



Is-Sillabu tal-Ġeografija għall-Klassijiet Ġenerali

Il-#dax-il Sena

2021-2022

Titlu tal-Unità: GEO 11.1 It-Temp u l-Klima	
L-Ewwel Mira Ewlenija: L-Ambjent – Fiziku u Uman	
Kliemewlieni: temp, klima, temperatura, preċipitazzjoni, direzzjoni tar-riĥ, qawwa tar-riĥ, pressjoni tal-arja, termometru, pluvjometru, barometru, pinnur, anemometru, l-ilqugħ ta' Stevenson, irjieĥ prevalenti, għoli tal-art, ċiklu idroloġiku, fwar (<i>cloud droplets</i>), evaporazzjoni, kondensazzjoni, xita orografika, xita konvezzjonali, xita ċiklonika, dipressjoni, antiċiklun, front ta' arja sħuna, front ta' arja kiesħa, settur sħun (<i>warm sector</i>), <i>isobars</i> , mappa tat-temp, pressjoni għolja, pressjoni baxxa, ritratt mis-satellita	
Objettivi tat-Tagħlim	Riżultati fil-Mira
<p>11.1.1</p> <p>L-għalliema jgħinu lill-istudenti jifhmu d-differenza bejn it-temp u l-klima u l-fatturi li jiddeterminaw il-klima.</p>	<ul style="list-style-type: none"> • Jagħrfu d-differenza bejn it-temp u l-klima. • Jagħtu ffit tagħrif dwar l-elementi ewlenin tat-temp li jinkludu t-temperatura, ix-xita, id-direzzjoni u l-qawwa tar-riĥ u l-pressjoni tal-arja. • Jagħrfu l-istrumenti tat-temp u l-kejl ta' kull element. • Jirvedu l-karatteristiċi u l-użu tal-ilqugħ ta' Stevenson. • Jifhmu kif il-litudni, id-distanza mill-baħar, l-irjieĥ prevalenti u l-għoli tal-art jaffettwaw il-klima ta' post.
<p>11.1.2</p> <p>L-għalliema jgħinu lill-istudenti jifhmu l-proċessi li bihom tiffirma u tagħmel ix-xita.</p>	<ul style="list-style-type: none"> • Jiddeskrivu kif tagħmel ix-xita fiċ-ċiklu idroloġiku. • Jiddefinixxu l-kliem qtar fwar (<i>cloud droplets</i>), evaporazzjoni, kondensazzjoni u preċipitazzjoni. • Jispjegaw il-proċessi li bihom tiffirma x-xita orografika, ix-xita konvezzjonali u x-xita ċiklonika. • Ipingu disinji illejbiljati tat-tliet tipi ta' xita.

<p>11.1.3</p> <p>L-għalliema jgħinu lill-istudenti jistharrġu t-temp f'dipressjoni u antiċiklun ta' zoni temperati.</p>	<ul style="list-style-type: none"> • Ipingu disinn sempliċi illejbiljat li jiddistingwi l-arjaniezla l' isfel fi pressjoni għolja u arja tiela' 'l fuq fi pressjoni baxxa. • Jiddeskrivu kif jinbidlu l-pressjoni tal-arja, id-direzzjoni tar-riġ, ix-xita u t-temperatura hekk kif tgħaddi dipressjoni minn fuq post. • Jispjegaw il-karatteristiċi ewlenin fosthom il-pressjoni tal-arja u d-direzzjoni tar-riġ f'antiċiklun. • Jispjegaw it-temp li jġib miegħu antiċiklun fis-sajf. • Jispjegaw it-temp li jġib miegħu antiċiklun fix-xitwa.
<p>11.1.4</p> <p>Bl-għajnuna ta' mapeptat-temp u ritratti mis-satellita, l-għalliema jgħinu lill-istudenti jiddeskrivu l-kundizzjoni tat-temp f'pajjiżi Ewropej u Mediterranji.</p>	<ul style="list-style-type: none"> • Jagħrfu pressjoni baxxa, pressjoni għolja u zoni ta' riġ ħafif jew qawwi mill-għamla tal-<i>isobars</i> f' mappa sempliċi tat-temp. • Jiddefinixxu l-kliem u jagħrfu fuq mappa tat-temp il-front ta' arja sħuna, is-settur sħun (<i>warm front</i>) u l-front ta' arja kiesaħ. • Ibassru t-temp f'post li minn fuqu se tgħaddi dipressjoni kif tidher f'mappa tat-temp. • Jinterpretaw mappa tat-temp li turi zona affettwata minn antiċiklun. • Jagħrfu dipressjoni u antiċiklun fuq ritratt mis-satellita.

Titlu tal-unità: GEO 11.2 Id-Dinja Haja	
L-Ewwel Mira Ewlenija: L-Ambjent – Fiziku u Uman	
It-Tieni Mira Ewlenija: L-Immanigjar, il-Ħarsien u s-Sostenibbiltà tal-Ambjent	
Kliem Ewlieni: bijotiċi, abijotiċi, ekosistema, produtturi, konsumaturi, dekompożituri, bijoma, speċi, speċi endemiċi, speċi indiġeni, speċi mhedda, speċi estinti, bijodiversità, abitat, mhux sostenibbli, aljen, flora, fauna, għaqdiet mhux governattivi, sit imħares, riserva naturali, santwarju tal-għasafar, foresta tropikali milwiema, graff tal-klima, masġar, xagħri	
Objettivi ta' Tagħlim	Riżultati fil-Mira
<p>11.2.1</p> <p>L-għalliema jgħinu lill-istudenti jifhmu kif taħdem ekosistema.</p>	<ul style="list-style-type: none"> • Jiddeskrivu l-elementi bażiċi u n-nisġiet li jsejtnu f'ekosistema. • Jiddefinixxu u jagħtu eżempji ta' fatturi bijotiċi (ħajjin) u abijotiċi (mhux ħajjin) li nsibu f'ekosistema. • Jiddefinixxu u jispjegaw sehem il-produtturi, il-konsumaturi u d-dekompożituri f'ekosistema. • Jimmarkaw u jsemmu dawn l-ekosistema kbar (bijomi): foresti tropikali milwiema, deserti sħan u vegetazzjoni Mediterranja.
<p>11.2.2</p> <p>L-għalliema jgħinu lill-istudenti jeżaminaw it-thedd id ewlieni għall-ambjent naturali.</p>	<ul style="list-style-type: none"> • Ifissru l-kliem ambjent, speċi mhedda u estinti, ħarsien tal-ħlejjaq u bijodiversità. • Jistħarrġu dwar użanzi li jwasslu għat-telf tal-bijodiversità bħall-qerda tal-ambjent naturali, kaċċa u sajd mhux sostenibbli u l-importazzjoni ta' pjanti u ħlejjaq aljeni. • Jagħtu eżempji ta' speċi aljeni introdotti f'pajjiżna u l-ħsara li jagħmlu lill-ambjent naturali. • Jagħtu eżempji ta' speċi indiġeni, speċi endemiċi u speċi mhedda (flora u fauna) li illum huma mħarsa bil-liġi fil-gżejjer Maltin. • Jispjegaw is-sehem ta' entitajiet u għaqdiet (eż. MEPA, Nature Trust, WWF, Greenpeace) biex jifhem l-ambjent. • Jistħarrġu fid-dettall sit imħares (riserva naturali) fil-gżejjer Maltin li jagħti kenn lil speċi

	mhedda, jiproteġi dak l-abitat u jgħin liċ-ċittadin japprezza l-ambjent naturali.
<p>11.2.3</p> <p>L-għalliema jgħinu lill-istudenti jifhmu il-karatteristiċi klimatiċi ewlenin tal-klima Ekwatorjali.</p>	<ul style="list-style-type: none"> • Jimmarkaw fuq mappa tad-dinja l-postijiet li għandhom klima Ekwatorjali: il-Foresta tal-Amazon, il-baċin tal-Kongo u l-Indoneżja. • Jispjegaw il-karatteristiċi ewlenin tal-klima Ekwatorjali. • Jispjegaw kif jinbidel it-temp matul il-jum f' postijiet bi klima Ekwatorjali. • Jinterpretaw graff tal-klima (temperatura u xita) ta' post bi klima Ekwatorjali. • Jispjegaw fil-qosor kif il-foresta tropikali milwiema hija riżultat tal-Klima Ekwatorjali.
<p>11.2.4</p> <p>Bl-għajjnuna ta' għadd ta' riżorsi l-għalliema jgħinu lill-istudenti jiskopru l-karatteristiċi klimatiċi tad-deżerti sħan.</p>	<ul style="list-style-type: none"> • Jiddeskrivu l-karatteristiċi klimatiċi ewlenin ta' deżert sħun, jiġifieri sħana matul il-jum, keshha mal-lejl u b'inqas minn 250mm xita matul is-sena. • Jinterpretaw graff tal-klima (temperatura u xita) ta' deżert sħun. • Ikunu jafu fejn jinsabu dawn id-deżerti sħan: id-deżert tal-Messiku, id-deżert ta' Atakama, id-deżert tas-Sahara, id-deżert ta' Kalahari u n-Namib, id-deżert tal-Arabja u deżert Awstraljan. • Jispjegaw fil-qosor kif il-veġetazzjoni tad-deżert hija riżultat tal-klima.
<p>11.2.5</p> <p>L-għalliema jgħinu lill-istudenti jiskopru l-karatteristiċi ewlenin tal-klima Mediterranja.</p>	<ul style="list-style-type: none"> • Ikunu jafu l-pożizzjoni u jimmarkaw fuq mappa postijiet b i klima Mediterranja li jinkludu Kalifornja, iċ-ċentru taċ-Ċili, il-Mediterran, l-Afrika t'Isfel, u d-distretti ta' Adelaide u Perth fl-Awstralja. • Jiddeskrivu l-karatteristiċi ewlenin tal-klima Mediterranja. • Jiddeskrivu kif ikun it-temp fi staġuni differenti, jiġifieri sjuf sħan u xotti u xtiewi ftit keshin u bix-xita. • Jinterpretaw graff tal-klima ta' post bi klima Mediterranja.

