The Core Curriculum Programme
2014-2015

Social Studies
Form 3 - Form 4

Introduction

The Social Studies Flexi-Core Curriculum Programme is intended to support practitioners as they consider the evidence of knowledge, understanding, skills, attributes and capabilities provided by the learners through their progress in achieving the MQF Level 1 in Social Studies.

The significant aspects of learning detailed in the following paper relate to the outcomes of each theme within this framework. These should be considered jointly when assessing progress and achievement. In order to demonstrate achievement in the following outcomes in Social Studies, the learner should provide a range of evidence related to the tasks and experiences within a theme as well as the learning that will take place as the student progresses from one theme to another and from one level to another.

Compiled by Heads of Department – Social Studies

Astrid J. Tonna
Lana Turner
Anthony Borg
Brian Chircop
Therese Vella

Assessing Students' Learning

The MQF Level 1 certification in Social Studies will consist of a three-year curriculum programme, from Form 3 through Form 5, based on student's tasks and experiences. This will be decided on the basis of the Continuous, Formative Assessment and the Summative Assessment format.

a) **Formative and continuous assessment**: students are assigned different tasks and activities suited to their level.
   i) **Tasks** will consist of written work such as graded worksheets, use of ICT such as through power point presentations, visuals as for example, photographs/pictures and posters amongst others.
   ii) **Educational activities** will include visits to institutions, sites, and non-governmental organisations. Field notes, photographs and student's reflections can be presented individually or through pair work/group work.

   All the student's works will be collected and presented in a display file/book or portfolio.

b) **Summative assessment**: an end-of-year oral examination - Form 3 and 4 - will assess the student's works compiled throughout the scholastic year (portfolio) and themes related to the syllabus. Form 5 students may have an end-of-year written and/oral examination to assess their suitability for the MQF Level 1 certification.

Assessment Structure

Students following the three-year Social Studies Curriculum Programme will be assessed in the following manner:

Continuous Formative and Summative Assessment				
Year	Continuous Formative Assessment (percentage of three years)	Summative Assessment (Oral component) (percentage of three years)	Summative Assessment (Written component) (percentage of three years)	Percentage total for each year
Form 3	15%	15%	-	30%
Form 4	15%	15%	-	30%
Form 5	15%	-	25%	40%
Total	45%	30%	25%	100%

SOCIAL STUDIES ASSESSMENT CCP – FORM 3

Success Criteria for the Continuous Formative and Summative Assessment:

1. Continuous and Formative Assessment	2. Summative Assessment
Student's Portfolio will be based on: All student's works compiled during the scholastic year and may include the following: - Graded worksheets, brief reports, student reflections - Educational activities, field trips, site visits - Power point presentations - Photographs, posters and others	**Annual Oral Examination will be based on:** i) a number of questions from the student's portfolio ii) a number of questions on the themes related to the syllabus
Success Criteria: • Presentation 20% • Organisation 20% • Self-reflection 10%	**Success Criteria:** • Knowledge 10% • Understanding 15% • Attitudes 15% • Attributes 10%
50% on the Student's Portfolio	**50% on the Annual Oral Examination**

Total Mark on Assessment 1 and 2: 100%

SOCIAL STUDIES ASSESSMENT CCP – FORM 4

Success Criteria for the Continuous Formative and Summative Assessment:

1. Continuous Formative Assessment	2. Summative Assessment
Student's Portfolio will be based on: All student's works compiled during the scholastic year and may include the following: - Graded worksheets, brief reports, student reflections - Educational activities, field trips, site visits - Power point presentations - Photographs, posters and others	**Annual Oral Examination will be based on:** i) a number of questions from the student's portfolio ii) a number of questions on the themes related to the syllabus
Success Criteria: • Presentation 20% • Organisation 20% • Self-reflection 10%	**Success Criteria:** • Knowledge 10% • Understanding 15% • Attitudes 15% • Attributes 10%
50% on the Student's Portfolio	**50% on the Annual Oral Examination**

