



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 25 Syllabus
Religious Knowledge

2027

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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This new syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn and cooperative learning and literacy. In this way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

Religious Knowledge, from its very definition and nature, should contribute to the development of human beings by supporting and enabling their personal search for meaning. Search for meaning is at the basis of every area of learning. However, “the distinctive contribution which Religious Education has to make to the curriculum is located by its recourse to living belief systems for its content. This is true not only at the level of facts but also the ethos and values which are conveyed for such study. Distinctiveness of Religious Education is never self-contained. Religious experience is distinctive when it is in a dynamic relationship with other forms of experience”.

Students need to be strengthened in their identity and so equipped with knowledge, skills and attitudes that foster respect and dialogue. Christian anthropology is at the basis of Catholic Religious Education, since humanity and human dignity are focal concerns of the Christian message. Students, however, should also be gradually made aware of the different Christian denominations that constitute other faith traditions, of the richness of the diverse wisdom traditions that shaped the major World Religions and that continue to influence the history of humanity, as well as of the secularist and atheistic philosophies that partly shaped the dominant culture and worldview we live in today.

Religious Education in schools should enhance harmony between the different fields of learning and the faith perspective. It seeks to present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. It should seek also a necessary and healthy inter-disciplinary dialogue with other fields of knowledge. Through inter-disciplinary dialogue, religious education in schools underpins, activates, develops and completes the educational activity of the school.

At the end of the programme, I can:

1. Support the personal search of students for truth and meaning in life and to help them develop a healthy relationship with self, others, creation and God;
2. Cater for the spiritual, religious, and moral dimensions of students;
3. give students the possibility of discovering the person and the salvific message of Jesus Christ as the response to the human quest for truth and meaning;
4. Encourage students to recognize the continuity between Jesus and the Church by familiarising themselves with the Scriptures and the Christian Tradition;
5. Encourage students to acknowledge themselves as belonging to a Tradition of worship, values and life that still gives shape to life in community;
6. Give students the opportunity to understand and appreciate critically the responses to the fundamental questions about meaning in other Christian denominations as well as in the major World Religions;
7. Help students form their own personal worldview and empower them to face the challenges of life and to discover their role in the society and in the community where they belong.

List of Learning Outcomes

At the end of the programme, I can:

- LO 1. Explore the communities I belong to, community life, relationships and how these impact in shaping my life; receiving, challenging and being challenged, what I stand for, creating beliefs and attitudes. I can connect with myself, others and God while acknowledging my faith and the challenges from the contemporary world. (Paper II)
- LO 2. Reflect upon and write about the relevance of religions in society, particularly in Malta, acknowledging the value of religious freedom and peaceful coexistence. (Paper II)
- LO 3. Identify the values and beliefs of the major world religions and explore the relevance of interreligious dialogue and respect for other faiths. I can explore the common concerns of the major world religions as expressed in different worldviews through an understanding of the major world religions. (Paper I and Paper II)
- LO 4. Reflect upon and discuss the values of religious freedom, respect, and acceptance of others within my context as a (Christian) citizen. (Paper II)
- LO 5. Reflect upon what gives meaning to Christian living and discern the role of the Holy Spirit in opening my eyes of faith to God's presence and helping me understand the meaning of Christian commitment and its importance to my life and that of others. (Paper II)
- LO 6. Explore the history of salvation, comprehend the nature and the consequences of sin. I learn to appreciate the gift of freedom, including religious freedom. I reflect on the missionary aspect of the Church. I can explore the challenges that ensue from the acceptance of the Good news, explore the concept of the Kingdom of God on earth, and examine the importance of the sacraments. (Paper II)
- LO 7. Learn to appreciate creation, comprehend life as a gift, and follow my calling. (Paper II)
- LO 8. Acknowledge the rich plurality of experiences and expressions shown by individuals as well as communities in their commitment to living the Gospel. (Paper I and Paper II)
- LO 9. Understand and develop arguments about the values and moral principles that should be followed by a Christian in their daily lives and choices. (Paper II)
- LO 10. Collaborate with others in the construction of a shared and mutually enriched vision of life. I can explore morality, ethics, respect for life, and sexuality. (Paper I and Paper II)

List of Subject Foci

- 1. Community life, relationships and roles in communities of faith
- 2. Religion and Society
- 3. Major World Religions - Beliefs, Traditions, Practices
- 4. Respect and conviviality
- 5. Connectedness with myself, others and God
- 6. Challenging aspects in human experience in the light of Catholic Tradition and the Biblical message
- 7. Word of God - The Bible
- 8. Choosing role models
- 9. Understanding moral language
- 10. Maturing in education through the virtues