11.2.6

L-ghalliemajgħinu lill-istudenti jeżaminaw il-veġetazzjoninaturali litikber f'postijiet bi klima Mediterranja.

- Jiddeskrivu ż-żewġ tipi ewlenin ta' ambjenti naturali li nsibu fil-Mediterran, jgħidli il-masġar u x-xaġri.
- Isemmu eżempji ta' siġar li jikbru f'masġar Mediterranju (eż. iċ-ċipress u l-ballut).
- Isemmu eżempji ta' pjanti li jikbru fix-xaġri (eż. il-klin, is-saġtar).
- Jispjegaw kif il-pjanti li jgħixu fil-Mediterran jifilħu għas-sħana u n-nixfa tas-sajf.

Titlu tal-unità: GEO 11.3 Nimmaniġġjaw l-Iskart	
L-Ewwel Mira Ewlenija: L-Ambjent – Fiziku u Uman	
It-Tieni Mira Ewlenija: L-Immaniġjar, il-Florsien u s-Sostenibbiltà tal-Ambjent	
Kliem ewlieni: tnaqqis tal-iskart, użu mill-ġdid tal-iskart, riċiklar, skart domestiku, drenaġġ, post għall-ġbir tal-iskart domestiku (<i>bring-in-sites</i>), ċentru tal-iskart goff, miżbla kkontrollata, miżbla, incineratur	
Objettivi ta' Tagħlim	Riżultati fil-Mira
<p>11.3.1</p> <p>L-għalliema jgħinu lill-istudenti jistharrġu t-tliet regoli fl-immaniġġjar tal-iskart (it-tnaqqis jew il-prevenzjoni, l-użu mill-ġdid ur-riċiklar).</p>	<ul style="list-style-type: none"> • Jiddefinixxu l-kelma skart u jagħtu eżempji ta' tipi differenti ta' skart: domestiku; drenaġġ; tal-biedja u industrijali. • Ifissru u jagħtu eżempji tal-kliem Tnaqqis, Użu mill-ġdid u Riċiklar tal-iskart. • Jispjegaw il-ħtieġa tat-tnaqqis u l-użu mill-ġdid tal-iskart bħala l-aħjar prijoritajiet fl-immaniġġjar tal-iskart. • Jikkumentaw kif l-iskart jista' jiġi mmaniġġjat sewwa fid-dar jew fl-iskola.
<p>11.3.2</p> <p>L-għalliema jgħinu lill-istudenti jistharrġu kif l-iskart jinġabar biex jintrema.</p>	<ul style="list-style-type: none"> • Iddiskuti metodi differenti kif l-iskart jinġabar u jiġi rkuprat, eż. mill-postijiet għall-ġbir tal-iskart domestiku, ċentri tal-iskart goff, minn wara l-bieb u l-ġbir ta' skart goff mid-djar (<i>bulky refuse</i>). • Spjega l-passi u l-miżuri meħtieġa fil-proċess biex l-iskart jintradam f' miżbla kkontrollata. • Semmi l-vantaġġi ta' dan il-proċess meta tqabblu ma' miżbla tal-imġhoddi bla kontroll ta' xejn. • Semmi l-punti favur u kontra l-incinerazzjoni tal-iskart.

YEAR 11

Geography (General) Syllabus

Unit code and title: GEO 11.1 Weather and Climate	
Strand 1: The Environment – Physical and Human	
Key words: weather, climate, temperature, precipitation, wind direction, wind speed, atmospheric pressure, thermometer, rain gauge, barometer, wind vane, anemometer, Stevenson Screen, prevailing winds, altitude, water cycle, cloud droplets, evaporation, condensation, relief or orographic rain, convectional rain, frontal or cyclonic rain, depression, anticyclone, warm front, cold front, warm sector, isobars, weather or synoptic chart, high pressure, low pressure, satellite image	
Teaching Objective	Learning Outcomes
<p>11.1.1</p> <p>The teacher will help students understand the difference between weather and climate and the factors that determine the climate.</p>	<ul style="list-style-type: none"> • Distinguish between weather and climate. • Explain briefly the different weather elements namely temperature, precipitation, wind direction, wind speed and atmospheric pressure. • Distinguish between the various instruments and measurements used for the above mentioned weather elements. • Revise the characteristics and use of the Stevenson Screen. • Understand how latitude, distance from the sea, prevailing winds and altitude affect the climate of an area.
<p>11.1.2</p> <p>The teacher will help students understand the processes that lead to rainfall.</p>	<ul style="list-style-type: none"> • Describe the process of rain formation as part of the water cycle. • Define the terms cloud droplets, evaporation, condensation and precipitation. • Explain the processes causing the three types of rainfall namely, relief or orographic, convectional and frontal or cyclonic rainfall. • Draw simple labelled diagrams of the three types of rainfall.

<p>11.1.3</p> <p>The teacher will help students explore the weather conditions associated with the passage of depressions and anticyclones.</p>	<ul style="list-style-type: none"> • Draw a simple labelled diagram to distinguish between sinking air in a high pressure area and rising air in a low pressure area. • Describe the typical sequence of weather during the passage of a mid-latitude depression including air pressure, wind direction, rainfall and temperature. • Explain the main features of an anticyclone including atmospheric pressure and wind direction. • Describe the weather conditions of a summer anticyclone. • Describe the weather conditions of a winter anticyclone.
<p>11.1.4</p> <p>The teacher will provide weather maps and simple satellite images for the students to describe the weather prevailing over Europe and the Mediterranean.</p>	<ul style="list-style-type: none"> • Interpret areas of high or low pressure, light or strong winds by the pattern of the isobars on a simple weather chart. • Define and identify the warm front, warm sector and cold front on a weather chart. • Forecast the weather for particular localities, under the influence of a mid-latitude depression, as shown on the weather chart. • Interpret a weather chart showing an area under the influence of an anticyclone. • Identify a depression and an anticyclone on a satellite image.

Unit code and title: GEO 11.2 The Living Planet

Strand 1: The Environment – Physical and Human

Strand 2: Management, Conservation and Sustainability

Key words: biotic, abiotic, ecosystem, producers, consumers, decomposers, biome, species, endemic species, indigenous species, endangered species, extinct species, biodiversity, habitat, unsustainable, alien, flora, fauna, Non-Governmental Organisation, protected site, nature reserve, bird sanctuary, tropical rainforest, climate graph, woodland, scrub

Teaching Objective	Learning Outcomes
11.2.1 The teacher will help students find out how an ecosystem works.	<ul style="list-style-type: none">• Describe the basic components and interconnections in an ecosystem.• Define the terms and give examples of biotic (living) and abiotic (non-living) components of the environment.• Define and explain the role of producers, consumers and decomposers in an ecosystem.• Locate and name the following major ecosystems (biomes); tropical rainforest, hot deserts and Mediterranean vegetation.
11.2.2 The teacher will help students examine the major threats to the natural environment.	<ul style="list-style-type: none">• Define the terms environment, endangered and extinct species, wildlife protection and biodiversity.• Research practices that result in the loss of biodiversity such as habitat destruction, unsustainable hunting and fishing as well as the importation of alien plant and animal species.• List examples of alien species introduced locally and their negative effect on the environment.• List some legally protected indigenous, endemic and endangered species (flora and fauna) in the Maltese Islands.

