

EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

USING A LEARNING OUTCOMES APPROACH



SOCIAL STUDIES

LEVELS **5** **6** **7** **8** **9** **10**



Learning
Outcomes
Framework



Learning Outcomes Framework

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Contents

Introduction	5
1. Subject Learning Outcomes	9
2. Pedagogy	
A. Pedagogy and good practice learning.....	29
B. Embedding the delivery of the Cross Curricular Themes.....	33
C. Reaching different learners within each level.....	38
D. Teaching different levels within one year group.....	42
E. Teaching one level across two year groups.....	43
3. Assessment	
A. Methodologies that will ensure fit for purpose assessment.....	45
B. Inclusive assessment methodologies.....	52
C. Reliable and valid ways of assessment.....	54
D. Assessing Cross Curricular Themes.....	56
E. Reporting Progress.....	57
References	60
Appendix 1: Cross Curricular Themes	63
Appendix 2: Detailed pedagogy notes	77



Introduction

Following the endorsement of the National Curriculum Framework (NCF) in 2012, an ambitious plan was launched with the aim of putting theory into practice. Built upon the National Minimum Curriculum (2000), it addressed the gaps in Malta's learning processes where emphasis shifted from teaching the subject to teaching the learner.

The National Minimum Curriculum framework took important policy-related documents issued by the European Commission into consideration. These included the *Key Competences for Lifelong learning – A European Reference Framework* (included in the annex of the Recommendations; 2006/962/EC); the *Strategic Framework for European Cooperation in Education and Training* (ET 2020; 2009) and *Europe 2020 – A Strategy for Smart Sustainable and Inclusive Growth* (COM (2010) 2020) which is the follow up to the *Lisbon Strategy for Growth and Jobs* (Memo 06/478/12 Dec 2006).

Against the background of Malta's historical development and on the basis of the curriculum and EU documentation the NCF seeks to provide strategic direction by rationalising the necessary changes and their implications for area/subject content, pedagogies and assessment. The NCF was presented within a lifelong learning perspective and celebrates diversity by catering for all learners at each stage of their education. It aims to introduce more equity and decentralisation in the national system. The NCF seeks to present a seamless curriculum which reflects smooth transitions, building and extending on the firm foundations in early childhood education. In essence, the NCF aims to provide a quality education for all learners, reducing the percentage of early school leavers and encouraging their enrolment in further and higher education.

The NCF proposed a Learning Outcomes Framework (LOF) as the keystone for learning and assessment throughout the years of compulsory schooling. The aim of the Learning Outcomes Framework is to free schools and learners from centrally-imposed knowledge-centric syllabi and to give them the freedom to develop programmes that fulfil the framework of knowledge, attitudes and skills-based outcomes that are considered national education entitlement of all learners in Malta. The LOF is thus intended to eventually lead to more curricular autonomy of colleges and schools so as to better address the learning needs of their learners.

A number of other local policy documents published in recent months have also contributed to the need of a learning outcomes-based approach in today's educational structures. In particular, the *Framework for the Education Strategy for Malta 2014 – 2024* (2014), *A National Literacy Strategy for All in Malta and Gozo 2014 – 2019* (2014), *A Strategic Plan for Early School Leaving in Malta 2014* (2014), *Education for All: Special Needs and Inclusive Education in Malta* (2014), *Malta National Lifelong Learning Strategy 2020* (2015) and *Respect for All Framework* (2015) all point toward the need to provide equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key competences in literacy, numeracy, science and technology.

The ESF 1.228 Project – *Design of Learning Outcomes Framework, Associated Learning and Assessment Programmes and Related Training* is intended to deliver this Learning Outcomes Framework approach to the educators and all relevant stakeholders within compulsory schooling. It addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning which aims to ensure that all children have the opportunity to obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status.

The LOF will allow for flexibility in teaching and learning programmes in order to address specific needs and to build upon strengths within the context of the learning communities in different colleges and schools. This concept of flexibility is promoted throughout the entire framework. While acknowledging that out-of-school factors such as poverty and social exclusion affect learner achievement, the LOF seeks to improve learners' learning experiences by encouraging creativity, critical literacy, entrepreneurship and innovation at all levels. This will allow learners to reach their potential by connecting what they have learnt to their individual contexts. Consequently, this will help learners develop a positive attitude towards learning and a greater appreciation of its usefulness.

The move from a prescriptive content-based curriculum towards a learning outcomes approach will impact all programmes in schools and all external examinations and assessment at the end of compulsory education in Malta.

The LOF was also designed to meet the four broad education goals outlined in the *Education Strategy for Malta 2014 – 2024* (Ministry for Education and Employment, 2014), namely to:

- reduce the gaps in educational outcomes between boys and girls and between students attending different schools, decrease the number of low achievers, raise the bar in literacy, numeracy and science and technology competence and increase student achievement.
- support educational achievement of children at-risk-of-poverty and from low socio-economic status and reduce the relatively high incidence of early school-leavers.
- increase participation in lifelong learning and adult learning.
- raise levels of learner retainment and attainment in further, vocational and tertiary education and training.

The Learning and Assessment Programmes (LAPs) which were drawn up for each subject will ensure that the focus is on the learner. As such, learning activities will be geared to stimulate creativity and imagination; enable learners to make correct value judgements when editing/correcting their own work; develop learners' investigative and constructive skills by making use of different media and promote receptive skills (listening and reading) which lead to productive skills (speaking and writing). LAPs are also intended to create an atmosphere where learners develop their own problem solving skills and their ability to think and reason logically; reflect on outcomes and consequences and explore possible alternatives and apply interesting and realistic contexts that are personally meaningful to them.

With the use of LAPs, teachers will be encouraged to create situations and resources which are intrinsically interesting, culturally embedded and cognitively engaging and enable learners to connect the various types of information that they have acquired.

THE LEARNING AND ASSESSMENT PROGRAMME FOR SOCIAL STUDIES

This document, which is aimed at policy makers, educators and teachers in the classroom, presents the Learning and Assessment Programme (LAP) for Social Studies.

The LAP comprises:

- **The Learning Outcomes Framework (LOF)** - this encompasses a set of subject learning outcomes (SLOs) that set out what a learner is expected to know, understand or be able to do as a result of a process of learning. These learning outcomes are designed to be used in a range of delivery contexts and taught using different methods. They state the end result rather than describe the learning process or the learning activities.
- **Notes on Pedagogy and Assessment** - the learning outcomes are written in a way that informs pedagogy and, in conjunction with the assessment strategies related to each outcome, set a clear assessment expectation. This document sets down good practice teaching and assessment guidelines which educators may wish to take on board and adapt to meet the needs of their learners.

This document has been collaboratively developed by the Outlook Coop Learning Outcomes Framework Joint Venture comprising Outlook Coop as the lead partner, East Coast Education Ltd. and the University College London Institute of Education together with the Directorate for Quality and Standards in Education (DQSE). Mr Barry Smith (Joint Venture Technical Director), Mr Godfrey Kenely (Joint Venture Contract Director), Dr Michelle Attard Tonna (Head of Project) and Mr Gaetano Bugeja (Project Leader) directed the project experts.

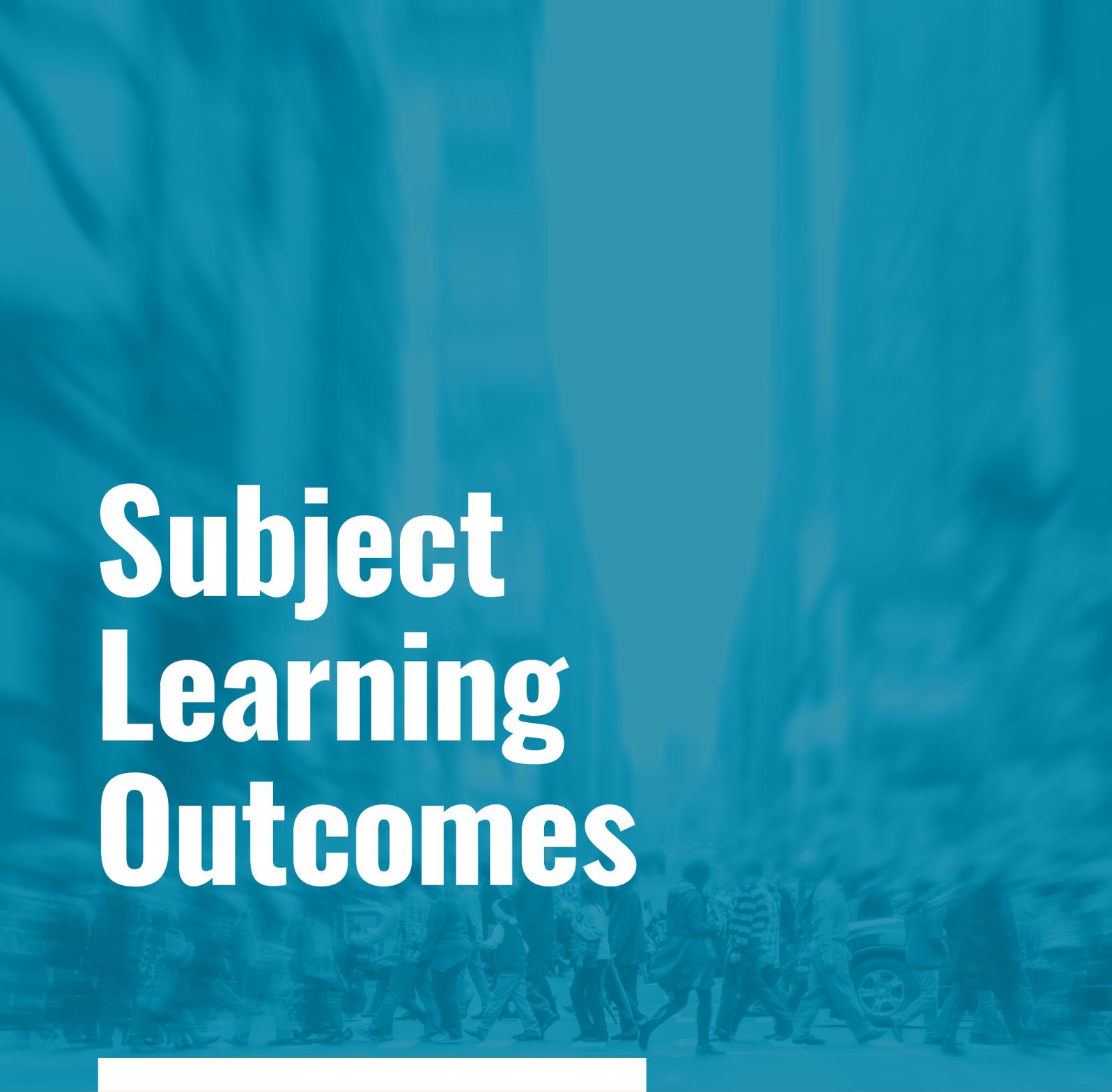
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Subject Learning Outcomes



SOCIAL STUDIES

LEVELS 5 6 7 8 9 10

The Subject Learning Outcomes (SLOs) for Social Studies span from Attainment Level 5 to Attainment Level 10.

Within the Learning Outcomes Framework, Level 10 is viewed as the ‘gifted and talented’ level. Outcomes within this level sit at the upper end of the ability spectrum and extend learners further.

The core concept is *better* rather than *more*. At Level 10 learners demonstrate a deeper understanding and wider application of Level 9 content which marks the end of compulsory schooling. Level 10 outcomes may draw on three main areas:

- increased sophistication of understanding of the Level 9 content
- greater learning autonomy in developing understanding and skills
- increased application and problem solving.

It should be noted that each Attainment Level can be extended further and suggestions for this will be included in the Pedagogy and Assessment section of the document.

LEVEL 5

Subject Focus: The Self within Society (Social Studies General)

1. I can explain a physical feature of the self.
2. I can explain a social feature of the self.
3. I can list physical features of the Self in my self and other people.
 EXPRESSIVE LANGUAGE
4. I can list social features of the self including physical features *e.g. skin colour*, social features *e.g. spoken language/s*, and a physical and social feature *e.g. dis/ability*.
 PLANNING AND REFLECTION
5. I can list feelings that members of society may feel including happiness, sadness, fear, love, anger, etc.
 EXPRESSIVE LANGUAGE
6. I can list examples to show when someone feels differently from others.
 PLANNING AND REFLECTION
7. I can identify situations when someone feels differently from others.
 SOCIAL LEARNING

Subject Focus: Populations, Development and Environments (Social Studies General)

1. I can explain what a physical environment and a social environment are.
 COGNITIVE LEARNING
2. I can identify a natural and a social or non-natural environment.
 COGNITIVE LEARNING
3. I can verbally and non-verbally, express examples of both a natural and a social or non-natural environment.
 COGNITIVE LEARNING
4. I can compare places in my local area in terms of similarities or differences and distinguish a natural, social or non-natural environment including making a difference between an urban city *e.g. Sliema* and a rural village *e.g. Siġġiewi*.
 COGNITIVE LEARNING
5. I can observe basic facts about my local, national and international, natural and social environment.
 COGNITIVE LEARNING
6. I can identify basic facts about my local, national and international, natural and social environment.
 COGNITIVE LEARNING
7. I can express basic facts about my local, national and international, natural and social environment.
 COGNITIVE LEARNING

8. I can state the name of my locality; my country and its current Prime Minister and President; names of the islands that make up the Maltese archipelago including Malta, Gozo, Comino, Cominotto, Filfla, S^t Paul's Island, Manoel Island and Fungus Rock; Malta's geographical and population size and its geographical location in the Mediterranean Sea; the European Union; Europe as a continent and the world.
9. I can list the following continents: Africa, America, Antartica, Asia, Australia and Europe; and the oceans: Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and the Southern Ocean.
10. I can gather information or objects, in an ethical and sustainable manner, from my local environment *e.g. a particular stone/ dry leaf from school/home/a garden*.
 COGNITIVE LEARNING
11. I can record and present information about the objects/information gathered *e.g. through text, drawings, diagrams*.
 COGNITIVE LEARNING
12. I can represent information about objects/information gathered *e.g. through text, drawings, diagrams*.
13. I can explain the records/representations of information that I gathered.
14. I can identify the emblem and flag of my locality; the coat of arms of Malta; the flags of Malta and the European Union.
 COGNITIVE LEARNING
15. I can express verbally/non-verbally the emblem of my locality; the flags of the Malta and the European Union.
 COGNITIVE LEARNING
16. I can identify the following places on maps: all the islands of Malta; significant cities *e.g. Valletta, Mdina, Cottonera including Vittoriosa, Senglea and Cospicua and Rabat in Gozo*; significant towns *e.g. Sliema*; significant villages *e.g. Marsaxlokk*; ports *e.g. the Grand Harbour, Marsamxett, Freeport, Ċirkewwa and Mġarr, Gozo*; some Mediterranean countries, capital cities and flags.
 COGNITIVE LEARNING
17. I can place events and artefacts in sequence.
18. I can follow a timeline.
19. I can identify on a map, select Mediterranean countries that have an important historical legacy.
 COGNITIVE LEARNING
20. I can list select Mediterranean countries that have an important historical legacy.
 COGNITIVE LEARNING
21. I can explain select examples which remain a historical legacy: pyramids in Egypt; Acropolis in Greece; Colosseum in Italy.
 LEARNING TO KNOW

Subject Focus: Social Groups and Social Institutions (Social Studies General)

1. I can list examples of local, national and international social groups and institutions.
 SOCIAL LEARNING
2. I can describe local, national and international social groups and institutions including family, peer groups, the local community, religious organisations and media.
 SOCIAL LEARNING
3. I can discuss strengths and weaknesses of activities/features of local, national and international social groups and institutions including strengths and weaknesses of recycling/not recycling recyclables in my school.
 SOCIAL LEARNING

Subject Focus: Power and Politics (Social Studies General)

1. I can list examples of power structures in my local, national and international community, neighbourhood and social context including the School Management Team, the Local Council, the local wardens, the Police Corps, the courts of Malta, the government of Malta.
2. I can list the function/s of power structures including order, safety, stability and justice.
3. I can explain the difference between a right and a responsibility towards rules/laws.

4. I can list strengths and weaknesses of having rules and laws.
5. I can list examples to show when power structures are challenged including the historical events involving Dun Mikiel Xerri and his friends; Mikiel Anton Vassalli; the 7th June 1919 victims.
6. I can distinguish between the role of the Prime Minister as an elected member of Parliament and the role of the President in Malta chosen by Parliament.

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can state connection/s between the historical legacy and remains in Malta and the movement of people i.e. migration, colonisation and the influence on Maltese European identity including evidence from Phoenician pottery *e.g. in Tas-Silġ, Marsaxlokk*; Domus Romana in Rabat Malta; the Roman Villa in Żejtun; Roman Baths in Għajn Tuffieħa; Mdina; the Knights of S' John and S' John's Cathedral.
2. I can list examples of globalisation including Malta becoming a member-state of the European Union and a signatory state of the United Nations; traditional music *e.g. għana* up to Malta's participation in the Junior Eurovision and the Eurovision; architectural developments showing colonisation, tradition *e.g. razzett*, the use of globigerina limestone for buildings, use of wooden balconies up to contemporary influences *e.g. concrete buildings; aluminium fixtures etc.*

Subject Focus: Culture (Social Studies General)

1. I can list aspects of the local, national and international community that are shared amongst participants of such contexts.
2. I can list aspects that feature in the lives of participants of the local, national and international community that I do not share, including being born in/having travelled to a different country.
3. I can list examples of daily situations whereby I share experiences with people who share similarities and differences with me, including some classmates who were not born in Malta yet share being in Year 3 together.
4. I can identify the Maltese language and the Maltese National Anthem as something in common amongst most people living in Malta.
5. I can list examples of Maltese culture.
6. I can list practices/rituals that comprise the Maltese identity including the National Anthem; the village feast including fireworks, street decorations, marches, procession and the *għostru*; Christmas traditions including the crib, *priedka tat-tifel* and procession with statue of the infant Jesus; Carnival traditions including the parade, *kukkanja* and masquerades; Good Friday including pageants and processions; Maundy Thursday adoration including *is-Seba' Visti*; Maltese traditional feasts including Mnarja at Buskett, San Girgor at Żejtun and Hadd in-Nies at Haż-Żabbar; Maltese traditional food including rabbit, baked pasta, *soppa tal-armla, bigilla, gbejniet, pastizzi*; traditional Maltese costumes including the *għonnella and terħa*; Maltese folk singing including *għana*; folk instruments including *żaqq* and *żafżafa*; Maltese traditional games including *passju, žibeġ, boċċi*; Maltese dialects including *Żejtuni, Qormi* and *Għawdxi*.
7. I can state connection/s between cultural symbols and historical events or traditional legends including the legend of the Maltese flag given to Malta by Count Roger in 1091; the number of stars on the EU flag representing a symbol of unity.

Subject Focus: Social Change (Social Studies General)

1. I can list objects and aspects of the local, national and international community that have undergone and/or are undergoing social change.
2. I can identify at least one cause of the listed instances/examples of social change.
3. I can identify at least one consequence of the listed instances/examples of social change including change in the means of transport over time *e.g. cart, horse cab and railway*; change in occupations over time *e.g. tools sharpener, petroleum seller*.
4. I can identify consumerism of the past and present and causes of this change including technological progress and concern for the environment; and the consequences of this change including the careless/careful disposal/recycling *e.g. of old television sets*.
5. I can match the names of the main types of societies that featured in the history of the world with an explanation, including a prehistoric society which we know about through remains from temples and tools but have no written evidence of.
6. I can tell the difference between old and new things and identify old things as sources.
7. I can give examples of primary history sources i.e. original historical artefacts.
8. I can comment about the original use of primary history sources.
9. I can comment about the general context of the origins of primary history sources.
10. I can gather information from sources and tell why a source was written, drawn and/or discussed, including archaeological remains of temples of simple societies which were used for prayer; maps and letters dated before or after Christ which were used to communicate information.
11. I can give examples of secondary history sources i.e. what historians have written as their interpretation of a historical period.
12. I can comment about the use of secondary history sources including history textbooks which tell the history of a country/the world.
13. I can give examples of history sources that are simultaneously primary and secondary sources.
14. I can comment about the use of history sources that are simultaneously primary and secondary sources.
15. I can comment about the general context of the history sources that are simultaneously primary and secondary sources including a picture of a monument commemorating World War II taken at the time when the monument had just been completed as noted from its surroundings that look different from the way they look today.
16. I can participate in field visits, handle historical evidence during class and question the evidence I am presented with, including what pieces of pottery could form part of/be used for; what sort of life the people who constructed temples/ made maps/ wrote letters lived.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can list examples of actions in the local, national and international community that are discouraged including not being polite; not doing one's homework; stealing; lying.
2. I can state connection/s between recommended/ discouraged actions and negative consequences including not having friends; being with family or in school; going to jail.

LEVEL 6

Subject Focus: The Self within Society (Social Studies General)

1. I can describe some physical and social features that give an identity to a self, making a person similar to and/or different from others in my class/neighbourhood, including skin colour and spoken language/s.
2. I can express how it feels when a person/ group of people experience/feel happiness, sadness, fear, love, anger, sympathy, humiliation.
3. I can state the connection between feelings and historical events including the loss of relatives; living in shelters during World War II.
4. I can list examples of when self identity is underpinned by conflict in society including Malta's involvement and role in World War II, being attacked by neighbouring countries and relate it to Malta being a British colony at the time.

