L-Università ta' Malta

MATSEC
Examinations Board

SEC 13 Syllabus

Environmental Studies

2027

Updated March 2023

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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 Environmental Studies 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.

Programme Learning Outcomes

The aspirational programme learning outcomes for this subject are:

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;

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;

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 can 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 light of new information;
14. Determine the actions I should take as a citizen to solve environmental issues by taking into consideration their ecological and cultural implications;
15. Choose/select the best action I can take as a citizen so as to tackle 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 Subject Foci

- Climate and ecosystems
- Tectonic activity, rock formation and weathering
- Water and Landforms
- Resources, Waste Management and Climate Change
- Social and Economic Development in Malta: AD 1400-2004
- Social and Economic Development in Malta: the present-day
- Society and culture
- Work and Family Space
- Politics in Malta
- Malta's Built Heritage: Prehistory to Medieval
- Malta's Built Heritage: Knights to the present-day
- Malta and Europe (1798 - 2004)

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. (Paper I and Paper II).

LO2. I can describe the composition of the Earth's structure and the factors leading to plate movement, volcano formation and rock weathering. (Paper II).

LO3. I can demonstrate an understanding of the hydrological cycle and describe the formation of coastal landforms. (Paper II).

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. (Paper II).

LO5. I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2004 using primary and secondary sources. (Paper II).

LO6. I have knowledge of and can discuss social and economic development in present-day Malta. (Paper II)

LO7. I can identify elements of society and culture. (Paper II).

LO8. I can identify and discuss the relationship between work and family, developments in the family structure and gender issues. (Paper I and Paper II).

LO9. I have knowledge of the present-day Maltese political context as well as Malta's historic political milestones achieved since the nineteenth century. (Paper II).

LO10. I can recognize, investigate and discuss the importance of the Malta's built heritage from Prehistory to the Medieval period. (Paper II).

LO11. I can recognize, investigate and discuss the importance of the Malta's built heritage from the Knights period to the present-day. (Paper I and Paper II).

LO12. I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1789 to 2004 using primary and secondary sources. (Paper II).

Programme Level Descriptors

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

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

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidate will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

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

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1f Define Ecosystem.	1.2f Identify features of an ecosystem. *Biotic factors; Abiotic aspects*.	
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. *Sunlight; producers; consumers; decomposers.*
1.1h Identify the features of Maltese habitats. *Garigue; woodland; maquis.*	1.2h Outline the features of Maltese habitats. *Garigue; woodland; maquis; steppe; sand dunes; marshland.*	1.3h Describe Maltese habitats. *Garigue; woodland; sand dunes; marshland.*
1.1i Define the term flora and/or fauna in the Maltese islands.	1.2i Distinguish between Maltese endemic and indigenous species by using examples to support your answer.	1.3i Discuss the importance of protecting Maltese endemic and indigenous species.
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 the importance of Natura 2000 sites.
1.1k List threats to Maltese ecosystem. *Importation of alien species; water diversion; noise pollution; visitor disturbance; dumping of waste; construction of houses and other structures.*	1.2k Describe threats to Maltese ecosystem. *Importation of alien species; water diversion; noise pollution; visitor disturbance; dumping of waste; construction of houses and other structures.*	1.3k Explain why Maltese ecosystems need conservation and protection. *Habitat protection; education; tourism; and recreation & leisure.*
1.1l Define Biodiversity.	1.2l Describe the causes leading to the loss of biodiversity in the Maltese archipelago. *Urban sprawl; unsustainable hunting and fishing; importation of alien terrestrial and marine flora and fauna; illegal dumping; excessive use of pesticides and fertilizers.*	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: **(Paper II)**	**I can describe the composition of the Earth's structure and the factors leading to plate movement, volcano formation and rock weathering.**

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a Recognise the internal structure of the Earth. *Core; mantle; crust.*	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. *Destructive (collision and subduction), constructive and conservative plates.*	2.2b Label diagrams illustrating plate boundaries. *Destructive (collision and subduction), Constructive; Conservative plates.*	2.3b Describe the plate movement and resultant landforms at plate boundaries. *Constructive; destructive (collision and subduction); conservative plate margins.*
2.1c Recognise convection currents in diagrams of plate tectonics.	2.2c Associate global earthquake and volcano distribution with plate margins.	2.3c 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. *Italy; Greece; Turkey.*	2.2d Describe hazards associated with earthquake activity.	2.3d Explain why the Mediterranean region is a seismic-prone region.
2.1e Name the instrument which measures earthquakes. *Seismograph.*	2.2e Describe the use of the Richter Scale.	
2.1f Define active and/or dormant and/or extinct volcanoes.	2.2f Differentiate between volcanic hazards and benefits.	2.3f Describe the benefits and hazards of living close to a volcano.