Programme Level Descriptors

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

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

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

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

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

Learning Outcomes and Assessment Criteria

Subject Focus 1:	Community life, relationships and roles in communities of faith
Learning Outcome 1:	I can explore the communities I belong to, community life, relationships and how these impact in shaping my life; receiving, challenging and being challenged, what I stand for, creating beliefs and attitudes. I can connect with myself, others and God while acknowledging my faith and the challenges from the contemporary world.
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1a Name the changes that occur during adolescence. <i>Physical; moral; social.</i>	1.2a Describe the changes that occur during adolescence. <i>Physical; moral; social.</i>	1.3a Differentiate between changes in adolescence. <i>Physical; moral; social.</i>
1.1b Recall the episode of the adolescent Jesus in the temple.	1.2b Evaluate Jesus' experience of the adolescent Jesus in the temple.	1.3b Interpret the narrative of the adolescent Jesus in the temple in the light of an adolescent's life today.
1.1c List experiences that form one's self-image.	1.2c Describe experiences that form one's self-image.	1.3c Evaluate experiences that form one's self- image from a moral and religious perspective.
1.1d Name organisations within the Church in Malta.	1.2d Describe organisations within the Church in Malta.	1.3d Evaluate the contribution of Church organisations in Malta.
1.1e Define Church, lay persons, priesthood, and/or consecrated life.	1.2e Describe how the concepts of Church, lay person, priesthood and/or consecrated life interact with each other.	1.3e Argue how the roles of a lay person, the priest and a consecrated person can be of the same importance in today's world.
1.1f Describe the notion of Church.	1.2f Describe how the Church is being perceived in today's world.	1.3f Discuss the marks of the Church. <i>One, Holy, Catholic, Apostolic.</i>

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1g List the persons of the Holy Trinity.	1.2g Describe the Holy Spirit as the Lord Giver of Life.	1.3g Relate the work of the Holy Spirit to the ongoing life of the community of faith/Church.
1.1h Define atheism.	1.2h Explain the main arguments of atheism and/or its critics.	1.3h Discuss the Christian response to atheistic arguments.
1.1i Define euthanasia and/or suicide.	1.2i Describe the teachings of the Church on euthanasia and/or suicide.	1.3i Discuss the teachings on euthanasia and/or suicide.
1.1j Define suffering.	1.2j Describe scriptural episode/s that help us to contemplate on suffering. <i>Mk 15, 20-34, Mk 14, 32-42</i>	
1.1k Name the encyclical by Pope Francis on the care for our common home. <i>Laudato Si'.</i>	1.2k List points from the encyclical, <i>Laudato Si'</i> highlighting the Church's teachings concerning the environment.	1.3k Explain those aspects of <i>Laudato Si'</i> which are of particular relevance to the impact of humans on ecosystems.