Total Mark on Assessment 1 and 2: 100%

SOCIAL STUDIES ASSESSMENT CCP – FORM 5

Success Criteria for the Continuous Formative and Summative Assessment:

1. Continuous and Formative Assessment	2. Summative Assessment
Student's Portfolio will be based on: All student's works compiled during the scholastic year and may include the following: - Graded worksheets, brief reports, student reflections - Educational activities, field trips, site visits - Power point presentations - Photographs, posters and others	**Annual Oral Examination will be based on:** i) a number of questions from the student's portfolio ii) a number of questions on the themes related to the syllabus *and/or* **Annual Written Examination will be based on:** Fill-in the blanks type questions, true/false, multiple choice, matching exercises, picture interpretation etc.
Success Criteria: • Presentation 15% • Organisation 10% • Self-reflection 10%	**Success Criteria:** • Writing skills 15% • Knowledge 15% • Understanding 15% • Attitudes 10% • Attributes 10%
35% on the Continuous Formative Assessment	**65% on the Annual Oral/Written Examination**

Total Mark on Assessment 1 and 2: 100%

Core Curriculum Programme

Social Studies
Form 3

Social Studies – Form 3 - A Flexi-Core Curriculum Programme

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

Theme	Syllabus	Learning Outcomes	Suggested ideas for Tasks	Suggested ideas for Continuous and Formative Assessment – Students' Portfolio
1. The Citizen – Civic Values, Social Skills **Key words:** • Citizen – local, national, global • Socialisation • Norms and civic values • Rights and responsibilities • Roles • Social Control	a) Define society and what makes a citizen. Students differentiate between local, national and global citizenship.	Students will a) Understand what society is and what makes a person a citizen through practical situations – local, national and global.	a i) Explain through visuals what society is. Make their own ID card/passport to understand what makes a person a citizen of his community, of his country: a ii) Global citizens: Students are presented with case studies/newspaper clippings/video clips about global concerns, for example poverty, natural disasters for discussion. They can also discuss their views on international events (music, sports etc.) through visuals or related video clips.	*Students prepare a display file/scrapbook to insert their own pictures, homework and classwork tasks – a portfolio. (Fronter could be used to keep track of all students' work and assessments).* a i) Citizenship – local and national - students can build their own profiles/identity - through Vokis (accessed through www.**voki**.com/) a ii) Global citizenship: students can think of other experiences and

			explain/give oral feedback of how they can show solidarity. Students can also voice their opinions and present related power points in school special assemblies.
b) The process of socialisation: norms and civic values in practical terms.	b) Distinguish between norms and values in practical terms.	b) Students are presented with a set of situations/visuals/animated power point/video clip (*Children See Children Do*) to understand socialisation, norms and values. These situations can give rise to a debate/discussion.	b) Students are given a worksheet/questionnaire which will include similar situations with particular reference to family, school, friends, media and social groups.
c) The roles that a person plays in society.	c) The roles that every person has in the local, national and global society.	c) Each student presents or draws a picture of herself/himself and discusses the roles he/she plays in the family, at school and in the wider world. Students can prepare a role-play.	c) The students interview a family member/friend - Maltese or non-Maltese - through a set of single choice questions.
d) Balance between rights and obligations.	d) Demonstrate how as members of a community they have various rights and	d) Rights/Duties – students are shown short video clips to prompt a discussion about rights	d) Students find their own pictures of rights and duties. They can also prepare a chart/s