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

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a Label a diagram using terminology related to the hydrological cycle. *Evaporation; transpiration; condensation; precipitation; surface runoff; infiltration; percolation; groundwater.*	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. *Perched aquifer; Mean-Sea-Level aquifer.*	
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. *Desertification.*
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. *Less rainfall; over extraction; pollution; urban development.*	3.2e Describe threats to Malta's perched and mean-sea-level aquifers. *Less rainfall; over extraction; pollution by farming and other industries; chemical infiltration; sea water infiltration; urban/infrastructural development; population density; tourism.*	3.3e Discuss the uncontrolled ground water extraction on Malta's aquifers. *Over extraction vs replenishment of Perched aquifer & Mean-Sea-Level aquifer; salination of the Mean-Sea-Level aquifer.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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 Explain 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. *Ground water; springs; desalination; sewage treatment*.	3.2h Explain the importance of water conservation in Malta's semi-arid climate. *Excavation of cisterns for rainwater harvesting; covered reservoirs; dams; water conservation measures at home.*	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 flooding of low-lying areas. *Flat land, heavy rainfall, deforestation, clearing of farmland for buildings and road infrastructure.*	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. *Erosion, transportation, deposition.*	3.3j Describe measures adopted by humans to prevent beach loss and limit coastal erosion. *Wave breaks; sea walls; groynes.*
3.1k Identify on an illustration features resulting from coastal erosion. *Wave-cut notch; cliff retreat; wave-cut platform.*	3.2k Describe processes resulting from coastal erosion. *Wave-cut notch; cliff retreat; wave-cut platform.*	
3.1l Identify on a diagram features resulting from the erosion of a headland. *Cave; arch; stack; stump.*	3.2l Explain, using diagrams, the principal components behind the erosion of a headland. *Cave; arch; stack; stump.*	3.3l Describe how the erosion of a headland takes place. *Cave; arch; stack; stump.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1m Recognise features from the Maltese coastline containing examples of coastal erosional features mentioned in 3.1k and 3.1l.	3.2m Identify features from the Maltese coastline showing coastal erosional processes mentioned in 3.2k and 3.2l.	