Subject Focus 2:	Religion and Society
Learning Outcome 2: (Paper II)	I can reflect upon and write about the relevance of religions in society, particularly in Malta, acknowledging the value of religious freedom and peaceful coexistence.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a Define tradition.	2.2a List Christian traditions and/or customs that express Christian beliefs.	2.3a Describe Christian traditions and/or customs that express Christian beliefs.
2.1b List challenges that are faced by the true believer.		2.3b Describe ways of how living one's Christian belief may be challenged by society.
2.1c Define belief and/or religion.	2.2c Describe ways how religious beliefs shape one's way of living and/or identity.	2.3c Describe how religious beliefs can shape human life across generations.
2.1d Define rituals and/or traditions.	2.2d Identify different rituals and their function within a religious tradition.	2.3d Explain the different rituals and their function within a religious tradition.
2.1e List foreign customs that have been adopted in Malta. <i>Example: Halloween; Horoscope.</i>	2.2e Describe how foreign customs can affect core beliefs and religious tradition. <i>Example: Halloween; Horoscope.</i>	
2.1f Define the meaning of the abbreviations BC and/or AD.	2.2f Describe the impact that the birth of Christ had on the western calendar.	
2.1g List the main events of the life of the Early Church.	2.2g Outline the expansion of Christianity especially in Early Christianity.	2.3g Discuss the impact of some of the structures and practices of the Early Church.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1h Define religious freedom.	2.2h Outline the changes made by Constantine related to religious freedom and Christianity.	2.3h Discuss the changes made by Constantine related to religious freedom and Christianity.
2.1i Define the Eastern Schism.	2.2i Outline major events which occurred during the Eastern Schism in Church History.	
2.1j Define Eastern Orthodoxy and/or Protestants.	2.2j Describe the beliefs of Eastern Orthodoxy and/or Protestantism.	2.3j Discuss ways how the Church is dealing with unity between denominations.
2.1k Define religious orders.	2.2k List religious orders that were founded in the thirteenth century. <i>Augustinians; Franciscans; Dominicans</i>	2.3k Describe a religious order and its main tenets.
2.1l List Christian values. <i>Mercy; compassion; altruism; grace.</i>	2.2l Identify the national institutions in Malta that embrace Christian values. <i>Example: Dar tal-Providenza; Community Chest Fund; Puttinu Cares; etc.</i>	2.3l Explain the contribution to Maltese society of the institutions that embrace Christian values as their mission.
2.1m Define altruism and/or prosocial behaviour.		2.3m Describe episodes that have shown collective altruism towards others in need.
2.1n List instances when the Church raised opinions on national matters.	2.2n Discuss how the position of the Church can help society to address its social problems.	2.3n Discuss the importance of the Church's role to voice her opinion on national matters.
2.1o Define the role of a Christian within society.	2.2o Describe how to take an effective Christian role in society.	2.3o Argue why the Christian position should be defended in moral debates.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1p Define peace.	2.2p Outline narratives from the life of Jesus Christ illustrating the value of peace. <i>Birth of Jesus: Lk 2, 8-14, Appearing to Apostles after resurrection: Jn 20, 19-21.</i>	2.3p Discuss ways how the value of peace can be lived in our daily lives.
	2.2q List peaceful actions that the individual should undertake to promote peaceful coexistence.	2.3q Describe peaceful actions that the individual should undertake to promote peaceful coexistence.
2.1r List the roles the Church fulfils in the event of violence, war, conflict and peace-making in domestic and/or global politics.	2.2r Describe the role of the Church in the event of violence, war, conflict and peace-making in domestic and/or global politics.	2.3r Explain the necessary actions that promote human rights and social justice as described in <i>Gaudium et Spes</i> .
2.1s Define personal morality.	2.2s Describe the meaning of conscience and its importance in moral maturity.	2.3s Discuss the meaning of conscience and its importance in moral maturity.
	2.2t Define freedom of conscience.	2.3t Outline the interaction between religious freedom and freedom of conscience.
2.1u List the main points from the message of Pope John Paul II on the value of freedom of conscience and of religion.	2.2u Describe the message of Pope John Paul II on the value of freedom of conscience and of religion.	2.3u Apply Pope John Paul II's message on the value of freedom of conscience in taking decisions in life.

Subject Focus 3:	Major World Religions – Beliefs, Traditions and Practices
Learning Outcome 3:	I can identify the values and beliefs, traditions and practices of the major world religions. I can explore the relevance of interreligious dialogue and respect for other faiths.
(Paper I & Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	3.2a Identify ways that show that there is someone higher than me protecting and taking care of me. <i>Example: family; guardians; teachers; health professionals etc.</i>	3.3a Explain the search for the Transcendent.
	3.2b List ways on how human beings can search for God in life as a means of discovering the meaning of life.	3.3b Describe occasions when people may feel particularly close or distant from God.
	3.2c Describe Jesus’ message of God’s love to everyone.	3.3c Discuss the relevance of Jesus’ role in the history of salvation to today’s life.
	3.2d Narrate the narrative of the encounter between Jesus and the Rich Man in the Bible.	3.3d Discuss the relevance of the narrative of the encounter between Jesus and the Rich Man in the Bible for today’s world.
3.1e Identify key words and/or phrases, from a biblical text showing God’s message of love in the Bible.	3.2e Describe a biblical text showing God’s message of love in the Bible.	3.3e Explain how Old and New Testament narratives can help in interpreting God’s message of love in the Bible
3.1f Define monotheism and/or polytheism.	3.2f List monotheist and/or polytheist religions.	

