

SOCIAL STUDIES

Form 3 Syllabus (General and Option)



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Social Studies Programme for Form 3 (General and Option Classes)

1. Rationale

This programme of studies or syllabus builds on the experiences already gained during the first two years of secondary education (Forms 1 and 2) to consolidate the skills and civic attitudes related with the student as a responsible citizen in a democratic society. Social Studies leads to a better understanding about social life and more efficiency in social engagement. Social awareness means a holistic understanding of all the social aspects related with human life – relationships between people and between humans and their environment, cultural diversity, the tendency how people behave, which can influence the direction of society towards a better future. Civic efficiency, on the other hand, is based on those skills, values and attitudes that engender in the individual the required motivation to actively participate in community life.

2. Objectives

The objectives of this syllabus are to:

1. provide correct and up-to-date knowledge on social events and processes which occur in contemporary society and are interesting for the students;
2. introduce, explain, and apply basic concepts of Social Studies;
3. develop in students observation, investigative and analytical skills;
4. generate in students a sense of participation in social life, respect towards the rights of others, and an appreciation of different cultures;
5. cultivate a critical knowledge on recent developments within a local, European and global context, and
6. help students to apply their knowledge in their personal life.



3. Strategies

Teachers should present their lessons in a stimulating and interesting way so that the students can understand better the concepts that are being explained to them. It is likewise essential that the work assigned to students will strike a balance between the different components, which are:

1. *Knowledge and Understanding*

During the Social Studies course students are trained to:

- Demonstrate knowledge and understanding on contemporary social issues, particularly where it concerns Maltese society within a Euro-Mediterranean and global perspective;
- Demonstrate their understanding on how different societies develop through the interaction between social institutions and human behaviour, and
- Demonstrate their understanding on concepts, ideas, and principles of Social Studies, and how these can be applied in their personal life.

2. *Skills*

During the Social Studies course students are trained to:

- Apply their knowledge in real life situations;
- Interpret written and/or graphical data, and
- Present a logical argument through the use of correct terminology.

3. *Values and Attitudes*

During the Social Studies course students are trained to:

- Demonstrate that they are aware about issues that concern gender inequality, as well as political, religious and racial discrimination;
- Demonstrate how different opinions and values affect our daily life in a multicultural society, and
- Show respect and solidarity towards the whole society.



4. Themes and topics

This syllabus presents a number of social themes. This wide range of themes (or issues) is intended for the General Classes as well as for those students who study Social Studies as an option subject, as indicated in the syllabus. The themes and topics presented in this syllabus serve as a preparation for the Secondary Education Certificate (SEC) examination at the end of Form 5, and are therefore related with the SEC Environmental Studies syllabus (in the case of General Classes) and the SEC Social Studies syllabus (in the case of Option Classes).

SOCIAL STUDIES

FORM 3 (GENERAL CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. The Citizen – Civic Values, Social Skills	<ul style="list-style-type: none"> • Definition of a citizen. • The process of socialisation: norms and civic values as a means of social cohesion. • The roles that every person has in the local, national and global society. • Balance between rights and obligations. • Social control through positive and negative sanctions. 	<p>The students will</p> <ul style="list-style-type: none"> • Understand what society is and what makes a person a citizen. • Distinguish between norms and values and apply theory in a practical context. • Explain what social cohesion is by giving examples from their everyday life. • Demonstrate how as members of a community they have various rights and obligations. • Distinguish between local, national, European and global identity by giving examples. • Explain what social control is and distinguish between positive and negative sanctions. 	SEC Environmental Studies Syllabus: Theme 1 – The World: Our Home (Human Society)
2. The Local Community	<ul style="list-style-type: none"> • Definition of local community. • People living within the community (children, youth, the elderly, persons with different needs). • Institutions within the community: the family, religious, educational, health, political, legal, cultural, sports, and leisure. 	<p>The students will</p> <ul style="list-style-type: none"> • Understand what a local community is. • Demonstrate that the community consists of different persons, and that these all have a crucial role in society. • Explain the role of different institutions within the local community and give concrete examples to demonstrate how these 	SEC Environmental Studies Syllabus: Theme 4 – Human Communities (The Local Community)

