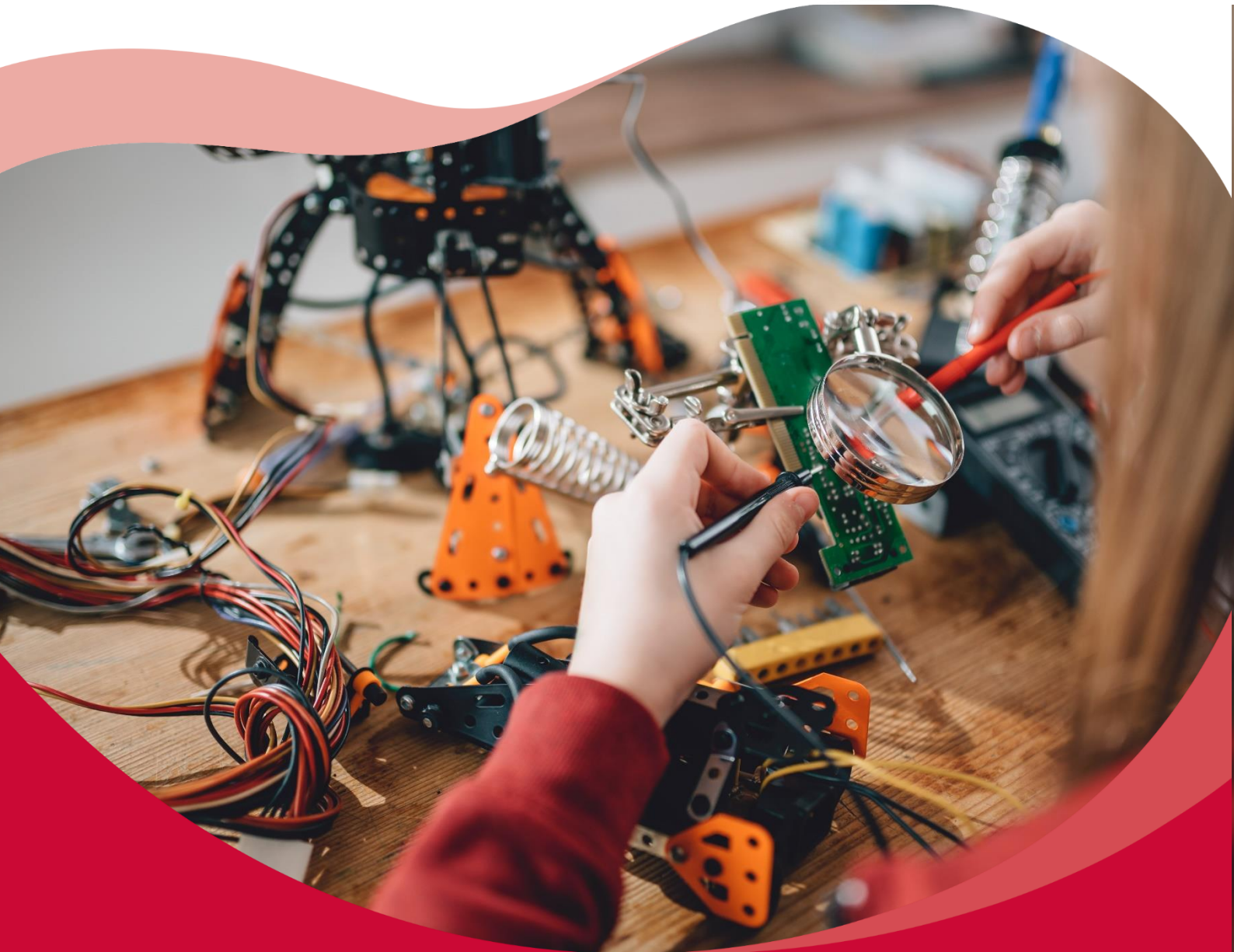




L-Università
ta' Malta

MATSEC
Examinations Board



School-based Assessment Exemplars

SEC 25 Religious Knowledge

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School-based Assessment Exemplars