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1g Define interfaith/interreligious dialogue.	3.2g Outline the importance of interfaith/interreligious dialogue.	3.3g Explain the importance of interfaith/interreligious dialogue to achieve world peace/communion in a multicultural society.
3.1h Describe the calling of every Christian to love everyone.	3.2h Explain how as Christians we need to show love and respect towards the belief of those who are not Christians.	
3.1i Name the church document which speaks of the relation of the Church to Non-Christian Religions <i>Nostra Aetate.</i>		3.3i Describe the main points of <i>Nostra Aetate</i> regarding the way Christians should relate to other non-Christian religions.
Major World Religions		
3.1j List some of the important existential questions one asks during their life.		3.3j Discuss how religions try to give answers to existential questions.
	3.2k Describe briefly the history of Judaism.	3.3k Explain the shift in thought brought about by Judaism.
3.1l Identify some important Judaic traditions.	3.2l Describe how Judaism is a religion of the family.	3.3l Discuss how Judaic traditions strengthen Jewish belief.
3.1m Name the main Jewish writings. <i>Torah and Talmud.</i>	3.2m Explain briefly these Jewish writings.	3.3m Discuss the importance of these writings for those Jews who want to live their belief in a true way.
3.1n State the main beliefs (tenets) of Christianity.	3.2n Describe the main events in the history of Christianity. <i>Life of Jesus; Apostles missionary work; St Paul; Creed of Nicaea.</i>	3.3n Discuss different types of Christian denominations. <i>Protestants; Orthodox; Catholics.</i>
3.1o Define Tradition according to the Catholic Church.	3.2o Explain the meaning of Tradition for the Catholic Church.	3.3o Discuss the importance of Scripture and Tradition in the Catholic Church.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1p List ways how prayer and/or the sacraments are a way to encounter God.	3.2p Explain the meaning of the sacraments as outward signs of God's grace.	3.3p Discuss the different forms of prayer as a means to encounter God.
3.1q List ways how the Christian should follow the example of Jesus by helping others.	3.2q Explain how helping others is intrinsic to Christian life.	3.3q Discuss concrete ways of what the Christian can do for the good of society.
3.1r Define Islam.	3.2r Outline the main events of the history of Islam.	3.3r Discuss the main beliefs of Islam and/or who God is for the Muslims.
3.1s Mention the main sacred texts of Islam. <i>Quran; the Hadith.</i>	3.2s Outline main facts about the Quran and/or the Hadith.	
3.1t List the five Pillars of Islam.	3.2t Discuss briefly the five Pillars of Islam.	3.3t Explain the importance of the Ramadan for Muslims.
3.1u Identify Hinduism as the oldest living religion in the world.	3.2u Outline the main events of the history of Hinduism.	3.3u Explain why writers often refer to Hinduism as a 'way of life' or 'a family of religions' rather than a single religion.
3.1v Define reincarnation.	3.2v Outline the principles of karma, samsara and/or moksha.	3.3v Explain how moksha can be achieved.
	3.2w Recognise the Vedas as the main Hindu writing.	3.3w Describe the importance of the Vedas as the main Hindu writings.
3.1x Define Buddha.	3.2x Describe the origins of Buddhism.	3.3x Discuss how Buddhism centres on personal development.
3.1y Name the most important Buddhist sacred writings. <i>Tripitaka aka Kanon Pali.</i>	3.2y Explain the law of karma.	3.3y Explain how one can be liberated from samsara through nirvana.
3.1z Define the Golden Rule.	3.2z Describe the Golden Rule as a universal principle.	3.3z Discuss the Golden Rule as a fundamental principle of all world religions.

Subject Focus 4:	Respect and Conviviality
Learning Outcome 4:	I can reflect upon and discuss the values of religious freedom, respect, and acceptance of others within my context as a (Christian) citizen.
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
4.1a List values found in the Bible. <i>Love; honesty; compassion; forgiveness; justice; peace.</i>	4.2a Describe values found in the Bible. <i>Love; honesty; compassion; forgiveness; justice; peace.</i>	4.3a Discuss how Christian values serve as a general guide to how Christians should live and behave.
4.1b Name the highest form of Christian love. <i>Agape love.</i>	4.2b Describe why it is important to love myself and, others in the way Christ loves.	4.3b Explain the advantages of loving myself, and others in the way Christ loves (agape love), in contrast to individualistic/selfish love.
4.1c Define respect.	4.2c Describe briefly through examples from everyday life what is respect.	4.3c Discuss how the value of respect is important to live in harmony with others.
4.1d Define diversity.	4.2d Describe examples of diversity, from everyday life.	4.3d Discuss the importance of diversity in society.
4.1e Define forgiveness.	4.2e Describe how forgiveness is an imitation of Christ.	4.3e Discuss how forgiveness can be the highest form of respect one may experience.
4.1f Define incarnation.		4.3f Mention reasons for Jesus' incarnation.
	4.2g Recall the story of the Annunciation.	4.3g Describe Mary's role in the Annunciation.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
<p>4.1h Mention episodes from the Gospel in which Jesus accepts and shows dignity towards women and/or children.</p> <p><i>Luke 10,38-42, Mark 10, 13-16</i></p>	<p>4.2h Describe how Jesus upholds women’s and children’s dignity.</p>	<p>4.3h Discuss Jesus’ values of acceptance and respect from the Gospel.</p>
<p>4.1i Mention episodes from the Gospels where Jesus healed the physically and spiritually sick.</p> <p><i>John 9,1-12, Mark 2,1-12</i></p>	<p>4.2i Describe ways how Jesus went against all prejudices and was accessible to the physically and spiritually sick.</p>	<p>4.3i Discuss how Jesus’ thought and actions were considered revolutionary by his society.</p>
<p>4.1j Define true friendship.</p>	<p>4.2j Describe when Jesus showed us that he is a true friend.</p>	
<p>4.1k List the qualities of a good teacher.</p>	<p>4.2k Identify qualities Jesus had as a teacher and/or leader.</p>	<p>4.3k Describe how Jesus’ qualities as a teacher showed respect, friendship and diversity.</p>
<p>4.1l Name episodes where Jesus, in both deed and word, showed respect for the dignity and freedom of every individual.</p> <p><i>The Roman Centurion (Mt8,5-13); Nicodemus (Jn3,1-21); Women disciples (Lk10,38-42); Zacchaeus (Lk19,1-10); The Canaanite Woman (Mt15,21-28).</i></p>	<p>4.2l Describe episodes where Jesus, in both deed and word, showed respect for the dignity and freedom of every individual.</p> <p><i>The Roman Centurion (Mt8,5-13); Nicodemus (Jn3,1-21); Women disciples (Lk10,38-42); Zacchaeus (Lk19,1-10); The Canaanite Woman (Mt15,21-28).</i></p>	
<p>4.1m Identify missionaries who gave Christian witness to respect for diversity.</p> <p><i>Matteo Ricci; Francis Xavier; Fray Martin de Valencia.</i></p>	<p>4.2m Explain, with the use of examples from their life, in what ways missionaries like Matteo Ricci and/or Francis Xavier gave witness to respect for diversity.</p>	<p>4.3m Explain how these missionaries can be models for Christians who wish to respect diversity.</p>