 LISTENING AND UNDERSTANDING

Subject Focus: Populations, Development and Environments (Social Studies General)

1. I can identify environments that include the interaction/combination/interdependence of natural and social elements and processes in my local, national and global surroundings.
 CREATIVE LEARNING
2. I can describe environments that include the interaction/combination/interdependence of natural and social elements and processes in my local, national and international contexts.
3. I can put events and artefacts in a chronological order and draw them to a rough scale.
4. I can place in chronological order, historical events on a timeline including the historical, geographical connection between Malta and the European continent; Għar Dalam and the first inhabitants of Malta (from Sicily circa 5000BC); megalithic temples in Malta and the Bronze Age dolmen and *menhir*; the Phoenicians and catacombs and wayside chapels; the fortified cities in Mdina, Vittoriosa (Birgu) and the Citadel in Rabat and earthquakes in the Mediterranean Sea and surrounding countries.
5. I can use basic weather instruments to read the most important weather elements, namely wind direction, temperature and atmospheric pressure using the wind vane, thermometer and barometer.
 CREATIVE LEARNING
6. I can list examples of ethical and unethical behaviour towards the physical and social environment *e.g. affecting habitats and species*.
7. I can discuss examples of ethical and unethical behaviour towards the physical and social environments *e.g. affecting habitats and species* which includes recycling: glass, plastic, paper and metal and the appropriate disposal of used batteries *e.g. via the Batterina campaign*.
8. I can state connections between outcomes of ethical and unethical behaviour towards environments, habitats, species and social justice including global citizenship, which refers to being responsible for people one will never meet as in the case of human-induced rise in temperatures causing climate change which leads to forced migration, food shortage and rising sea-levels.
9. I can suggest basic solutions to solve local and national environmental problems.
10. I can discuss strengths and weaknesses of solutions to solve local and national environmental problems.
11. I can identify places on maps including all the islands of Malta; significant cities *e.g. Valletta, Mdina, Cottonera including Vittoriosa, Senglea and Cospicua and Rabat in Gozo*; significant towns *e.g. Sliema*; significant villages *e.g. Marsaxlokk*; ports *e.g. Grand Harbour, Marsamxett, Freeport, Ċirkewwa and Mgarr, Gozo*; all Mediterranean countries; rivers of the Mediterranean Sea *e.g. Nile and Po*; Strait of Gibraltar, Suez Canal, Strait of Dardanelli.
12. I can explain the sectors of the economy as such primary: agricultural and fishing; secondary: manufacturing; tertiary: service; quaternary: research & development.
13. I can explain the difference between a product and a service available/accessible in the economic sector.
14. I can explain the difference between demand and supply in the economic sector.

Subject Focus: Social Groups and Social Institutions (Social Studies General)

1. I can explain different role/s or function/s fulfilled by select local, national and international social groups and institutions including family, peer groups, media, the police, government, Dar tal-Providenza, Puttinu Cares, Inspire Foundation, consumers of economic products *e.g. food, clothing*; and cultural products.



PERSONAL

2. I can distinguish examples of active citizenship including being a member of the school student council, the school parents' and teachers' council, the Local Council, NGO, etc.

Subject Focus: Power and Politics (Social Studies General)

1. I can list from past and present, cases in my local, national and international contexts when power is exercised with authority and when power is exercised without authority/ when power is abusive.
2. I can distinguish between past and present cases in my local, national and international contexts when power is exercised with authority and when power is exercised without authority/ when power is abusive including when the German Nazi party of the 1930s-1940s, imposed a curfew on the Jewish ethnic community and other minorities.
3. I can explain how decisions are made democratically in my school/community/country including when local council elections involve the electorate casting their vote on a particular day and expressing their preferences for Local Council representatives/ school council elections.
4. I can explain why decisions are done democratically in my school/community/country including general elections and local council elections to ensure democratic selection of representatives.
5. I can distinguish between structures exercising un/democratic powers in society.
6. I can explain strengths and weaknesses of having structures exercising un/democratic powers in society.

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can list ways/examples to show how my local context is connected to a broader community and global context including the influence of Malta's history as a colonised country *e.g. Knights of St John on Baroque architecture, traditions, theatre and Carnival*.



MANAGING INTERNET USE

2. I can connect to someone/ access information in/from another country by using the internet at home or in class.

Subject Focus: Culture (Social Studies General)

1. I can explain the term culture by stating that culture represents all that which is not transmitted genetically, but acquired by virtue of being in a particular social environment.
2. I can identify aspects of the local, national and international community that yield to similarities and differences between the participants of these contexts, including drawing a comparison between the lifestyle of tourists in Malta and the Maltese population.
3. I can state connections between the mentioned similarities and differences between people and what they give importance to, including traditions and customs of different Mediterranean countries *e.g. some traditional costumes of Roman soldiers*.

Subject Focus: Social Change (Social Studies General)

1. I can identify at least two causes and two consequences of instances/examples of social change.
2. I can identify changes between the methods and technology used in the fishing/agricultural industry of the past and those used today including technological progress; concern for the environment and the consequences of careless/careful disposal/recycling/reuse of used materials.
3. I can identify similarities and differences between objects/aspects of the local, national and international community that have undergone and/or are undergoing change.
4. I can identify similarities and differences between the main types of societies that featured in history.
5. I can engage with the passing of time in terms of continuity and change.

6. I can distinguish between the 4 different types of historical sources, namely: (i) artefacts or archaeological remains *e.g. a button, a coin, a building or a field, etc*; (ii) visual sources *e.g. photos, paintings, maps etc*; (iii) oral sources *e.g. interviews, radio broadcasts etc*; and (iv) written sources *e.g. diaries, manuscripts, letters etc*.
7. I can distinguish between primary, secondary and simulated sources i.e. sources that are not original but made by the teacher or someone else.
8. I can analyse primary, secondary and simulated sources.
9. I can distinguish between fact and opinion.
10. I can appraise how different historical sources tell us different things about the same event including aspects of Roman society *such as agriculture, commerce, the military and resources obtained by colonising other countries*; aspects of industrial British society *such as agriculture, commerce, the military and resources obtained by colonising other countries*, yet note that the economy was based on manufacturing.
11. I can explain the meaning of pre-history and history.
12. I can work out the timeframe of a date that involves a century/centuries.
13. I can describe main types of society that feature in the history of the world, particularly in the history of Malta, including in a prehistoric society or a group of people, living together, around 4500-5500 years ago who may have existed, but whom we only know about through remains *e.g. temples and tools* since no written evidence is found that dates to these times.
14. I can sketch a timeline/ list the milestones of Maltese history.
15. I can list example/s of historical evidence relevant to each milestone, including Prehistory: first inhabitants of Malta from Sicily, Għar Dalam period; Neolithic times: temples; Bronze Age: tools; Phoenicians: tombs; Romans: Domus; Arabs: Ġebbla ta' Majmuna; Knights of S^t John: Cathedral and fortifications.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can classify actions that are considered to be against the law; actions that are considered to be against a particular regulation and actions that are considered to be against what are considered to be normal expectations/guidelines of behaviour i.e. norms, including stealing; coming late to school; not shaking hands during introductions in Western settings.
2. I can state past/present examples of differences between societies when it comes to laws, regulations and norms, including shaking hands as a greeting in most Western cultures vs. bowing in some Eastern cultures.
3. I can state the connection between laws, regulations, norms, socialisation and agents of socialisation.
4. I can identify agent/s of social control with examples of crime, deviance and social control including that the time I spend online controlled by my parents/guardians; the number of years I spend in compulsory education determined by law.

LEVEL 7

Subject Focus: The Self within Society (Social Studies General)

1. I can state the connection between aspects of my self-identity and that of others, to the general social environment contextualising the self being examined.
 SOCIAL LEARNING
2. I can identify aspects of self identity which distinguish the self from the general trend within a particular social environment including skin colour and spoken language/s that are tied to genetic and/or social roots and/or upbringing in Malta and/or other society/ies.
 SOCIAL LEARNING
3. I can explain socialisation, primary and secondary socialisation and the connection between self/identities and the process of socialisation.

Subject Focus: Populations, Development and Environments (Social Studies General)

1. I can explain positive and negative outcomes of the interaction between natural and social factors including increased life expectancy as a positive outcome of increased knowledge; air pollution as a negative outcome of the use of fossil fuels; physical and social well-being as a positive outcome of favourable climatic conditions; economic crises as sometimes caused by natural disasters.
 INFORMATION MANAGEMENT
2. I can state connections between availability and price of products/services; demand and supply.
 LEARNING TO KNOW

Subject Focus: Social Groups and Social Institutions (Social Studies General)

1. I can explain strengths and weaknesses in dynamics of local, national and international social groups and institutions including co-operation, equality, solidarity, inclusion, sharing and exchange of material resources *e.g. money from one EU member-state to another* and non-material resources *e.g. inter-generational knowledge transfer*; corruption, social exclusion, discrimination, xenophobia, racism, sexism and ageism.

Subject Focus: Power and Politics (Social Studies General)

1. I can explain strengths and weaknesses in the dynamics of power structures that form part of my local, national and international contexts including order; safety maintained by national governments; educational mobility programmes *e.g. Comenius* for Maltese students as citizens of the European Union.
 PERSONAL
2. I can engage in simple political action and use democratic processes in order to solve particular issues including democratically campaigning for a candidate/ running as candidate, to be democratically elected; voting for a class prefect/decision/representative on the school council or similar and use political action when the voice of a voting minority is not reflected in the decisions taken or election.
 SOCIAL CHANGE

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can explain globalisation.
2. I can explain global connection/s.
3. I can identify objects and aspects that feature in my everyday life that bear connection/s to the broader community, society and global context including travelling; the place/s where products and services that I consume are produced *e.g. food, clothing, ICT, media*.



MANAGING INTERNET USE

4. I can make global connections through online chatting.



MANAGING INTERNET USE

Subject Focus: Culture (Social Studies General)

1. I can state connection/s between given cultural aspects and values including the importance given to the nuclear and extended family, within the Maltese society.



MANAGING INTERNET USE

2. I can explain strengths and weaknesses that result when participants of a social context share common cultural aspects and do not share/ share in a limited manner particular cultural aspects.



LEARNING TO BE

3. I can learn about other cultural identities by communicating with students in my class/school who were born/not born in Malta and have different roots.

Subject Focus: Social Change (Social Studies General)

1. I can list different ways to show how select instances/aspects of social change affect my immediate and broader community and myself, including when information technology allows family members to stay in touch with relatives and friends living abroad and sometimes replaces face-to-face communication, even if there is no need to.
2. I can list differences and similarities between select instances/aspects of social change affecting different social groups that form part of my immediate and broader community including - difference: civil war in African countries leading to increased emigration from Africa and increased immigration to Europe; similarity: civil war in African countries leading to arrival of irregular migrants to Mediterranean islands including Lampedusa and Malta.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can list different ways to show how select instances/aspects and related movements, influence/d crime, deviance and social control including the legal prohibition of smoking in most public places in Malta allows me to enjoy smoke-free public spaces; the legal prohibition of working for a wage, at my age, makes me financially dependent on my parents/guardians.

LEVEL 8

Subject Focus: The Self within Society (Social Studies General)

- I can list select past and present socio-economic, cultural events, contexts and related historical figures/movements are significantly connected to how my self and that of others have/are developed/ing and manifested themselves including colonisation, the Industrial Revolution, EU Accession, national feasts giving a sense of pride, identity, independence, freedom, respect, citizenship, contribution to society; Karl Marx and the effect of the self within different economic and/or social classes.
 LISTENING AND SPEAKING
- I can explain the distinction between select types of identity that may comprise a self: national, local, community, gender, religious, class, global.

Subject Focus: The Self within Society (Social Studies Option)

- I can carry out basic research about select historical figures to analyse how their identities affected their works and society.
 READING AND UNDERSTANDING
- I can appraise the works and impact of influential historical figures in terms of positive and/or negative outcomes including Martin Luther King's ethnic identity and life values, which framed his work and later developments in the sphere of civil rights.

Subject Focus: Populations, Development and Environments (Social Studies General)

- I can explain select past and present natural, socio-economic, cultural events and contexts and related historical movements which are significantly connected to how populations have/are developed/ing including the Universal Declaration of Human Rights of 1948; the role of the citizens in the Arab Spring uprisings in 2011.
 USE OF DIGITAL MEDIA
- I can explain sustainable development.
- I can identify examples of un/sustainable development in my local, national and international contexts.
 LEARNING TO KNOW
- I can list examples of un/sustainable development in my local, national and international contexts.
 LEARNING TO KNOW
- I can suggest examples of un/sustainable development in my local, national and international contexts including the transformation of waste to a resource in Sant' Antnin Waste Treatment Plant, Marsaskala.
 LEARNING TO KNOW

Subject Focus: Populations, Development and Environments (Social Studies Option)

- I can carry out basic research about how particular populations and my local, national and international contexts have/are developed/ing.
 LEARNING TO KNOW
- I can appraise the impact of such developments on society in terms of positive and negative outcomes including the effects of different outcomes of aging populations and sustainable development.
 LEARNING TO KNOW

Subject Focus: Social Groups and Social Institutions (Social Studies General)

- I can list select, past and present, natural, socio-economic and cultural events and contexts and related historical movements that are significantly connected to how social groups and social institutions that form part of my local, national and international contexts have/are developed/ing including the impact of the Industrial Revolution on the economy; the role of female suffragate movements on today's increased presence of females

in authority and decision-making positions *e.g. Former President Agatha Barbara, President Marie Louise Coleiro Preca, Former British Prime Minister Margaret Thatcher*; the impact of the Cold War on media technological development; the role of Martin Luther King and Nelson Mandela on race discrimination law in the United States and South Africa, respectively.

Subject Focus: Social Groups and Social Institutions (Social Studies Option)

1. I can carry out basic research about select local, national and international social groups and institutions.
2. I can appraise the impact of such social groups and institutions on society and outline positive and negative outcomes.

Subject Focus: Power and Politics (Social Studies General)

1. I can list select power structures and politics that shaped past and present natural, socio-economic, cultural events and contexts and related historical movements that form part of my local, national and international contexts including Martin Luther King, the struggle against discrimination, increased rights for minorities; and environmental interest groups and non-governmental organisations and direct/participatory democracy including campaigning, petitioning, referenda.
2. I can distinguish between power structures and dynamics of government *e.g. the parliament and a general election*; power structures and dynamics of governance *e.g. Local Councils and by-laws of the legislative, administrative and judiciary sectors*.

Subject Focus: Power and Politics (Social Studies Option)

1. I can carry out basic research about power and political structures that form part of my local, national and international contexts.
2. I can appraise the impact of power and political structures on society including positive and negative outcomes of different types/modes of governments on citizenship; freedom of expression within democratic vs. totalitarian governments; representation within bi-party and multi-party democratic governments.

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can show how my life and the life of select social groups and the local, national and international community are affected by globalisation and global connections including the effect of McDonaldisation in today's society making services and products available all over the world; the use of robots *e.g. ATMs, internet banking and vending machines*; availability of certain foods in Malta including Chinese, Indian, Mexican, etc.



INFORMATION MANAGEMENT

2. I can explain strengths and weaknesses entailed in the connections that objects and aspects that feature in my everyday life have within the broader community, society and global context including the effect of McDonaldisation in today's society making services and products available all over the world; by the use of robots *e.g. ATMs, internet banking and vending machines*; carbon footprint implied in product importation.



INFORMATION MANAGEMENT

Subject Focus: Globalisation and Global Connections (Social Studies Option)

1. I can research information about local and international factories and mother companies in terms of the global connections implied in their operations including ways they produce, consume, employ and dispose of waste.
2. I can analyse the impact of globalisation and global connections by differentiating between the impact on social groups, populations and geographic areas in local, national and international contexts vis a vis how the international community and Malta react to major disasters *e.g. Nepal 2015 earthquake*; migration as a human response to local/regional problems; financial crises; non-human crises with human repercussions of European countries including different reactions from other countries; governments vis-à-vis population factions.

Subject Focus: Culture (Social Studies General)

1. I can list select cultural aspects of the local, national and international community that are/were shaped by past and present natural, socio-economic, cultural events and contexts and related historical movements including natural phenomenon and cultural aspects: the 2001 tsunami in Thailand negatively affected the country's economy; income generated by the tourism industry.
 USE OF DIGITAL MEDIA
2. I can give examples of global connection, namely colonisation and mass media, which influenced cultural events including the introduction of Carnival celebrations in Malta by the Order of St John; the use of statues during patron saints' feasts; fashion trends.
 USE OF DIGITAL MEDIA

Subject Focus: Culture (Social Studies Option)

1. I can carry out basic research about particular/select cultural aspects that form part of my local, national and international contexts.
 COGNITIVE LEARNING
2. I can appraise the impact of such cultural aspects on society including pop music, role-models, language-use, fashion and entertainment.
 COGNITIVE LEARNING

Subject Focus: Social Change (Social Studies General)

1. I can explain select socio-economic, cultural aspects and related movements that are/were forces of social change including the influence of Mahatma Gandhi on India's struggle for independence; the influence of Nelson Mandela in South Africa.
2. I can explain changes in the world of work and its sectors including agriculture, fishery, manufacturing, services, research and development and the effect of the Industrial Revolution.

Subject Focus: Social Change (Social Studies Option)

1. I can analyse the impact of select aspects of social change by distinguishing the impact that these have on different social groups that form part of the local, national and international community including the impact of online purchasing on the environment, economy and industry of Malta and another foreign country; the impact on the Maltese family and society by the introduction of new family laws in Malta *e.g. Divorce Law (2012), same-sex civil union (2014), etc.*

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can explain select socio-economic and cultural contexts and related movements that influence/d crime, deviance and social control including the Nazi Party imposing a curfew on different minorities during World War II; the Maltese Department of Civil Protection discouraging commuting in cases of extreme weather.
2. I can analyse how crime, deviance and social control can be classified in different ways, by past and present societies.
3. I can explain that what is illegal/deviant/socially controlled today may not be so forever and vice-versa including how divorce is legal in all countries except for the Philippines and Vatican City.

Subject Focus: Crime, Deviance and Social Control (Social Studies Option)

1. I can analyse the impact of select laws, regulations and norms by differentiating between the impact that these have on different social groups, populations and geographic areas that form part of the local, national and international community including difficulties encountered by some European Union member-states in reaching EU2020 targets.

LEVEL 9

Subject Focus: The Self within Society (Social Studies General)

1. I can state connection/s, between past and present socio-economic, cultural events and contexts and the way/s people develop and express their selves: including the colonisation of the Maltese Islands by the British Empire tied to historical and present engagement with the English language in Malta; the link between capitalism and the consumerist aspect of our identity.

 EXPRESSIVE LANGUAGE

Subject Focus: The Self within Society (Social Studies Option)

1. I can explain congruencies and contradictions that co-exist in my self and others.
2. I can explain how congruencies and contradictions affect how we develop and express our selves, including prejudice, racial stereotypes and xenophobia.

Subject Focus: Populations, Development and Environments (Social Studies General)

1. I can state connection/s between past and present natural, socio-economic, cultural events and contexts and the way/s populations have/are developed/ing including the impact of civil wars, in Africa and the Middle East, on migration; the impact of past and present immigration in the Maltese Islands; multiculturalism/ ageing population/ precarious employment; the impact of mass emigration of Maltese people to Australia/Canada/ Europe in the 50's/60's and national brain/skill drain; the impact of economic recession/boom on migration; the impact of migration of Maltese people to European countries upon accession to EU in 2004.

 INFORMATION MANAGEMENT

Subject Focus: Populations, Development and Environments (Social Studies Option)

1. I can explain congruencies and contradictions that are connected to how populations have/are developed/ing including how the same individual/society may support animal welfare and sustainability yet leave a carbon footprint.

Subject Focus: Social Groups and Social Institutions (Social Studies General)

1. I can state connection/s between, past and present, natural, socio-economic, cultural events and contexts and the way/s local, national and international social groups and institutions have/are developed/ing including asylum-seeking and the foundation and operations of the United Nations High Commissioner for Refugees (UNHCR) in Malta and other United Nations signatory states.

Subject Focus: Social Groups and Social Institutions (Social Studies Option)

1. I can explain congruencies and contradictions that are connected to the dynamics of social groups and institutions including freedom of association in a country's legal system and relate it to the establishment of social movements; forbidding employees from joining a trade union and relate this to the right for freedom of association.

Subject Focus: Power and Politics (Social Studies General)

1. I can state connection/s between past and present natural, socio-economic, cultural events and contexts and select power structures and politics that form part of my local, national and international contexts including climate change, EU accession and green legislation in Malta *e.g. consumption of plastic bags and unleaded fuel.*
2. I can explain the separation of powers and identify the relevant structures namely in the following legislative including the Maltese Parliament; executive including cabinet, the Police corps and the Army; judiciary including law courts.
3. I can explain what a policy is in terms of a formal documented agreement that explains how resources are to be administered.
4. I can give examples of community, national and international policies including the school policy which explains what I am entitled to and the imposed limits *e.g. school hours, freedom of expression in the way I dress, etc.*

Subject Focus: Power and Politics (Social Studies Option)

1. I can explain the difference between government and governance.
2. I can list examples of government and governance in my local, national and international contexts including the Maltese Parliament.
3. I can explain what the constitution is.
 PERSONAL
4. I can explain the concept of power including the distinction between legitimate authority and illegitimate power.
 PERSONAL

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can explain dynamics/processes implied in globalised production, distribution, consumption and waste disposal including Western multinational countries offshoring production to Eastern countries and/or disposing of industrial waste in less developed countries.

Subject Focus: Globalisation and Global Connections (Social Studies Option)

1. I can research information about social groups and select populations that form part of the local, national and international community.
 MANAGING LEARNING
2. I can suggest alternative ways for social groups and populations in local, national and international community, to engage with globalisation and global connections including developed countries' subsidies for greener economic development in less developed countries.