	<ul style="list-style-type: none"> • Examine the role of environmental bodies and other organisations (e.g. MEPA, Nature Trust, WWF, Greenpeace) in conserving the environment. • Research a case study of one protected site (nature reserve) in the Maltese Islands as an example of a site designed to provide sanctuary for endangered species, protect specific habitats and to help citizens appreciate the natural environment.
<p>11.2.3</p> <p>The teacher will help students understand the main climatic characteristics of an Equatorial climate.</p>	<ul style="list-style-type: none"> • Locate on world map the major regions of equatorial climate: Amazon Basin, Congo Basin and Indonesia. • Describe the main characteristics of the equatorial type of climate. • Describe the daily sequence of weather experienced in such areas. • Interpret a climate graph (temperature and rainfall) of this type of climate. • Briefly explain how the Tropical Rainforest is the result of the Equatorial Climate.
<p>11.2.4</p> <p>The teacher will provide resources for the students to discover the characteristics of the Hot Desert climate.</p>	<ul style="list-style-type: none"> • Describe the main characteristics of the desert type of climate that is hot during the day, cold at night and with less than 250 mm of annual rainfall. • Interpret a climate graph of this type of climate. • Know the location of the places with a hot desert climate: Mexican desert, Atacama desert, Sahara desert, Kalahari and Namib, Arabian and Australian desert. • Briefly explain how the desert vegetation is the result of the Hot Desert Climate.
<p>11.2.5</p> <p>The teacher will help students discover the characteristics of the Mediterranean climate.</p>	<ul style="list-style-type: none"> • Know the position and locate places with a Mediterranean Climate namely: California, Central Chile, Mediterranean Lands, the tip of south Africa and the tip of South-west and South-east of Australia. • Describe the main characteristics of the Mediterranean type of climate. • Describe the seasonal pattern of the weather experienced in such areas, that summers are hot and dry and that winters are mild and wet.

	<ul style="list-style-type: none">• Interpret a climate graph of this type of climate.
<p>11.2.6</p> <p>The teacher will help students examine the natural vegetation of the Mediterranean climate.</p>	<ul style="list-style-type: none">• Describe the two main types of Mediterranean natural vegetation namely woodland and scrub.• Name examples of trees typical of Mediterranean woodland (e.g. cypress, cork oak).• Name examples of plants typical of scrub vegetation (e.g. rosemary, thyme).• Explain how Mediterranean vegetation can survive the hot dry summers.

Unit code and title: GEO 11.3 Managing Waste	
Strand 1: The Environment – Physical and Human	
Strand 2: Management, Conservation and Sustainability	
Key words: reduce, reuse, recycle, domestic waste, sewage, bring-in-sites, civic amenity site, engineered landfill, waste dump, incineration	
Teaching Objective	Learning Outcomes
<p>11.3.1</p> <p>The teacher will help students explore the three Rs of waste management.</p>	<ul style="list-style-type: none"> • Define the term waste and list the different types such as domestic, sewerage, agricultural and industrial waste. • Define the terms Reduce, Reuse and Recycle and give particular examples for each. • Explain the importance of reducing and reusing waste as the best approach to waste management. • Comment on how waste management can be successfully carried out at home or at school.
<p>11.3.2</p> <p>The teacher will help students examine how waste is collected and disposed.</p>	<ul style="list-style-type: none"> • Discuss various ways how waste is collected and recovered e.g. <i>bring-in-sites, civic amenity sites, door to door and bulky refuse collection.</i> • Explain the main steps taken in the process of landfill engineering. • Name the advantages of such a process when compared with old waste dumps. • Give the positive and negative aspects of waste incineration.

Temi Assessjati fl-Eżami Annwali ta' Frar

Dawn huma l-objettivi ta' tagħlim u l-miri li fuqhom se jinbena l-eżami annwali tal-Ħdax-il Sena, li jsir fi Frar.

It-Temp u l-Klima	11.1.1, 11.1.2, 11.1.3, 11.1.4
Id-Dinja Ħajja	11.2.1, 11.2.2, 11.2.5, 11.2.6

Il-bqija tat-temi, jiġifieri 11.2.3, 11.2.4, 11.3.1 u 11.3.2 jridu jsiru fil-gimghat ta' wara l-eżami ta' Frar bi tnejn għall-eżami ta' ĊES tal-Istudji Ambjentali.

L-Iskema ta' Assessjar

L-assessjar summattiv għall-Ġeografija għall-Ħdax-il Sena jikkonsisti minn eżami bil-miktub li jiġbor flimkien is-suġġetti tal-Ġeografija, l-Istorja u l-Istudji Soċjali. Dan għandu 100 marka u jkopri 60% tal-marka globali.

L-assessjar kontinwu jsir matul is-sena kollha u jikkonsisti minn xogħol li jsir fil-klassi u dak li jsir id-dar. L-assessjar għandu 100 marka u jgħorr 40% tal-marka globali.

Assessjar Summattiv

Eżami bil-kitba (100 marka, ta' sagħtejn li jiġbor fih il-Ġeografija, l-Istorja u l-Istudji Soċjali)

L-assessjar summattiv jikkonsisti minn eżami ta' sagħtejn li jkopri **60% tal-marka globali** u jiġbor flimkien it-tliet suġġetti - il-Ġeografija, l-Istudju Soċjali u l-Istorja. Il-karta annwali maħruġa mid-Direttorat għall-Programmi ta' Tagħlim u Assessjar tkun maqsuma fi tliet taqsimiet, jiġifieri taqsimi għal kull suġġett (Ġeografija, Storja u Studji Soċjali). Kull taqsimi ikollha **100 marka** u l-istudenti jirċievu tliet marki separati. Il-karta tal-eżami tkun imqassma b'tali mod li kull għalliem ikun jista' jiġbor u jikkoreġi t-taqsimi tas-suġġett tiegħu.

It-taqsimi tal-Ġeografija tikkonsisti minn karta gradata u l-mistoqsijiet ikunu bil-Malti fuq **I-objettivi tat-tagħlim li jidhru f'tabella A**. Tiġi pprovduta wkoll verżjoni bil-Ingliż tal-istess karta. Il-karta tal-eżami tkun magħmula minn għadd ta' mistoqsijiet f'għamla strutturata li jinħtieġu twegiba tajba waħda biss (eż. imla l-vojt, qabbal, veru jew falz, aghżel it-tajba) u oħrajn li jinħtieġu twegibiet qosra ta' natura deskrittiva jew fattwali. Ikun hemm mistoqsijiet oħra li jitolbu aktar ħsieb mibnija fuq ħiliet analitiċi (stħarrig ta' statistika u ta' riżorsi oħra) kif ukoll dawk li jeżaminaw il-ħila tal-istudenti biex isolvu problemi. Hawn l-istudenti jkunu mitluba jiktbu aktar fit-tul. Il-mistoqsijiet imfassla jassessjaw il-fehim u l-applikazzjoni ta' tagħrif u kuncetti ġeografiċi u l-kisba ta' ħiliet ġeografiċi. Il-mistoqsijiet iridu jiġu mwieġba kollha fuq il-karta stess tal-eżami.

Tabella A

L-Objettivi tat-Tagħlim għall-Eżami Annwali

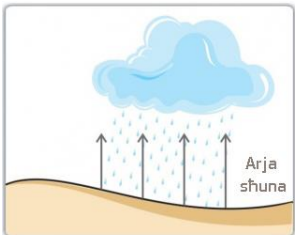

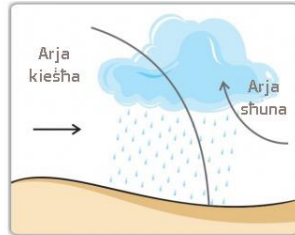
Il-Ħdax-il Sena Eżami Annwali	
L-Objettivi tat-Tagħlim għall-Eżami Annwali	
11.1.1	L-għalliema jgħinu lill-istudenti jifhmu d-differenza bejn it-temp u l-klima u l-fatturi li jiddeterminaw il-klima.
11.1.2	L-għalliema jgħinu lill-istudenti jifhmu l-proċessi li bihom tifforma u tagħmel ix-xita.
11.1.3	L-għalliema jgħinu lill-istudenti jistħarrġu t-temp f'dipressjoni u antiċiklun ta' zoni temperati.
11.1.4	Bl-għajnuna ta' mapep tat-temp u ritratti mis-satellita, l-għalliema jgħinu lill-istudenti jiddeskrivu l-kundizzjoni tat-temp f'pajjiżi Ewropej u Mediterranji.
11.2.1	L-għalliema jgħinu lill-istudenti jifhmu kif taħdem ekosistema.
11.2.2	L-għalliema jgħinu lill-istudenti jeżaminaw it-theddid ewlieni għall-ambjent naturali.
11.2.5	L-għalliema jgħinu lill-istudenti jiskopru l-karatteristiċi ewlenin tal-klima Mediterranja.
11.2.6	L-għalliema jgħinu lill-istudenti jeżaminaw il-veġetazzjoni naturali li tikber f'postijiet bi klima Mediterranja.

Assessjar Kontinwu

L-għalliema huma mheġġa jivvalutaw l-istudenti permezz ta' modi differenti ta' assessjar, inklużi qari u interpretazzjoni ta' mapep, preżentazzjonijiet, kwizzijiet, mistoqsijiet orali u bil-miktub, logħob, diskussjonijiet, riċerka mill-Internet u minn kotba, tpingija u llejbiljar ta' disinni, esperimenti, revizzjonijiet ta' kotba, diskussjonijiet dwar filmati qosra, stħarriġ u analiżi ta' artikli minn gazzetti, rapporti dwar żjarat eċċ. It-testijiet bil-miktub ma għandhomx ikunu l-uniku format jew il-format ewlieni tal-assessjar kontinwu u ma għandhomx jintużaw b'mod aktar frekwenti minn kwalunkwe għodda oħra ta' assessjar. L-użu ta' diversi modi ta' assessjar huwa mod ġust biex tintwera l-kisba tar-riżultati minn studenti differenti b'ħiliet u kompetenzi differenti.