Subject Focus 5:	Connectedness with myself, others and God
Learning Outcome 5:	I can reflect upon what gives meaning to Christian living and discern the role of the Holy Spirit in opening my eyes of faith to God's presence and helping me understand the meaning of Christian commitment and its importance to my life and that of others.
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
5.1a List ways how one can respect oneself.	5.2a Describe ways how one can respect oneself.	5.3a Explain the value of respecting ourselves.
5.1b Define who is the Christian.	5.2b Describe how the Christian attitude should be.	5.3b Discuss why Christians should continue to value life even when facing difficulties.
5.1c List the Christian values mentioned in the Peace Prayer of St Francis of Assisi.	5.2c Describe how one can live the values preached by St Francis of Assisi.	5.3c Discuss how the Christian should represent Christ and be his voice everywhere. <i>Poem of St Theresa of Avila 'Christ has no body now but yours'.</i>
5.1d Mention episodes from the Gospels in which Jesus prayed.	5.2d Describe how Jesus persevered in his mission through continuous prayer to the Father.	5.3d Discuss the value of perseverance in prayer.
5.1e Define spontaneous prayer.	5.2e Describe spontaneous prayer as a form of direct communication with God.	5.3e Discuss the right attitude of the Christian during prayer.
	5.2f Describe the Eucharist as a great gift from God.	5.3f Discuss the importance of the Eucharist to sustain one's Christian life.
5.1g Define mercy.	5.2g Describe the spiritual works of mercy.	5.3g Discuss the spiritual works of mercy applied to everyday life.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	5.2h Mention two corporal works of mercy.	5.3h Explain how one can live these works of mercy in everyday life.
5.1i List the three Persons of the one God.	5.2i Describe the relationship between the three Persons of the one God.	5.3i Discuss how the love shared by the Trinity is reflected in the life of the Christian when he/she shares his love with others.
5.1j Name episodes from the Gospels where God states that Jesus is his Beloved Son in whom he is well pleased. <i>Baptism of Christ and the Transfiguration of Jesus.</i>	5.2j Narrate the episodes of Jesus' baptism and/or the Transfiguration of Jesus. <i>Mt 3, 13-17; Mt 17, 1-13.</i>	5.3j Discuss what Jesus says about his relationship with the Father in John's Gospel. <i>'I and the Father are one'.</i>
5.1k List three charisms of the Holy Spirit.	5.2k Define spiritual gift or charism.	
5.1l Define sin (as found in the Catechism of the Catholic Church).	5.2l Explain the difference between mortal and venial sin.	5.3l Explain the seven Deadly Sins. <i>Pride; envy; gluttony; lust; anger; greed; sloth.</i>
5.1m Name the Contrary Virtues to each of the seven Deadly Sins.	5.2m Explain the importance of the Holy Spirit as our defender in helping us to overcome the seven deadly sins.	5.3m Assess the importance of the Sacraments of Reconciliation and the Eucharist together with constant prayer to overcome these capital vices.
5.1n List the gifts of the Holy Spirit.	5.2n Explain the meaning of two gifts of the Holy Spirit.	5.3n Discuss how the Christian can make use of the gifts to help them grow in faith. <i>Limited to two gifts.</i>
	5.2o Name the theological virtues.	5.3o Explain the meaning of these virtues.
5.1p List two Beatitudes.	5.2p Explain the meaning of two Beatitudes.	5.3p. Explain how one can live out the Beatitudes in daily life.

