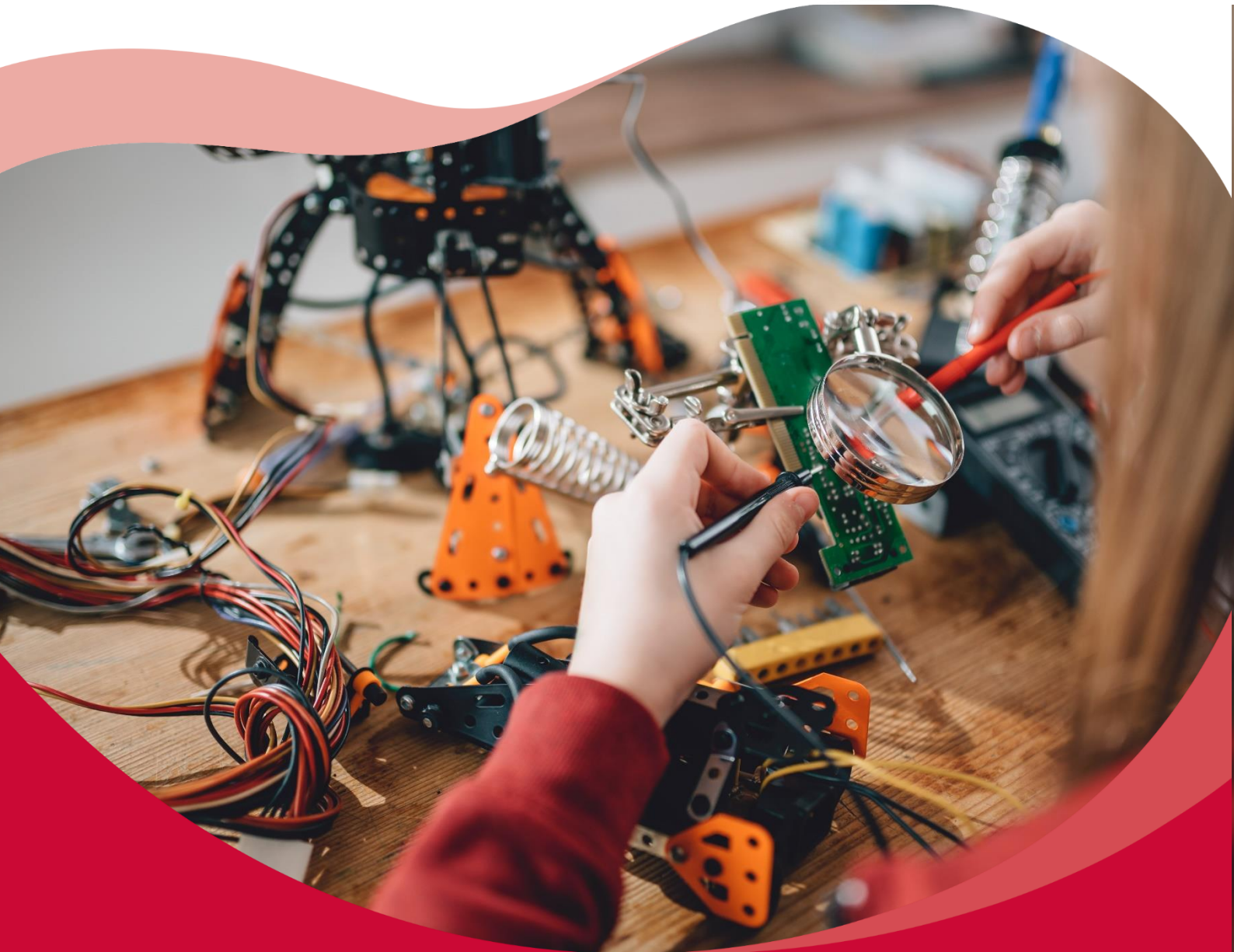




L-Università
ta' Malta

MATSEC
Examinations Board



School-based Assessment Exemplars Ethics

SEC 40 Ethics

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School-based Assessment Exemplars

Exemplar Number 1: Ethics Structured Discussion

Ethics Structured Discussion (oral)	
	<p>The structured discussion must contain student responses to a focused task from a selected learning outcome. It involves students thinking about a topic/main issues and justifying their viewpoint. Learners must give an oral exposition of their ideas which may also include research done before the discussion. During the discussion, students may refer to the researched material.</p> <p>An ethical question is posed to the students which targets their personal viewpoint. Learners are asked to engage with a co-ordinated and segmented structured discussion. When responding to a point that someone else makes, students are asked to consider agreeing, building upon or challenging the ideas and arguments put forward.</p> <p>They will be expected to communicate their arguments in a clear and coherent manner. Learners will be credited for posing questions and arguments that reflect their knowledge on the subject.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Create structured dialogues through oral expression; • Think carefully about the nature and purpose of their response; • Contribute to and present arguments that enable students to structure their thoughts and arguments; • Communicate their thoughts with probing questioning; • Develop higher order thinking skills; • Use language to present their thinking logically and clearly and can talk to engage an audience; • 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.
Exemplar	<p>Create a structured discussion on a topic concerning Life and Death issues and build valid arguments around the following aspects:</p> <ul style="list-style-type: none"> • Identifying what comprises a life and death issue; • Reflect on the matter responsibly by constructing a valid argument; • Discuss the difference between those who hold that human life is intrinsically valuable and those who argue that only a worthwhile life is valuable. <p>The discussion may include the following:</p> <ul style="list-style-type: none"> • An introduction to the case/topic; • An evaluation of the arguments and ethical claims pertaining to the case chosen; • An analysis of what constitutes life and death, personhood and personal identity, a person's right to life, quality of life. • Exploring the ethical and philosophical implications of the case.