Subject Focus 4:	**Resources, Waste Management and Climate Change**
Learning Outcome 4: **(Paper II)**	**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 (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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. *Environmental; societal.*
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. *Weathering and erosion of rock; availability of humus content.*	4.2d Describe soil composition. *Weathered parent rock; water; air; living organisms; decaying organic matter.*	
4.1e Label a simple soil profile diagram. *Parent rock; depth of soil; grass; and dead leaves.*	4.2e Describe a simple soil profile. *Parent rock; depth of soil; grass; and dead leaves.*	
4.1f Name different Maltese soils. *Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.*	4.2f Describe the features of Maltese soils. *Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.*	4.3f Describe the factors influencing the formation and permeability of Maltese soils. *Climate; parent material.*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1g Define soil erosion.	4.2g Describe the physical and/or human causes of soil erosion. *Deforestation; up and down ploughing; overgrazing; soil exhaustion; collapsed rubble walls; urbanisation in countryside areas; habitat destruction; rain; and wind.*	4.3g Discuss how physical and/or human factors bring about soil erosion.
4.1h List ways how soil erosion can be significantly reduced. *Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields.*	4.2h Describe the measures of soil conservation. *Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields; rubble walls; irrigation methods (drip & sprinkler).*	4.3h Discuss the importance of soil conservation and management for sustainable living. *Aspects of soil conservation in SDGs 11 (Sustainable cities and communities), 13 (Climate Action) & 15 (Life on Land).*
4.1i Define arable, pastoral and mixed farming.	4.2i List the main challenges of arable/mixed farming in Malta. *Small field size; accessibility; shallow soils; poor humus content.*	4.3i Describe the importance of field terracing, rubble walls, irrigation, crop rotation and green houses for Maltese agriculture.
4.1j Recognise traditional field irrigation methods. *Traditional irrigation methods using open water masonry canals, reservoirs (ġwiebi) and wells (spejjer).*	4.2j Describe the purpose of crop rotation in agriculture.	4.3j Explain how contour ploughing can aid water retention.
4.1k Recognise the environmental damage brought about using artificial pesticides and fertilizers.	4.2k Describe the main characteristics of organic farming.	4.3k Explain the advantages of the adoption of organic farming methods in agriculture.
4.1l Define ecotourism and agritourism.	4.2l Describe examples of ecotourism and agritourism in Malta.	4.3l Discuss the sustainable nature of ecotourism and agritourism.
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.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1n List the main sources of sea pollution.	4.2n Describe sources of sea pollution. *Dumping of untreated sewage; oil spills; industrial wastes, fish farms, creation of new sandy beaches.*	
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. *Cheaper to produce; lighter to carry; limited good quality Globigerina Limestone.*
	4.2r Describe quarrying as a source of pollution. *Air; noise; water; visual.*	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. *The disposal of construction waste in controlled landfill sites; conversion of quarries into agricultural land; theme/heritage parks.*	4.3s Distinguish different types of waste. *Hazardous; organic; recyclable; other waste.*
4.1t Define the three Rs of waste management.	4.2t Describe the three Rs of waste management. *Reduce; reuse; recycle.*	4.3t Discuss how the three Rs of waste management can be applied to the Maltese construction industry. *Reutilisation of masonry; better management of vacant property; energy efficiency.*
4.1u List reasons for Malta's waste and/or litter problem.	4.2u Describe possible solutions to Malta's waste and/or litter problem. *Waste separation; civic amenity sites; bulky refuse service.*	4.3u Explain how waste can be transformed into a resource. *Recycling; engineered landfilling; incineration; composting; sewage treatment (New Water).*

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
Population density; tourism; lack of civic awareness; lack of landfill sites; current lifestyle patterns.		
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. *Societal; environmental; biodiversity.*
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 efforts to increase the usage of renewable energy resources. *Examples: electric cars, photo voltaic panels, solar water heaters, energy efficient appliances, rain water harvesting.*

Subject Focus 5:	**Social and Economic Development in Malta: AD 1400-2004**
Learning Outcome 5: **(Paper II)**	**I can investigate and discuss political, social and economic changes, landmarks, developments and contrasts in Maltese society from AD 1400 to 2004 usi primary and secondary sources.**

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a Define corsairing.	5.2a Outline the activities and/or the roles connected with corsairing. *Crew enrolment; arming ships; sharing the booty (provisions, captives/slaves); Merchants; captains; sailors; crafts linked to maritime activity.*	5.3a Discuss some of the social-economic effects of the corsairing industry. *Examples: deaths; slavery; jobs; the Grand Harbour as a centre for corsairing.*
5.1b Define the Inquisition.	5.2b Identify reasons for the setting up of the Inquisition in Malta. *Spread of Protestantism; Protestant influence within the Order of St. John; Formally requested by the Grand Master.*	5.3b Describe the role of the Inquisitor in Malta. *Protector of the Faith (heresy, witchcraft, blasphemy, non-religious observance); ecclesiastical judge; representative of the Pope.*
5.1c Identity the seat of the Inquisition in Malta.	5.2c Mention some types of crimes and/or punishment issued by the Malta Inquisition. *Imprisonment; rowing; prayers; attending Mass; perform charitable deeds; torture.*	5.3c Explain the impact of the Inquisition on the everyday life of the Maltese. *Censorship; religious conformity.*
5.1d Identify new settlements that developed during the Knights period. *Senglea; Cospicua; Valletta; Floriana; Paola.*	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.	