Subject Focus: Culture (Social Studies General)

1. I can state connection/s between past and present natural, socio-economic, cultural events and contexts that form part of the local, national and international community including being a citizen of the EU as a result of Malta's accession as an EU member-state in 2004.

Subject Focus: Culture (Social Studies Option)

1. I can develop a cultural project, in collaboration with my class and school *e.g. an exhibition/play/show exhibited/performed at the school/ Local Council* to engage the audience.

Subject Focus: Social Change (Social Studies General)

1. I can explain connections between past and present socio-economic and cultural aspects of social change in my immediate and broader community including the nuclear family and urbanisation and how these are instances of social change which connect to the socio-economic phenomenon of the Industrial Revolution.

Subject Focus: Social Change (Social Studies Option)

1. I can suggest alternative ways to show how social groups, populations and geographic areas that form part of the local, national and international community are affected by select instances of social change.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can state connections between past and present laws, regulations, norms, socio-economic and cultural aspects that form part of the local, national and international community including how apartheid legally limited the rights and freedoms of black people in South Africa *e.g. not having the right to vote until 1993*.

Subject Focus: Crime, Deviance and Social Control (Social Studies Option)

1. I can suggest alternative ways for social groups and select populations that form part of the local, national and international community to engage with crime, deviance and social control including decriminalisation of certain drugs.

LEVEL 10

Subject Focus: The Self within Society (Social Studies General)

1. I can question past and present socio-economic, cultural events and contexts to critique how and why my self and that of others have/are developed/ing and manifest themselves the way they do.
2. I can imagine, discuss and question alternatives including what could and would happen if people would give less/more relevance to the use of one language, as opposed to another language, when engaging with others.

Subject Focus: The Self within Society (Social Studies Option)

1. I can evaluate and research the extent to which we engage with local, national and global contexts, using secondary data or research amongst the local community.



INFORMATION MANAGEMENT

Subject Focus: Populations, Development and Environments (Social Studies General)

1. I can question and critique past and present natural, socio-economic, cultural events and contexts to explain how and why populations have/are developed/ing including how or why some people choose to migrate from their home country, in regular and irregular manners.
2. I can question and critique to what extent a national census adequately describes a population.
3. I can imagine, discuss and question alternatives including what could and/or would happen if people engaged differently with population size *e.g. argue/campaign for/against increased birth rates*; composition of population *e.g. argue/campaign for/against ethnic diversity*; engagement with natural/social environments *e.g. argue/campaign for/against increased/enforced private car-free days*.

Subject Focus: Populations, Development and Environments (Social Studies Option)

1. I can evaluate the extent of connections between select population development trends/projects and environments that feature in my local, national and international community.
2. I can carry out basic research including looking up secondary data in the local community, about the national census to distinguish facts from opinion in relation to: population growth; the causes and consequences of urbanisation in Malta *e.g. when compared to another country in Europe or the world*; reasons for internal migration in Malta, relating it to cost of property *e.g. in comparison to another country in Europe or the world*.

Subject Focus: Social Groups and Social Institutions (Social Studies General)

1. I can question and critique past and present, natural, socio-economic, cultural events and contexts to explain how and why local, national and international social groups and institutions have/are developed/ing.
2. I can question and critique strengths and weaknesses of policies including detention-period, burden-sharing and push-back, within the European Union, as a response to irregular migration; the reasons for un/welcoming irregular migrants; the validity of arguments for/against welcoming irregular migrants.
3. I can imagine, discuss and question alternatives including the strengths and weaknesses of changing/removing policies including detention-period, burden-sharing and push-back within the European Union as a response to irregular migration.

Subject Focus: Social Groups and Social Institutions (Social Studies Option)

1. I can evaluate the extent to which select social groups and social institutions are engaging with my local, national and international community in social and global contexts.
2. I can carry out basic research including looking up secondary data in the local community, about census/statistical data for specific social groups *e.g. single parents, divorced/separated people, people living in dwellings with/out certain amenities/facilities* and compare this with European and global trends.

Subject Focus: Power and Politics (Social Studies General)

1. I can question and critique past and present natural, socio-economic, cultural events and contexts to describe how and why power structures and politics have/are developed/ing including reasons for Western democratic governments to intervene in Middle Eastern/North African politics/crises.
2. I can imagine, discuss and question alternatives including increased/decreased reliance on alternative energy and explain how this would affect Western democracies' interest in intervention in Middle Eastern and African politics/crises; how changes towards secularisation in Middle Eastern and African countries would affect Western democracies.

Subject Focus: Power and Politics (Social Studies Option)

1. I can evaluate/assess actions of a legislative, executive or judiciary entity/role incumbent, to establish if such actions are within the limits, short of or beyond their authority.
2. I can evaluate the extent to which select power and political structures and/or role incumbents are engaging with my local, national, international, social and global contexts.
3. I can carry out basic research in the local community, including researching referenda in Malta *e.g. EU Accession, Divorce, Spring-Hunting*.

 USE OF DIGITAL MEDIA

Subject Focus: Globalisation and Global Connections (Social Studies General)

1. I can critically question past and present natural, socio-economic and cultural global connections to attempt answering how and why globalisation has/is/will be developed/ing or manifested/ing itself through availability and consumption of products bought in Malta or online, lifestyle and culture change *e.g. Halloween; the importation of second-hand cars and other products*.

 MANAGING INTERNET USE

2. I can imagine, discuss and question alternatives including how green jobs would affect economies and/or the natural, social and cultural environment.

Subject Focus: Globalisation and Global Connections (Social Studies Option)

1. I can evaluate the extent to which social groups and select populations that form part of my local, national and international community are engaging with globalisation and global connections.
2. I can carry out basic research including looking up secondary data in the local community, about the extent to which social groups and select populations are engaging with globalisation and global connections.

Subject Focus: Culture (Social Studies General)

1. I can question and critique past and present natural, socio-economic, cultural events and contexts to draw connections of cultural aspects from the local, national and international community which have/are developed/ing including the lifestyle within a Maltese traditional village compared to a multicultural area in Malta.

 SOCIAL LEARNING

2. I can imagine, discuss and question alternatives including why governments filter internet access to stop online piracy and child pornography; why an artist's income depends on income generated from the selling of artistic artefacts; why an artistic artefact can be something that is bought and/or sold.

 SOCIAL LEARNING

Subject Focus: Culture (Social Studies Option)

1. I can evaluate the extent to which social groups and select populations that form part of my local, national and international community, social and global context, are engaging with culture.
2. I can carry out basic research including looking up secondary data in the local community, about the extent to which social groups and select populations are engaging with culture.

Subject Focus: Social Change (Social Studies General)

1. I can question and critique past and present natural, socio-economic and cultural events and explain the connection of instances of social change and why they manifest/ed themselves the way they do/did.
2. I can imagine, discuss and question alternatives.

Subject Focus: Social Change (Social Studies Option)

1. I can evaluate the extent to which social groups, populations and geographic areas that form part of the local, national and international community are affected by select instances/aspects of social change.
2. I can carry out basic research including looking up secondary data in the local community, about the extent to which social groups, populations and geographic areas are affected by select instances/aspects of social change.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

1. I can question and critique past and present manifestations and interpretations of crime, deviance and social control including the reasons behind detaining irregular migrants arriving in Malta, in detention centres and possible alternatives; the social consequence of detention; international law; the reasons behind the law of death penalty in some US states; the reasons behind the recognition of alternative reproductive rights; if a significant number of inmates of Malta's correctional facility are repeat offenders; if the correctional facility system is failing; if the time taken for systems to prove if a person is guilty are adequate.
2. I can imagine, discuss and question alternatives.

Subject Focus: Crime, Deviance and Social Control (Social Studies Option)

1. I can look up a sentence/verdict issued by the Maltese Law Courts.
2. I can evaluate the extent of manifestations of crime, deviance and social control in my local, national and international community, social and global context.
3. I can carry out basic research including looking up secondary data in the local community, about the extent of manifestations of crime, deviance and social control.



Pedagogy

A. PEDAGOGY AND GOOD PRACTICE LEARNING

Educators need to keep up-to-date with the latest pedagogical strategies and concepts in order to be able to better understand and respond to learners' needs. Europe's *Education and Training 2020* strategy puts special emphasis on the teachers' role in the lives of their learners. Teachers play a crucial role in guiding their learners towards their goals and shaping their perceptions (European Commission, 2015).

Social Studies is an important subject that accompanies learners from their early primary years until the end of their compulsory education. It draws attention to social issues, in particular to Maltese society in relation to its European and global context. As a subject with a civic mission (Herczog, 2010), Social Studies requires a learner-centred inquiry-based pedagogy that goes beyond content acquisition (Ministry for Education and Employment, 2012).

When teaching Social Studies, a balance needs to be established between knowledge and understanding of social issues, acquiring the necessary skills and dispositions to apply the knowledge gained in their daily lives and foster attitudes of respect and solidarity towards society (Said-Zammit et al., 2012). The suggested approaches to learning and the practices of assessment aim at ensuring that learners acquire the necessary dispositions to be critical thinkers and problem-solvers. Assessment cannot be tackled in isolation from daily practices in the classroom (Nickell, 1993). In other words, it cannot be addressed as separate from instruction. The focus of teaching and learning Social Studies should not be on recalling a number of concepts, but on 'doing' Social Studies. Learners need to experience scenarios that they are likely to experience in society. The classroom can be a great opportunity where learners are allowed to practise their thinking, as well as practise being active citizens (Nickell, 1993). This has implications on the way Social Studies is taught.

Pedagogy is a debated and contested concept (Brown and Syme-Taylor, 2012); often related to giving 'life to the curriculum and determines what learning takes place... (to make) teaching effective and fruitful, leaving a positive impact on pupils in its wake' (Abela, Bonnici and Scerri, 2014: i). The following pedagogical approaches offer perspectives on how teaching strategies may be implemented.

Case-based learning

refers to teaching with case studies. Thinking, reflecting, reading and discussing real-life scenarios encourage learners to develop analytical skills (Kantar, 2013).

Example: A discussion sparked by the following SLO taken from the Subject Focus: Power and Politics (Social Studies Option) Level 10 can be based on the real-life incident described below.

- I can question and critique past and present natural, socio-economic, cultural events and contexts to describe how and why power structures and politics have/are developed/ing including reasons for Western democratic governments to intervene in Middle Eastern/North African politics/crises.

In 1991 four police officers were trialled in Los Angeles (US) for beating Rodney King on catching him after a high speed chase on suspicion of illegal activity. Three were acquitted of all charges; the fourth was acquitted of assault with a deadly weapon, but did not get a verdict on the use of excessive force. This triggered the 1992 Los Angeles riots. The 2011 London Riots began after the death of Mark Duggan who was shot dead by the police. Mark Duggan was unarmed. A peaceful protest by Duggan's family and friends took place to demand justice for the family. Riots sparked off when Police ignored the gathering crowd. According to the Royal Courts of Justice, Duggan was lawfully killed.

Inquiry-based learning

implies a hands-on approach where learners create knowledge through natural curiosity. Inquiry-based learning helps learners become motivated and innovative learners who thrive in a changing world (Healey, 2005). It also implies a safe classroom culture where ideas are shared, challenged and tested by investigating a particular question or problem.

Example: The following SLO taken from the Subject Focus: Populations, Development and Environments (Social Studies General) Level 5.

- I can gather information or objects, in an ethical and sustainable manner, from my local environment *e.g. a particular stone/ dry leaf from school/home/a garden.*

This can include a reading/poem about the journey of a falling leaf to spark learners' interest. Learners may collect a dry leaf during different seasons, and compare characteristics of the leaf, and sketch or draw the leaf. This may be linked to a Geography lesson about living and non-living things. Learners may be asked to write five ideas about living/non-living things for assessment purposes.

Project-based learning

allows learners to explore real problems/scenarios and acquire in-depth knowledge about a particular topic through an investigation (Blumenfeld et al., 1991).

Example: the following SLOs taken from Subject Focus: Populations, Development and Environments (Social Studies General) Level 6 lend themselves to fieldwork at Hagar Qim/Mnajdra or Ġgantija temples or a project about a Maltese/Gozitan fishing village.

- I can place historical events on a timeline in chronological order *including the historical and geographical connection between Malta and the European continent; Għar Dalam and the first inhabitants of Malta (from Sicily circa 5000BC); megalithic temples in Malta and the Bronze Age dolmen and menhir; the Phoenicians and catacombs and wayside chapels; the fortified cities in Mdina, Vittoriosa (Birgu) and the Citadel in Rabat and earthquakes in the Mediterranean Sea and surrounding countries.*
- I can identify places on maps including all the islands of Malta and significant cities *e.g. Valletta, Mdina, Cottonera including Vittoriosa, Senglea and Cospicua and Rabat in Gozo; significant towns e.g. Sliema; significant villages e.g. Marsaxlokk; ports e.g. Grand Harbour, Marsamxett, Freeport, Ċirkewwa and Mġarr, Gozo; all Mediterranean countries; rivers of the Mediterranean Sea e.g. Nile and Po; Strait of Gibraltar, Suez Canal, Strait of Dardanelli.*Project-based learning

Technology and the integrated use of Information and Communications Technology (ICT) can support educators and learners throughout the above-mentioned approaches to learning (Said-Zammit et al., 2012). Exponents of resource-based learning highlight how the definition of resources, used to assist learning across varied contexts, has been redefined to include digitalised resources which can be accessed virtually from anywhere and anyone (Hannafin and Hill, 2007). Example: Level 9 Populations, Development and Environments (Social Studies General) Learning Outcomes Nos: 2-5: Learners can consult local/national/international blogs/newspapers as regards examples of sustainable/unsustainable development.

Learning to Learn Strategies

The following are examples of the strategies which form part of the 'learning to learn process', one of the eight competencies featured in the document *European Reference Framework Key Competencies for Lifelong Learning* (European Commission, 2007):

- Pedagogical discussions between learners where, on a voluntary basis, learners explain how they carried out a specific task and how they managed to overcome the difficulties encountered, resulting in an exchange of strategies and techniques in a cooperative environment.
- Teaching learners to make use of punctuation marks, pictures, additional information outside the text, such as accompanying explanation of difficult keywords and identification of keywords during reading/comprehension tasks.
- Teaching and guiding on the different stages of essay writing and the different tools and methods which could be adopted during each stage.

The Subject Learning Outcomes (SLOs) have been written in a way which helps educators to adopt engaging, enterprising and active learning approaches in a variety of contexts to promote and enable learner-centric teaching and learning strategies. Curriculum planners at all stages should regularly consider the opportunities presented by the SLOs to develop active learning throughout the levels in the Learning Outcomes Framework. Planning should be responsive to, as well as encourage participation by, the learner who can and should influence and contribute to the process.

To support curriculum planning and to ensure that all learners have access to an active, enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed. In undertaking this type of curriculum planning, it is important not to see the SLOs as limiting factors containing the learning potential of learners and preventing any deviation of learning beyond that contained within the SLOs. This view fails to take into account the scope and flexibility provided by the learning outcomes approach. How, where and when the outcomes are taught and learned is at the discretion of the educator. The SLOs are there to demystify the assessment process by setting out straightforward learning expectations. In doing so, assessment is bound to evidencing the meeting of these same expectations.

Once the learning expectations are set educators can begin to introduce the flexibility in curriculum design and delivery that has been difficult to do up to this point. The learning outcomes approach allows educators to lean towards learner-centric teaching and learning strategies. This will mean knowing the many ways in which learners are different from one another, which of the many ways of learning are significant to the learning at hand and how to deal with this variance in ways that are supportive of the individual learners and allow them to progress. Section C: Reaching different learners within each level offers guidance on how this can be done.

B. EMBEDDING THE DELIVERY OF THE CROSS CURRICULAR THEMES

Across Europe there has been a shift from an exclusively subject-based approach to a more cross curricular, thematic, inter-disciplinary and collaborative approach that reflects real life situations and encourages transfer of skills from one learning area to another. Through a cross curricular approach, many curricular areas have been given a higher profile and a number of transversal competences have enhanced their status (European Commission, 2012). The CCTs connect the subjects by highlighting common learning objectives which are also reflected at in the school ethos (Ministry for Education and Employment, 2012: 31, 39).

The Cross Curricular Themes (CCTs) have been introduced in the LOF to ensure that all learners, as they progress through the levels, come into continual contact with the types of knowledge, skills and understanding needed to participate actively, prosper and contribute to Maltese society.

The embedding of the CCTs in the Subject Learning Outcomes offers access to a new learning identity that goes beyond the subject; learners will value the CCT learning when they see that it is an integral part of the Learning Outcomes Framework and that it is vital in helping them become holistic learners.

Each CCT is presented as a set of additional learning outcomes that young people need to encounter and develop a knowledge and understanding of as they progress through the Learning Outcomes Framework.

The Cross Curricular Themes are:

Digital Literacy



Education for Diversity



Education for Entrepreneurship, Creativity and Innovation



Education for Sustainable Development



Learning to Learn and Cooperative Learning



Literacy



The Cross Curricular Themes can be found in the Appendix and online at <http://www.schoolslearningoutcomes.edu.mt/en/category/cross-curricular-themes>

The CCTs need to be embedded within the learner's learning journey and experiences, the main point being that the CCT knowledge and understanding needs to be learned, consolidated and secured within a context. The context is important in order to add meaning and purpose and to reinforce the usefulness of the CCT. There is no one effective way of organising the embedded learning of the CCTs. However, directly linking a CCT outcome to an appropriate practical task within an SLO and then ensuring that there is an opportunity for CCT support at the time the practical task is undertaken is a particularly effective way of embedding a CCT.

Embedding is not just about interlinking different curricula. Mapping where the CCT content might fit in with SLOs or Subject Foci is only a starting point. The educator needs to establish how the CCT content adds value to the SLOs being taught and how something greater than just the sum of the different parts can be achieved. In essence, the CCT learning adds value in the establishment of key transferable knowledge, skills and understanding by starting with meaningful 'situated' engagements with the learning.

Embedding as a process

There are three main ways to approach the delivery of the knowledge, skills and understanding addressed in the CCTs in the learning process. These are:

- through delivery of and the learning associated with the SLOs
- by choosing particular teaching methods and strategies over others to deliver the SLOs.
- undertaking specifically constructed cross curricular or whole school activities.

This process implies an important shift in the way teachers approach the teaching of the subject content in the classroom. Integrating the cross curricular learning outcomes in the teaching of separate subjects requires teachers to step outside their traditional boundaries and work in close collaboration with one another to develop their approach to the CCTs and to exchange information about the learning development of specific learners in relation to the CCTs (European Commission, 2012:25).

Delivering CCTs through the SLOs

The first approach to the delivery of CCT content is by integrating the CCT learning with that of particular SLOs. The framework provides guidance on the best opportunities to do this. Where a particular SLO presents a good opportunity to address learning related to a Cross Curricular Theme a CCT icon appears after the SLO. This indicates that the SLO:

- creates a naturally occurring opportunity to begin to look at learning and skills development associated with a particular aspect of a CCT.
- can be enhanced or enriched by introducing a particular aspect of one of the CCTs.

To guide the educator to the specific learning outcomes of the CCT that are most relevant, the CCT icon which is attached to the SLO in question also includes a heading to identify which particular aspect of the CCT is the 'best fit', i.e. the part of the CCT content that is most closely linked to the knowledge, understanding and/or skills addressed within the SLO.

Although only one CCT has been identified this does not necessarily mean that other CCTs are not relevant. The identification of a particular theme merely suggests that the educator may find the one identified to be the most relevant, most appropriate or easiest to embed at that particular point, allowing the educator to teach the subject and the CCT in an integrated way.

Examples of this type of embedding in Social Studies include:

- I can state the connection between aspects of my self-identity and that of others to the general social environment contextualizing the self being examined.
 SOCIAL LEARNING
Taken from Level 7, Subject Focus: The Self within Society (Social Studies General).
- I can carry out basic research about how particular populations and my local, national and international surroundings have/are developed/ing.
 LEARNING TO KNOW
Taken From Level 8, Subject Focus: Populations, Development and Environments (Social Studies Option).
- I can explain different role/s or function/s fulfilled by select local, national and international social groups and institutions including family, peer groups, media, the Police, government, Dar tal-Providenza, Puttinu Cares, Inspire Foundation, consumers of economic products *e.g. food, clothing and cultural products*.
 PERSONAL
Taken From Level 8, Subject Focus: Globalization and Global Connections (Social Studies General).

Example: Finding opportunities to address CCT learning in Social Studies SLOs

- I can state connections between availability and price of products/services; demand and supply.



LEARNING TO KNOW

Taken from Level 7, Subject Focus: Populations, Development and Environments (Social Studies General).

There will be a number of opportunities to look at relatively large scale embedding of CCTs - like Education for Diversity and Education for Sustainable Development - because of the strong ethical, moral, philosophical, and indeed contestable issues and subject matter that these CCTs raise. The learning frameworks, attitudes and behaviours that both CCTs look to establish and develop will align well with the teaching of Social Studies. So, there may be real benefits to be gained for performance in Social Studies learning and achievement, by looking to align and embed these CCTs in a substantial and qualitative way.

At a single SLO level, there are aspects of learning in Social Studies that offer up quite specific opportunities for CCT embedding that have a more specialised focus. For example; by using the SLO shown above to introduce the learning, concepts and issues associated with the Education for Sustainable Development area Learning to Know, the CCT outcomes - when understood, learned and consolidated - will enhance performance in carrying out work related to the Social Studies SLO. The CCT outcomes that are particularly relevant are:

- I can explain how the natural, social, cultural and economic systems work and are interrelated.
- I can identify the root causes of inequality and injustice, and actions that lead to a better quality of life, equity, solidarity and environmental sustainability.
- I can justify the importance of identifying problems, reflecting critically, thinking creatively, and having a wider vision in order to plan for the future and become an effective agent of change.