		obligations.	and duties. (Students may be given a set of pictures to distinguish between rights and duties).	or power point which they can present to their classmates/display in their classroom.
	e) Social control through positive and negative sanctions.	e) Explain through practical examples what social control is and distinguish between positive and negative sanctions.	e) Social Control – Rules of behaviour – Situations where students underline what is deemed to be right/positive or wrong/negative behaviour. Practical examples of positive and negative sanctions.	e) A visit to the local police station where interviews will be carried out with the staff. The findings will be presented in a short report/photos/power point.
2. The Local Community **Key words:** • Community • Roles • Institutions	a) Definition of local community. b) People living within the community (children, youth, the elderly, persons with different needs). c) Institutions within the community: the family, religious,	Students will a) Understand what a local community is through practical examples. b) Demonstrate that the community consists of different persons, and that these all have a crucial role in society. c) Demonstrate understanding of the role of different	a), b) and c) Students will carry out a visit to the local village in the school area and list/map the amenities and facilities. b) and c) They will also conduct interviews with the local citizens (Eg. A teacher, a policeman, a shop owner, a lawyer, a football player, a doctor/nurse, a member of parliament, a priest, a family member) about their roles in their	a), b) and c) The students will carry out a similar visit in their locality and provide examples of facilities/amenities found in their village such as Day Care Centers, the Local Council, Polyclinics, the Public Library etc. They can also display a set of pictures of their locality in their scrapbook/portfolio.

	educational, health, political, legal, cultural, sports, and leisure.	institutions within the local community and give examples.	community/society.	b) and c) The findings of the interviews will be discussed and presented in a brief report/power point presentation.
3. Maltese Cultural Heritage **Key words:** • Culture • Customs • Multiculturalism	a) Culture as a people's way of life. b) Elements making up a people's cultural identity. c) Customs related to the way the Maltese celebrate religious and non-religious feast days, family celebrations, sports and main traditional events.	Students will a) Understand what culture is. b) Understand and explain the main elements upon which the cultural identity of a nation or a country is based. c) Explain different examples of local traditions related with religion, culture, sports and the family.	a), b) and c) Maltese and non-Maltese students can prepare power points/photos/posters about their country and bring along traditional folk songs, music, costumes food etc. to share with their classmates.	a), b), c) and d) Local and international recipes can be shared with fellow students. Pictures of traditional games, feasts and historical/tourist sites can be displayed in the scrapbook/portfolio. Students can also build models and display their work in a school exhibition.
	d) Multi-cultural elements within the Maltese culture.	d) Explain what a multi-cultural society is and analyse how the Maltese culture is gradually becoming more multi-cultural.	d) Students watch a video clip on multiculturalism – *Celebrating Cultures around the World* – to understand what a multicultural society is. The students are then presented with visuals/case studies to discuss how Maltese	a), b), c) and d) Students will answer a graded worksheet to consolidate what they have learnt.

			culture is gradually becoming more multicultural. The students can write their views on the interactive whiteboard.	
4. Education **Key words:** • Education • Types of educational institutions. • Work • Lifelong education	a) Education as a fundamental human right.	Students will a) Demonstrate what education is and understand its importance as a fundamental human right.	a) Students can watch and discuss the video clip about Malala Yousafzai, a 16 year old girl who was shot by the Talibans, but never lost hope of continuing her education.	Students can write a short paragraph describing what struck them most about Malala.
	b) Types of educational institutions.	b) Understand and explain that there are different types of education institutions.	a) and b) Students can visit a Kindergarten/primary school or attend a school open day exhibition (State, Independent or Church school).	a) and b) Students can write a short report/impressions of their visit.
	c) Education and work	c) Explain how education helps to improve opportunities for employment through concrete examples.	c) Guest speakers/guidance teachers could deliver a talk on careers.	c) Students can choose a career which they would like to pursue and write a short description about it or describe their ideas in pictures.

	d) The importance of life-long education.	d) Understand the advantages of lifelong education and its importance.	c) and d) A visit can be organised to MCAST/ITS where students meet with the diverse participants and/or a visit to ETC – The visit can also emphasize the importance of lifelong education.	d) The students can present a very short report/ their impressions of the visit.
5. Education for Global citizenship (Optional) **Key words:** Global Citizenship Respect Tolerance Solidarity Responsibility Peace	a) Education that leads to global citizenship. b) The transformation of youths into global citizens.	a) and b) Understand what global citizenship is and how relevant it is for youths in contemporary society.	a) and b) Students could participate in international projects and collaborate with their peers in cross-border countries online or through student exchange visits. Examples of such projects: Comenius, *EkoSkola, e*Twinning and other EU-Funded related projects.	a) and b) Students' works could be uploaded on the school website.