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1m Identify different forms of leisure pursuits in Malta from the Knights period to 1945. *Carnival; L-Imnarja; village feasts; Regatta; theatre; cinema.*	5.2m Give reasons why certain leisure pursuits from the Knights period to 1945 were linked to social stratification. *Carnival; L-Imnarja; village feasts; Regatta; theatre; cinema.*	5.3m Compare and contrast the leisure in urban and rural centres in Malta from the Knights to 1945. *Carnival; L-Imnarja; village feasts; Regatta, theatre; cinema.*
5.1n Identify instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day. *Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.*	5.2n Explain instances of changes and continuity in leisure pursuits in Malta from 1945 to the present-day. *Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.*	5.3n Analyse how modern technology helped to alter leisure pursuits in Malta from 1945 to the present-day. *Carnival; L-Imnarja; village feasts; the Regatta; theatre; cinema; hunting and bird trapping.*

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1a Define society.	6.2a Describe the characteristics of a state. *Territorial (water and airspace); legal system.*	
6.1b Identify different social groups. *Children; youth; elderly; persons with disability.*	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. *Family; education; religion; health.*	6.3c Discuss the interdependence of social institutions and social change.
6.1d Define socialisation.	6.2d Explain how socialisation takes place. *Primary Socialisation; Secondary Socialisation; agents of socialisation.*	6.3d Discuss the importance of socialisation in society.
61.e Define crime and/or deviances.	6.2e Explain how society controls behaviour.	6.3e Examine how society controls certain behaviour through sanctions.
6.1f Define socio-economic development.	6.2f Explain the socio-economic developments experienced by the Maltese in the post-Independence period. *Rise in GDP; life expectancy; literacy; employment.*	6.3f Discuss the importance of socio-economic development as an indispensable requirement of sustainable development.

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

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

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

Assessment (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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. *Example: 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. *Language; customs; norms and values; national symbols.*
7.1f Define migration. *Internal; external; forced; voluntary; legal; illegal; immigration; emigration.*	7.2f Describe the push and pull factors of migration. *War; economic; persecutions (political, religious, race, gender); natural disasters; environmental change.*	7.3f Distinguish between emigration and immigration and be able to react to the problems created by these two. *Solutions to problems generated by migration.*

Assessment (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 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. *Education; work; leisure; family; health.*	7.2h Explain the importance of tourism for the Maltese economy.	7.3h Examine the impact of tourism on Malta. *Socio-economic; environment; cultural.*
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 different forms of transport in present-day Malta. *Distance; time; cost; transportation of goods.*	7.2j Describe the challenges faced by Malta's transportation system. *Environmental – loss of ODZ/agricultural land; economic – increase in traveling time, people – increase in stress, traffic accidents, increase in pollution.*	7.3j Discuss how Malta's transportation systems can be diversified to cater for its present-day needs. *Sea transport; green transport; metro.*

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a List different types of work. *Voluntary; paid; unpaid.*	8.2a Differentiate between forms of employment. *Employee; self-employed; freelance; cooperative.*	
8.1b Identify the social partners. *Trade Unions; employers' associations; Government.*	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. *Workers' rights; employers' rights; right of association; economic benefits; EIRA; social dialogue.*
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. *Upskilling; reskilling; further education.*	

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
		Examples: Police Force; Appoġġ; Commission on Gender-Based Violence & Domestic Violence.
8.1o List types of marriage. *Monogamy; polygamy; polyandry; same sex.*	8.2o Elaborate on the different types of marriage. *Monogamy; polygamy; polyandry; same sex.*	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. *Pre-industrial, industrial and technological/post-industrial.*	8.3p Discuss how economic realities have impacted the structure of the family.

Subject Focus 9:	**Politics in Malta**
Learning Outcome 9: **(Paper II)**	**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 (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
9.1a List different systems and/or types of government. *Monarchy; republic; democracy; dictatorship.*	9.2a Describe different systems and/or types of government. *Monarchy; republic; democracy; dictatorship.*	9.3a Compare and contrast the characteristics of different systems of government. *Monarchy; republic; democracy; dictatorship.*
9.1b List different types of democracy. *Direct; Indirect (Representative).*	9.2b Describe different types of democracy. *Direct; Indirect (Representative).*	9.3b Explain active citizenship in democracy. *Right and duty to vote (including Vote 16+); active involvement in local communities.*
9.1c Define political parties.	9.2c Describe the political spectrum with examples of political parties. *Left; Centre; Right.*	9.3c Compare the different ideologies of the political spectrum. *Communism; Socialism; Greens; Conservatism; Fascism.*
9.1d Define a pressure group.	9.2d Identify pressure groups active in Malta. *Environmental; Cultural; Socio-Political.*	9.3d Explain the role of pressure groups in a democracy.
9.1e List the pillars of democracy. *Administrative; Executive; Judiciary.*	9.2e Define the pillars of democracy. *Legislative; Executive; Judiciary.*	9.3e Explain the role (function) of the different pillars of democracy. *Legislative; Executive; Judiciary.*
9.1f List the levels of democratic representation. *Local; national; international (European Parliament).*	9.2f Explain the levels of democratic representation. *Local; national; international (European Parliament).*	9.3f Describe the role (function) and duties of between local government and the national government.