	<ul style="list-style-type: none"> • The social relationships between these institutions or organisations and the individual. 	<p>are contributing to community development.</p> <ul style="list-style-type: none"> • Apply the idea of community to real life situations to demonstrate how a person can personally benefit through his/her active contribution in these institutions. 	
3. Maltese Cultural Heritage	<ul style="list-style-type: none"> • Culture as a people’s way of life. • Elements making up a people’s cultural identity. • Norms as a means of social cohesion in the Maltese society. • Customs related to the way the Maltese celebrate religious and non-religious feast days, family celebrations, sport events. • The role of values (respect, equality of opportunity, rights, responsibilities, accepting of differences) in the development of society. • Multi-cultural elements within the Maltese culture. 	<p>The students will</p> <ul style="list-style-type: none"> • Understand what culture is. • Understand and explain the main elements upon which the cultural identity of a nation or a country is based. • Explain how the norms of Maltese society contribute to social cohesion. • Explain different examples of local traditions related with religion, culture, sports, and the family. • Demonstrate through real life experiences the importance of mutual respect, equal opportunities and diversity. • Explain and analyse how norms and values change through time. • Explain what a multi-cultural society is and analyse how the Maltese culture is gradually becoming more multi-cultural. 	SEC Environmental Studies Syllabus: Theme 4 – Human Communities (Maltese Cultural Heritage)
4. Life-long Education	<ul style="list-style-type: none"> • Education as a fundamental human right. • Human resource development in Malta. • Education as a means of human resource development. • The importance of life-long education. • Human resource management and its implications (institutions, social services, employment). 	<p>The students will</p> <ul style="list-style-type: none"> • Demonstrate what education is and understand its importance as a fundamental human right. • Understand the advantages of life-long education and its importance. • Explain how education helps to improve the human resources of a country. 	SEC Environmental Studies Syllabus: Theme 2 – Management of Resources (Human Resources)

		<ul style="list-style-type: none"> Analyse how human resources in Malta developed during the last fifty years. Discuss how human resource management affects different institutions, social services, and employment. 	
5. Towards Global Education and Peace	<ul style="list-style-type: none"> Education that leads to global citizenship. The transformation of youths into global citizens. The role of schools and teachers to train students in global citizenship skills. Particular examples of good practice in schools: Ecoschools, Global Education Week, Young Reporters for the Environment, Comenius and e-Twinning projects. Malta's contribution to the peace process in Europe and the Mediterranean region since Independence. 	<p>The students will</p> <ul style="list-style-type: none"> Understand what global citizenship is and how relevant it is for youths in contemporary society. Apply theory into practice to explain how schools and educators are actively helping them to become global citizens. Explain the advantages that educational projects in schools and between schools have on youths to become global citizens. Explain and analyse events in which Malta contributed to the peace process in the Mediterranean and Europe, for example the 5+5 Summits and Malta's involvement in the Libyan conflict. 	SEC Environmental Studies Syllabus: Theme 1 – The World: Our Home (Human Society)

SOCIAL STUDIES

FORM 3 (OPTION CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. The Individual as a Social Being	<ul style="list-style-type: none"> The person as a unique individual and the understanding of 'self'. The person as a social being - no man is an island. The person as a member in the community. Social behaviour: interaction, relationships, conflicts independence and interdependence. The civil society. 	<p>The students will</p> <ul style="list-style-type: none"> Demonstrate what means being a unique person. Explain why people need to live in a community. Explain the role the person in the community. Explain what social interactions are and how different persons can build or threaten mutual relationships. Distinguish between independence and interdependence by giving examples. Explain what civil society is. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (The Individual as a Social Being)
2. The Local Community	<ul style="list-style-type: none"> Definition of community. People living within the community (children, youths, the elderly, persons with different needs). The role of these different members within the community and how these contribute towards community development. Changes that occurred in the local community since the Second World War. 	<p>The students will</p> <ul style="list-style-type: none"> Demonstrate that a community consists of different persons, and these all have an important role in the development of a community. Explain the role of different institutions within the local community and give concrete examples to demonstrate how they contribute towards community development, for example Local Councils. Apply sociological theory to real life situations to demonstrate how a person can develop through his/her active participation in these institutions. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Socialisation)

