i. _____
- ii. _____

(c) List **THREE** family friendly measures. (3)

- i. _____
- ii. _____
- iii. _____

(d) Describe the importance of gender equality. (6)

(e) Elaborate on how the family structure has changed over time. (9)

Total: 25 marks

Question 4

(a) Define the following terms: (8)

- i. Demography

- ii. Population density

- iii. Migration

iv. Multiculturalism

(b) Explain why the population of Malta grew steadily from AD 1530 to the present-day. (6)

(c) Making reference to water and land availability as well as pollution and waste management, describe the impacts of the present-day high population density on society and the environment. (9)

(d) Give **TWO** reasons why people travel. (2)

i. _____

ii. _____

Total: 25 marks

END

Environmental Studies – Private Candidates LEVEL 1 – 2**SAMPLE PAPER****Specification Grid**

Question No.	Total Marks	Learning Outcome	Level 1	Level 2
1a	4	11	4	
1b	8	11		8
1c	3	11	3	
1d	2	11		2
1e	2	11		2
1f	3	11	3	
1g	3	11		3
2a	5	1	5	
2b	3	1	3	
2c	10	1		10
2d	2	1	2	
2e	5	1		5
3a	5	8	5	
3b	2	8	2	
3c	3	8	3	
3d	6	8		6
3e	9	8		9
4a	8	7	8	
4b	6	5		6
4c	9	3; 5; 7		9
4d	2	7	2	
		100 %	40 %	60 %

Specimen Assessments: Controlled Paper (Private Candidates) MQF 2-3



MATRICULATION AND SECONDARY EDUCATION
CERTIFICATE EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
SAMPLE PAPER (Private Candidates)**

SUBJECT: **Environmental Studies**
PAPER NUMBER: **Level 2 - 3**
DATE:
TIME: 2 Hours

Answer **ALL** questions.
Questions can be answered in either English or Maltese.

Question 1

(h) Mention **TWO** reasons why Valletta was built on Mount Sciberras. (2)

(i) Name and describe **TWO** buildings in Valletta built during the Knights period. (8)

(j) Discuss the plans for the building of Valletta as proposed by Francesco Laparelli. Figure 1 can be used as help when answering this question. (6)

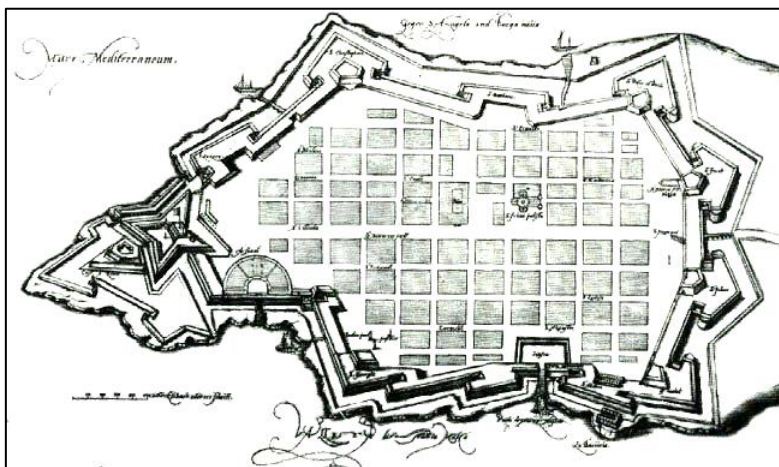


Figure 4 Map of Valletta drawn up in 1580.

Source: https://en.wikipedia.org/wiki/Francesco_Laparelli#/media/File:Valletta1589-cleaned.jpg

- (k) Figure 2 illustrates a tower built during the Knights period. Describe the role such towers had in the defence of Malta. (4)



Figure 5 Defence towers dating to the Knights period.

- (l) Discuss the role of scheduling in the conservation and protection of Malta's built heritage. (5)

Total: 25 marks

Question 2

- (a) Describe the difference between endemic and indigenous species. (4)

- (b) Briefly describe **THREE** threats to Maltese ecosystems. (6)

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- (c) Discuss how the EU encourages the protection and conservation of habitats and species through the Natura 2000 project. (10)

- (d) Discuss the importance of protecting Malta's biodiversity. (5)

Total: 25 marks

Question 3

- (f) Families serve various functions in society. Briefly explain **FIVE** family functions in contemporary society. (10)

- (g) Figure 3 shows some different family units which exist in our contemporary society. While society strives for equality, each member within a family is unique and has rights and responsibilities. Discuss. (15)

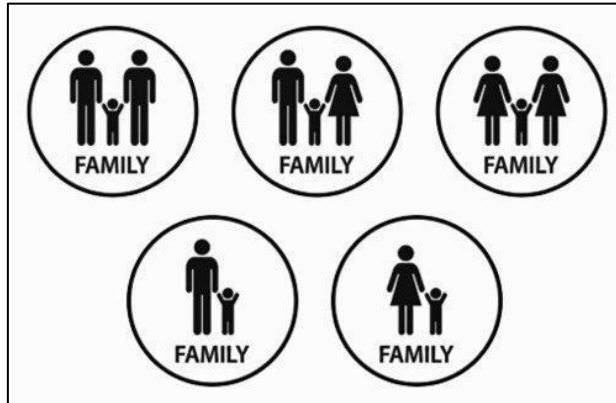


Figure 6 Different family units.

Total: 25 marks

Question 4

- (a) Explain why the population of the Maltese archipelago grew steadily from AD 1530 to the present-day. (10)

- (b) Referring to water and land availability as well as pollution and waste management, discuss the impacts of the present-day high population density on the Maltese environment. (15)

Total: 25 marks

END

Environmental Studies – Private Candidates LEVEL 2 – 3**SAMPLE PAPER****Specification Grid**

Question No.	Total Marks	Learning Outcome	Level 2	Level 3
1a	2	11	2	
1b	8	11	8	
1c	6	11		6
1d	4	11		4
1e	5	11		5
2a	4	1	4	
2b	6	1	6	
2c	10	1		10
2d	5	1		5
3a	10	8	10	
3b	15	8		15
4a	10	5	10	
4b	15	3; 5; 7		15
		100 %	40 %	60 %