Appendiċi 1 tipprovdi xi eżempji ta' tasks li jistgħu jsiru mill-istudenti matul is-sena skolastika. L-għalliema jafu l-aħjar il-klassi tagħhom u għalhekk jistgħu jieħdu d-deċiżjoni finali dwar l-għadd u t-tip ta' tasks li għandhom jitwettqu fil-kuntest tal-klassi tagħhom, filwaqt li jiżguraw li l-marka tingħata b'mod professjonali, skont prattika ta' assessjar tajba. It-tasks ta' assessjar kontinwu għandhom ikunu parti naturali mill-lezzjoni u jiġu integrati fl-attivitajiet ta' taġlim imwettqa kemm fil-klassi kif ukoll id- dar.

Appendiċi 1

<p>TAĦRIĠ 1</p>	<p>Objettiv ta' Tagħlim 11.1.2 L-għalliema jgħinu lill-istudenti jifhmu l-proċessi li bihom tifforma u tagħmel ix-xita.</p>
	<p>L-għalliem jipprezenta tliet illustrazzjonijiet li juru l-proċessi differenti li bihom tifforma x-xita.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Xita Konvezzjonali</p> </div> <div style="text-align: center;">  <p>Xita Orografika</p> </div> <div style="text-align: center;">  <p>Xita Ċiklonika</p> </div> </div> <p>L-istudenti jridu:</p> <ul style="list-style-type: none"> • jiddefinixxu l-kliem qtar/fwar (cloud droplets), evaporazzjoni, kondensazzjoni u precipitazzjoni; • jpingu l-illustrazzjonijiet (<i>diagrams</i>) tat-tliet tipi ta' xita u jillejbiljawhom sewwa; • jispjegaw sewwa x'qed jigri f'kull proċess u l-kundizzjonijiet meħtieġa biex kull proċess iseħħ.

<p>TAĦRIĠ 2</p>	<p>Objettiv ta' Tagħlim 11.2.2 L-għalliema jgħinu lill-istudenti jeżaminaw it-theddid ewlieni għall-ambjent naturali.</p>
	<p>L-għalliem juri u jagħti l-indirizz tas-sit fejn l-istudenti jistgħu jaraw video qasir dwar ix-Xylella Fastidiosa.</p> <div style="text-align: center;">  </div> <p>https://www.youtube.com/watch?v=FYAPxI2nuwc</p>

L-istudenti jridu:

- jagħmlu ftit riċerka dwar ix-Xylella Fastidiosa, batterju li jattakka s-siġar li jista' jeqred is-sistema agrikola Maltija billi jsemmu kif jiġi trasmess dan il-batterju; x'jiġrilhom is-siġar jekk jiġu attakkati minn dan il-batterju, x'tipi ta' siġar jiġu attakkati; isemmu pajjiżi fejn dan il-batterju diġà qered ħafna siġar; x'jista' jsir biex nevitaw li dan il-batterju jidhol f'Malta u x'inhuma r-riskji jekk dan il-batterju jidhol f'pajjiżna.
- jiktbu dwar il-ħsara li għamel il-bumunqar l-aħmar tal-Palm f'pajjiżna;
- jsemmu **ERBA'** pjanti aljeni li ddaħħlu f'pajjiżna u jispjegaw għaliex dawn huma ta' theddida għall-pjanti indigeni Maltin.

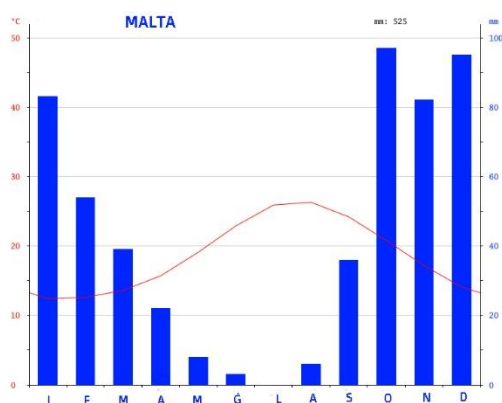
TAĦRIĠ 3

Objettiv ta' Tagħlim 11.2.5 u 11.2.6

L-għalliema jgħinu lill-istudenti jiskopru l-karatteristiċi ewlenin tal-klima Mediterranja.

L-għalliema jgħinu lill-istudenti jeżaminaw il-veġetazzjoni naturali li tikber f'postijiet bi klima Mediterranja.

L-għalliem jipprezenta dawn ir-riżorsi lill-istudenti - graff tal-klima ta' Malta u żewġ stampi ta' ambjenti tipiċi Maltin, ix-xagħri u l-masġar.



L-istudenti jridu:

- jispjegaw il-karatteristiċi ewlenin tal-klima ta' Malta billi jużaw il-graff. Iridu wkoll jiddeskrivu kif ikun it-temp fi staġuni differenti, jiġifieri fis-sajf u fix-xitwa;
- isemmu **HAMES** inħawi minn madwar id-dinja li għandhom klima simili;
- jiddeskrivu fil-qosor iż-żewġ ambjenti naturali murija fl-istampi, ix-xagħri u l-masġar u jsemmu żewġ speċi li jgħixu f'kull ambjent;
- jsemmu **HAMES** modi differenti li permess tagħhom il-pjanti li jgħixu f'dawn l-ambjenti jirnexxielhom jibqgħu ħajjin minkejja s-šhana u n-nixfa tas-sajf.

KARTA MUDELL



L-Eżamijiet Annwali tal-Iskejjel Sekondarji

Karta Mudell

IL-HDAX -IL SENA

IL-ĠEOGRAFIJA (Ġenerali)
L-ISTORJA
L-ISTUDJI SOĊJALI

IL-HIN: Saghtejn

L-Isem: _____

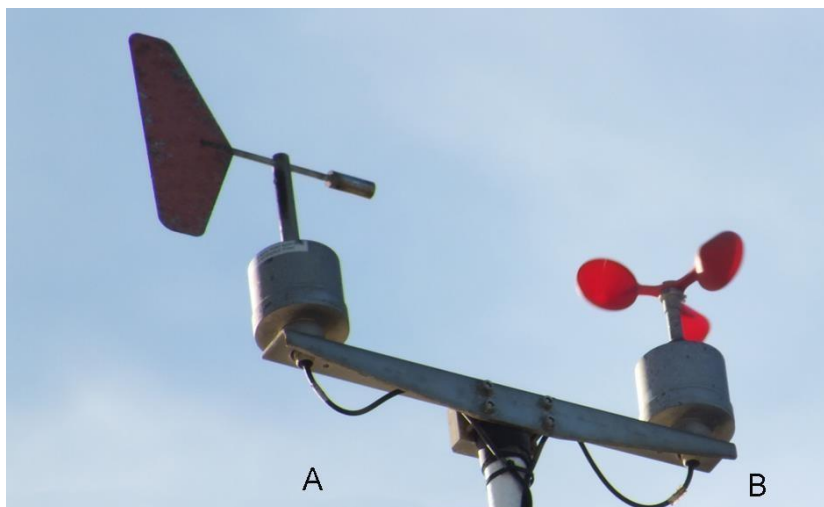
Il-Klassi: _____

Taqsima A: IL-ĠEOGRAFIJA

1. Ikteb ismek u l-klassi fuq kull karta.
2. Wieġeb il-mistoqsijiet kollha fuq il-karta tal-eżami.
3. Għandek madwar 40 minuta biex twieġeb din il-karta.
4. Din il-karta fiha 100 marka.

Wieġeb il-mistoqsijiet kollha fuq il-karta.

1. Hares sewwa lejn l-istampa (disinn 1) t'hawn taht.



Ittikkja (✓) t-tajba.

- a. Fl-istampa jidhru żewġ strumenti tat-temp li jkejlu

x-xita.	
r-riħ.	
l-pressjoni tal-arja.	
l-umdità.	

b. Dawn l-istrumenti jitpoġġew

fl-Ilqugh ta' Stevenson.	
fl-għoli, imwaħħlin ma' arblu.	
ġewwa fl-Uffiċċju Meteoroloġiku.	
taħt xi siġra għall-kenn.	

ċ. L-istrument immarkat bl-ittra **A** jkejjel

kemm tkun qawwija x-xemx.	
il-qawwa tar-riħ.	
minn fejn ġej ir-riħ.	
kemm hi sħana jew kesħa.	

d. L-istrument immarkat bl-ittra **B** jissejjaħ

pinnur.	
anemometru.	
pluvjometru.	
barometru.	

e. Il-kikkri fi strument **b** iduru mgħaġġla

meta r-riħ ikun Forza 1.	
meta r-riħ ikun Forza 8.	
kull darba li r-riħ jonfoħ min-nofsinar.	
kull darba li jkollna riħ fuq.	