		<ul style="list-style-type: none"> Understand that the community changes through time. 	
3. The Citizen – Civic Values and Social Skills	<ul style="list-style-type: none"> Definition of a citizen. What society expects from its citizens and what the citizen expects from society. The Universal Declaration of Fundamental Human Rights: balance between rights and duties. Norms and civic values as a means of social cohesion. Local, national, European and global identity. 	<p>The students will</p> <ul style="list-style-type: none"> Define what a citizen is. Explain what is expected from each citizen in the community in which h/she lives and what the citizen expects from society. Distinguish between norms and civic values and how these contribute to social cohesion. Distinguish between and explain what is local, national, European and global identity. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (The Individual as a Social Being)
4. Socialisation	<ul style="list-style-type: none"> Definition of socialisation. Types of socialisation: primary, secondary. Agents/units of socialisation: the family, religion, schools, peer group, mass media, and workplaces. Socialisation in modern society: social class, gender, age, and ethnic groups. Deviance, crime, social control and the use of sanctions. 	<p>The students will</p> <ul style="list-style-type: none"> Understand and explain what socialisation is. Apply theory to real life situations to distinguish between primary and secondary socialisation. Explain the significance and role of the agents of socialisation. Explain sociological terms like: social class, gender and ethnic groups. Apply sociological theory into real life experiences or examples from contemporary society to demonstrate that they have understood what a deviant person is. Analyse the causes leading to criminality. Explain what social control is and how this is maintained through positive and negative sanctions. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Socialisation)
5. Groups	<ul style="list-style-type: none"> Definition of a group. Different types of groups and their 	<p>The students will</p> <ul style="list-style-type: none"> Define what a group is by giving examples. 	SEC Social Studies Syllabus: Section 1 –

	<p>roles (peer groups, interest groups, ethnic groups).</p> <ul style="list-style-type: none"> • Development of a group. • Roles and conflicts within groups. • Conformity and non-conformity. 	<ul style="list-style-type: none"> • Explain the main processes which lead to the formation and development of groups. • Explain the importance of different roles in a group and how conflicts between members can lead to enhance group dynamics. • Distinguish between conformity and non-conformity. 	The Individual and Society (Groups)
6. Cultures and Identities	<ul style="list-style-type: none"> • Definition of culture. • The main elements that make up a culture. • Examples of cultural diversity (in the family, in the community and in the wider society). • Sub-cultures. • Culture change. • Continuity versus change in culture - traditional and modern. 	<p>The students will</p> <ul style="list-style-type: none"> • Define culture and explain its main components. • Explain the advantages of cultural diversity in different environments. • Define subcultures and explain how they develop and affect not only their own members, but also the dominant culture. • Analyse the main factors that contribute to culture change. • Distinguish between traditional and modern culture and give different examples to demonstrate how these change through time. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Culture and Identities)
7. The Family	<ul style="list-style-type: none"> • Types of families (traditional, symmetrical, patriarchal, matriarchal). • Roles, responsibilities and rights of family members. • Functions of the family (social, educational, economic, sexual, reproductive, and psychological). • Forms of families (nuclear, extended, modified extended, lone parent, gay and lesbian, step family, cohabitation). 	<p>The students will</p> <ul style="list-style-type: none"> • Distinguish between different types of families. • Explain and discuss the roles, responsibilities and rights of the family members. • Analyse the functions of the family. • Apply sociological theory to explain and discuss different forms of families. • Distinguish between monogamy, polygamy, polyandry and same-sex marriages. • Analyse the main factors that contribute to change in the contemporary family. • Explain the main changes that the Family Law 	SEC Social Studies Syllabus: Section 2 – Social Institutions (Family)