Exemplar Number 1: Case Study Investigation Report

Case Study Investigation Report	
	<p>A case-study investigation report must consist of a detailed study of the life and actions of an individual or of a particular situation. A case study investigation should consist of a piece of extended writing to assess students' understanding of a particular phenomenon or the life of a particular person. In compiling their report, students are required to use a variety of sources and to select relevant and accurate information and data about the case or person being studied. Students are to illustrate their work with captioned images, diagrams and other relevant data. Findings can be presented in a range of texts, such as illustrated essays, brochures, flyers, letters and newspaper articles etc. Each research ought to include bibliographical references to sources consulted (e.g., books, articles and websites).</p> <p>This report should clearly include a conclusive part in which the students are to apply what has been learnt to a contemporary situation or show how the studied concept or person offer a moral and religious guidance.</p> <p>Teachers should provide clear guidelines by specifying the question or the hypothesis to be studied, suggesting possible sites and resources, and how to analyse and present relevant information. The use of information technology in research and presentation is highly recommended.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Use secondary sources of evidence such as hagiographical texts, and other pertinent information sources; • Use photos, images, pictures, and the internet to demonstrate their hypothesis and claims; • Select, use and combine information from a range of sources; • Present findings graphically using a range of electronic techniques and in writing by using ICT; • Report and comment on their findings in order to demonstrate that they have understood the key concepts being studied; • an application of what has been learnt to our contemporary context and how one can live the faith; and • Edit and improve content that was already created or that others have created, respecting and acknowledging the rights of the original author.
<p>Case Study suggestions Learning Outcome 8</p>	<p>Investigate the life and accomplishments of Malala Yousafzai. The aim of this case study is to elicit how Malala Yousafzai can be a role model today. The final case study report may include:</p> <ul style="list-style-type: none"> • A presentation of facts and of information about the life of Malala Yousafzai using primary and secondary sources • A detailed definition of what a role model is and how a role model is expected to influence the life of others • A description of the heroic endeavors of Malala Yousafzai and what possibly inspired her actions • A description of the accomplishments of Malala Yousafzai • A presentation of how Malala Yousafzai is a role model for Christians today • Captioned pictures and images which depict the life of Malala Yousafzai and of the potential situations where Malala Yousafzai can be a model for Christians today.

Exemplar Number 2: Research Project

Research Project	
	<p>The research project should be enquiry-based and in line with the aims and objectives of the learning outcome. It involves the identification of one or more questions or hypothesis in a specific area; select, collect and present information and sources in the form of an illustrated essay. The project should include illustrated primary or secondary sources related to the title of the research (e.g., pictures, portraits, historical paintings, illustrated secondary sources). All illustrated sources have to include a caption describing the source and acknowledge the author or artist that produced it. Students can present the written essay in either English or in Maltese.</p> <p>The research project must be concluded with a conclusion or recommendations in the form of a personal reflection about the significance of what has been studied. This should clearly indicate how they as believers are going to live the implications of what has been studied, and how they are going to put these in practice.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • carry out independent research as a further study on a particular aspect associated with the identified learning outcome; • use research skills to navigate on the internet, select, adapt and summarise information as per title of the project; • present and communicate findings, information and ideas using appropriate terminology with the help of a range of graphical techniques and ICT skills and competences; • reach and communicate conclusions that are consistent; • quote other people’s work and to integrate new information into an existing body of knowledge; and • have a conclusion which clearly demonstrates how they as believers are going to put the implications of what has been studied into practice.
<p>Research Project exemplars</p> <p>Learning Outcome 3</p>	<p>The Human Being’s Search for God</p> <p>Students are to explore humanity’s quest for meaning in life throughout the ages and through different religions. In this respect, the student has to highlight the difference between primitive and more developed religions, and the similarities and differences between monotheistic and polytheistic religions, giving examples of each. The research must be complemented with a number of visual images which demonstrate features from different religions, both monotheistic and polytheistic</p>