(5)

2. Qabbel flimkien dawn is-sentenzi dwar xi karatteristiċi ewlenin tat-temp.

1	Il-pluvjometru hu meħtieġ biex inkunu nafu		kemm ġewwa sew barra.
2	Il-pressjoni tal-arja titkejjel		f'post delli.
3	Biex inkunu nafu kemm hi sħana jew kesħa		bil-gradi Celsius.
4	It-termometru għandu dejjem jitpoġġa		kemm niżlet xita kuljum.
5	It-temperatura titkejjel		bil-barometru.
6	Il-barometru jista' jitpoġġa		nużaw it-termometru.

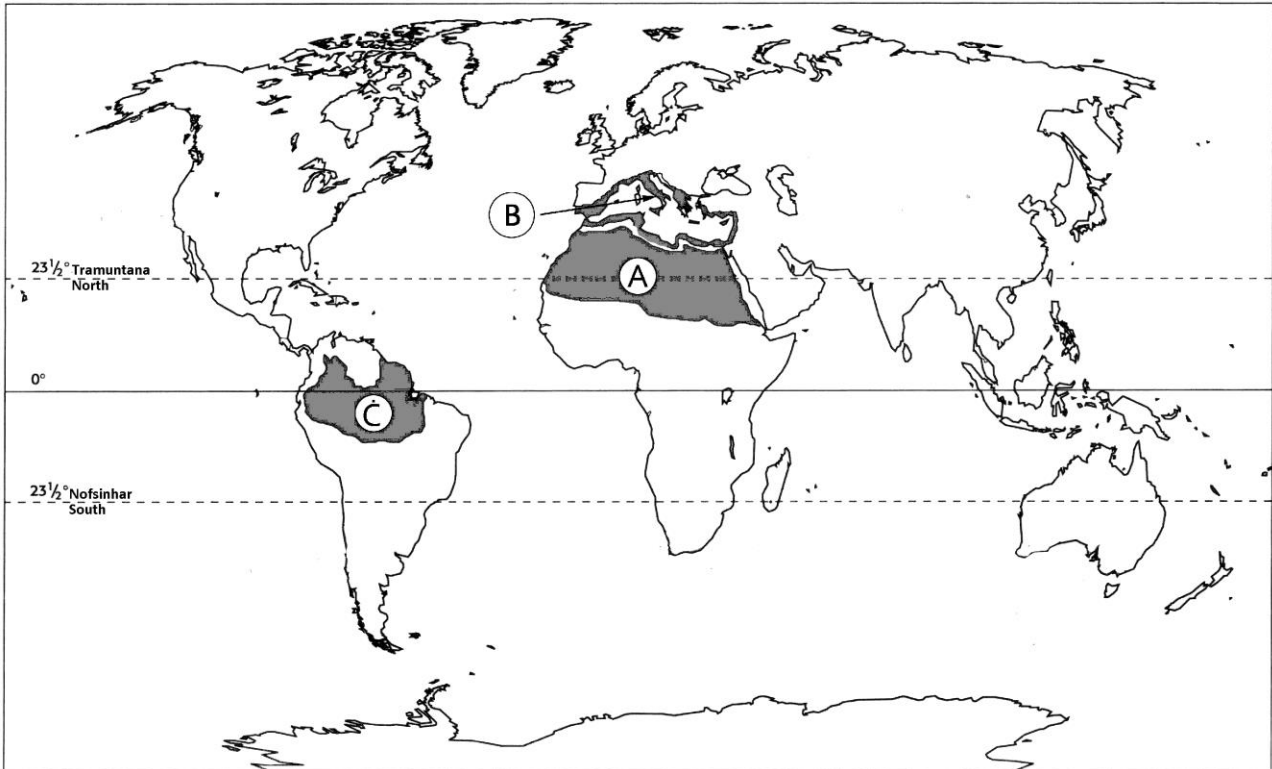
(12)

3. Fares sewwa lejn il-mappa (disinn 2) li turi tliet bijomi ewlenin li nsibu fid-dinja.

a. Aqta' sing taht it-tajba.

Bijoma hija (ekosistema żgħira, ekosistema kbira, bir mimli bl-ilma, xmara kbira).

(2)



Disinn 2

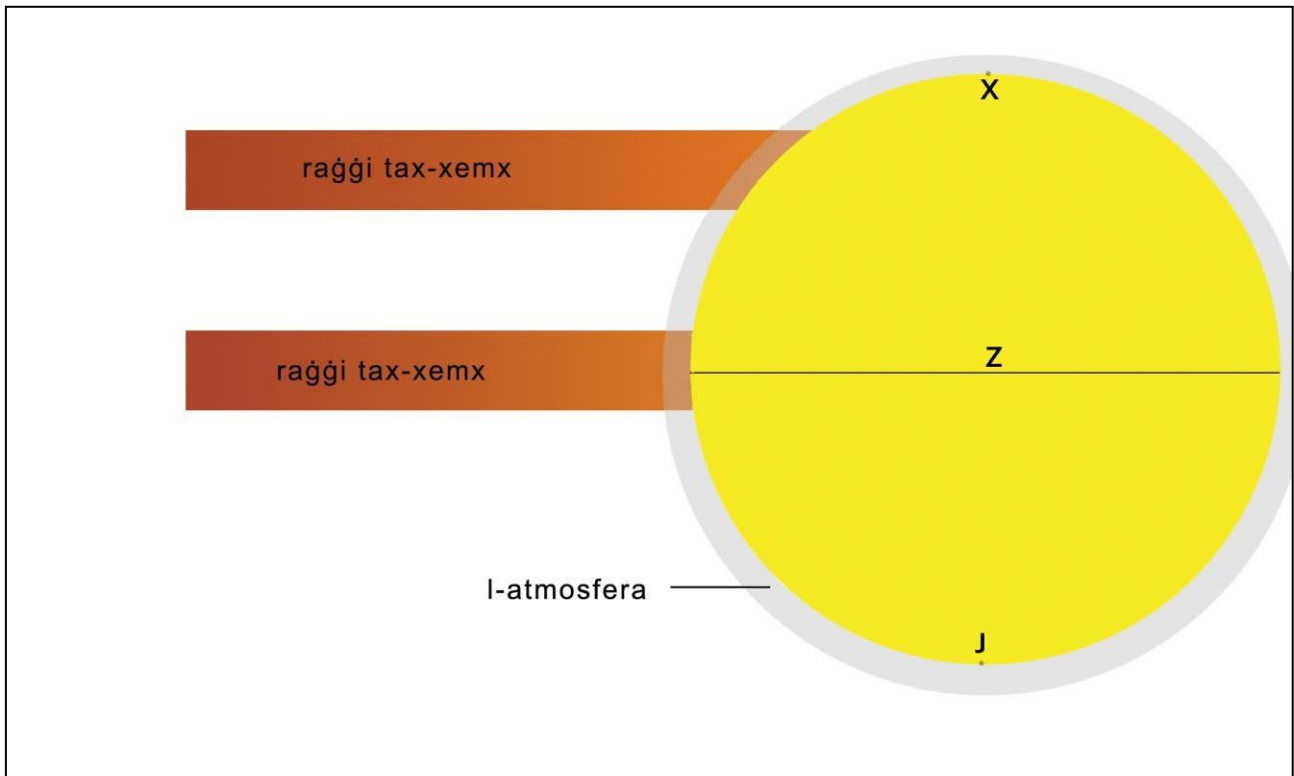
b. X'insibu fit-tliet bijomi mmarkati fuq il-mappa? Ikteb l-isem ta' kull bijoma hdejn kull ittra fil-kaxxa t'hawn taht. Agħzel minn:

tundra deżert sħun savanna foresta tropikali
veġetazzjoni Mediterranja foresta temperata

A	
B	
Ċ	

(6)

4. Hares sewwa lejn disinn 3.



Disinn 3

a. X'tissejjaħ il-linja tal-litudni mmarkata bl-ittra **Z** f'disinn 3?

.....

(2)

b. X'jissejħu t-truf ta' fuq u t'isfel tad-dinja mmarkati bl-ittri **X** u **J** f'disinn 3?

.....

(4)

ċ. Spjega għaliex postijiet li jinsabu qrib il-linja bl-ittra **Z** jkollhom temperaturi għoljin.

.....

(8)

5. Fares sewwa lejn il-mappa tat-temp (disinn 4) maħruġa mill-Uffiċċju Meteoroloġiku fit-2 ta' Settembru. Aghżel it-twegiba t-tajba minn daww fil-parentesi.

a. L-ittra **GH** qed tindika li hemm pressjoni (baxxa, għolja, moderata, xotta).

.....

(2)

b. Il-barometru qrib Malta qed jimmarka pressjoni ta' (1030 mb, 996 mb, 1002 mb, 1010 mb).