Other activities:
- Story-telling
- Word search
- Quizzes
- Newsletters
- Posters
- Educational visits
- Simulations

- Photo album
- Educational online games
- Fieldwork/Field trips – Subject-oriented or Cross-curricular
- Students can create their own website or upload their work on the school website
- NGOs – students can become members of such organisations and follow their programmes, example *Nature Trust, Bird Life.*
- Community Engagement – Students can visit *Inspire* and *Dar il-Kaptan* amongst others and involve themselves in community work.
- Cross-curricular activities are to be encouraged

Reference: Adapted from the Social Studies Form 3 Syllabus (2016)

Core Curriculum Programme

Social Studies
Form 4

Social Studies - Form 4 -   A Flexi-Core Curriculum Programme

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

Theme	Syllabus	Learning Outcomes	Ideas for Tasks	Ideas for Continuous and Formative Assessment – Students' Portfolio
1. The Maltese Lifestyle – Past and Present **Key words:** Lifestyles Leisure Emigration Media Tourism	a) Comparison between the present and former lifestyle.	a) Distinguish between the present and former lifestyles.	a i) A Shoebox of Maltese Lifestyles - Students are asked to bring a shoebox filled with old and recent photos; these photos can include family, friends, special celebrations - baptism, confirmation, birthdays, parties, etc. a ii) The students examine the photographs and compare and contrast the present with past lifestyles - fashion, hairstyles, black and white photos to coloured photos.	*Students prepare a display file/scrapbook to insert their own pictures, homework and classwork tasks – a portfolio. (Fronter could be used to keep track of all students' work and assessments).* a) and b) The students can carry out a survey about past and present lifestyles amongst the students and staff at their school. The findings will be discussed with their peers and a short report will be included in their portfolio. They can also prepare a video clip/a short film and/or vox pop about their village feast *or* visit their local band club. Students can upload their works on
	b) Comparison between past and present forms of leisure activities. Leisure activities include: village feasts, horse racing, *l-Imnarja*, agricultural fairs, Carnival, band	b) Explain and discuss different types of leisure from local culture.	b) Students are given a set of postcards about the different leisure activities - past and present - for discussion. They can write a brief description of the activity as a follow-up of the lesson.	

			the school website.
	clubs, wine shops and folk singing, discos, concerts, parties etc.		
	c) The influence of the media, emigration and tourism on the Maltese lifestyle.	c) Students will explain how mass media, emigration and tourism affect Maltese lifestyle.	c i) Mass Media – Students can prepare a timeline/power point presentation with pictures/images to show the evolution of mass media and discuss how this influenced Maltese lifestyles.	c i) They can write a brief description of the classroom activity and include this in their portfolio.
			c ii) Emigration - Students are given case studies of Maltese who had emigrated to Australia, Canada, America and England and have returned to Malta. The students will analyse and discuss the effect this had on Maltese lifestyles.	c ii) Students can find similar situations/case studies and produce a brief report. *Or* c ii) Students can interview elderly persons or relatives who emigrated and have returned to visit, on what changes they see and observe in Maltese lifestyles.
			c iii) Tourism: Students are presented with a power point presentation or a video clip on tourism and discuss how this has effected Maltese lifestyles.	c i), c ii) and c iii) A graded worksheet with examples from past and present Maltese lifestyles can be worked out by the students.