Addressing CCTs through use of particular teaching methods and strategies

CCTs can be used to inform the creation of Social Studies Departmental policies and strategies, for example, by deliberately structuring learning to maximise the use of digital technologies. At the departmental level, the following CCTs may be particularly suitable to help inform the pedagogy choices and delivery styles selected to maximise the flexibility introduced by the LOF:



Learning to Learn and Cooperative Learning



Digital Literacy



Education for Diversity

Educators may find that the following CCTs have a role to play in the choice of topics to stimulate interest and debate:



Education for Sustainable Development



Education for Entrepreneurship, Creativity and Innovation.

It will become evident that some of the CCTs are naturally suited to particular learning and teaching styles. Section *C Reaching different learners within each level* provides guidance on how particular CCTs can equip learners to thrive in particular learning environments. Deliberately choosing particular teaching strategies involving active and/or experiential learning and problem solving approaches where a certain degree of learner autonomy as well as team work is required will help frame learning in ways conducive to the introduction of the Digital Literacy and Learning to Learn and Cooperative Learning CCTs.

For example, the Learning to Learn and Cooperative Learning CCT comprises a category of learning outcomes on Personal Learning and, by addressing the learning related to this category of the CCT, learners will be developing the learning skills to bring to any task where a degree of autonomy and self-management is required. Similarly, the Social Learning category within the same CCT can help learners develop a framework of skills, attitudes and behaviours that will help them make the most of group or team work and other social learning strategies.

The Digital Learning CCT will help learners develop the competencies related to managing learning, sourcing, manipulating, communicating and presenting information. Having these types of learning skills embedded in the learning before they are most heavily used or required will help the learner approach the tasks with greater confidence in both the process of learning about SLOs and in demonstrating achievement of the outcomes themselves.

Addressing CCTs through cross curricular or whole-school activities

All the CCTs can be used as whole-school strategies for creating a high quality learning environment that values all learners and sets high expectations for all. Schools may see the benefit in having whole-school policies on the advancement of:

-  Literacy
-  Digital Literacy
-  Education for Diversity
-  Education for Sustainable Development

These types of CCTs can be used to help inform whole-school policies as well as add real value to the learning within the classroom. However, other CCTs may be used to form the basis of whole Year Group activities, or wider all-learner school initiatives around environmental issues. For example:

- The Education for Sustainable Development CCT could be used to form the basis of whole-school extra-curricular activities related to the Eko-Skola type of initiatives or low energy use initiatives. Fundraising activities to help with a school pursuit of renewable energy sources might bring together learning from this CCT with that of the Education for Entrepreneurship, Creativity and Innovation CCT.
- The Education for Entrepreneurship, Creativity and Innovation CCT could be used to underpin the learning and experiences associated with activities ranging from a 'learner-owned' tuck shop to a school event or whole-school initiatives about the world of work.

C. REACHING DIFFERENT LEARNERS WITHIN EACH LEVEL

One of the benefits of working within a Learning Outcomes Framework (and at the same time one of the challenges) is the ability to allow learners to progress at their own speed and to be able to adapt the teaching methodology and curriculum to meet their learning needs. The SLOs clearly show where the learning ‘finish line’ is at each level for each learner but educators need to acknowledge and plan for those learners who will reach this point quicker than some and also for those who may need more time and more scaffolding to be able to get to the standard required.

The Subject Foci are not rigid or restrictive and do not have to be delivered in a particular sequence or as discrete content areas taken in isolation. Subject Foci can be overlapped and blended into larger (or smaller) learning programmes. Educators may prefer to approach the learning contexts in a different order depending on the situation, or to deliver aspects of the learning through preferred topics.

Diversity of learners

The NCF embraces diversity and requires that this be promoted through an inclusive environment.

The NCF addresses the needs of:

- gifted and talented learners for whom the process of learning needs to be sufficiently challenging to engage and motivate them to develop their talents.
- learners with special educational needs for whom the curriculum should be written in a way that allows the teachers to appreciate how every student can access the same curriculum in every learning area and allows for the assessment of a continuum of ability.
- learners with severe disabilities for whom the curriculum should offer an education based on a continuum of abilities expressed in terms of developmental phases.
- learners from disadvantaged social backgrounds for whom the school, in collaboration with key local and institutional stakeholders in the community, needs to up-skill and support families and the local community to provide an environment that is educationally rich and stable.
- learners from diverse social, cultural and linguistic backgrounds including children of refugees and asylum seekers for whom the curriculum should include access to an educational programme which is embedded within an emotionally and psychologically supportive environment that respects their individual circumstances.

A National Curriculum Framework for All, Ministry for Education and Employment (2012:41)

All classrooms, even where setting is used, will comprise a range of abilities. This is because learners will have different strengths and limitations and will develop at different rates. To define a ‘mixed ability’ class simply as a group of learners with a range of abilities is overly simplistic. What about the range of learning styles and preferences, interest levels and home backgrounds, which all impact on the learning experience? Each learner will show strengths at different times depending on the topic being studied and the learning style being used. When they are outside their learning comfort zone they will perform less well. It is unrealistic to expect any group of learners, whatever their ability, to progress through a body of work at exactly the same pace. Two thirds of learners in a classroom will be working outside their learning style unless the task is varied.

One of the most effective ways to ensure that different learners are reached within each level and throughout the LOF is to teach learners to think for themselves. Some of the CCTs provide the toolkit of knowledge and skills for learners to be able to become more effective, resilient, resourceful and autonomous learners.

Progression and differentiation in learning

The principles of diversity and inclusion which underpin the NCF imply that at all stages learners of all aptitudes and competences should experience success, challenge, and the necessary support to sustain their effort. They need flexible learning programmes providing diverse learning experiences that cater for a wide spectrum of learners and allow for different rates of progression as children and young people work through their school years. Different approaches are needed to address different learning needs. With the focus increasingly on the learner, and with more mixed-ability classes in schools, differentiated approaches are becoming more important and teachers need to adopt strategies that build on children's and young people's previous learning and help them progress.

A National Curriculum Framework for All, Ministry for Education and Employment (2012:40)

Strategies for teaching a mixed ability class

The teacher in the classroom must start by making a connection with each learner in their classes on a personal level by knowing and using their names and getting to know what interests them. Incorporating areas of interest into the learning can be a good way to engage learners. Similarly, using this type of knowledge when setting homework or individual class work can be a useful motivator and may help keep learners engaged.

Personal Learning:

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.

Taken from the Learning to Learn and Cooperative Learning CCT

Ways to empower learners and make them more able to thrive within the LOF

Create a dynamic learning environment by:

- managing the classroom and creating opportunities for learners to work individually, in pairs and in groups.
- changing the layout of the classroom to match the learning taking place.
- providing a choice of differentiated activities, allowing learners to select their level of engagement and challenge. This will help with the 'ownership' suggestion listed further down.
- using carefully selected and differentiated resource banks.
- presenting different ways to learn the same thing.

Engage learners by:

- creating a sense of learner ownership of the learning process by, for example, allowing learners to choose their own project.
- allowing learners to demonstrate their understanding in different ways, for example through self-selected means, be it a visual representation, an oral presentation or physical demonstration.
- building in the higher order thinking skills using Bloom's taxonomy (at all levels) and working with the SLOs to keep learning tasks interesting, providing useful stretch and challenges as SLOs are given added dimensions or are approached from different directions. This can be done by giving learners problem-solving tasks with the opportunity to transfer and apply their knowledge to a new context.

Turn learners into resilient learners by:

- at an early stage introducing the learners to the key learning strategies encompassed by the Learning to Learn and Cooperative Learning CCT.
- discussing the learning objective in each lesson with learners, making them aware of what they are expected to achieve by the end of the lesson. The SLOs (written in the first person) are directed at the learner.
- making learners aware of different learning styles; teaching learners techniques for learning new content using visual, auditory and kinaesthetic modes of learning and varying teaching strategies to cater for visual, auditory and kinaesthetic learners.
- teaching learners how to be less dependent on the teacher. For example, how do they get themselves 'unstuck' if they are stuck?

Use group work to:

- allow for reinforcement and extension (by using flexible groups).
- encourage learners to engage in Social Learning and to appreciate diverse viewpoints and personalities; build confidence in discussing their views with others; collaborate with other learners as part of their learning; seek out guidance and support from other learners; talk with others about learning; listen to others talk about learning and discuss various subjects and learning strategies with peers (by using mixed ability groups).

An inclusive approach to teaching and curriculum planning needs to be ensured. While the school will want to create an ethos of achievement for all learners, valuing a broad range of talents, abilities and achievements, the teacher will need to work out what that means in their classroom. At a basic level this starts with promoting success and self-esteem by taking action to remove barriers to learning, thus making sure that all learners in all groups thrive in the classroom. Teachers can overtly promote understanding and a positive appreciation of the diversity of individuals in their class and use the Diversity CCT as a catalyst for this approach extending it to include the learner directly.

Values- based education

Education is as much about building character as it is about equipping students with specific skills. The way forward for the implementation of the framework is through values-based education. Values-based education refers to any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community. It ensures that those leaving school should have qualities of self confidence, high self esteem, optimism and commitment to personal fulfilment as a foundation for their potential life roles as family, community and employees. Furthermore they should have the capacity to exercise judgement and responsibility in matters of ethical and social judgements.

Adapted from Respect for All Framework, Ministry for Education and Employment (2014:10)

Schools should have a vibrant and progressive culture, promoting well-being and respect, with ambition and achievement for all learners as its focus. This type of approach needs to be taken in each classroom. A great school is a caring school that supports every single person, irrespective of background or learning need. Such schools work in an atmosphere of unconditional positive regard. They work tirelessly to promote healthy and productive attitudes to learning, to life and to work. Developing an ethos of achievement and ambition defines the aspirational nature of successful schools, making the connection between expectation and success - success which covers all aspects of developing skills for life, for work and for learning - a hallmark of excellence.

From the perspective of the classroom, an inclusive approach addresses learners' needs through a variety of approaches including: early intervention strategies and a curriculum and approaches to learning and teaching which are designed to match the needs of all learners. Educators should have high expectations of their learners because they need to be encouraged to have high aspirations and goals for themselves. It is imperative that educators ensure that their learners know where they are in relation to their learning and how they can improve. Learners should be praised regularly, selectively and effectively to keep motivated.

As learners progress within the levels and between levels they should be encouraged to reflect on, take increasing ownership of and assume more responsibility for their own learning. Educators should start to introduce techniques to allow learners to make increasingly greater use of self-assessment to identify their strengths and development needs from the evidence of their efforts and act on feedback given from peers as well as teachers in order to plan their next steps.

D. TEACHING DIFFERENT LEVELS WITHIN ONE YEAR GROUP

There will be learners within each class that need more time to be able to achieve the learning needed to demonstrate achievement of the SLOs. As learners progress through their learning journey they may move to a new year and start a new level but still have areas of unsecured learning from the previous level. The first important factor here is clarity of information on progress following this learner that makes it clear to their new teacher what support or additional work they may need to ensure that they can progress on to the new level.

Section C *Reaching different learners within each level* referred to the use of a range of strategies designed to respond to the different learning preferences of each learner. Where learners are entering the class in need of support to secure some aspects of the previous level it is important that:

- there is clear information about where the areas in need of support are.
- it is clear how these areas relate to progression and achievement in the new level.
- there are a range of strategies and learning devices available to match the learning style to the learner preference to assist with early progression.
- conversation with the learner about areas in need of support or reinforcement remains positive, learner-affirming and constructive.

One of the benefits of the LOF structure is that Levels 7 and 8 are delivered across two-year curriculum windows allowing time to develop learning programmes and deploy a range of learning methods to help learners progress and achieve.

There are a few models to consider when looking at introducing a measure of stretch for learners able to achieve SLOs well within the delivery time associated with the level. Educators may want to consider:

- exploring the SLOs in a broader and/or deeper way, perhaps looking to transfer or apply learning associated with the SLOs in new contexts.
- using more exacting or challenging texts.
- adding stretch by setting more challenging or complex tasks which exposes the learner to more challenging texts and vocabulary or introduces new Subject Foci or new areas of existing Subject Foci, remembering that the SLOs do not set a ceiling on the learning.
- looking at opportunities offered by the CCTs as sources of inspiration for introducing new areas of content to provide additional curriculum content that both enhances the subject learning experience and looks at CCT content in perhaps different or more challenging ways.

One other key source of material related to provision of additional challenge or stretch is the Subject Foci and SLOs from the level above. While it may not always be appropriate to begin to address these directly, educators may want to look at the contextual learning or preparation work that serves as a good introduction to learning at the next level. The focus here is on looking at the bridges between the learning in each level and how the learner can begin to access this learning. In this type of approach, as with the other areas of extension work, it will be important to keep a proper record of achievement to be able to inform teaching staff working with the learners when they move formally to the next level.

Although the above suggestions will help educators address the challenges of differentiation, it is nevertheless acknowledged that it is hard to implement differentiated instruction in a heterogeneous classroom, especially if educators are not supported or they do not know what they are differentiating – the curriculum or the instructional methods used to deliver it. It is hence important to give teachers clear guidance and support on what they need to do to differentiate instruction and be responsive to the needs of each learner by taking into account what they are teaching and who they are teaching. Time should also be factored in for teachers to assess their learners' needs, interest and readiness levels and to plan and design appropriate activities for each learner. These concerns can be addressed through effective professional development that strongly encourages teachers to apply their skills and which provides coaching throughout the process of using differentiation as a teaching approach.

E. TEACHING ONE LEVEL ACROSS TWO YEAR GROUPS

Within the LOF, Levels 7 and 8 have an added additional layer of challenge in curriculum planning and design in that both levels run across two different years. For example, Level 8 SLOs sit across Years 9 and 10. This means that educators need to consider how they might want to structure the delivery programmes needed to achieve the SLOs that will allow learning to take place in a meaningful and coherent way across two years that capitalises on any progression opportunities within the level. However, this wider window to reach the standard of a level also helps deal with some of the challenges discussed in the previous chapter.

When looking at the content shaped by the SLOs within a level, educators may be able to identify SLOs that are considered to be prerequisites for others in the same level and structure the curriculum accordingly. Some Subject Foci may naturally be delivered before others or educators may look to design and implement a curriculum that has more of a spiral curriculum progression feel to it. Educators may even feel that there are different ways to work with the Subject Foci, wrapping them up and addressing the SLOs by creating new subject areas incorporating the Subject Foci.

Alternatively, educators may feel more comfortable starting with some generic teaching that underpins a number of different Subject Foci, to help build confidence and create a better foundation for other learning. The decision on how best to approach the Subject Foci and the SLOs within the Subject Foci is essentially a local one. It is up to the educators to use their professional judgement on how best to do this based on their learners' needs, their preferred way of structuring the curriculum, and the types of resources they intend to work with.

There are at least three obvious potential approaches that educators may wish to consider:

- Developing a period of ground work or preparation style learning before proceeding on to the curriculum directly associated with the SLOs.
- Developing a developmental approach across the existing SLOs where some suitable Subject Foci and corresponding SLOs are addressed before others with these supporting the learning of the SLOs to be covered in the second year.
- Developing a curriculum and learning programme approach that exhibits a mixture of the above two approaches.

There are also the more ambitious approaches where the Subject Foci and SLOs are absorbed into a more locally designed approach that may meet the strengths and interests of the staff and learners in a better way. Educators have the freedom to decide if there is a more integrated way to deliver and learn the subject. The LOF allows educators this measure of control and innovation to the benefit of their learners. Whichever the method selected, curriculum planning, resource selection and the selection of teaching strategies will all be important.



Assessment

A. METHODOLOGIES THAT WILL ENSURE FIT FOR PURPOSE ASSESSMENT

Assessment is an essential part of the teaching and learning process (Ministry for Education and Employment (MEDE), 2012). It provides learners, parents/guardians, and teachers 'with continuous, timely and qualitative feedback about children's progress' (MEDE, 2012: 41). Assessment also provides evidence to enable the teacher to adapt the learning programme to suit the needs of the learners, thus achieving higher levels of quality education (Said-Zammit et al., 2012).

Moving away from a traditional culture of examinations and summative assessment is indeed fraught with challenges (Grima and Chetcuti, 2003). The suggested modes of assessment within Social Studies aim at validating both the teacher's and the learner's voices. This would help to create an environment where the learning process is negotiated. Learner-centred assessment takes into account and values the experiences that learners bring to the classroom (Keesing-Styles, 2003). It treats learners as critical thinkers and problem solvers who are able to reflect on their reality and their learning processes. Learners are seen as active participants in the assessment process, whereby assessment procedures are contextualised within their realities and embedded in the learning process.

The assessment of Social Studies should incorporate both summative and formative assessment. Summative assessment can include various types of homework, tests and examinations that can still promote critical thinking (Said-Zammit et al., 2012), and needs to be relevant and embedded within the learning process. Homework, tests and/or examinations should test various skills and reflect the learners' diversity nevertheless.

Formative assessment aims at providing immediate feedback that would help learners to treat assessment as a learning activity, thus challenging traditional notions of education (Bartolo, 2007). Activities include 'role plays, group work, pair work, and presentations by students for students.' (Said-Zammit et al., 2012: 27). Site visits and/or educational activities outside the school grounds are highly recommended. Formative assessment helps learners to acquaint themselves with self-assessment by being self-reflective on their own worlds (Said-Zammit et al., 2012).

Learners can show that a concept has been understood in a variety of ways:

Subject Focus	Learning Outcome	Methodology / Assessment
The Self within Society General Level 5	1. I can recall a basic explanation of what a physical feature of the self is.	<p>The mirror experiment: In pairs, learners are given a mirror and asked to describe their own physical features then the features of their friend and vice versa. In this way they can understand, compare and contrast the way they see themselves.</p> <p>Suggested assessment method: Learners may list down the features, draw a chart and present their work to the class orally.</p>
Level 6: Populations Development and Environments	5. I can read and use basic weather instruments to read the most important weather elements, namely wind direction, temperature and atmospheric pressure.	<p>Suggested assessment method: Learners can construct their own wind vane using classroom materials (e.g. pencil, paper plate and pins).</p>
Globalisation and Global Connections Level 7	<p>1. I can recall a basic explanation of the term 'globalisation'.</p> <p>2. I can recall a basic explanation of the term 'global connections/s'.</p>	<p>Fair trade lesson which shows the global exchange of a particular product, e.g. chocolate. Learners can research where chocolate comes from/what it's made of/trace how cocoa beans from Latin America end up in factories, and eventually reach consumers through supermarkets.</p> <p>Role-plays: Learners can take the roles of different people involved in the production of chocolate.</p> <p>Suggested assessment method: Discussion Many cocoa farmers have no control over the price of cocoa beans. Do you think that is right/fair? How can we protect people and the environment from further exploitation?</p> <p>Suggested assessment method: Write-up A small project about Fair Trade/Globalisation, showing an informed position after consulting with multiple sources.</p>

Crime and Deviance Level 8	1. I can explain select socio-economic and cultural contexts (and any related movements) that influence/d crime, deviance and social control.	<p>Learners can analyse newspaper articles/internet articles reporting that particular songs from the Beatles were banned from being played on local radios/BBC, and in Soviet countries. Other case studies can be given and learners can work in small groups.</p> <p>Suggested assessment method: Group Discussion Learners can reflect and conclude that the definition of deviance is relative to a particular context.</p> <p>Suggested assessment method: Conduct an investigation Learners can gather information from a variety of sources (primary/secondary data), analyse and interpret information, formulate and test hypotheses (questions can be brainstormed in class), and report results (orally or in writing) using appropriate technology.</p>
Power and politics Level 9	2. I can recall an explanation of separation of powers, and identify the relevant structures (legislative, executive, and judiciary) within my local, national and international contexts.	<p>Site Visit to the Maltese Parliament. Suggested assessment method: Discussion/Debate Strengths and weaknesses of having a democracy. This might be extended to further discussing the function of the European Parliament. The site visit can be followed by a simulation of parliament in class, as well as, for example, a video/PowerPoint presentation by learners (or other means of appropriate technology).</p>
The Self within Society (Option) Level 10	1. On the basis of findings of research carried out by others and myself, I can evaluate the extent to which others and myself are engaging with my local, national and global context, in line with select learning outcomes from Malta's National Curriculum Framework.	<p>Suggested assessment method: Fieldwork and Reporting Learners can explore this learning outcome by carrying out research using primary data, e.g. interviewing different citizens from my local/national community, in order to engage with how changes in one's life may affect the development of the self. Learners need to analyse, report and present the results of their interview, and explain the reasoning for their drawn conclusions.</p>

Assessment

Assessment is an integral part of the learning and teaching process, providing students and their parents with continuous, timely and qualitative feedback about their children's progress, giving teachers' information about their practice and providing schools and colleges with information about their curriculum planning, learning and teaching.

Assessment *for* learning (assessment for formative purposes) is a process carried out as learning is taking place. Learners and their teachers use the outcomes to find what learners know and are able to do in relation to learning.

Assessment *of* learning (assessment for summative purposes) is carried out at the end of a unit, mid-year or at the end of the year.

Assessment *as* learning (ongoing assessment) is the use of ongoing self-assessment by learners in order to monitor their own learning.

In subjects that are taught as modules, assessment of learning will take place at the end of a module. Information and judgments about learning are pulled together in a summary form for purposes of reporting to parents and sharing information with other teachers in the next class or school. If learners are fully aware of what is expected of them (the learning intentions) and the success criteria against which their learning will be evaluated, they will develop the self-evaluation skills which will help them become self-directed learners.