Subject Focus 6:	Challenging Aspects in Human Experience in the light of the Catholic Tradition and the Biblical Message
Learning Outcome 6: (Paper II)	I can explore the history of salvation, comprehend the nature and the consequences of sin. I learn to appreciate the gift of freedom, including religious freedom. I reflect on the missionary aspect of the Church. I can explore the challenges that ensue from the acceptance of the Good News, explore the concept of the Kingdom of God on earth, and examine the importance of the sacraments.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1a Name the book of the Bible in which the story of the Fall of humanity is found.	6.2a Recall the story of the Fall of humanity found in Genesis.	6.3a Explain the symbols found in the text of the Fall of humanity. <i>The tree; the fruit; the snake; nakedness.</i>
6.1b Identify the original sin.	6.2b Describe how, according to Christians, sin was a “happy fault”, which led to the plan of salvation.	6.3b Explain what Christians understand by the “New Adam” and/or the “New Eve”.
6.1c List the important stages in the plan of salvation in chronological order.	6.2c Describe the stages of the plan of salvation.	6.3c Discuss one important stage in the plan of salvation.
6.1d List the ten commandments.		6.3d Discuss the role of the commandments as a guide towards achieving social wellbeing.
6.1e Name the first kings of the Israelites. <i>Saul; David; Solomon.</i>	6.2e Describe the contribution of the first kings of the Israelites.	
6.1f Define prophet.	6.2f Describe the contribution of the major prophets from the Old Testament. <i>Isaiah; Jeremiah.</i>	6.3f Explain how God remained faithful to His promise of a saviour during the time of the prophets.
6.1g Define ecumenism.	6.2g Describe initiatives promoting an ecumenical lifestyle. <i>Taize and Bose.</i>	
6.1h List forms of missionary work.	6.2h Describe the benefits of missionary work.	6.3h Discuss the social and/or religious benefits of missionary work.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
6.1i List the Gospels.	6.2i Describe the purpose of the Gospels. <i>The Good News.</i>	6.3i Discuss why knowing the Gospels is essential to know Christ.
6.1j Define Synoptic Gospels.		6.3j Explain the main characteristics of the four Gospels.
6.1k Define the oral tradition.	6.2k Describe the transition from the oral tradition to the written text.	6.3k Discuss the motives that led to the compilation of the Gospels.
6.1l Define the Kingdom of God.	6.2l Differentiate between the Kingdom of God and an earthly kingdom.	6.3l Discuss the Kingdom of God on earth (the Church) and/or the Kingdom of God in heaven.
6.1m List Jesus' parables that describe the Kingdom of God.	6.2m Describe two parables associated to the Kingdom of God.	6.3m Discuss Jesus' references to the Kingdom of God in the parables.
6.1n List the sacraments.	6.2n Explain which sacraments are considered as the sacraments of initiation.	6.3n Discuss the role of the sacraments of initiation.
6.1o Define reconciliation.	6.2o Explain why confession is the sacrament of reconciliation.	6.3o Discuss how the Christian is to prepare oneself to use the sacrament of reconciliation to be reunited with God and the Christian community.
6.1p List the sacraments of reconciliation. <i>Baptism; eucharist; confession; anointing of the sick.</i>	6.2p Explain why these are considered as sacraments of reconciliation.	
6.1q List the elements of the sacrament of reconciliation. <i>Absolution; confessor; penance; venial sin; mortal sin.</i>	6.2q Explain what characteristics define the seriousness of an act. <i>Grave subject matter; full knowledge; freely chosen.</i>	6.3q Discuss the responsibility that the Christian has in weakening the Christian community through sin.
6.1r Narrate the episode of the Last Supper as recorded in the Gospels.	6.2r Describe how the sacraments were established during the last supper.	6.3r Discuss the Sacrament of the Eucharist and/or the Sacrament of Holy Orders.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
	<i>The sacrament of the Eucharist; the sacrament of the Holy Orders.</i>	
	6.2s Narrate the episode from the Old Testament making reference to the symbol of the lamb. <i>The tenth plague or the Passover meal.</i>	6.3s Explain the symbol of the lamb in the scriptures.
6.1t Define the day of the Lord.		6.3t Discuss the importance of celebrating the day of the Lord in the Christian's life.
6.1u Define Eucharist.	6.2u Recall the different parts of the Mass as presently celebrated.	6.3u Discuss different ways in which the Christian may follow the priest's directive to 'Go in the peace of the Lord' at the end of the Mass.
6.1v Define marriage, according to the teachings of the Church.	6.2v Explain the aims of a Christian marriage. <i>Unity for life; the conception and education of children.</i>	6.3v Discuss the aims of marriage from within the rite itself. <i>Unity for life; the conception and education of children.</i>
6.1w List the characteristics of a Christian Marriage. <i>Indissolubility; fidelity; unity.</i>	6.2w Identify what sanctifies marriage through the Sacrament. <i>The presence of Christ.</i>	6.3w Discuss how the Sacrament of marriage can be of benefit to the community. Domestic church; hospitality.
6.1x List the levels of Holy Orders. <i>Deacon; priest; bishop.</i>	6.2x Describe the role of ordained ministers.	6.3x Describe how those who receive the Sacrament of Holy Orders (deacons, priests and bishops) can be of benefit to the community.
6.1y Define priest.	6.2y Explain celibacy and/or its value for the priest.	