Exemplar Number 3: Synoptic Essay

Synoptic Essay	
	<p>The synoptic essay should be a synopsis of the various sub-themes contained in the Learning Outcome. This essay should also show that there are links between the various sub-themes in the chosen Learning Outcome.</p> <p>The most important aspect of the synoptic essay is not the content which the student reproduces and which shows knowledge and understanding, but an application of what has been learnt. This is to be done in the conclusion/recommendations of the synoptic essay, where students are called to give examples of how they can live what has been learnt in the course of the synoptic essay. This can be done in the form of a personal reflection about how one can live the implications of the knowledge learnt in one's life.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • show links between various sub-themes within a LO; • 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 visual materials and ICT skills and competences; • present a number of conclusions/recommendations which show that they can apply the knowledge learnt to our contemporary context; • quote other people's work and integrate new information into an existing body of knowledge.
<p>Synoptic Essay exemplars</p> <p>Learning Outcome 3</p>	<p>Belief in One God</p> <p>Students are to explore the three monotheistic religions, namely Judaism, Christianity and Islam. The essay should include a study of the different contexts in which these religions developed, the common features and the differences in these three monotheistic religions, and the sacred texts pertinent to each of the three monotheistic religions. The synoptic essay should also explore the way the three religions view and relate to each other.</p>

Exemplar Number 4: Presentation

Presentation	
	<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, video and sound. Besides texts, presentations must contain primary and secondary sources in the form of extracts from texts, photographs, paintings, drawings, sketches, caricatures, posters, graphs, thematic maps, diagrams, models and plans. Students are expected also to construct a simple exposition, including 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 terminology and logical structure of their work. The students can present the digital and oral presentation in English or in Maltese.</p> <p>This is to clearly include a part which contains conclusions or recommendations in the form of a personal reflection on the significance which what has been studied has for their personal lived faith.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • critically navigate between published material or online sources and select information effectively; • present findings using a range of illustrations, maps, graphs and other visual resources; • communicate through a variety of digital devices and applications; • quote other people's work and integrate new information into an existing body of knowledge; • make a personal reflection in the form of a conclusion or a recommendation which demonstrates the personal significance of what has been studied to their daily lived faith; • use spoken language to present their thinking logically and clearly and can talk to engage an audience.
<p>Presentation exemplar</p> <p>Learning Outcome 10</p>	<p>What makes a good citizen according to the teachings of the Church?</p> <p>The student is expected to give a presentation that defines and explores what makes a good citizen. The presentation should explore how a good Christian should behave as a citizen and how Christian values should inform one's behaviour in society.</p>

Exemplar Number 5: Thematic Time-line Chart

Thematic Time-line Chart	
	<p>The thematic time-line chart or spreadsheet must be tied to one specific learning outcome. The time-line must be designed in such a way as to demonstrate the knowledge and skills specified in the assessment criteria of the selected learning outcome. It has to contain a visible time-line drawn to scale with particular dates showing the key historical events, incidents, turning points, causes, triggers and consequences directly linked to the theme of the time-line. One key feature of the time-line is visual sources about the key events and people mentioned, a task which implies research from books or online in searching, selecting, downloading, printing and designing the layout of the time-line. The chart should also contain text boxes with brief descriptions of the events and important people mentioned in the time-line. The text of the time-line can be presented in either English or Maltese.</p> <p>The time-line should be deliverable in a visual form.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • navigate between printed and online sources and select relevant information effectively; • use primary and secondary sources of evidence such as photographs, paintings, portraits, drawings, posters, Scripture references, diagrams, and maps independently, to find out about particular historical and religious events or developments and arrange them in chronological order; • design a time-line and locate events on it with an appropriate time-scale; • present and communicate findings, information and ideas using appropriate terminology using a range of graphical techniques and ICT skills and competences; • demonstrate a sound knowledge of the subject theme of the time-line, by focusing on the significant events and explain briefly their historical and religious significance or impact; and • clearly outline the historical, religious and personal significance of the time-line in the form of a personal reflection on the significance which the time-line has for their personal lives and faith today.
<p>Thematic time-line exemplars</p> <p>Learning Outcome 3</p>	<p>The Major World Religions - Hinduism</p> <p>The student is expected to design a time-line chart that visually shows and explores;</p> <ul style="list-style-type: none"> • Hinduism as the oldest living religion in the world. • Give an outline the main events of the history of Hinduism. • Why writers often refer to Hinduism as a ‘way of life’ or ‘a family of religions’ rather than a single religion. <p>The time-line chart needs to show the major developments in the thought and history of Hinduism and show the links between the events and the beliefs that were developed as a result.</p>