| 2. The Four Sectors of the Economy

Key words:
Economy
Income
Expenses
Primary Sector
Secondary Sector
Tertiary Sector
Quaternary Sector	a) The Economy - definition	a) Students will demonstrate what economy means through practical examples.	a) Students watch a short video clip as an introduction to the lesson (*Economics Lesson Cosby Style* accessed through http://www.gamequarium.org/cgi-bin/search/linfo.cgi?id=4947 - Vermilion Parish Curriculum Site – Money Economics – School House Rocks). They will then discuss their views and fill in a worksheet with questions based on key words from the video clip.	a) Students can work an exercise with True/False statements to check for understanding.
	b)The primary sector of the Maltese economy (agriculture, fishing, quarrying).
c)The secondary sector of the Maltese economy (manufacture).
d) The tertiary sector of the Maltese economy (services).
e)The quaternary sector of the Maltese economy (digital). | b), c), d, and e) Explain the main characteristics of the Primary, Secondary Tertiary and Quaternary Sector of Malta's economy through practical examples. | b), c), d), and e) Visuals/Power Point/Prezi can be shown to the students describing the four sectors of the economy. Students can be given an exercise in the form of a quiz/game as a follow-up to the lesson. | b), c), d) and e) Students can produce a power point presentation/charts/posters with pictures of the four sectors of the economy and describe their main characteristics.
Or they can compare job profiles from the different sectors. |
| 3. Work, Wealth and the Environment * | a) The fishing, agricultural, quarrying industry. | Students will
a) Explain and discuss the important role of primary industries in the local economy. | a) The Primary Sector:

a i) Students can visit a Fish Farm or the Aquaculture Research Centre at Fort *San Luċjan* in Marsaxlokk. | a i), a ii) and a iii): Students can take pictures/photos of the activity/activities and |

*The activities in Theme 3 can be linked to Theme 2 and Theme 4. **Key words:** Industry Factories Industrial Estates Production Distribution Environment Importation Exportation Tourism			*Or* a ii) visit *Frate Jacobe* where they can see examples of how organic farming and community living is being practised. *Or* visit Għammieri – the Government Farm. *Or* visit Baħrija Oasis – a Research and Development Project promoting permaculture systems, Agro-forestry and integrative science design. a iii) The students can also visit a quarry site or the Limestone Heritage Park and Gardens.	describe what they have learnt in a short paragraph. They can also discuss the important role of the primary industries in the local economy through case studies.
	b) Manufacturing industries (Inner City location): location of factories. Industrial Estates: The impact of industry on the environment.	b) Explain how the building of factories and industrial zones near urban areas affects not only settlement development and rural areas, but also our life.	b) The Secondary Sector – Manufacturing Industries: Students can visit a factory where they can observe and take note of the process carried out in the production/packaging and distribution of products. *Or* visit an industrial estate such as that of Bulebel/Attard. Students can interview the staff at the premises/factory about the work they do, the number of hours spent on production, working conditions, recreational	b) They can discuss their findings with their peers and upload photos and reports on the school website. *Or* they can write a brief report on the advantages and disadvantages of industrial estates and their impact on the environment.

			and child care facilities amongst others. They can also list the amenities/facilities found at these industrial estates and discuss the impact of industries on the environment and our life.	
	c) Importation and exportation	c) Distinguish between importation and exportation by giving examples from the local economy.	c) Students can visit the *Pitkali* Vegetable Market at Ta' Qali. Here, they will acquire information on fruits and vegetables that are imported and exported. They can make a list of the products available and also meet the farmers who bring their produce to the market on a daily basis.	c) Students can share the information with their peers through a power point presentation or prepare a role-play.
	d) Tourism in Malta: benefits and its implications for economic and social life in Malta.	d) Analyse the importance of tourism in Malta as well as the main advantages and disadvantages of tourism.	d) The Tertiary Sector – Services: Students can work on tourism statistics. They can compare and contrast these statistics – past and present - to show the difference in tourist arrivals. They can also discuss the impact tourism has on Maltese lifestyle. *Or* a visit can be organised to the Malta International Airport. They can meet the airport staff to elicit further information about various aspects that concern tourism.	d) Students can discuss the positive and negative effects of tourism through visuals/power point presentations. d) A graded worksheet can be worked out by students to check for understanding.