Subject Focus 7:	The Word of God: The Bible
Learning Outcome 7:	I can learn to appreciate creation, comprehend life as a gift, and follow my calling.
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1a Recall the story of creation from Genesis 1.	7.2a Describe the teachings that can be extracted from the creation myth from Genesis.	
	7.2b List ways how human selfishness harms God’s creatures.	7.3b Discuss ways how Christians can act responsibly towards God’s creation and/or future generations.
7.1c Define life as a God-given gift. <i>Undeserved; requiring a giver.</i>	7.2c Describe two individuals whose life was a gift to others. <i>Oscar Romero; Maximilian Kolbe; Pier Giorgio Frassati; Chiara Luce Badano.</i>	7.3c Discuss the way how people who view life as a gift behave and act.
7.1d List ways how God communicates with us. <i>Nature; dreams; tragedy; prayer.</i>	7.2d Narrate the story of Samuel.	7.3d Explain the story of Samuel as a response to God’s call.
7.1e Define discernment.	7.2e Describe the process of discernment.	7.3e Discuss ways in which one may discover God’s will for him or her. <i>Through seeking God; listening to him; talking to a person who may direct him/her in this process.</i>
7.1f Name one individual who was called to change their lifestyle. <i>Francis of Assisi; Fr Philip Mulryne; Olalla Oliveros.</i>	7.2f Describe ways how individuals can fulfil their Christian calling. <i>Clergy; married couples; lay ministry.</i>	7.3f Discuss how a person can understand and fulfil God’s plan for them in their respective roles in society.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
7.1g Recall the parable of the Good Samaritan and/or the episode of the Adulteress.	7.2g Describe the attitudes of the priests in the Parable of the Good Samaritan, and/or of the men who wished to condemn the Adulteress.	7.3g Discuss the narrative of the Good Samaritan and/or of the Adulteress reflecting on what they teach about the ways one values and judges others.
7.1h Recall the Our Father.	7.2h Identify the demands that the second part of the Our Father makes on Christian practice. <i>To provide bread and to forgive.</i>	
	7.2i List characteristics of the way of life of the early Christian communities as described in the Acts of the Apostles.	7.3i Describe the way of life of the early Christians as portrayed in the Acts of the Apostles. <i>Acts 2, 42-47.</i>
7.1j Identify Jesus' words from Matthew 18, 20.	7.2j Recall Jesus' words from Matthew 18, 20.	7.3j Explain how the early Christian way of life offers a model that can be followed by all Christians.
7.1k Identify Jesus' words from Matthew 25, 40.	7.2k Recall Jesus' words from Matthew 25, 40.	7.3k Explain how the teachings in Matthew 25, 40 can guide one's service to others. <i>The Golden Rule.</i>
	7.2l Outline the journeys of Jeremiah and/or Job in their search for God.	7.3l Describe the differences in the stories of Jeremiah, a major prophet, and Job, an ordinary man.