Well-designed and appropriately implemented, classroom assessment processes can:

- support learners to use self-assessment to gauge their learning, identify their strengths, their learning needs and their next steps.
- encourage learners to support one another's learning through peer assessment.
- help teachers to understand children's learning better, use evidence to monitor learners' progress, reflect on their practice and adapt or match their teaching to their learners' needs.
- help teachers plan for the learning of individuals and groups and ensure that all children receive appropriate attention.
- support parents to share their children's learning experiences, interpret assessment information and follow their children's educational development.
- promote the reporting on individual progress and achievement in an incremental manner.

Colleges and schools are required to develop an assessment policy. The policy should seek to address the quantity and quality of assessment practices as well as reporting to parents and other stakeholders.

Adapted from *A National Curriculum Framework for All*, Ministry for Education and Employment (2012:41-42) and *Assessments as learning*, Lam (2015:1)

Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they have learned it. This helps to identify what they need to do next and who can help them build up their knowledge, understanding and skills. A learner's progress should be assessed in ways and at times appropriate to their learning needs. Judgements made about this learning should be based on evidence from a broad range of sources, both in and out of school and by reference to a learner's progress over time and across a range of activities.

By planning for ongoing assessment opportunities and periodic testing, particularly where learners use their skills in an integrated way, educators will allow learners to demonstrate, over time, *how much* and *how well* they have learned.

A balance of ongoing and periodic assessment opportunities will require learners to demonstrate a body of learning built up over time and to apply their knowledge and skills in different contexts. Mixing a range of learner controlled formative assessment opportunities will allow the learners themselves gauge how they are progressing against individual or grouped SLOs.

Educators should look to gather a range of quality pieces of evidence to show progression in learning, from both ongoing formative assessment opportunities and periodic, summative assessments. The amount and range of evidence should be sufficient to build up a profile of the learner's achievement, but also be proportionate and manageable. Learners should be involved in the selection of evidence. The evidence should show that the learners have understood a significant body of knowledge, have responded consistently well to challenging learning experiences, and have been able to apply what they have learned in new and unfamiliar contexts.

Learning, teaching and assessment should be designed in ways that reflect how different learners progress, in order to motivate and encourage them in their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self and peer evaluation, and personal learning planning. Current approaches to assessment encourage the learner to carry out a number of communicative tasks, and are given the chance to interact with their peers and receive constant feedback from their teacher. The learners are thus given the chance to play an active role in self-assessment, which encourages them to seek out personal goals for learning Social Studies. These types of assessments can be planned at particular points, such as the end of a thematic unit, whereby the learners can judge and review their own performance by means of a grid stating the intended learning outcomes vis-à-vis the level in which they have been attained.

Educators will need to have a clear understanding of how their own learners are progressing in relation to others in their school and in other schools in Malta, against the outcomes and experiences at different levels. Regular, planned opportunities for dialogue are to be facilitated by Education Officers to help educators reach a shared and consistent interpretation of meaning as they apply the SLOs.

The learner does not have to be secure in every outcome at one level in order to move on to the next. When appropriate, the learner should have the opportunity to engage in learning experiences at the next level. Educators should plan to provide their learners with the opportunity to experience all the outcomes, but should take a holistic view of achievements. When learners have had a deep learning experience at one level, they should move on to the next.

Educators must ensure that their view of what a learner has achieved is supported by sound evidence. Their evaluation of this evidence must be consistent with the evaluations of colleagues in their own, or another, department or centre. Colleagues, departments and centres should plan together and use their professional judgement in coming to a shared understanding of what it means to achieve a level in each of the four skills. Emerging national guidance will support this process. Moderation is particularly important at times of transition from one level to the next, and in transitions between the Middle and Secondary Years.

The delivery of the learning associated with the CCTs and the associated assessment is the responsibility of all educators. Aspects of all of these, but particularly of literacy, will be a natural part of Social Studies lessons.

Improving the quality of teaching and learning also implies fostering a culture which ensures the transparency of quality assessment outcomes and having in place approaches, structures and roles played by internal and external school evaluation systems.

Quality assurance in education can be understood as policies, procedures, and practices that are designed to achieve, maintain or enhance quality in specific areas, and that rely on an evaluation process ... [that is] a general process of systematic and critical analysis of a defined subject that includes the collection of relevant data and leads to judgements and/or recommendations for improvement. The evaluation can focus on various subjects: schools, school heads, teachers and other educational staff, programmes, local authorities, or the performance of the whole education system.

Assuring Quality in Education: Policies and Approaches to School Evaluation in Europe,
European Commission (2015a:13)

Schools will need to begin to develop new quality assurance procedures, while enhancing existing ones, to support the introduction of the LOF and to secure its successful implementation in classrooms. This will need to be part of a whole-school implementation and quality strategy that could include opportunities for:

- Senior Management Teams taking an active interest in teacher CPD, monitoring teacher confidence levels and learner progress, e.g. sampling learners' work and leading whole-school self-evaluations.
- Heads of Schools creating shared preparation and planning time to help facilitate collaborative working.
- standards and expectations sharing through displaying learners' work aligned to levels to show progression, for example in work displayed on a 'learning wall'.
- staff engaging children and young people in discussions about progress and target-setting as part of planning to meet their learning needs.
- development of whole-school approaches to learning and assessment of CCTs.
- clear reporting strategies for feedback on progress within the school and outside the school, e.g. parents and guardians.

In Social Studies teams or Departments (in addition to the activities listed above), educators will need to be engaged in:

- regular departmental meetings to plan learning, teaching and assessment in a coherent way, with colleagues sharing effective strategies that they see as improving learning and achievement of learners.
- collaborative planning with other educators, peer review and discussion of standards and expectations when teaching learners at the same level.
- cross-marking end of topic tests, periodic assessments and other internal assessments. By marking work of learners from other classes or groups, educators can engage in professional dialogue about the nature of the assessment, its fitness for purpose and the learner results. In addressing the last point (i.e. marking work of learners from other classes or groups) professional educators need to be assisted and supported in the adoption of strategies to avoid pre-judging outcomes; for example, marking learners' work without knowing whom the learner is.
- design of assessment materials, marking schemes and reporting strategies in collaboration with other educators within the department, or with appropriate staff in neighbouring schools.
- professional dialogue about learners' work that has been pre-marked to help reach an agreed view on quality and standards.
- Communities of Practice to share and/or strengthen their professional practice, focusing on sufficiency in assessment, consistency in interpreting SLOs, reporting progress to learners, parents and guardians, and other educators.

The Directorate for Quality and Standards in Education (DQSE) will ensure that:

- Education Officers carry out quality assurance visits to validate accuracy of each school's self-evaluation evidence and sample quality and consistency of the learning, teaching and assessment.
- staff members collate and analyse a range of local and national data to be used as the basis of discussion with Heads of Schools, Deputies and Faculty Heads/Principals to inform planning for improvement of learners' achievements.
- where good practice is identified, Education Officers, School Management Teams and other key personnel organise good practice events for staff across schools within the authority to disseminate good practice.

It is here being acknowledged that any feedback coming from schools, including that yielded from assessment, should reflect the wider objectives of education. Moreover, Quality Assurance conclusions will not automatically impact on the performance of schools. Schools need more than information on their performance – they also need guidance on how to improve and support, while attempting such improvement. The ultimate aim of quality assurance procedures should be to provide schools with an appropriate, coherent and comprehensive evaluation strategy which has a positive impact on the school leadership team and on the quality of teaching and learning.

B. INCLUSIVE ASSESSMENT METHODOLOGIES

To help allow vibrant and diverse classrooms to thrive and demonstrate their learning potential educators need to ensure that assessment in the classroom is fair and inclusive, allowing every learner to show what they have achieved and how well they are progressing. Educators can ensure that assessment meets all learners' needs by providing each learner with appropriate support, employing a range of assessment methods and options and, in doing so, affording all learners the best chance of success. This will mean using performance and assessment information from a variety of sources to monitor progress and to inform what needs to happen next in the learning journey.

Educators need to be aware of, and work to, the relevant legislative frameworks that support learners experiencing barriers to learning. Barriers may exist as a result of family circumstances, disability or health needs and social or emotional factors. Where these circumstances occur, learners are entitled to have their additional support needs recognised and supported at the earliest possible stage – by the school, educational authorities and / or the state. Assessment strategies will be effective when educators use a range of assessment approaches flexibly to identify strengths, learning and support needs for vulnerable, disengaged and hard-to-reach learners in their classrooms.

Supporting vulnerable learners

Supporting vulnerable learners may mean using planning tools such as personal learning plans or multi-agency coordinated support plans. Educators need to place the learner at the centre to ensure each learner with additional or diverse learning needs can achieve positive and sustained educational outcomes.

While schools need to consider which approaches will be most effective in helping to remove barriers to learning resulting from social and emotional circumstances including, for example, challenging behaviour, educators need to consider how these whole-school policies translate into action in the classroom.

Assessment planning and the resulting approaches taken (and instruments and methods used) need to ensure that all learners have an equal opportunity to demonstrate what they have learned and what they can do. Educators also need to consider what 'reasonable adjustments' to assessment approaches for disabled learners may look like in assessing ability. This may involve using appropriate assistive technologies. Given that good assessment practice is a key feature of teaching and learning, approaches used to help assess an individual learner's progress need to be as far as possible consistent with those used in the learning itself.

The principle of the continuum of achievement should be such that it allows a learner to follow the best pathway that will allow him or her to reach the maximum of his or her potential - irrespective of whether the student is a high flyer, has average abilities, basic abilities and/or has a disability. In this regard the NCF sought to establish a framework that ensures that, as far as possible, no student becomes a casualty of an education system that is unable to identify those learners who require encouragement and guidance. Equally importantly, the NCF allows for the introduction of different pathways that will truly allow a learner to develop his or her abilities in the manner best suited for him or her.

Adapted from A National Curriculum Framework for All, Ministry for Education and Employment (2012:5)

It is important to note that gifted and talented learners may not excel in all areas and may have different capabilities. Therefore, one learner may be gifted in one aspect but not in another. Gifted learners should not be burdened with additional amounts of work, but rather offered opportunities that stimulate higher-order thinking skills (NSW Department of Education and Training, 2004). Teachers are strongly encouraged to identify diverse strengths and weaknesses of learners in their class, so as to avoid that only the stereotypical gifted and talented learners get placed in this category.

C. RELIABLE AND VALID WAYS OF ASSESSMENT

Assessment will involve planning high quality interactions with learners and will be based on thoughtful and probing questions drawn from the SLOs and designed to ascertain the extent to which the outcomes have been achieved. Learners will be clear about the kind and quality of work required to achieve success in the SLOs. The methods of assessment used need to reflect the nature of what is being assessed.

In the periods between formal assessment interventions individual learners should be encouraged to ask for and should be given timely feedback about the quality of their work that they can understand, reflect on and ask questions about. Educators should strive to encourage the learner's active engagement in discussion about their work and progress, and suggest the steps they can take to improve their performance.

Educators should seek to empower learners to develop the skills to evaluate their own and each other's work against the SLOs, encouraging them to develop an appreciation of their own learning needs, how well they are progressing towards achieving the standard exemplified by the SLOs and the types of action they need to take to improve their progress.

The SLOs have been written in a way that is designed to ensure that the learning expectation is clear. They also act like an anchor for any and all related assessment activity by defining the learning that is in scope for assessment activity and by omission being clear about what is not in scope. This makes the assessment process and assessment expectations more transparent for the learner. At times SLOs involve an additional layer of detail delivered through the use of exemplification to illustrate the nature of the challenge within the SLO or through a clear statement of what must be included as a minimum in addressing the learning associated with the SLO.

Where there is exemplification, the example given is designed to be indicative of the degree of difficulty or challenge expected to be reached in the SLO. The example adds a further layer of detail and clarity so the educator knows the standard the learner should be looking to achieve.

What the assessment should really be trying to establish is whether the learners have reached the standard of the SLO. Can they do what the SLO says they can do? Can they demonstrate the ability to do what the SLO claims for them and can they do it routinely, confidently and comfortably? Here the educator's professional judgement and the professional agreement on what constitutes achievement is important.

The assessment standard is not necessarily what is stated in the SLO. The standard is the shared and consistently applied interpretation of what acceptable learner performance in response to the SLO looks like. In order to reach this judgement, educators will need to work within the subject teaching community to agree what achievement looks like at each of the levels (e.g. Level 8), at the level of the Subject Foci within a level and at the level of an SLO where this is not immediately apparent and there is scope for ambiguity or interpretation.

Assessment within the LOFs will need to be subject to robust quality assurance procedures that are designed to instil confidence in teachers' assessment judgements and assure parents, guardians and other stakeholders that all learners will receive appropriate recognition for their achievements in line with the agreed national standards and that learners are making the appropriate progress in line with expectations.

Where assessment is for high stakes qualifications and external certification, particular safeguards are required to guarantee fairness to all young people and to provide assurance to parents and guardians, MCAST, the University of Malta and employers that the system is robust. To that end MATSEC will produce clear assessment plans for Level 9 and 10 assessment, detailing the balance between high-stakes external assessment and internal assessment procedures and quality assurance.

As learners approach points of transition (for example, across Levels) it is important to have rigorous and robust assessment and related quality assurance procedures in place in order to ensure that there is a reliable system for sharing information about progress and achievements. Again, MATSEC and/or DQSE will be responsible for producing the guidance documentation detailing the policy and procedures for any transition assessment arrangements involving high-stakes or external assessment.

Working the room: Measuring the impact of the teaching

This whole class assessment technique can be used with Level 8 and 9 learners. Challenge stations are set up around the room, and there should be a sufficient number of learners to split the class into groups of 3-5, with a different challenge presented to each group. The challenges should be related to what has recently been taught in class and should be based on two or three distinct learning outcomes. The groups should be balanced out evenly in terms of ability, with the addition of the elements of time and reward to keep motivation high and maintain the competitive spirit. The assessment of the activity will provide a good idea of how the whole class has understood what has been taught.

Adapted from *Designing Effective Activity Centers for Diverse Learners: A Guide for Teachers At All Grade Levels and for all Subject Areas*, Hilberg, Chang and Epaloose (2003).

D. ASSESSING CROSS CURRICULAR THEMES

The embedded CCTs within the SLOs are for guidance purposes only. As already indicated, the teacher may have better ideas of where, when and how to embed particular aspects of the CCTs.

The CCT icon in embedded SLOs is followed by a sub-heading from the CCT. This indicates the particular area of content that seems most appropriate for embedding within the delivery of the SLO.

The guidance about CCTs also describes how CCTs can be addressed through the choice of pedagogy or delivery style, classroom activity or approach to learning. Some may also be addressed through the introduction of whole-school or year group, curriculum enrichment activities or the adoption of particular sets of behaviours within the school community. The flexibility and freedom to decide upon and select which methods, opportunities and aspects of the CCTs are addressed when, where and how is entirely a subjective one. The aim is to ensure that the learners, through the course of their learning journey through the LOF, come into contact with the key learning associated with all the CCTs in significant and meaningful ways. The role of the CCTs is to yield resilient, adaptable, empowered young people with the robust, transferable skills the country needs to remain caring, inclusive, competitive and productive. This needs to be kept in mind when looking at the overall implementation and embedding of CCTs in the curricula.

This open and flexible approach to where, when and how CCTs are addressed is a challenge when it comes to trying to prescribe assessment approaches. While the lack of uniformity and consistency of when, where and how to embed CCTs in the LOF and in each subject area is attractive from a flexible delivery viewpoint, it represents a challenge in assessment from a standardisation standpoint.

The guidance around assessment of CCTs is simply to ensure that:

- the impact of the embedding strategy adopted at the classroom, departmental and school level is known and understood in terms of what has been learned.
- there is communication between schools, tutors and class teachers about the progress learners have made in coverage and acquisition of the CCT content.
- learners engage with each of the six CCTs with sufficient frequency, meaning and depth to allow them to achieve the key competencies they cover and to benefit from the new learning and skills each CCT introduces.

In each subject, educators may find it most beneficial to work with peers to determine the best-fit CCT opportunities, creating a support community to share development of resources and to help agree a consistent approach to teaching and assessment expectations when it comes to embedding the CCTs. Within this support community one can attempt to:

- agree which teaching approaches lend themselves to particular CCTs.
- share ideas and resource development.
- develop project-based approaches to SLO delivery that are enhanced by CCT inclusion.
- standardise assessment expectations around CCTs.

E. REPORTING PROGRESS

Learner and Parent/Guardian Reporting

Reporting on learning and progress should offer learners, parents, guardians and teachers insight into what learning expectations have been set, how the learner is progressing in relation to these learning expectations and how the learner can do what needs to be done to ensure continued progress and improvement as they go forward with their learning. Reporting should always be constructive, insightful and able to be used to stimulate meaningful discussion between the teacher, learner and their parent or guardian. It should, at the same time, be reflective, looking back at achievement, and forward-looking, focusing on improvement.

The LOF offers local flexibility for schools to decide how best to report information on learner progress, achievements and next steps within a clear set of national expectations. How frequent and what form such reporting takes are also decisions to be taken at the school and college level.

National expectations for reporting

Reporting will provide the learner, their parents or guardians with information on progress and achievement in each subject that includes:

- constructive, insightful and clear feedback throughout the learning experience.
- feedback on the learner's particular strengths, areas for development and completed achievements.
- feedback on the different curriculum areas.
- the particular support the learner is receiving to help them progress.
- attitude of the learner to learning.
- how home can play an active part in supporting the learning process.
- an opportunity to capture the learner's voice.
- an opportunity for parents/guardians to respond directly to the reporting feedback.

It is important that the reporting structure used is manageable for teachers.

Reporting is based upon the assessment of progress and there is a balance to be struck between how often assessment of progress is made and how often this progress is recorded and communicated to the learner and the parent/guardian. The reporting needs of the two groups are different:

- Learners should be receiving feedback on progress on an ongoing basis as a routine part of the learning and assessment process. The use of formative assessment (often called Assessment for Learning) should be a routine part of any assessment strategy. This makes this type of reporting frequent and continual.
- Parents and guardians need to be kept informed of their child's progress at key points in the learning journey where there needs to be feedback given around achievement and a discussion instigated between home and school about how further progress and improvement can be made. This makes this reporting much less frequent but recurring. At the very least, achievement of a level should be reported every time a level is achieved.

Reporting process

It is important to set up a process by which learners can take some ownership of what is reported. Educators should consider working with learners to determine which evidence should be drawn upon to summarise learning and progress for the purposes of reporting. This will invite reflection and dialogue about their learning and will be a useful opportunity to help the learner engage more deeply and meaningfully in discussion about their own learning. This type of dialogue will not restrict or impinge upon educators' professional judgements but will offer them some insight into the learner point of view and may help deepen their understanding of the impact of their own learning strategies.

The LOF offers the ability to report progress within the subject at different levels of detail. Each subject is broken down into levels, containing Subject Foci and each Subject Focus is further broken down into SLOs. With the SLOs making the outcomes of learning explicit, it will be important to establish what the learner, parent/guardian needs to know about progress against the SLOs and what can feasibly be shared, how often and when. Educators will first need to separate out internal reporting needs to chart a learner's progress, so that this can be shared with other teachers as they progress in other subjects, to benchmark progress more widely. Different audiences will need different details about learner progress.

The school and the relevant department need to set the policy on how they intend to report.

Internal Reporting

In order to maximise the opportunities that the LOF brings in terms of flexibility and freedom to help learners progress towards the learning expectations, the teacher will need to have a detailed appreciation of what the learner has already achieved and just how they relate to the learning expectations that the teacher is responsible for teaching. The teacher who comes next will also expect an appraisal of learner performance. It will be important to establish, through discussion with colleagues, how best to manage this internal communication and reporting in order to ensure a balance between what is helpful and insightful in assisting with the transition process and what is unwieldy, onerous and unmanageable.

It is important to remember that the detail that can be created around individual performance does not necessitate or promote an individualised teaching programme for each learner. Instead it is there to be used to facilitate a more responsive approach to curriculum design and more appropriate selection of teaching strategies and resource selection within the class.

As learners progress through the LOF, moving from level to level, year to year and class to class they will progress at different rates. This represents a challenge if learning is to remain fluid and continuous and progression is to be uninterrupted. That said, the Subject Foci and SLOs allow teachers to profile progress and achievement and to communicate that progress in a regular manner, indicating where the learner sits in relation to the overall expectations of a level, even indicating where there is some achievement beyond the level. The school is given the flexibility to decide how best it wants to communicate learner progress within the school and between those responsible for their learning and progression. Within the subject teaching team it will be important to identify an approach that is functional and clear within the subject and will ultimately maximise the Learning Outcome Framework's ability to chart progress in detail and in a personalised, learner-centric way.

A simple Achieved/Not Yet Achieved is clear feedback, yet it does not convey how close or far from being able to demonstrate achievement of the SLO the learner is. Educators may find it useful to come up with a convention that does more than just use a binary method of reporting achievement. Communicating more information about how a learner is relating to a particular level helps instigate discussion of where there may be particular learning challenges or where a learner has only started the learning associated with particular Learning Outcomes.

Evidence informing reporting should be drawn from a range of sources, including formal and informal assessment interventions, and educators should apply their professional judgement to a sufficient and robust body of evidence that allows them to report with confidence about progress made against a significant body of learning. Formal summative assessment interventions need to be subject to collaborative design and development and feature a measure of quality assurance and moderation to ensure what is reported is benchmarked against a wider understanding of the national standard.