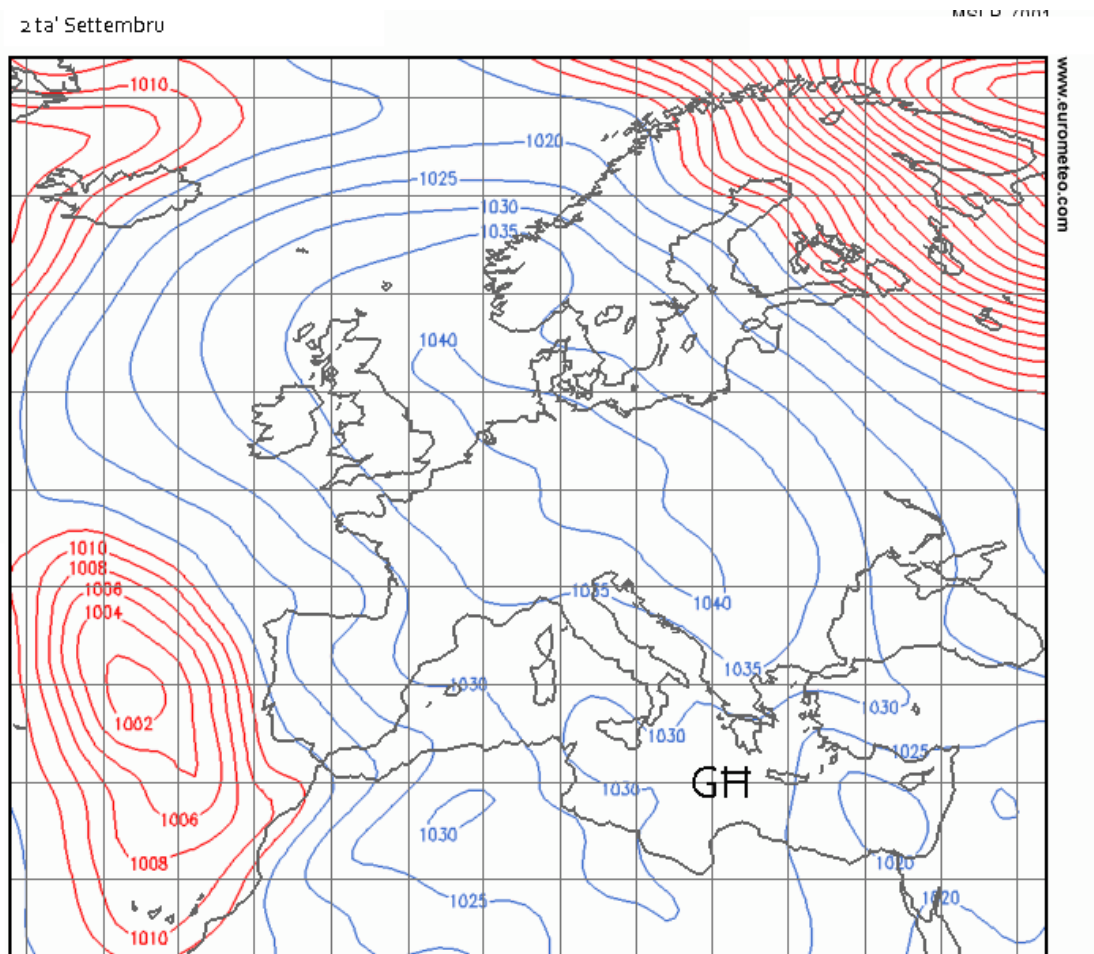
.....

(2)

ċ. Il-Mediterran jinsab maħkum minn (antiċiklon, dipressjoni, uragan, tsunami).

.....

(2)



Disinn 4

d. Liema minn dawn il-kundizzjonijiet tat-temp qed jolqtu lil Malta?
 Immarka t-**tnejn** it-tajba.

xita qawwija		kesha kbira	
bnazzi		ftit li xejn riħ	
riħ qawwi		silg	

(4)

6. a. Agħti spjegazzjoni qasira ta' dawn iż-żewġ ambjenti naturali li nsibu fil-gzejjer Maltin:

(i) il-masġar

.....

.....

.....

.....

(6)

(ii) ix-xagħri.

.....

.....

.....

.....

(6)

b. Agħti eżempju ta' sigra/pjanta li tikber sewwa f'kull wieħed mill-ambjenti msemmija f'mistoqsija **6a**.

Masġar

Xagħri

(2)

ċ. F'Malta l-ambjent tal-masġar tista' tgħid li nqered kompletament kawża tal-attività tal-bniedem kif ukoll minħabba kawżi naturali. Semmi **tliet** modi li wasslu biex dan l-ambjent jinqered.

.....
.....
.....

(9)

7. a. X'inhi d-differenza bejn speċi indiġena u speċi aljena? Agħti **żewġ** eżempji ta' speċi indiġeni u **żewġ** eżempji ta' speċi aljeni li nsibu f'pajjiżna.

.....
.....
.....
.....

(8)

b. Spjega billi tagħti **żewġ** raġunijiet għaliex l-ispeċi aljeni jitqiesu bħala theddida għall-ambjent naturali Malti.

.....
.....
.....
.....

(8)

ċ. Hemm għadd ta' attivitajiet u użanzi tal-bniedem li qed iwasslu għall-qerda tal-ambjent naturali u għat-telf tal-bijodiversità. Spjega **erba'** minn dawn l-użanzi.

.....

.....

.....

.....

.....

.....

.....

.....

(12)

Scheme of assessment

Summative assessment in geography (general) at year 11 consists of a written exam made up of three papers in each of the subjects of Geography, History and Social Studies. The exam is made up of 100 marks and carries 60% of the global mark.

Continuous assessment consists of a number of tasks (classwork and homework) completed by students during the year. The continuous assessment is given out of 100 marks and carries 40% of the global mark.

Summative Assessment

Written Examination (100 marks; 2 hours including Geography, History and Social Studies)

The summative assessment will consist of a paper of two hours duration carrying **60% of the global mark** combining the three subjects of Geography, History and Social Studies together. The annual exam paper set by the Directorate for Learning and Assessment Programmes is going to be made up of three sections, a section for each subject (Geography, History and Social Studies). Each section will carry **100 marks** and students will receive a mark for each subject. The exam paper will be designed in a way that each subject teacher collects and marks his/her section.

The geography section will consist of a common graded paper and questions will be set in Maltese on **the objectives indicated in Table A**. An English version of the paper will also be provided. Questions will be structured with gradients of difficulty, including objective questions (e.g. completion, true/false, multiple choice questions, cloze questions), resource based questions involving data response and problem solving as well as free response writing. The questions set will assess the students' understanding and application of the main geographical concepts and knowledge, the acquisition of basic geographic skills and the development of attitudes and values in all the strands of learning. All questions are compulsory and need to be answered in the space provided in the exam paper.

Table A

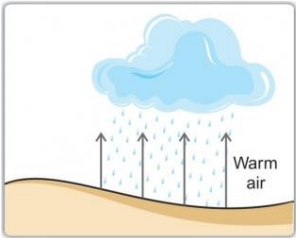

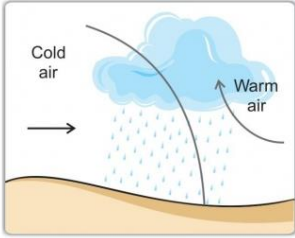
Year 11 Annual Exam	
Teaching Objectives that are going to be assessed in the Annual Exam	
11.1.1	The teacher will help students understand the difference between weather and climate and the factors that determine the climate
11.1.2	The teacher will help students understand the processes that lead to rainfall.
11.1.3	The teacher will help students explore the weather conditions associated with the passage of depressions and anticyclones.
11.1.4	The teacher will provide weather maps and simple satellite images for the students to describe the weather prevailing over Europe and the Mediterranean.
11.2.1	The teacher will help students find out how an ecosystem works
11.2.2	The teacher will help students examine the major threats to the natural environment.
11.2.5	The teacher will help students discover the characteristics of the Mediterranean climate.
11.2.6	The teacher will help students examine the natural vegetation of the Mediterranean climate.

Continuous Assessment

Teachers are encouraged to assess learners through different modes of assessment, including map reading exercises, presentations, quizzes, oral and written questions, games, discussions, research work from Internet and books, labelling and sketching of diagrams, experiments, commenting on videos, analysis of newspaper articles, reporting on site visits, active participation in a co-curricular project, data-response tasks, tests, resource-based questions etc. Written tests should not be the only or main format of school-based assessment and should not be used more frequently than any other assessment tool. Using various modes of assessment is a fair way to demonstrate the achievement of outcomes by the different learners with different skills and competencies.

Appendix 1 provides some examples of tasks that can be conducted by students throughout the scholastic year. Teachers know their class best and can therefore take the final decision on the number and type of tasks to be conducted within the context of their class, while ensuring that the mark is given in a professional manner, according to good assessment practice. Continuous assessment tasks should be a natural part of the lesson and integrated into the teaching and learning activities carried out both in class and at home.

Appendix 1

<p>TASK 1</p>	<p>Learning Objective 11.1.2 The teacher will help students understand the processes that lead to rainfall.</p>
	<p>The teacher presents the following diagrams showing the processes of the three types of rainfall.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p style="text-align: center;"> Convective Rainfall Relief (Orographic) Rainfall Cyclonic Rainfall </p> <p>Students need to:</p> <ul style="list-style-type: none"> • define the terms cloud droplets, evaporation, condensation and precipitation; • draw and label well the diagrams showing the three different types of rainfall; • explain well each process naming also the conditions required for each type of rainfall to take place.