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

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

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

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

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

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

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	11.2e Compare the different types of coastal towers. *Wignacourt towers; De Redin/Lascaris towers.*	11.3e Describe the role of coastal towers in the defence of the Maltese archipelago under the Knights. *Signalling; guarding the coast.*
11.1f Identify on a map the Victoria Lines and its associated forts. *Fort Binġemma; Fort Mosta; Fort Madliena.*	11.2f Identify how topography influenced the location of British military architecture. *Victoria Lines; Fort Rinella; Fort Cambridge.*	11.3f Evaluate how developments in military technology influenced British military architecture in Malta. *Victoria Lines and associated forts; Fort Rinella; Fort Cambridge.*
11.1g Recognise examples of Neo-Classical and/or Neo-Gothic architecture in Malta. *Neo-Classical: St Paul's Anglican Cathedral; Mosta Dome; Alexander Ball monument; Main Guard.* *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).*	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' 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 (1798 - 2004)**
Learning Outcome 12: **(Paper II)**	**I can describe and discuss significant events and developments in European history that impacted on Maltese history from 1789 to 2004 using primary and secondary sources.**

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
12.1a Identify the causes and the preparations undertaken for the Great Siege.	12.2a Explain the causes and the preparations for the Great Siege.	12.3a Discuss the causes and the preparations for the Great Siege.
12.1b Identify the immediate effects of the great Siege. *Settlement destruction; construction of Valletta.*	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. *Liberty; fraternity; equality.*	12.2c Outline the importance of the principles of the French Revolution: liberty and/or fraternity and/or equality. *Liberty: liberty of conscience, and Liberty of the press.* *Fraternity and equality: equality before the law, and no taxation without representation.*	12.3c Discuss how the principles of the French Revolution brought about changes in Malta. *Napoleon's proposed reforms for Malta.*
12.1d Mention protagonists of the French period in Malta. *Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana.*	12.2d Explain the role of the main protagonists of the French period in Malta. *Mikiel Anton Vassalli; Dun Mikiel Xerri; Manuel Vitale; Censu Borg Braret; Mons. Francis Xavier Caruana.*	12.3d Explain the effects of the revolt and the blockade on the Maltese. *Hunger; disease; economic stagnation; British logistic support; national awareness.*
	12.2e Explain the reasons for the French capitulation to the British in September 1800.	12.3e Analyse Britain's reasons for taking over Malta. *As a Protectorate in 1800; as a colony in 1813.*

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

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

Scheme of Assessment

School candidates

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

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

Controlled assessment: is comprised of a two-hour written exam set at the end of the programme and differentiated between two levels:

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

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

Part I - School Based Assessment (30% of the total mark)

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

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

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

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

Part II - 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 Maltese and English. Candidates will be required to answer **ALL** questions. This paper will assess **ALL** Learning Outcomes.

Paper II (Option Level 1-2 and Level 2-3) is differentiated between two Levels. Candidates must choose to sit either the examination paper at Level 1-2 or at Level 2-3.

Paper II will consist of **TWELVE** questions covering **ALL** Learning Outcomes from the syllabus. **All questions are compulsory.**

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 school-based assessment as school candidates. Instead, private candidates need to sit for another controlled paper (Paper I) as an alternative to the school-based assessments. Private candidates will be assessed through the means of **TWO** controlled, Paper II will be common with school candidates.

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

Written Examination (100 marks; 2 hours)

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

The paper will be set in English and Maltese. This paper will have a two-hour duration and consist of **FOUR** compulsory questions. The paper will assess **ALL** Learning Outcomes earmarked for SBA, and may also include assessment criteria from all the syllabus.

Levels 1 – 2 - 3
The paper will consist of questions covering assessment criteria from the syllabus in the ratio: Level 1 30%; Level 2 30%, Level 3 40%.

Candidates shall be expected to answer all questions assessing assessment criteria from level 1, level 2 and level 3. Questions include objective and structured questions requiring short responses. Questions will also be structured with gradients of difficulty and will be resource-based involving data response and problem solving as well as free response writing.