(Learning Outcome 9)	<p>Prompt: In 2005, after a long legal battle, Terri Schiavo's life-support was discontinued. The US courts concluded that after spending fifteen years in a permanent vegetative state, it was time to pull the plug. She was disconnected from life support and died as a result. The central question that students will attempt to answer is <i>whether the decision to discontinue life support for Terri Schiavo was justified or not.</i></p> <p>The discussion can be built and segmented as an individual activity, partner activity, group activity and teacher-directed class discussion. The structured discussion can be built using the following criteria, though teachers are free to modify aspects and components accordingly:</p> <ol style="list-style-type: none"> a. An introduction to the topic through a pre-assessment activity. Example: a questionnaire to gain some understanding of the student's knowledge on the topic. Results and questions can be discussed in class to give the opportunity to share first reactions about the case. (Individual and class activity); b. Students discuss in pairs a number of questions. Example: What makes a person? Do you believe the life of a person in a coma should be sustained? (Partner activity); c. Students are introduced to the Terri Schiavo case by means of the essential and basic information about her life and the subsequent events leading to her death. Based on the information they are given; students will be asked to give their views regarding the decision to stop Terri Schiavo from receiving life support. (Teacher directed class discussion); d. Students determine Terri Schiavo's mental and physical state: while she is not dead, she seems to lack the characteristics associated with a living person. In pairs, students list anything they associate with 'life' or 'death'. They are then encouraged to come up with further elaboration and share them with their peers for discussion (partner and class activity). <p>For more ideas and information on the case consult: <i>The High school Bioethics Projects Life, death and the Terri Schiavo case.</i> https://med.nyu.edu/highschoolbioethics/sites/default/files/highschoolbioethics/Life%26Death_Module.pdf</p>
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Exemplar Number 2: Ethics Synoptic Essay

Ethics Synoptic Essay	
	<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>Students should be able to:</p> <ul style="list-style-type: none"> • 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; • reach and communicate conclusions that reflect ethical thinking; • quote other people's work and integrate new information into an existing body of knowledge;
<p>Exemplar (Learning Outcome 6)</p>	<p>Who do you consider to be the voiceless members of society? Discuss whether we have a moral obligation to speak for their rights.</p> <p>Candidates are expected to reflect on the voiceless members of our society, which could include children, migrants, disabled people, the poor, animals or even future generations. Candidates should discuss whether others have the moral responsibility to speak for the voiceless when their rights are being denied to them.</p>

Exemplar Number 3: Ethics Reflective Journal

Ethics Reflective Journal	
	<p>A reflective journal should consist of a piece of extended writing about a topic from a selected learning outcome. Students aim to explain the topic in question, reflect on it, and make their own personal connections with the topic. The journal must have a minimum of FOUR entries and a maximum of SIX entries. Journal entries should be divided into two parts each: a description of something (an experience, an article, etc) and a personal reflection about the item described.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Provide relevant, accurate and detailed knowledge of the subject under consideration and explain the subject content. • Demonstrate critical thinking in applying, analysing and evaluating key concepts and the subject content. • Make insightful and relevant connections through contextual explanations, inferences and examples. • Make personal connections with the topics. • Demonstrate personal growth and awareness of deeper meaning through inferences that are made, insights and examples. • Synthesise current experience into future implications. • Use language that is precise and engaging, with a notable sense of voice, awareness of audience and purpose, and a varied sentence structure. • Write clearly and concisely. • Express thoughts in a coherent and logical manner.
<p>Exemplar (Learning Outcome 6)</p>	<p>Write a series of FOUR to SIX entries about the topic. You can choose to supplement your writing with newspaper articles, photos, graphs, etc. Explain how learning about this topic has made an impact on your life.</p>

Exemplar Number 4: Ethics Case Study Presentation

Ethics Case Study Presentation	
	<p>A case-study presentation must contain student responses to a focused task from a selected learning outcome. Students will be presented with a case study on which they will answer a number of questions. Then they must present their work in a multimodal presentation that includes spoken and written explanations in response to case-study question set by the teacher. Students may use visual presentation software to present their ideas with images, animation and sound. Besides text, presentations can contain visual aids in the form of images, graphs, videos and diagrams. However, students may present their work by other modes, such as charts or any other method. They will be expected to communicate their answers in a clear and coherent form. Students are also expected to produce their answers to questions about the case-study in writing. Students will be credited for accurate use of the correct terminology. All material presented by candidates must be made available in hardcopy for moderation.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate an understanding of the main issues/problems in the case study. • Reflect critically on the content of the case study. • Analyse and evaluate key concepts and the subject content. • Present the analysis of the subject content in a meaningful and insightful way. • Present clear and well developed arguments in support of opinions offered. • Engage well with the audience. • Project their voice confidently and connect with the audience. • Take on the audience's questions. • Use the correct terminology. • Express thoughts in a coherent and logical manner. • Present clear and concise information and conclusions. •
Exemplar (Learning Outcome 2)	<p>DJ Khaled has become one of social media's most famous influencers, with over 23 million followers across his online platforms. But a new investigation has revealed that over 300 of Khaled's posts promoting alcohol brands violated federal laws on branded content because he didn't disclose when these posts were paid advertisements. The promotions were doubly problematic because many of Khaled's followers are children and young people.</p> <p>Source:https://observer.com/2018/04/dj-khaled-social-media-influencers-marketing-alcohol-snapchat-instagram/</p> <p>Students are expected to research and explore this particular case study, or similar case-studies and relate it to issues on the qualities of role models and influencers on social media. The student has to present this research and also present a discussion on the issues related to this case study. The presentation should also include ethical conclusions on this case and offer recommendations on how such behaviour can be avoided.</p>