<p>TASK 2</p>	<p>Learning Objective 11.2.2 The teacher will help students examine the major threats to the natural environment.</p>
	<p>The teacher provides the site for the following short video clip on Xylella Fastidiosa. Students visit the site and watch the video.</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> https://www.youtube.com/watch?v=FYAPxI2nuwc </p>

Students need to:

- carry out some research on Xylella Fastidiosa, a bacterium that attacks trees and can create havoc to our agricultural system by mentioning how this bacterium can be transmitted; what happens to trees once infected; which trees can be affected and infected; naming countries where it has already devastated a huge number of trees; what can be done to try to stop its introduction in Malta;
- write about the Red Palm Weevil and destruction brought about locally;
- name **FOUR** alien species of plants introduced locally and explain why these are considered as a threat to indigenous Maltese plants.

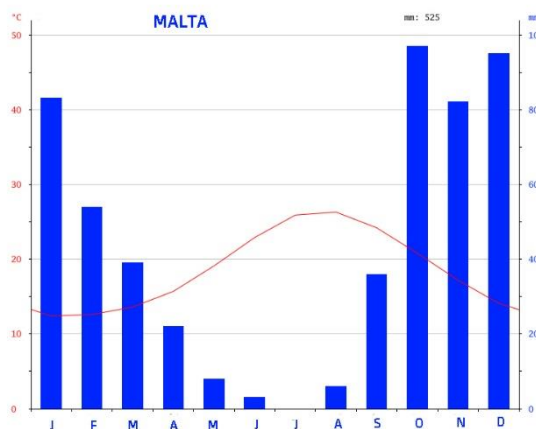
TASK 3

Learning Objective 11.2.5 and 11.2.6

The teacher will help students discover the characteristics of the Mediterranean climate.

The teacher will help students examine the natural vegetation of the Mediterranean climate.

The teacher presents these resources to the students, a graph showing the climate of Malta, and two other images showing the two main Maltese ecosystems, scrub (garigue) and woodland.



Students need to:

- describe the main characteristics of the climate of Malta by the use of the graph. They need also to describe the seasonal pattern of the weather, that is in summer and winter;
- name **FIVE** places from around the world that have a similar climate;
- describe briefly the two main types of natural vegetation seen in the pictures, naming also two species that survive in each ecosystem;
- list **FIVE** different ways by which plants that live in such habitats manage to survive during hot dry summers.

SAMPLE PAPER



**Annual Examinations for Secondary Schools
Sample paper**

Year 11

Geography (General)
History
Social Studies

Time: 2 hours

Name: _____

Class: _____

Section A: GEOGRAPHY

1. Write your name and class on each paper.
2. Answer all questions on the examination paper.
3. Answer the questions of this paper in about **40 minutes**.
4. This paper carries 100 marks.

1. Study Figure 1.

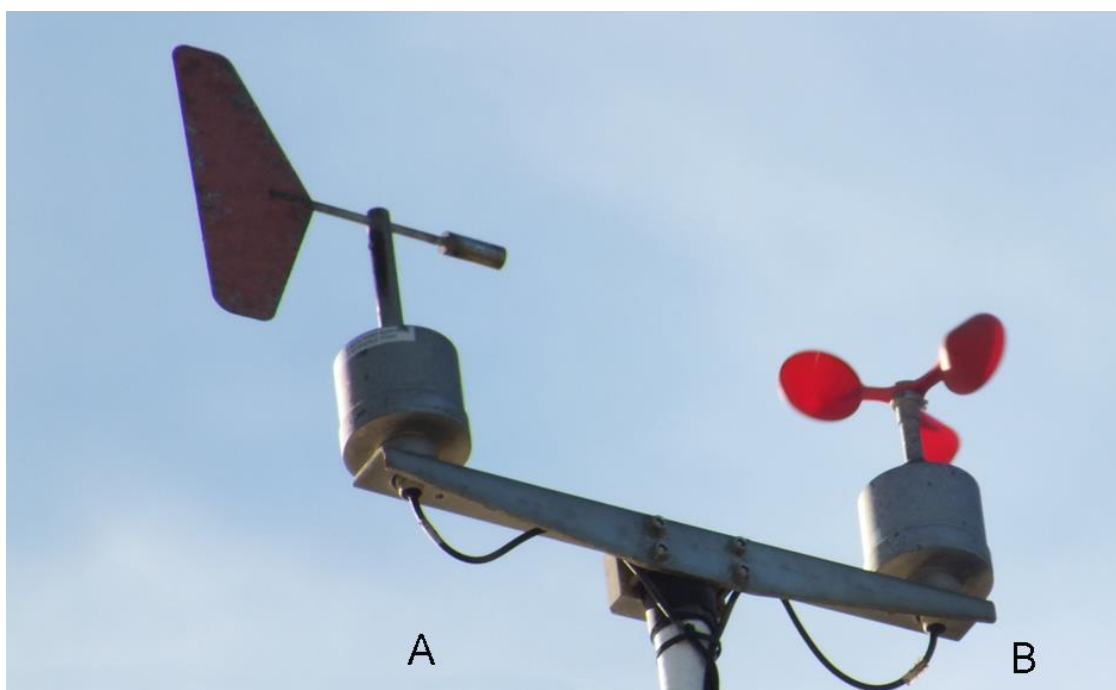


Figure 1

Tick (✓) the correct answer.

a. In the picture we can see two weather instruments that measure

rain.	<input type="checkbox"/>
wind.	<input type="checkbox"/>
air pressure.	<input type="checkbox"/>
humidity.	<input type="checkbox"/>

b. These instruments are placed

in the Stevenson screen.	
high up fixed to a pole.	
inside the Meteorological Office.	
under a tree for shelter.	

c. The instrument marked by the letter **A** measures

the strength of the sun's rays.	
the strength of the wind.	
the direction of the wind.	
how hot or cold the air is.	

d. The instrument marked by the letter **B** is called

wind vane.	
anemometer.	
rain gauge.	
barometer.	

e. The cups in **B** go round very fast when the

wind is blowing at Force 1.	
wind is blowing at Force 8.	
every time the wind blows from the South.	
every time the wind blows from the North.	

(5)

2. Match these sentences about some characteristics of the weather.

1	The rain gauge is required to know		inside or outside.
2	Air pressure is measured by the		in a shady place.
3	To know how hot or cold the air is		degrees Celsius.
4	The thermometer must always be placed		the amount of rain that falls daily.
5	Temperature is measured in		barometer.
6	The barometer can be placed		we use the thermometer.

(12)

3. Look carefully at Figure 2 showing three major biomes of the world.

a. Draw a line under the correct answer.

A **biome** is (a small ecosystem, a huge ecosystem, a well full of water, a huge river).

(2)

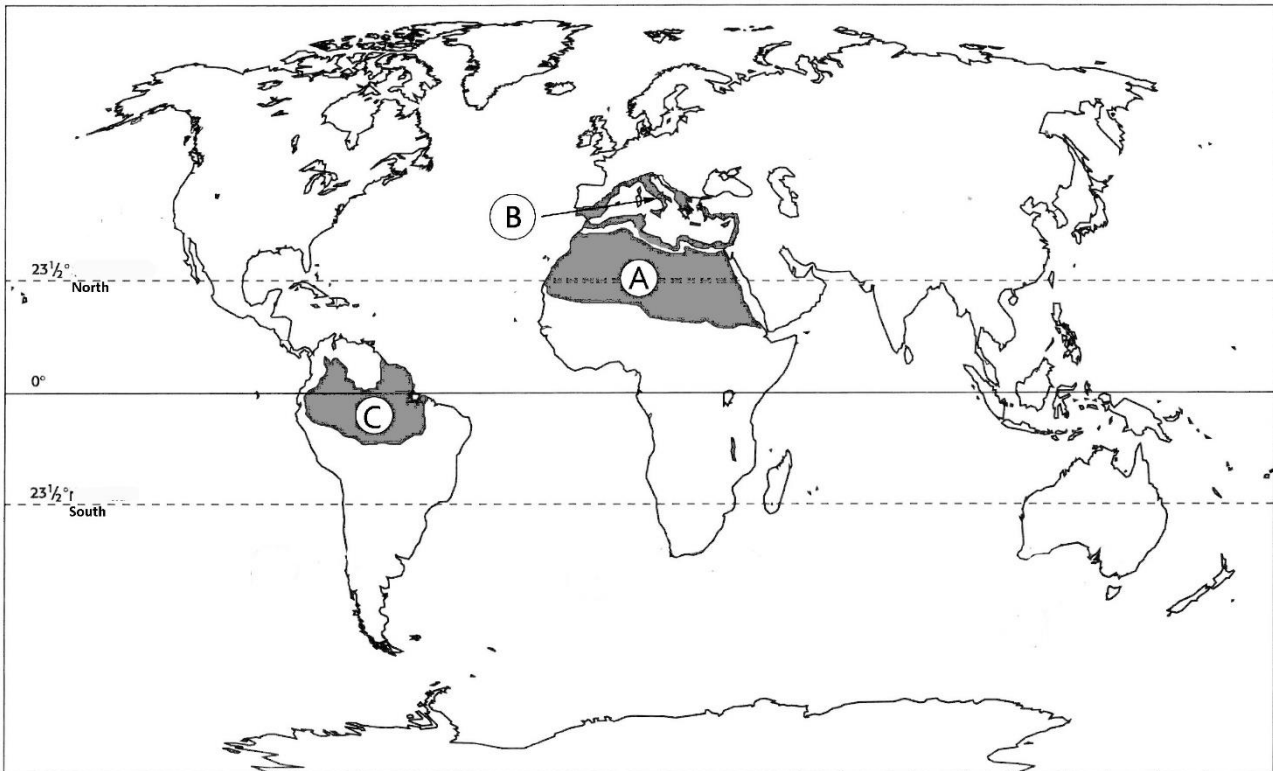


Figure 2

b. What type of vegetation is found in each biome marked on the map? Write the name of each biome next to each letter in the table below. Choose from:

tundra hot desert savanna tropical rainforest

Mediterranean vegetation temperate forest

A	
B	
C	

(6)