How it is done elsewhere

The Scottish *Curriculum for Excellence* frames progression in relation to the learning expectations as developing, consolidating or having secured the learning objectives. These are not rigid categories but signposts indicating where the learner sits in relation to the expectations.

Typically, a learner who has started to engage in the work of a new level or area and starting to make progress in an increasing number of outcomes is at the Developing stage.

Once the learner has achieved a measure of breadth across the Subject Foci; can apply the learning in familiar situations; is beginning to show increased confidence by engaging in more challenging learning; and is starting to transfer their learning to less familiar contexts, they are engaged in a process of Consolidation.

Once significant achievement across the Subject Foci and outcomes has been recorded and there has been consistent success in meeting the level of challenge within the outcomes; learners are engaged in more challenging work; and are confidently transferring their learning and applying it in new and unfamiliar situations, their position in relation to expectations is viewed as Secure.

Adapted from *Building the Curriculum 5, A Framework for Assessment: Reporting*,
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Appendix 1



Digital Literacy

Digital literacy has become essential for learning and life. Besides cutting across various disciplines it must now be considered as being a discipline of its own such as music, art, science and literature. Digital literacy education seeks to equip learners with the competencies (knowledge, skills and attitudes) in the use of digital technology needed to access learning opportunities, to pursue their chosen careers and leisure interests and to contribute to society as active citizens. It also aims to provide them with knowledge of the principles underpinning these technologies and a critical understanding of the implications of digital technology for individuals and societies.

Digitally literate learners learn to become independent, confident and discerning users of technology. Subsequently they acquire and develop critical and analytical attitudes to appropriately choose the right digital tools according to specific needs.

Digital literacy includes five categories of digital competencies, namely: Information Management, Communication and Collaboration, Digital Media, Using Digital Tools for Learning, Management of the Internet.

The competence in information management enables learners with the means to access, evaluate and analyse and hence make an informed choice from a range of available data and information sources. Competencies relating to Communication and Collaboration empower learners to learn to communicate, collaborate and network with others. Competencies in Digital Media enable learners to analyse messages mediated by digital media and to express themselves creatively across a range of digital media.

Digital literacy also involves competence in using digital tools in various media and in different modes of learning (autonomous, collaborative, exploratory, designing). Digitally literate learners will learn to be responsible and competent in managing the internet, keeping themselves safe and secure online, making informed choices over privacy, taking responsibility for their actions, respecting intellectual property, abiding by the terms and conditions of systems they use and respecting the rights and feelings of others. In teaching digital literacy, teachers should look for authentic, meaningful and socially inclusive learning opportunities which allow learners to apply and develop their skills, knowledge and understanding across the curriculum. Digitally literate learners should be able to undertake challenging creative projects, both individually and collaboratively comprising aspects from different competence categories.

Theme Learning Outcomes:

Information Management

- I am able to identify and articulate my information needs.
- I can find, select, use and combine information from a range of sources.
- I can safely and critically navigate between online sources and select information effectively
- I can navigate between online sources and select information effectively.
- I can create personal information strategies.

Communication

- I can communicate through a variety of digital devices and applications.
- I can adapt my communication modes and strategies according to the people I am communicating with.
- I can use different digital tools to share knowledge, content and resources.
- I can help others to share knowledge, content and resources.
- I know how to quote other people's work and to integrate new information into an existing body of knowledge.
- I can engage with on-line learning communities effectively.
- I can use digital technologies to participate in online citizenship.

Collaboration

- I can use technologies and media to work in teams and collaborate in learning.
- I can collaborate with others and co-construct and co-create resources, knowledge and learning.
- I can function well in digitally mediated Communities of Practice

Use of Digital Media

- I can review, revise and evaluate information presented in a range of digital media.
- I understand both how and why messages in digital media are constructed and for what purposes.
- I can examine how individuals interpret messages in digital media differently.
- I understand how values and points of view are included or excluded and how digital media can influence beliefs and behaviours.
- I understand the ethical / legal issues surrounding the access and use of digital media, including copyright, ownership, licensing and use of proprietary content or software.
- I can work creatively across a range of digital media and multiple systems to present information effectively to a given audience.
- I can edit and improve content that I had already created or that others have created, respecting and acknowledging the rights of the original author.
- I can express myself through digital media and technologies.

Managing Learning

- I can use various tools to manage my own learning.
- I can use various tools and approaches to collaborate with others in learning.
- I can use various tools to explore ideas, theories, relationships and procedures.
- I can use various tools to learn by designing digital objects.
- I can use various tools and approaches to reflect on learning.
- I can use various tools and approaches to evaluate what I have learnt.
- I can build and assess e-portfolios.
- I can work on multiple eLearning management systems and platforms.

Managing Internet Use

- I understand how the internet and the world wide web work and can use them for communication and collaboration.
- I am aware of and abide by the principles of netiquette.
- I know what constitutes plagiarism.
- I can protect my devices from online risks and threats.
- I can protect myself and others from possible online dangers (e.g. cyber bullying) by following appropriate privacy and confidentiality procedures.
- I am able to consider the social, cultural, religious and ethical implications of digital technology and can confidently communicate, share information, access and distribute content without infringing upon other peoples' intellectual property.
- I am aware of cultural diversity online.
- I can develop active strategies to discover inappropriate behaviour.
- I can create, adapt and manage one or multiple digital identities.
- I can protect my e-reputation.
- I can manage the data that I produce through several online accounts and applications to avoid health risks related with the use of technology in terms of threats to physical and psychological well-being.
- I recognise Cloud Computing as a converging technology on which I can work and save my material.



Education for Diversity

The National Curriculum Framework (NCF) acknowledges Malta's cultural diversity and values the history and traditions of its people. It acknowledges and respects individual differences of gender, colour, ethnic and social origin, language, religion or belief, political or any other opinion, membership of a national minority, birth, ableism, age or sexual orientation and geographical location. A curriculum that acknowledges the fact that diversity is a feature of Maltese society, as it is of nations across Europe and the world, that can contribute to national prosperity and social cohesion.

As a member state within the United Nations, Malta is a signatory to international human rights instruments including the Universal Declaration of Human Rights (1948), the European Convention for the Protection of Human Rights and Fundamental Freedoms (1950), the International Covenant on Civil and Political Rights (1966), the International Covenant on Economic, Social and Cultural Rights (1966) and the UN Convention on the Rights of the Child (1989). As a member of the European Union, Malta is legally bound by the EU Charter of Fundamental Rights.

These instruments set out international standards and commit Malta's government and people to democracy and to acknowledging that citizens and other residents have, and should enjoy, human rights without discrimination.

Consequently the NCF aims to help children acknowledge social justice and solidarity as key values in the development of the Maltese society and encourage young people to uphold fundamental democratic values and promote social justice.

Education for Diversity promotes an inclusive educational culture and challenges various educational processes such as decision making within schools, languages of instruction, methodologies used, learner interaction and learning resources. Education for Diversity ensures the inclusion of multiple perspectives and voices within the learning environment, provides spaces for learning about the languages, histories, traditions and cultures of non-dominant groups in a society, encourages team work and cooperative learning in multicultural, multi-ethnic and other diverse contexts, combines traditional and local knowledge and know-how with advanced science and technology and values the practice of multilingualism. In doing so, it encourages an understanding of global issues and the need for living together with different cultures and values.

Theme Learning Outcomes:

Self Awareness

- I am a person committed to democracy and understand that this means ensuring people of different views and cultures have their say and work together for a better society.
- I have a principled and ethical approach to life.
- I am committed to social justice and a democratic and inclusive society.
- I reserve judgement so that it may be made on a fair and rational basis.
- I strive to strike a balance between my rights and duties and those of others.

Social Change

- I uphold fundamental democratic values and work to promote social justice.
- I respect the different religious and humanist convictions, morals and beliefs that inform people's conceptions of right and wrong.
- I recognise unfairness, injustice and preferential treatment in daily life situations including racist, sexist and homophobic language and behaviour.
- I challenge expressions of prejudice and intolerance towards minorities such as racist, sexist and homophobic names, anecdotes and comments.
- I claim my rights and act on my duties knowing that my fellow learners and teachers have equal entitlement to their rights.
- I appreciate that the notion of 'identity' is complex and changing and limited as a concept in capturing who I am and that the idea of 'identities' is a more powerful way of understanding who I am and who others are.
- I attend and respond to my teachers and fellow learners and accept that they may have different points of view.

Communicating for Diversity

- I communicate with, work with and respect all of my fellow learners, teachers and adult helpers.
- I communicate with people who are different to understand how we are the same and to understand myself better.
- I strive to communicate effectively with others in a constructive, supportive and self-determined way.
- I can use effective language to challenge injustices and inequalities.
- I approach differences of opinion and conflicts of interest through dialogue, non-violent communication and consensus; where this fails, I am willing and able to use mediation.



Education for Entrepreneurship, Creativity and Innovation

While entrepreneurship, creativity and innovation can potentially be seen as being discrete attributes, it is perhaps more strategic to consider them as mutually reinforcing features of a more cohesive and singular aim: to ensure that the future citizens of Malta have the wherewithal to contribute to the sustainable prosperity of the nation in an increasingly competitive global economic and social contexts. The goals include the four main competence areas of personal and interpersonal skills, practical and cognitive skills. This more strategic vision reinforces the need for an approach to Entrepreneurship, Innovation and Creativity that permeates all aspects of the curriculum, while being clearly signposted to ensure that learners' entitlements are being met and that learning and teaching in relation to these themes can be quality assured.

The overall goals of entrepreneurship education are to give learners the attitudes, knowledge and capacity to act in an entrepreneurial way and to acquire the skills that will promote their lifelong employability in a rapidly changing commercial, economic and social environment. This includes becoming entrepreneurial citizens in other spheres beyond industry or employability. These goals require the development of the 'soft' generic personal and interpersonal skills fundamental to becoming entrepreneurial, as well as the fostering of the more discrete entrepreneurial knowledge and understanding required to pursue entrepreneurial endeavours and to possess an entrepreneurial mindset which is both creative and innovative.

Creativity is generally recognised as both an innate yet often under-developed quality in young people, as well as a practical skill that helps to unlock an entrepreneurial disposition. It is a skill that can be taught and that everyone can aspire to. It involves opening up young peoples' thinking processes in ways that help them to look at familiar things with a fresh eye, to identify and frame a problem and to generate solutions whilst using their imagination, knowledge and skills to explore new possibilities rather than established approaches.

The ability to be innovative and the confidence to look for innovative responses to opportunities or problems encountered is best nurtured in a safe, supportive environment where this type of approach is encouraged, recognised and rewarded. Such a pedagogy requires allowing learners time to reflect on a situation and tap their resources and imagination to develop plans and solutions. It also requires time for implementation of new processes and the application of new ideas. Teaching and learning for innovation might even include space to 'learn from failure'.

Theme Learning Outcomes:

Personal

- I can work effectively on my own.
- I am resilient and can persevere.
- I understand the importance of nurturing a positive self-image, self-esteem and self confidence.
- I recognise the importance of integrity and ethical values.

Interpersonal

- I know how to communicate my proposed strategies to others effectively.
- I am able to contribute to a team.
- I am able to take the lead.

Cognitive

- I am able to solve problems imaginatively and laterally.
- I am able to think critically.
- I am able to consider different perspectives.
- I can recognise that entrepreneurship and innovation should be underpinned by ethics and values relating to social justice and sustainability.

Practical

- I can turn creative ideas into action.
- I have a basic set of research skills.
- I am able to audit my own skills and interests in order to consider future academic and vocational career choices.
- I appreciate the importance that creativity and entrepreneurship have played in the development and progress of human society.



Education for Sustainable Development

Education for Sustainable Development (ESD) helps learners to develop the necessary competences (knowledge, skills, values, attitudes and behaviour) that enable them to become sustainable citizens. ESD empowers individuals to actively participate in decision making processes which are compatible with living within the environmental limits of our planet in a just, diverse, equitable and peaceful society.

ESD seeks to ensure that learners:

- Develop a sense of identity and belonging to their local, national, regional and global community.
- Are empowered to adopt their roles and responsibilities within a globally interdependent world.
- Understand and are empowered to address the real causes and consequences of unsustainable behaviour within the context of an interdependent and globalised world.
- Develop a future-oriented perspective that highlights the significance of their decisions, choices and actions on the quality of life of present and future generations.
- Are exposed to diverse learning environments using a broad array of educational experiences.
- Develop a holistic concept of the environment involving natural, social, economic, physical and cultural perspectives.
- Value and respect social, cultural and ecological diversity.
- Are committed to action to bring about change.

ESD should be achieved through a whole-school approach that involves the reorientation not only of the curriculum, but also of the school culture, the school campus management, the school community and the wider local community in line with sustainable development.

Learners should experience ESD through transformative pedagogies that facilitate ESD teaching and learning experiences that promote the acquisition of the knowledge, skills, values, attitudes and behaviours necessary to become active global citizens.

ESD should be a lifelong learning process involving a blend of learner-centred processes, such as participatory/ collaborative learning; problem-based learning; inter-disciplinary learning; multi-stakeholder social learning; critical and systemic thinking-based learning; action learning; learning outside the classroom; experiential learning; reflective evaluation and using relevant real-world contexts.

Theme Learning Outcomes:

Learning to Know

- I can explain how the natural, social, cultural and economic systems work and are interrelated.
- I can describe my role as a citizen within the local, national, regional and global context.
- I can recognise the relationship between understanding others and the wellbeing of all in the present and the future.
- I can identify the root causes of inequality and injustice and actions that lead to a better quality of life, equity, solidarity and environmental sustainability.
- I can justify the importance of identifying problems, reflecting critically, thinking creatively and having a wider vision in order to plan for the future and become an effective agent of change.
- I can recognise the importance of lifelong learning and use such learning experiences to approach new challenges and be in a better position to take informed decisions and evaluate their consequences.

Learning to Do

- I can communicate my ideas and present my opinions in thoughtful and informed discussions and decision making processes.
- I can critically assess processes of change in society and envision a more equitable and sustainable world.
- I can identify priorities and evaluate potential consequences of different decisions and actions.
- I am able to collaborate with people having different perspectives on dilemmas, issues, tensions and conflicts from different disciplines/places/cultures/generations.
- I can use the natural, social and built environment that surrounds me, as a context and source of learning.
- I can involve myself and others in real-world issues to bring about a positive difference.

Learning to Be

- I am a critically reflective person and am able to evaluate decisions, choices and actions.
- I am responsible for my actions and capable of anticipating, adapting to and facing change.
- I can reflect upon the consequences of my actions on present and future generations.
- I am sensitive to divergent disciplines and perspectives, cultures and minority groups, including indigenous knowledge and worldviews without prejudices and preconceptions.
- I am motivated to make a positive contribution to other people and their social and natural environment, locally and globally.
- I am able to creatively and innovatively take considered action and challenge assumptions underlying unsustainable practice.

Learning to Live Together

- I can live in harmony with myself, others and the natural world at a range of levels from the local to the global.
- I respect and value diversity and challenge social injustice.
- I have a future-oriented perspective for how I live my life as a citizen of the world.
- I actively engage myself with different groups across generations, cultures, places and disciplines.
- I can actively participate in processes and encourage negotiations for alternative sustainable futures.
- I will help others clarify diverse worldviews through dialogue and recognize that alternative frameworks exist.
- I will challenge unsustainable practices across educational systems, including at the institutional level.



Learning to Learn & Cooperative Learning

The aims of Learning to Learn are for learners to:

- Focus on learning processes as well as final performances.
- Hold a rich conception of learning and based on a personal conviction to manage own learning.
- Acquire a wide range of strategies for learning.
- Develop strategies to plan, monitor and review their own learning.
- Become competent in self-assessment.

Theme Learning Outcomes:

Social Learning

- I can appreciate diverse viewpoints and personalities.
- I am confident in discussing my views with others.
- I can follow the ideas of others and comment on their views.
- I can follow group discussions and collaboration and summarise what is being said or done.
- I collaborate with other learners as part of my learning.
- I learn by designing products with others.
- I seek out and am open for guidance and support from peers and adults.
- I am able to talk with others about learning.
- I listen to others talk about learning.
- I can discuss various subjects and learning strategies with peers.
- I can debate and support my argument without being judgemental while still empathising with others.
- I can learn about my needs to make the right choices.

Personal Learning

- I can identify the support and resources I need to learn.
- I am aware of my preferred way to learn and can use this to plan my own learning.
- I manage goals and time efficiently in learning.
- I feel competent in managing my own learning.
- I am open to feedback from others and am able to consider it for my personal improvement.
- I reorganise myself by explicitly changing my assumptions over time.
- I am able to follow my own interests as this helps me to reflect on 'who I am'.
- I am pleased when I succeed at difficult tasks.
- I believe that effort can lead to success.
- I reflect on my mistakes and learn from them.

Cognitive Learning

- I am able to remember by recalling, recognising and locating information.
- I am able to link new information to my existing knowledge.
- I am able to analyse information that I come across.
- I evaluate knowledge in terms of my learning objectives and my preferred way of learning.
- I am able to solve problems on my own and in collaboration with others.
- I am able to assess myself as this helps me to understand what I know and who I am.
- I assess myself to analyse and further develop my ideas.

- I assess my peers to compare what I know to what others know, gaining knowledge of what mental models others hold of a particular concept and how these mental models can evolve for understanding to happen.
- I am able to focus on the main subject and summarise important points.
- I am able to apply my knowledge and understanding in differing contexts.
- I can manage my own learning to improve important skills including literacy and numeracy skills.
- I understand that learning involves different processes.

Creative Learning

- I take initiative in designing new products.
- I am able to think about new ways of making good use of objects.
- I am able to use my imagination and creativity.
- I prefer to move on to challenging tasks rather than stay on easy ones.
- I am able to face new, challenging experiences and learn from them.
- I learn by exploring events, life experiences and the physical environment.
- I am able to engage in unplanned spontaneous play.
- I am able to engage in planned, purposeful play.
- I understand that I can improve and learn and that if I am stuck I can think upon my difficulties, solve my problems and move forward.



Literacy

One of the most important aspects of literacy in Malta is the implication that a literate person is fluent in both Maltese and English. An essential factor to ensure that Malta remains a bilingual country is making sure that its learners develop equal competences in reading, writing, speaking, listening and comprehending in both official languages from the early years, preferably from kindergarten. Another is ensuring that learners develop the skill to switch easily from Maltese to English (or vice versa) depending on the situational need. Achieving bilingual literacy in our education means that all our young people feel comfortable and confident using both languages.

Literacy development will require a whole-school approach that is clearly reflected in school policies where there is a conscious effort in which a community for literacy is promoted throughout the curriculum. Literacy for learning is an intrinsic part of school life and every subject domain can serve as a context whereby literacy skills development could be enhanced. Furthermore, schools should strive for a literacy rich environment using technology as a platform.

The relevance of reading aloud and presenting ideas to an audience and the opportunities for contextualised language and play acting (drama) should be clearly identified as components of spoken literacy across the curriculum. Stressing the importance of oracy is key to encouraging active learning cultures and communities.

With regard to reading, the fun and interactive aspect of reading is very important; the purpose of reading should initially be for fun/interest and communication. The value of entertainment in reading, which is closely linked to attitude and disposition to language, is crucial especially in the Early and Junior Years. Critical and creative thinking, where the learner increasingly takes control of texts in different domains and gains awareness, will follow.

Theme Learning Outcomes:

Listening and speaking

- I can converse in a range of situations, both formal and informal, matching register and language to the situation and audience.
- I can listen to and understand spoken text well and respond or apply the information appropriately with comments and/or questions.
- I can use language to present my thinking logically and clearly and can talk to engage an audience while analysing and evaluation through an open-ended approach.
- I can use spoken language to share my ideas in a collaborative way, appreciating the social elements of conversation such as waiting for my turn and listening to what others have to say.

Expressive language

- I can use expressive language to develop my own thinking, using words to explore, clarify and confirm ideas.
- I can use expressive language to develop my thinking and the thinking of others by contributing to the explorative talk of my peers and the dialogic talk of my teachers.
- I can use expressive language to organise and rehearse ideas, arguments and language structures in order to synthesise and evaluate before writing and while editing.

Reading and understanding

- I can decode print effectively and successfully establish multisensory linking and phonemic awareness between grapheme and phoneme.
- I can read text in a fluent manner and understand what is written, gain knowledge and enjoy the process.
- I can select real, virtual and multimedia texts to entertain and inform me, constructing meaning from text, using words and visual or audio information to confirm, complement or change what I already know while discarding the superfluous.
- I can approach texts purposefully: I am aware of what I hope to gain from them and am able to use retrieval devices, cross references and links to follow themes or ideas through various means including texts accessed via technology.
- I can select appropriate texts for my purposes, taking account of implied readership and provenance as well as subject matter and format.
- I can identify and follow the different reading conventions of my academic subjects, regarding the place and purpose of reading texts in learning and in questioning or accepting the authority of these texts.

Writing

- I can draw on what I have read, what I have done and what I have felt at home, at school and at play to inform my writing.
- I can convey my thoughts powerfully and eloquently through speech and text.
- I can select the appropriate language, register, genre and medium for the texts I write.
- I can use writing in both manuscript (handwritten form) as well as digital form in order to inform, to persuade and to entertain other people.
- I can use writing to consider ideas and to reflect on and consolidate my own thinking and learning. I can follow the writing conventions of the genres and subjects I am studying.

Accuracy

- I can write accurately using language conventions and rules such as those established by Standard English / Kunsill Nazzjonali tal-Ilsien Malti / I-Akkademja tal-Malti.
- I can use my knowledge of morphology as well as my phonological awareness and visual memory to attempt to spell unfamiliar words and recognise correct spelling.
- I can use a range of punctuation marks to make my meaning clear to a reader.