	<ul style="list-style-type: none"> • Types of marriage (monogamy, polygamy, polyandry, same-sex). • The changing family and family-friendly measures. • Family Law (1993) - (equality between partners, parental consensus, shared decision-making). • The National Family Commission. 	<p>of 1993 brought about.</p> <ul style="list-style-type: none"> • Explain the role of the National Family Commission. 	
8. Education	<ul style="list-style-type: none"> • Education as a basic human right. • Difference between education and learning. • State and non-State education. • Formal, non-formal and informal education. • The National Curriculum and the hidden curriculum. • Systems of formal education (preschool, primary, secondary, higher, adult, vocational). • Inclusive education. • Lifelong learning. • Student mobility and opportunities to study abroad. • Definition of education for global citizenship and how youths can be educated to become global citizens. 	<p>The students will</p> <ul style="list-style-type: none"> • Explain why education is a basic human right. • Distinguish between education and learning. • Describe and explain which institutions in the country provide educational services. • Distinguish between formal, informal and nonformal education by giving examples from Maltese society. • Define national curriculum and distinguish between national and hidden curriculum. • Explain different levels or types of formal education. • Explain the advantages of inclusive education in schools. • Define life-long education and explain why in a competitive society it is crucial to remain up-to-date with current knowledge and skills. • Provide concrete examples how youths can benefit from educational programmes abroad. • Understand what global citizenship is and to what degree it is relevant for the youths of contemporary society. 	SEC Social Studies Syllabus: Section 1 – The Individual and Society (Education)

5. Methodology

Each topic has to be developed in detail and presented in a way to help students understand it better. For this reason, this procedure can be followed:

1. Presentation of the topic.
2. Explanation of the topic, with particular emphasis on social implications, sociological concepts and social processes.
3. Examples of **Information, Skills** and **Attitudes** related to the topic, which students are expected to know at this level of secondary education. During lessons teachers need to ensure that they cover all three objectives (**Knowledge, Skills** and **Attitudes**) when focussing on a particular topic.
4. Periodically and on a regular basis, a proper evaluation will be carried out to determine whether the content is still relevant for the students and improve the pedagogy where necessary.

6. The Use of Resources and ICT

The teaching of Social Studies becomes more interesting and relevant for students when the teacher makes use of different teaching resources. These include:

1. Visual resources, for example pictures, cartoons, and video-clips which focus on a particular topic;
2. Power-point presentations which can be prepared by teachers or even by students;
3. Sources from newspapers, magazines, and relevant books (local and/or foreign), and
4. Local and foreign websites.

The internet and computer technology is the world of the present-day student. Therefore, the interactive whiteboard and the internet in class are considered as crucial in the teaching and learning of Social Studies.

7. Assessment Objectives

Assessment is intended to test the student's level to:

1. Express him/herself creatively facts related to Maltese society in a Euro-Mediterranean and international context;
2. Analyse and interpret information and statistical data presented to them from different sources;
3. Use the correct terminology which applies for Social Studies;
4. Apply sociological theory and the relevant skills in a practical way to their personal life, and
5. Demonstrate that they are up-to-date with current issues at local and international level.



The assessment of Social Studies can be:

1. **Summative:** students carry out different types of exercises like homework, tests and examinations to measure the level of success which they would have acquired in a particular part of this programme. This type of assessment indicates where the student can improve his/her knowledge, skills, and attitudes. Circular CMeLD 136/2012 issued by the Curriculum Management and eLearning Department on 18 September 2012 explains how the Social Studies annual examination papers are set.

The homework that teachers assign to students should be:

1. regular and relevant to what they are learning in class;
 2. varied as much as possible (compositions, source questions, objective questions, etc);
 3. differentiated according to their different skills;
 4. relevant to the teacher's Scheme of Work and integral to the teaching of the subject, and
 5. an opportunity to provide students with a positive and formative support, whilst guiding them to improve their knowledge, skills, and attitudes.
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2. **Formative:** students carry out different exercises and activities that help them grow and develop both socially and psychologically. Social Studies is a course about society, therefore the teacher should encourage activities that involve the students' active participation. One can mention role plays, group work, pair work, and presentations by students for students. Such activities can be carried out not only in the classroom, but also during school assemblies, religious and/or ecumenical functions, school concerts, and activities within the school premises and outside. Formative assessment helps students to organise themselves properly, work in groups, tolerate each other's opinion, be decision-makers, communicate with others, and be also self-reflective. Additionally, this type of assessment helps students in becoming active citizens in their own society.

Another important aspect of formative assessment includes the educational activities that usually take place outside the school. Educational visits to relevant institutions, for example the Courts of Justice, the House of Representatives, and the Office of the Prime Minister, amongst others, provide students with a unique experience to learn how the main institutions of the country function in a democratic society. Besides, the students' active participation in inter-school projects is certainly to be encouraged.

8. Important References

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9. Additional Reading

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