4. Look carefully at Figure 3.

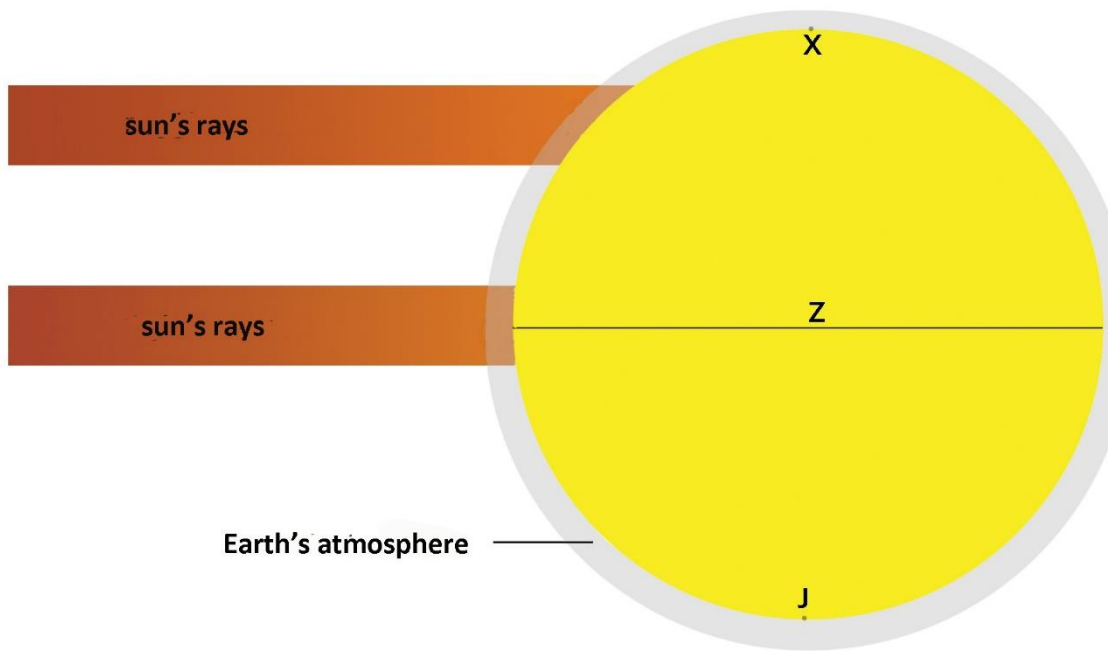


Figure 3

- a. Name the line of latitude marked by the letter **Z** on Figure 3.
 (2)
- b. Name the points marked by the letters **X** and **J** on Figure 3.
 (4)
- c. Explain why places found close to the line marked by the letter **Z** experience high temperatures.

.....

.....

.....

.....

.....

.....

.....

(8)

5. Look carefully at the weather map (Figure 4) issued by the Meteorological Office on the 2nd September. Choose the correct answer from those in brackets.

a. The letter **H** is indicating that there is a (low, high, moderate, dry) pressure. (2)

b. The barometer close to Malta is reading (1030 mb, 996 mb, 1002 mb, 1010 mb). (2)

c. The Mediterranean is under the influence of (an anticyclone, a depression, a hurricane, a tsunami). (2)

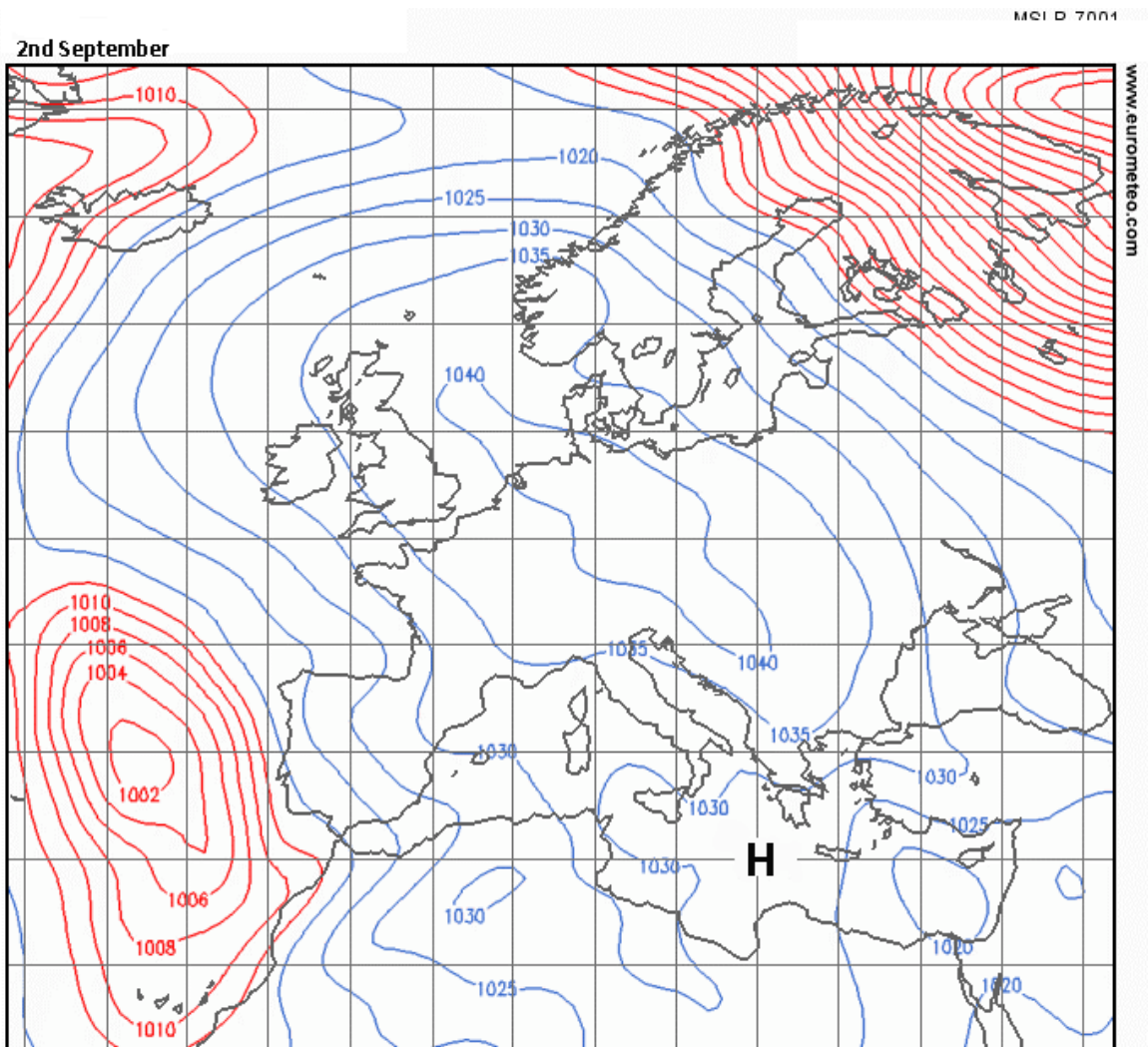


Figure 4

d. Which of these weather conditions is Malta experiencing on the 2nd September.
Tick **two**.

heavy rain		very cold temperatures	
fine weather		calm with little or no wind	
strong wind		snow	

(4)

6. a. Give a brief explanation of these two natural habitats that we find in the Maltese Islands:

(i) woodland

.....

(6)

(ii) garigue/scrub vegetation.

.....

(6)

b. Give an example of a tree or plant that lives in each of the habitats named in question **6a**.

woodland

garigue/scrub

(2)

c. We can say that in Malta the woodland vegetation was completely destroyed either by human intervention or due to natural causes. Name **three** ways to show how this has happened.

.....
.....
.....

(9)

7. a. What is the difference between an indigenous and alien species? Give **two** examples of indigenous and **two** examples of alien Maltese species.

.....
.....
.....
.....
.....
.....
.....

(8)

b. Why are alien species considered as a threat to the Maltese natural environment? Give two reasons.

.....
.....
.....
.....
.....

(8)