Planning and reflection

- I can plan my written work and think what I want to communicate before I start to write.
- I can understand the need for drafting; I can edit and proofread my work and allow sufficient time in which to complete a piece of work.
- I can reflect about my writing and think about how I learn best.

Appendix 2

General Comments (applicable to ALL Subject Foci)

1. Examples listed in the Learning Outcomes are mandatory but may be supplemented with other examples. Examples listed in this Appendix are to be engaged with as suggestions and are strictly non-exhaustive. Examples may not necessarily be taken from current syllabi.
2. In view of the rationale of the National Curriculum Framework (2012) it is important that assessment solicits the outcomes from the learner and not specific content. This may be relatively manageable if the setting of assessment modes - e.g. an exam paper or an assignment - is done by the educators who delivered the lessons. It is recommended that no examination papers be centrally issued by colleges/at national level due to timetabling issues, individual educators' progress with each class and related reasons.
3. In terms of assessment, it is recommended that educators take into consideration all forms of manifestations of the Learning Outcomes, e.g. learners may manifest a learning outcome such as making a distinction; giving an account/explanation etc. in both verbal (written, speaking) and non-verbal ways (e.g. drawing, acting).
4. Ongoing formative assessment is recommended such as learner generated exhibitions, demonstrations, essays, debates, or oral presentations. In this regard the use of media is highly recommended and should not be restricted to computers and powerpoint presentations but should include more traditional media such as charts and paintings.
5. It is highly recommended that an integrated approach not a modular one be taken to the Subject Foci. An integrated approach may also be adopted through interdisciplinarity with other subjects, e.g. globalisation with Geography, language lessons, etc.
6. Other suggestions of Pedagogy and Assessment methodologies include:
 - Experiential learning
 - Class as an open space
 - Sharing of work/division of labour among learners
 - Field engagement with responsible citizenship, such as:
 - Environmental NGOs - e.g. Birdlife, Nature Trust's educational programmes with schools, and Eko-Skola's green-flag schools
 - Civil rights NGOs - e.g. RISE
 - Human rights NGOs - e.g. AMNESTY, Jesuit Refugee Service
 - Local Councils.

In Levels 8-10 these may be linked to a job-shadowing experience.
7. Each Subject Focus should address the following transversal aspects: gender, race, ethnicity, age, sexual orientation and religion.
8. Content in one Subject Focus may compensate for a more concise content in another Subject Focus.

Subject Focus: The Self within Society (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 5, No. 7:** I can identify situations when someone feels differently from others.
Suggested example:
 § I was thrilled when the balloon full of water burst on our living room carpet, but my parents were unhappy / angry.
- ∅ **Level 10, No. 1:** I can question past and present socio-economic and cultural events and contexts, to critique how and why my self and that of others have/are developed/ing and manifest themselves the way they do.
Suggested example:
 § How/Why is it that some people give more/less relevance to the English language (vis-à-vis the Maltese language) and its users in the Maltese Islands?

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Group Work in class: Learners are given different magazines and they can cut different physical features from different individuals and create a person.	Learners label the cut-out/drawing or list physical features (e.g. hair, eye, and skin colour).	I can list physical features of the self in my self and other people.	5 – General – Regular.	
Learners are asked to recognise differences and similarities in people's appearances and abilities. This can be introduced through a particular book or pictures of people having different abilities. Activities in the book can be simulated in class. Learners can assume the role of a person with a disability (e.g. blindfolded).	Learners list 4/6 individual characteristics that may vary from person to person.	I can list physical features of the self in my self and other people.	5 – General – Regular.	A rainbow of friends: https://www.youtube.com/watch?v=EmjwPhqPX8E https://makinguswhole.wordpress.com/2014/06/30/10-childrens-books-that-teach-inclusion/
Learners may make cut-outs of persons, draw and fit different clothes to the cut-out from magazines/ other sources.	Learners present cut-out to the class/ take photos of the work produced or produce a PowerPoint presentation explaining their reasoning.	I can list social features of the Self in my self and other people.	5 – General – Regular.	

<p>Educators present information about a particular historical context/event, highlighting certain concepts, which may be translated into a role-play. E.g. living conditions of children living in World War II.</p>	<p>Learners write and act out a role-play. Learners interview a person in their town/village who has experienced a particular historical event.</p>	<p>I can state the connection between these feelings (happiness, sadness, fear, love, anger, sympathy, humiliation) and historical events.</p>	<p>6 – General - Regular</p>	<p>http://www.bbc.co.uk/schools/0/ww1/</p>
<p>Learners create a panel discussion or an online forum in class presenting arguments in favour or against of giving more/less relevance to the English language (vis-à-vis the Maltese language) and its users in the Maltese Islands.</p>	<p>Learners carry out a discussion on an online forum featuring a critique of socio- economic and cultural event and the context that explains/connects selves with society.</p>	<p>I can critically question past and present socio-economic and cultural events and contexts to attempt explanations and connections that explain how and why my self and others have/ are developed/ ing and manifest themselves the way they do.</p>	<p>10 – General - Regular</p>	<p>Using Online Discussions for Assessment: http://www.mq.edu.au/iLearn/resources/discussions_assessment.htm</p>

Subject Focus: The Self within Society (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 8, No. 1:** I can carry out basic research about select historical figures to analyse how their identities affected their works and society.
- ∅ **Level 8, No. 2:** I can appraise the works and impact of influential historical figures in terms of positive and/or negative outcomes including Martin Luther King’s ethnic identity and life values, which framed his work and later developments in the sphere of civil rights.
Suggested examples:
 - § Adolf Hitler’s engagement with national identity framed Nazi extermination of Jews (amongst other minorities) during World War II.
 - § Jews’ engagement with national identity framed the extermination of the Palestinians during the last decades.
- ∅ **Level 9, No. 2:** I can explain how congruencies and contradictions affect how we develop and express our selves, including prejudice, racial stereotypes and xenophobia.
Suggested examples:
 - § Paying lip service to racial equality yet preferring to live in a racially homogenous neighbourhood due to anxiety/fear of living close to people of other races/ethnicities.
 - § Examples of globalised manifestation of culture include the ‘Like symbol’. Yet globalisation is one of the causes of migration, which may possibly generate intolerance and exclusion of ethnic minorities that dwells on nationalistic values.
- ∅ **Level 10, No. 1:** I can evaluate and research the extent to which we engage with local, national and global contexts, using secondary data or research among the local community.
Suggested example:
 - § Engage (interview/get to know person in question) with different citizens from my local/national community in order to engage with how changes in one’s life may affect the development of the self. When dealing with sensitive cohorts/topics (e.g. persons with disability) secondary data such as newspaper articles may be used.

Subject Focus: Populations, Development and Environments (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 5, No. 4:** I can compare places in my local area in terms of similarities or differences and distinguish a natural, social or non-natural environment including making a difference between an urban city.
Suggested examples:
 - § Ir-Ramla l-Hamra in Gozo and the sand dunes in Ghajn Tuffieħa are examples of a physical environment
 - § the school one attends is a physical and social environment
 - § ‘terħa’ for males and ‘ghonnella’ for females are traditional Maltese clothes that distinguish Maltese culture from other cultures.
- ∅ **Level 6, No. 2:** I can describe environments that include the interaction/combination/ interdependence of natural and social elements and processes in my local, national and international contexts.
Suggested examples:
 - § a ramp leading to a beach
 - § windmills on the hilltop in Ħal Ghargħur or on the low plains of the Netherlands
 - § solar panels on roofs of buildings in Malta
 - § a site visit to ix-Xarolla Windmill, iż-Żurrieq (Malta), or Ta’ Kola Windmill, ix-Xagħra (Gozo).

- ∅ **Level 6, No. 6:** I can list examples of ethical and unethical behaviour towards the physical and social environment.
Suggested examples:
 § smoking in playgrounds
 § littering
 § oil spills.
- ∅ **Level 6, No. 10:** I can discuss strengths and weaknesses of solutions to solve local and national environmental problems.
Suggested examples:
 § buying local products reduces carbon footprint from shipping yet might limit consumer choice
 § buying consumables in glass bottles/containers/recyclable packs - as opposed to plastic bottles/containers - reduces damage to the environment caused by plastic production, usage and careless disposal yet glass bottles are heavier to carry and more expensive
 § taking part in clean-ups
 § taking part in the 34U campaign (to plant a tree).
- ∅ **Level 8, No. 1:** I can explain select past and present natural, socio-economic cultural events and contexts and related historical movements which are significantly connected to how populations have/are developed/ing including the Universal Declaration of Human Rights 1948 the role of the citizens in the Arab Spring uprisings in 2011.
Suggested examples of major/select past and present natural, socio-economic and cultural events and contexts:
 § the 1565 Great Siege of Malta in relation to slavery (human rights) and irregular economic industry (piracy)
 § the Industrial Revolution
 § 1813-1814 Bubonic Plague in the Maltese Islands
 § 1800s and 1900s female suffragette movements
 § 1878-1940 Maltese Language Question 7th June 1919 uprisings in the Maltese Islands
 § Civil wars in Africa and the Middle East.
- Suggested examples of main historical figures/movements:
 § Lieutenant General Thomas Maitland's role during the Bubonic Plague (1813-1814) in the Maltese Islands
 § the role of Hezbollah in the Middle East conflict.
- ∅ **Level 8, No. 4:** I can list examples of un/sustainable development in the local, national and international context.
- AND**
- ∅ **Level 8, No. 5:** I can suggest examples of un/sustainable development in the local, national and international contexts.
Suggested examples:
 § Tal-Handaq St. Ignatius' College and Pembroke St. Clare's College generation of solar energy through photovoltaic technology are examples of sustainable development
 § Changing organic waste to bio-gas and fats/oil to bio-diesel are examples of sustainable development
 § Building new residential complexes despite all vacant/unused residences in Malta is an example of unsustainable development.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Show a map of Europe and identifying different countries with a historical legacy.	Learners label a map/ identify countries (possibly by eliciting countries that learners or their relatives originate from) /draw concepts taught in class.	I can identify on a map Mediterranean countries that have an important historical legacy.	5 – General – Regular.	
Show visuals (e.g. pictures of Valletta) and ask learners to describe orally.	Learners list features on a chart/hand-out.	I can identify/pin point places on maps (Malta: all islands as well as significant cities, e.g. Valletta, Mdina, Cottonera and Rabat, Gozo)	5 – General – Regular.	Valletta – L-Ewwel Parti u t-Tieni Parti. https://www.youtube.com/watch?v=kx1C_X_Br-U
Learners use suggested interactive website to familiarise themselves with our world. Class discussion on how different the world looks when seen from space/ different angles.	Learners list features/ characteristics of planet Earth (rivers, deserts, islands etc.) In groups and/or individually learners complete tests, true/ false questions / multiple choice / matching or closed questions related to the class discussion. Gifted learners may produce the tests themselves if the educator provides them with the keywords to include in the test.	I can express basic facts about my local, national and international natural and social environment.	5 – General – Regular.	http://www.oxfam.org.uk/education/resources/mapping-our-world

<p>Construct wind vane and/or compass/rain gauge.</p> <p>Educators may elicit various ways on how to construct a wind vane. Use of Internet is encouraged.</p>	<p>Learners construct models of wind vane, compass/ rain gauge.</p> <p>Learners write a paragraph (5-10 sentences) describing how the model was constructed and draw diagrams.</p>	<p>I can read and use basic weather instruments to read the most important weather elements, namely wind direction, temperature and atmospheric pressure.</p>	<p>Level 6 – General- Regular.</p>	<p>http://www.wikihow.com/Make-a-Wind-Vane</p>
<p>Build a timeline of the historical events in the Maltese history.</p>	<p>Learners put in sequence several pictures to form a picture story and/or put in order of sequence a number of sentences to form a story.</p> <p>Gifted learners may sketch simple pictures that portray stages entailed in an activity assigned by the educator.</p> <p>Site visit accompanied by use of fieldwork pack/ resource that is elicited/discussed by learners.</p>	<p>I can put events and artefacts in a chronological order and also to a rough scale.</p>	<p>Level 6 – General- Regular.</p>	<p>Għar Dalam (Studji Soċjali) Sit Prestoriku. https://www.youtube.com/watch?v=kssHZ40ebvA</p> <p>Educators may use fieldwork pack/s such as the one available on:</p> <p>http://primarysocialstudies.skola.edu.mt/?page_id=2744</p> <p>http://heritagemalta.org/learning-2/worksheets/</p> <p>Yet it is strongly suggested that what to note during feedback is elicited from learners prior to the site visit.</p>

<p>Analysis of strengths and weaknesses of environmental problems/concepts/topics.</p>	<p>Learners compile a list of environmental problems.</p>	<p>I can discuss strengths and weaknesses of solutions to solve local and national environmental problems.</p>	<p>Level 6 – General - Regular</p>	<p>Recycle City. http://www.epa.gov/recyclecity/</p>
	<p>Learners explain a number of environmental problems.</p>			
	<p>Learners provide original photographs/researched pictures of any environmental problem in the local/national environment.</p>			
	<p>Learners discuss, list and present strengths and weaknesses of concept explored on a chart, PowerPoint, and/or oral presentation.</p>			
	<p>Keywords may be assessed using a Word Search Puzzle, crossword puzzle or by organising a quiz in class.</p>			
	<p>Gifted learners may be assigned keywords by the educator to produce crossword puzzles themselves, including wording the hints orally /in writing.</p>			

Subject Focus: Populations, Development and Environments (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 9, No. 1:** I can explain congruencies and contradictions that are connected to how populations have/are developed/ing including how the same individual/society may support animal welfare and sustainability yet leave a carbon footprint.

Suggested examples:

- § Tal-Handaq St. Ignatius' College and Pembroke St. Clare's College generation of solar energy through photovoltaic technology is congruent to what we learn about respect and conservation of the environment
- § Planning and building public buildings with small windows in Malta is controversial as the abundance of natural sunlight in Malta is thus underutilised
- § Buying tuna that is fished when it is illegal to do so is contradictory to what we learn about respect and conservation of the environment.

Subject Focus: Social Groups and Social Institutions (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 6, No. 1:** I can explain different role/s or function/s fulfilled by select local, national and international social groups and institutions including family, peer groups, media, the police, government, Dar tal-Providenza, Puttinu Cares, Inspire Foundation, consumers of economic products

Suggested examples:

- § Tax payers' contribution to society's infrastructural needs such as public healthcare, public education etc
- § European Union member states' contributions to other member states in times of crisis.

- ∅ **Level 8, No. 1:** I can list select, past and present, natural, socio-economic and cultural events and contexts and related historical movements that are significantly connected to show social groups and social institutions that form part of my local, national and international contexts have/are developed/ing, including the impact of the Industrial Revolution on the economy and the role of female suffragette movements on today's increased presence of females in authority and decision-making positions.

Suggested examples:

- § The role of climate change in the establishment of organisations such as the Intergovernmental Panel on Climate Change (IPCC).
- § The role of Manwel Dimech's 'Xirka tal-Imdawlin' (League of the Enlightened) in the struggle for workers' rights and public education in the Maltese Islands during the early 1900s.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Invite speakers from NGOs and/or minority interest groups to speak to the class.	Learners list examples of active citizenship. Learners discuss/ debate and write a report of the discussion/main points raised by the speaker/s: What role do NGOs play in our democratic society?	I can distinguish examples of active citizenship.	Level 6 – General - Regular	

<p>Analyse photos of local protests in Malta.</p> <p>Learners answer the following questions:</p> <p>What do the posters say?</p> <p>Are they in favour or against a particular issue?</p> <p>Which poster caught your attention?</p> <p>Who are the protestors? (Age, sex, race).</p>	<p>Learners create a poster with a message about a particular issue.</p>	<p>I can distinguish examples of active citizenship.</p>	<p>Level 6 – General - Regular</p>	
<p>Evaluate concepts of equality, solidarity, inclusion among EU Member states.</p>	<p>Learners orally discuss and list strengths and weaknesses of concepts/topics.</p> <p>Learners answer key questions about equality/solidarity/inclusion and respond to a scenario requiring them to apply their understanding of the concept.</p> <p>Critical thinking: Does fairness always mean equality?</p> <p>Difference between needs and wants.</p> <p>Which one is the most important aspect in society: equality/solidarity/inclusion?</p>	<p>I can explain basic strengths and weaknesses entailed in the existence and dynamics of social groups and social institutions that form part of my local, national and international contexts.</p>	<p>Level 7 – General - Regular.</p>	<p>How I teach learners about equality: only Smarties have the answer.</p> <p>http://www.theguardian.com/educator-network/2015/jan/28/teach-students-equality-smarties</p>

<p>Group discussion/ debate about present/ past human rights infringements.</p>	<p>Learners write a paragraph describing the news from a given newspaper article using key concepts from the human rights topic explained/ discussed earlier in class. Example: human rights, inalienable rights, fair trial, freedom of thought, expression, religion, assembly, discrimination, torture, forced labour, trafficking.</p>	<p>I can appraise the impact of such social groups and social institutions on society in terms of positive and negative outcomes.</p>	<p>Level 8 – Option – Regular</p>	<p>Human Rights for Human Dignity: https://www.amnesty.org/en/what-we-do/living-in-dignity/ Human Rights Violations: http://www.humanrights.com/what-are-human-rights-violations-of-human-rights/article-html</p>
	<p>Learners look up internet/traditional newspaper articles about human rights infringements and then justify their choice by explaining:</p>			
	<p>What is/When /Where is it happening? (i.e. basic summary of situation)</p>			
	<p>Which human right/s is/are being infringed?</p>			

Subject Focus: Social Groups and Social Institutions (Social Studies Option)

Examples of **Level 8** social outcomes:

- § Adolf Hitler's establishment affiliation to the German Nazi Party was conducive to Nazi extermination of other ethnicities and minorities during World War II
- § the role and contribution of the Malta Gay Rights' Movement (MGRM) in the Civil Union Legislation and Gender Identity, Gender Expression, Sex Characteristic (GIGESC) Act
- § the role of Feminist Movements in the 20th century (Renee Laiviera)
- § the role of Sir Paul Boffa for females right to vote
- § the role of environmental movements (Nature Trust, BirdLife, Flimkien għal Ambjent Aħjar) for the protection of natural environment and animal rights.

Subject Focus: Power and Politics (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

∅ **Level 5, No. 4:** I can list strengths and weaknesses of having rules and laws.

Suggested example:

- § If a driver's mobile rings and s/he does not take the call s/he lowers the risk of injuring him/herself and/or others while driving as well as lower the risk of getting fined for breaking the law.

∅ **Level 6, No. 2:** I can distinguish between past and present cases in my local, national and international contexts when power is exercised with authority and when power is exercised without authority/ when power is abusive including when the German Nazi party of the 1930s-1940s imposed a curfew on the Jewish ethnic community and other minorities.

Suggested examples:

- § car drivers do not have the authority to drive without wearing a seatbelt
- § the local warden has the authority to fine a driver who is not wearing a seatbelt
- § I do not have the authority to fine a driver who is not wearing a seatbelt - I would need to report such a case to the authorities / to an adult that is responsible for my care so that s/he may report it the authorities.

Suggested examples of historical figures/movements may include:

- § the contribution of the victims of 7th June 1919 as an early step towards self-government - Manwel Dimech's and Mabel Strickland's contribution to increased female rights in Malta, Strickland as the only female chairperson of a political party and her work in the sphere of females' rights in Malta
- § Agatha Barbara's role as the first female MP and the first female President in Malta.

∅ **Level 6, No. 6:** I can explain strengths and weaknesses of having structures exercising un/democratic powers in society.

Suggested example:

- § Islamic State (IS)'s undemocratic activism for increased power of Muslims in the world is effective in drawing the world's immediate attention and impacts people's decision-making (travel, investment, interactions etc.) yet is violent and possibly puts non-IS Muslims in a bad light.

∅ **Level 7, No. 1:** I can explain strengths and weaknesses in the dynamics of power structures that form part of my local, national and international contexts, including order, safety maintained.

Suggested examples:

- § Limited freedom, pressure to fulfil expectations of those people/entities that hold power over us, e.g. paying taxes
- § sitting for an exam to qualify for the next stage of studies within an educational institution.

∅ **Level 8, No. 1:** I can list select power structures and politics that shaped past and present natural, socio-economic, cultural events and contexts and related historical movements that form part of my local, national

and international contexts including Martin Luther King, the struggle against discrimination, increased rights for minorities and environmental interest groups and non- governmental organisations and direct/ participatory democracy including campaigning, petitioning, referenda.

Suggested Examples:

- § Adolf Hitler, Nazi politics and the 1930-1940s Holocaust - (It is important to focus on all minorities affected during the Holocaust e.g. persons with special needs, gypsies, LGBT persons.)
- § The role of the Zionist movement in the process of land expropriation of Palestine, leading up to the Nakba in May 1948, as well as the present day hardships inflicted on people living in the Middle East and other war torn countries.

- ∅ **Level 9, No. 1:** I can state connection/s between past and present natural, socio-economic, cultural events and contexts and select power structures and politics that form part of my local, national and international contexts including climate change, EU accession and green legislation in Malta e.g. consumption of plastic bags and unleaded fuel.