4. Social Implications of Work. **Key words:** Social Partners Trade Union Workers' rights Workers' responsibilities Workers' Co-operatives Occupational Health and Safety	a) The social partners	Students will a) Explain who the social partners are and how these contribute for a better environment and more positive experiences at the place of work.	a) and b) Students can visit a Trade Union and meet with the staff to elicit information about the Union's role and contribution to society. The students will also understand that Unions act as mediators between the employers and employees to solve various issues.	a) Students can describe the roles of social partners in a short paragraph or prepare a sketch/mini-play.
	b) Workers' Unions	b) Explain the role and contribution of trade unions.		b) They can choose three Unions and write a short description about them.
	c) Workers' participation	c) Understand the main processes which these follow to reach an agreement between the employees and the employer.	c) Students are given examples from newspaper articles of trade disputes and debate how they would resolve the problem/s.	c) Students can write a brief report on the proceedings and present it to their classmates.
	d) Workers' Rights and Responsibilities	d) Explain workers' rights and responsibilities at the workplace.	d) Students are made aware of rights and responsibilities at the workplace through a Quiz/Word Search.	d) Students can find further examples of rights and responsibilities through images/pictures.
	e) Workers' Co-operatives	e) Define what a cooperative is and explain how it functions.	e) Guest speakers from Kummerċ Ġust (KKĠ) – a co-operative whose main aim is to promote products made by workers in	e) Students can visit the shop in Valletta and familiarise themselves with the variety of goods

			third world countries – could deliver a talk about their operations and products they sell locally.	displayed coming from different countries.
	f) Occupational health and safety.	f) Explain the significance of a safe environment at the place of work and how certain dangers can be avoided.	f) Students can interview Health and Safety teachers at school about their role and the measures they take to provide a safe environment for students. Students can also watch a video clip about health and safety and play a game *Spot the Hazard.*	f) A worksheet with the different Health and Safety symbols/images will help the students understand how they can prevent unnecessary accidents.
5.Politics (Optional) **Key words:** Democracy Democratic Environment Students' Council Elections Voting Parliament Pressure groups Political Parties Local Councils	a) Define Democracy and democratic government.	Students will a) Define the terms democracy and democratic environment though practical situations.	a) The students can collaborate with the Students' Council (members and non-members) to learn about the democratic process of elections and the roles members play in such a committee.	a) Students can participate hands-on when the election process of council members takes place. The students will nominate members, vote and take part in elections. They will also help with the selection process until the members have been chosen and the Students' Council is set up. Students may also help the Students' Council with fundraising activities, voice their opinions amongst other activities.

	b) Politics as a system based on pressure groups, political parties, parliamentary system.	b) Discuss how the Maltese parliamentary system functions.	b) The students can visit the House of Representatives (Parliament) where information will be given on: how Parliament functions; the roles of members of parliament/political parties and the roles of pressure groups.	b) A graded worksheet can be given to the students to check for understanding.
	c) The role of local councils in local community development.	c) Explain the role of local councils in Malta and how these contribute to improve the quality of life in the local towns and villages.	c) Students can carry out a visit to the local council and interview the Mayor and Councilors regarding their role and contribution to their locality.	c) Students can produce a report about their locality where they can include their concerns. They can present their views to the Local Council for consideration.

Other suggested activities:

- Story-telling
- Word search
- Quizzes
- Newsletters
- Posters
- Simulations
- Photo album
- Role plays
- Educational online/digital games
- Fieldwork/Field trips – Subject-oriented or Cross-curricular
- Students can create their own website or upload their work on the school website
- NGOs – students can become members of these organisations and follow their programmes.
- Cross-curricular activities are to be encouraged.

Reference: Adapted from the Social Studies Form 4 Syllabus (2016)