Suggested examples:

- § The establishment of the United Nations after the end of World War II
- § Children’s allowance is an example of a national government policy that partly administers monetary resources of the country.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Learners are given the Human Rights Declaration and asked to choose the 5 most important rights and to discuss the origins and importance of Human rights.	Learners answer true/false questions/ multiple-choice questions, matching questions, or closed passages, write a paragraph/short essay, about Human Rights including the main concepts discussed in class. Gifted learners may produce the tests themselves if the educator provides them with the keywords to include in the test.	I can engage in simple political action and use democratic processes in order to solve particular issues.	Level 7 – General – Regular.	Teaching Human Rights: Practical Activities for primary and secondary schools. http://www.un.org/wcm/webdav/site/visitors/shared/documents/pdfs/Pub_United%20Nations_ABC_human%20rights.pdf

Group debate/class discussion: what is the difference between a right and a Human right? Do we still need the Universal Declaration today? Do all children around the world enjoy the same rights that they enjoy in Malta?	Learners create a slogan/poster around one particular Human Right that they perceive as being the most important one.	I can engage in simple political action and use democratic processes in order to solve particular issues.	Level 7 – General – Regular.	
Development and implementation of policies in different social groups in relation to particular school policies	Learners identify and list the main characteristics of a school policy. What makes a good school policy? (e.g. freedom of expression)	I can explain what a policy is in terms of a formal documented agreement that explains how resources are to be administered	Level 9 – General – Regular.	
Group work – groups analyse parts of the school policy. And/or groups write different parts from a policy. Alternatively the school policy can also be analysed individually.	Learners write a set of policies to implement in class/school to ensure equality (or any other issue) within the school.	I can explain what a policy is in terms of a formal documented agreement that explains how resources are to be administered.	Level 9 – General – Regular.	
Access Parliament TV to analyse how parliamentary sessions are conducted and how laws are passed in parliament	Site visit to Parliament accompanied by use of fieldwork pack/resources elicited/discussed by learners.	I can list examples of government and governance in my local, national and international contexts. Level 9 – Option-Regular.	Level 9 – Option-Regular.	Parlament ta' Malta: http://www.parliament.mt/live-parliament?!=1
Simulate Parliament in class by dividing the class into two (Opposition and Government) and discuss a particular law.	Learners participate in an online discussion about parliamentary session (It is suggested that clear assessment criteria are provided prior to the online discussion. Please refer to Reference to content section).	I can list examples of government and governance in my local, national and international contexts.	Level 9 – Option-Regular.	Using Online Discussions for Assessment: http://www.mq.edu.au/iLearn/resources/discussions_assessment.htm

<p>Development and implementation of research skills.</p>	<p>Learners produce presentations e.g. Case Studies of the London Riots in 2011 and/or the LGBT propaganda law in Russia in 2013 that account for: main events prior to case studies presented, effects of such events on the local population, the role that technology played in these events (e.g. some prominent figures boycotted the Winter Olympics in Russia).</p>	<p>On the basis of findings of research carried out by others and/or myself*, I can evaluate the extent to which select power and political structures and/or role incumbents are engaging with my local, national and international , social and global context in line with select learning outcomes from Malta’s National Curriculum Framework particularly the learning outcomes related to Humanities, Education for Democracy and cross-curricular themes embedded in this subject focus).</p>	<p>Level 10 - Option</p>
<p>Case studies help learners evaluate the extent to which select power and political structures and /or role incumbents are engaging with their local, national and international context.</p>	<p>A class discussion on how to be active citizens through the use of social media, that includes answers to the following: Have these events affected us locally? If yes, how and why? If no, why? Learners may produce a research-based essay.</p>		

Subject Focus: Power and Politics (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 9, No. 2:** I can list examples of government and governance in my local, national and international contexts including the Maltese Parliament.
Suggested example:
 § Works-in-progress party-financing legislation in Malta as an attempt to foster governance.
- ∅ **Level 9, No. 4:** I can explain the concept of power including the distinction between legitimate authority and illegitimate power.
Suggested example:
 § A Member of Parliament has the power to vote about the introduction of or amendment to a law but does NOT have the power to give a ruling during a court case.
- ∅ **Level 10, No. 1:** I can evaluate/assess actions of a legislative, executive or judiciary entity/role incumbent, to establish if such actions are within the limits, short of or beyond their authority.
Suggested example:
 § In 1991 four police officers were trialled in Los Angeles (US) for beating Rodney King on catching him after a high-speed chase on suspicion of illegal activity. Three were acquitted of all charges the fourth was acquitted of assault with a deadly weapon, but did not get a verdict on the use of excessive force. This triggered the 1992 Los Angeles riots.
 § The 2011 London Riots began after the death of Mark Duggan who was shot dead by the police. Mark Duggan was unarmed. A peaceful protest by Duggan's family and friends took place, demanding justice for the family. Riots sparked off when Police ignored the gathering crowd. According to the Royal Courts of Justice, Duggan was lawfully killed.
- ∅ **Level 10, No. 2:** I can evaluate the extent to which select power and political structures and/or role incumbents are engaging with my local, national, international, social and global contexts.
Suggested example:
 § The Russian Lesbian Gay Bisexual Transgender (LGBT) propaganda law also referred to as the anti-gay law was approved unanimously in June 2013. The law was enacted to protect children from information, which might expose children to non-traditional family values. Any sort of propaganda of non-traditional sexual relationships is an offense punishable by fines. Foreigners may be fined and deported. This law was heavily criticised by Western LGBT organisations in view of the then upcoming Winter Olympics.

Subject Focus: Globalisation and Global Connections (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 5, No. 2:** I can list examples of globalisation
Suggested example:
 § International foods / restaurants in Malta.
- ∅ **Level 6, No. 1:** I can list ways/examples to show how my local context is connected to a broader community and global context including the influence of Malta's history as a colonised country.
Suggested examples:
 § The Lunch box / Pencil Case / School Bag lesson - how the contents of one's lunch box / pencil case / school bag are derived from different countries.
 § Malta's provision of humanitarian aid that enhance its European links further to 2012 Modena and Assisi earthquakes.

- ∅ **Level 8, No. 2:** I can explain strengths and weaknesses entailed in the connections that objects and aspects that feature in my everyday life have within the broader community, society and global context including the effect of McDonaldisation in today's society making services and products available all over the world by the use of robots e.g. ATMs, internet banking and vending machines carbon footprint implied in product importation.

Suggested examples:

- § Being able to communicate efficiently with relatives/friends living abroad using social media such as Skype.
- § Being able to purchase products online gives more choice of product and price to the consumer.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Show pictures of past architecture of Malta and compare with current architecture.	Learners create a chart / list and/or a photo essay showing major changes in architecture in their local community.	I can state connection/s between historical legacy and remains in Malta AND the historical movement of people (migration and colonisation).	Level 5 – General – Regular.	Mill-Għerien għall-iskyscrapers. https://www.youtube.com/watch?v=jslomhQXJHg
Identify news items from newspapers/ television/internet or any other source about local issues e.g. environmental challenges.	Learners write a paragraph using multiple sources describing the news using keywords/ concepts identified in class. Learners compare immediate/local context with broader contexts and list differences and similarities.	As a result I can identify objects and aspects that feature in my everyday life, that bear connections to broader community, society and global contexts.	Level 7 - General – Regular.	Eurozone Crisis Article from The Guardian: http://www.theguardian.com/commentisfree/2013/feb/27/greece-spain-helped-germany-recover?CMP=fb_gu

Use audio-visual material to explain the concept of globalisation.	<p>Learners explain the concept of globalisation with the use of multiple sources of information such as a PowerPoint presentation, producing a chart, analysing relevant newspaper articles and write a paragraph, photograph items which are not made locally and present them orally in class.</p> <p>Learners write a research-based essay, using multiple sources of information (e.g. newspapers, blogs, articles, pictures).</p>	<p>I can state a basic explanation of the term 'globalisation'.</p> <p>I can state a basic explanation of the term 'global connections'.</p>	Level 7 – general – Regular.	<p>Global Education.</p> <p>http://www.globaleducation.edu.au/teaching-activity/what-is-globalisation-ms.html</p>
Elicit different examples of different families using audiovisual material and link these examples with the effect of urbanisation and industrialisation.	<p>Learners compare and contrast families (through the use of pictures) in Western countries and families in developing countries and list down similarities and/or differences.</p> <p>Learners may write a research based essay on how families change and adapt to various social contexts.</p>	<p>I can research Information about social groups, populations and geographic areas that form part of my local, national and international community, society and global context.</p>	Level 9 – Option- Regular.	<p>1000 Families:</p> <p>http://www.1000families.eu/1000families/</p>

Subject Focus: Globalisation and Global Connections (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 8, No. 2:** I can analyse the impact of globalisation and global connections by differentiating between the impact on social groups, populations and geographic areas in local, national and international contexts vis-a-vis how the international community and Malta react to major disasters.

Suggested examples:

- § The positive impact of rising temperatures on lower electricity bills in the United Kingdom vs. the rising sea levels in Bangladesh.
- § McDonaldisation in today's world potentially makes available/accessible service/products all over the world, also by the use of robots (automated teller machines (ATMs), internet banking, vending machines).

- ∅ **Level 10, No. 1:** I can evaluate the extent to which social groups and select populations that form part of my local, national and international community are engaging with globalisation and global connections.

Suggested example:

- § Interview a person from a local NGO that is connected to or affiliated with a European / global NGO/s.

Subject Focus: Culture (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 5, No. 1:** I can list aspects of the local, national and international community that are shared amongst participants of such contexts.

Suggested example:

- § I share the practice of using the internet and some knowledge of the English language with some others in my local, national and international community, society and global context.

- ∅ **Level 5, No. 3:** I can list examples of daily situations whereby I share experiences with people who share similarities and differences with me, including some classmates who were not born in Malta yet share being in Year 3 together.

Suggested example:

- § My educator is older than me yet we both form part of the school community.
The Mayor is not a student like me, yet we both live in this locality.

- ∅ **Level 6, No. 3:** I can state connections between the mentioned similarities and differences between people and what they give importance to, including traditions and customs of different Mediterranean countries

Suggested example:

- § People may share the identity and lifestyle of being a student at different point in their lives because of the value/importance that they place on education.

- ∅ **Level 8, No. 1:** I can list select cultural aspects of the local, national and international community that are/were shaped by past and present natural, socio-economic, cultural events and contexts and related historical movements including natural phenomenon and cultural aspects: the 2001 tsunami in Thailand negatively affected the country's economy income generated by the tourism industry.

Suggested example:

- § The difference in "Maltese cultural aspects" between their parents' childhood and the students' lifestyle.

- ∅ **Level 10, No. 1:** I can question and critique past and present natural, socio-economic, cultural events and contexts to draw connections of cultural aspects from the local, national and international community which have/are developed/ing including the lifestyle within a Maltese traditional village compared to a multicultural area in Malta.

Suggested example:

- § Piracy of artistic artefacts undermines funds due to the artist for his/her work.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Learners may make cut-outs of persons, draw and fit different clothes to the cut-out from magazines/ other sources.	Learners may be asked to identify nationality/culture of the cut-out and/ or identify country of origin on a map and to produce further information (chart, PowerPoint presentation, pictures, a small paragraph, etc. about that culture).	I can list practices/ rituals that comprise the Maltese identity. Here it is important to include the National Anthem of which lyrics were written by Dun Karm who is the national poet	Level 5 – General – Regular.	Sors Primarju – Dun Karm Psaila. https://www.youtube.com/watch?v=78yA6u5LTio&feature=youtu.be

Subject Focus: Culture (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 10, No. 1:** I can evaluate the extent to which social groups, populations and geographic areas that form part of the local, national and international community are affected by select instances/aspects of social change.

Suggested example:

- § Research on a conflict (local or national or international) related to a cultural issue/s, e.g. cultural issues in the Middle East conflict.

Subject Focus: Social Change (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 6, No. 3:** I can identify similarities and differences between objects/aspects of the local, national and international community that have undergone and/or are undergoing change.

Suggested examples:

- § A similarity between mobile phones twenty years ago and today is that both served the purpose of communication.
- § Differences between mobile phones twenty years ago and today include shape, size, colours, different ways how once could communicate with mobile phones twenty years ago (calls) and today (calls, SMS, Facebook, Messenger, email, Skype etc.).

- ∅ **Level 6, No. 7:** I can distinguish between primary, secondary and simulated sources i.e. sources that are not original but made by the educator or someone else.

Suggested example:

- § A simulated source could be a letter formulated whilst pretending to have lived the 1565 Great Siege written on yellow paper a bit burnt etc.

- ∅ **Level 10, No. 1:** I can question and critique past and present natural, socio- economic and cultural events and explain the connection of instances of social change and why they manifest/ed themselves the way they do/ did.

Suggested examples:

- § New, politically independent states such as East Germany and West Germany were established at the end of World War II as part of the end of war negotiations.
- § The 1989 summit between USA ex-President George Bush Senior and ex-USSR President Mikhail Gorbachev held in Malta sealed the end of the Cold War. As a result of this critical engagement, a third world war and/or nuclear war and a more stable (yet not necessarily fearless) political situation in ex-USSR territories are possible outcomes that could have resulted if the Cold War had not come to an end.

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Show pictures of past architecture of Malta and compare with current architecture.	Learners discuss and list similarities and differences between then and now. Learners may answer structured questions that incorporate pictures and graphics.	I can list objects and aspects of my local, national and international community, society and global context that have undergone and/or are undergoing change	Level 5 – General – Regular.	
Learners listen to an audio and/or analyse a picture from the past and may describe the context, imagine what people dressed, the quality of life, working conditions, gender equality, and political climate.	Learners draw/ describe the context, imagine what people dressed (create a mini-exhibition), the quality of life (write and act out a role-play), working conditions, gender equality, political climate.	I can identify at least two causes and two consequences of instances/examples of social change that I identify/ I am prompted with.	Level 6 – General- Regular.	
Organize a school clean up: Learners wearing gloves pick up litter from school grounds/ local garden. Stuff is cleaned and reused to create art reusing plastics previously thrown out.	This activity can be linked to Mathematics. Learners list and categorise objects found e.g. Plastics/ Paper/Metal. Learners create a poster/artwork with a message to reuse and recycle.	I can see change between the methods and technology used in the fishing/agricultural industry of the past and those used today.	Level 6 – General- Regular.	Teaching about Environment through Art. Retrieved on 25th June 2015 http://www.naturearteducation.org/Articles/Pani%20Stathopoulou%20article.pdf

<p>Learners learn about respect, and environmental responsibility through the use of movies/film clips such as AntZ and A Bug's Life.</p> <p>(Lesson may be linked to Science e.g. decomposition).</p>	<p>In groups and/or individually learners answer the following question: "What items do you recognise from the film clip?"</p> <p>They may discuss responses in a group. Learners then list the advantages and disadvantages of living in an Insectopia".</p>	<p>I can see change between the methods and technology used in the fishing/agricultural industry of the past and those used today.</p>	<p>Level 6 – General - Regular</p>	<p>AntZ – It's Insectopia!</p> <p>https://www.youtube.com/watch?v=DXGn_oYlgo0</p> <p>Teach with Movies: http://www.teachwithmovies.org/guides/antz-bugs-life.html</p>
<p>Learners learn about primary, secondary and simulated sources</p>	<p>Learners are asked to identify and/or categorise and/or list strengths and weaknesses of primary and secondary sources provided by the educator and/or identified on the school premises (e.g. marble busts / plaques) / brought in class by learners (photographs, newspapers etc.).</p> <p>Learners are asked to produce a simulated source, e.g. a letter written during the 1565 Great Siege on Malta using paper burnt at the edges, smeared with lemon (to look old) etc.</p>	<p>I can analyse primary, secondary sources and simulated sources in a basic manner.</p>	<p>Level 6 – General – Regular</p>	

<p>Story-Telling and Testimonials</p>	<p>Invite a person/ elderly who has experienced World War II/ the events leading to Malta's Independence and/or becoming a Republic to talk about their experience. Learners are made aware that some parts of the narration are fact, others are fiction.</p> <p>Learners are given hand-outs with 10 statements summarising what the speaker has spoken about. Some statements are fact, some statements are fiction. Learners need to differentiate fact from fiction – they might be allowed to ask a limited number of questions in the process.</p>	<p>I can distinguish the difference between fact and opinion.</p>	<p>Level 6 – General – Regular.</p>	
<p>Eliciting elements/factors that affect one's immediate environment and one's broader environment.</p>	<p>Learners identify a Mediterranean/ European country that is often mentioned in the news. Learners prepare a PowerPoint presentation/ a write-up/ a chart about the main cities of this country, national symbols and its culture.</p> <p>Learners answer the following questions and may present their</p>	<p>I can list similarities and differences between select instances/aspects of social change affects different social groups that form part of my immediate (local) and broader (inter/national) community.</p>	<p>Level 7 – General – Regular.</p>	<p>Oxfam Case Study: The True Cost of Austerity and Inequality: https://www.oxfam.org/sites/www.oxfam.org/files/cs-true-cost-austerity-inequality-greece-120913-en.pdf</p>

Elicit different examples of different families using audio-visual material and link these examples with the effect of urbanisation and industrialisation.	Learners formulate and administer a questionnaire to members of an extended/nuclear/reconstituted family. The questionnaire is brief (10 questions) common to all participating families and is formulated with the help of the educator to make sure it is ethical. Learners engage in a group discussion of questionnaire responses to bring out differences and similarities.	I can explain connections between past and present socio-economic and cultural aspects of social change in my immediate (local) and broader (international) community.	Level 9 – General - Regular
Appreciation and identification of past realities through the use of pictures.	After being exposed to pictures, learners are asked to write a report/article detailing the changes that the family has gone through. Compare and contrast the families post -World War II and contemporary families.	I can explain connections between past and present socio-economic and cultural aspects of social change in my immediate (local) and broader (international) community.	Level 9 – General - Regular

Subject Focus: Social Change (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- Ø **Level 9, No. 1:** I can suggest alternative ways to show how social groups, populations and geographic areas that form part of the local, national and international community are affected by select instances of social change.

Suggested example:

§ Developed countries subsidies for greener economic development in less developed countries.

- Ø **Level 10, No. 1:** I can evaluate the extent to which social groups, populations and geographic areas that form part of the local, national and international community are affected by select instances/aspects of social change.

Suggested example:

§ Different episodes involving persecution of minorities throughout history. Development and revival of certain political ideologies that may threaten democracy, e.g. Far right Popular Association - Golden Dawn in Greece winning 21 seats in parliament in 2012.

Subject Focus: Crime, Deviance and Social Control (Social Studies General)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- ∅ **Level 7, No. 1:** I can list different ways to show how select instances/aspects and related movements, influence/d crime, deviance and social control including the legal prohibition of smoking in most public places in Malta allows me to enjoy smoke-free public spaces the legal prohibition of working for a wage, at my age, makes me financially dependent on my parents/guardians.
Suggested examples:
- § Hardships / limitations imposed on Gaza population in contemporary times.
 - § Polygamy is illegal in Malta but it is legal in some countries such as Burkina Faso (Africa) and allowed by the Muslim faith.
 - § Homosexuality was considered to be a criminal act in the United Kingdom until 1967 and in Malta till 1973.
- ∅ **Level 8, No. 3:** I can explain that what is illegal/deviant/socially controlled today may not be so forever and vice-versa, including how divorce is legal in all countries except the Philippines and Vatican City.
Suggested example:
- § Use of asbestos water tanks and driving without seatbelts in Malta during 1980s.
- ∅ **Level 9, No. 1:** I can state connections between past and present laws, regulations, norms, socio-economic and cultural aspects that form part of the local, national and international community including how apartheid legally limited the rights and freedoms of black people in South Africa e.g. not having the right to vote until 1993.
Suggested example:
- § Car license fees vary according to the car's carbon footprint.
- ∅ **Level 10, No. 2:** I can imagine, discuss and question alternatives.
Suggested examples:
- § What are the implications of Malta's introduction of microchipped passports and identity cards on human dignity / human freedom / safety / social control?
 - § What measures may be taken to decrease the amount of unwanted pregnancies?
 - § Is it logical and moral to consider/use digital tracking (e.g. microchip under the skin) of serious offenders as an alternative to the death penalty?

Pedagogy	Maximum range of content / skills	Example of Learning Outcome/s	Level/s – General/Option – Regular/ Gifted and Talented.	Reference to content
Analyse case studies: Role of women in society ; divorce and/or civil unions.	<p>Group Discussion: Learners are asked to compare and contrast past practices which were considered legal/illegal and acceptable/unacceptable within society and discuss how certain practices may be legal/illegal today.</p> <p>Learners may analyse and interpret a case study and answer a set of structured questions.</p>	<p>I can analyse how crime, deviance and social control can be classified in different ways by past and present societies. As a result what is illegal/deviant/socially controlled today may not be so forever and vice versa.</p>	Level 8 – General-Regular	
Development and implementation of research skills.	<p>Learners research a number of Maltese laws (e.g. age of consent, censorship, recycling, voting age, animal rights, freedom of expression, decriminalisation of drugs) and discuss in groups any amendments that could be proposed to the present laws.</p> <p>Learners write a short paragraph explaining the proposed amendments and the reasoning behind their decision.</p>	<p>I can suggest alternative ways how social groups, populations and geographical areas that form part of my local, national, and international community, society and global context can engage with crime, deviance and social control.</p>	Level 9 – Option – Regular.	<p>Ministry for Justice, Culture and Local Government: http://www.justiceservices.gov.mt/LOM.aspx</p>

Subject Focus: Crime, Deviance and Social Control (Social Studies Option)

This section includes further suggested examples that educators may opt for when addressing the specified LOs:

- Ø **Level 10, No. 2:** I can evaluate the extent of manifestations of crime, deviance and social control in my local, national and international community, social and global context.

Suggested example:

- § Search, discuss and question moral and ethical aspects related to a newspaper article reporting an issue of crime, deviance and social control. Also discuss solutions that have been undertaken as well as alternative solutions.



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