Subject Focus 8:	Choosing role models
Learning Outcome 8:	I acknowledge the rich plurality of experiences and expressions shown by individuals as well as communities in their commitment to living the Gospel.
(Paper I & Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1a List the benefits and dangers of holding somebody as a role model for one's life.	8.2a Examine the need for balance and consideration of holding a role model in one's life.	
8.1b Define talents by giving examples.	8.2b Explain the Parable of the Talents.	8.3b Apply the Parable of the Talents to one instance in life.
8.1c Name the author of the <i>Acts of the Apostles</i> .	8.2c List the main events that are mentioned in the first chapter of <i>Acts of the Apostles</i> .	8.3c Explain the significance of the main events mentioned in the first chapter of <i>Acts of the Apostles</i> for the Christian community.
8.1d Narrate the Pentecost event.	8.2d Explain the symbolism found in the Pentecost narrative.	8.3d Explain the change Pentecost brought on the Apostles.
8.1e Name the Apostle chosen by Jesus to lead the church.	8.2e Outline St Peter's first address to the crowd.	8.3e Explain why the Pentecost happening is considered the Birth Date of the Church.
8.1f List the key characteristics of the early Christian communities found in <i>Acts 2:44-47</i> .	8.2f Describe how the early Christian communities lived the spirit of Jesus among themselves.	
8.1g Identify the main activities of the Church in reaching out to the poor and weak.	8.2g Link the Church's activity towards the poor and weak as a continuation of Jesus' mission here on earth. <i>The parable of the rich man and Lazarus Lk 16, 19-25.</i>	8.3g Discuss the Christian's responsibility towards the poor and weak.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
8.1h Define martyrdom.	8.2h Narrate the martyrdom of St Stephen and/or Jose Sanchez del Rio.	8.3h Explain why the martyrdom of St Stephen and/or Jose Sanchez del Rio are not wasted lives.
8.1i Define virtue.	8.2i List the four cardinal virtues.	8.3i Relate the cardinal virtues to daily life.
8.1j List the challenges that a virtuous person faces in living their virtues.	8.2j Explain the life of a virtuous person who faced challenges in life and overcame them through their virtues. <i>Oscar Romero; Rutilio Grande.</i>	
8.1k Define the virtues of honesty and integrity.	8.2k Describe truth through the virtues of honesty and integrity.	8.3k Discuss the daily challenges one may face in trying to live an honest life and with integrity.
	8.2l Describe Thomas More's involvement in political life.	8.3l Explain how Thomas More exercised the virtues of honesty and integrity in political life.
8.1m List different forms of poverty experienced in the world. <i>Education; food; shelter; gender; racial.</i>	8.2m Describe reasons for poverty in the world.	8.3m Explain how poverty violates human dignity.
8.1n Define the preferential option of the poor.	8.2n Examine how to live the virtue of faithfulness, in choosing the option of the poor, on a daily basis.	8.3n Discuss the benefits of applying the Chinese proverb, 'You give a poor man a fish and you feed him for a day. You teach him to fish and you give him an occupation that will feed him for a life time,' in the light of the preferential option of the poor.
8.1o List initiatives by St Teresa of Calcutta in reaching out to the poor	8.2o Describe how St Teresa of Calcutta based her mission on the preferential option of the poor.	8.3o Compare the mission of St Teresa of Calcutta to that of Jesus.

Subject Focus 9:	Understanding Moral Language
Learning Outcome 9:	I can understand and develop arguments about the values and moral principles that should be followed by a Christian in their daily lives and choices.
(Paper II)	

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
9.1a Define personal freedom.		9.3a Describe different ways how one can exercise their personal freedom to achieve the good.
9.1b List specific daily duties where one exercises responsibility.	9.2b Describe the importance of carrying one's daily duties with responsibility.	9.3b Discuss the importance of doing the ordinary things of life in extraordinary ways.
9.1c Narrate, <i>Matthew 25, 34-40.</i> <i>In the context of universal judgment.</i>		9.3c Explain the spiritual implications of Matthew 25, 34-40 in relation to the daily responsibility and care for others.
9.1d Define conscience.	9.2d Describe ways in which one's Christian conscience can be formed and informed.	9.3d Discuss how the Christian conscience can be safeguarded and matured.
9.1e Identify Biblical persons who had a firm relationship with God and who made right choices. <i>Abraham, Moses, Ruth.</i>	9.2e Describe how one's conscience becomes stronger through a deeper relationship with God.	9.3e Explain how one's relationship with God helps transform the way we perceive reality and life itself.
9.1f List ways how adults may influence the formation of adolescents' conscience.	9.2f Describe how an adult is to guide someone younger than themselves without taking away their free will.	9.3f Discuss the challenges that young people face in forming their conscience according to God's will.
9.1g Identify ways how the Christian respects the dignity and rights of others.	9.2g Explain how human rights promote the dignity of a human person	9.3g Discuss how the Christian's behaviour in society is an invitation for others to know God.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
9.1h Define solidarity.	9.2h Explain how the Christian is called to live in solidarity with others.	9.3h Discuss practical ways of living in an attitude of solidarity within one's communities.
	9.2i Explain the importance that Christians should make choices in favour of the voiceless.	9.3i Discuss practical ways of influencing situations, of giving a voice for the voiceless.
9.1j Define natural environment.	9.2j Name the fundamental reason why Christians should fulfil their responsibility in caring for the environment. <i>Stewards of creation.</i>	9.3j Explain the fundamental reason why Christians should fulfil their responsibility in caring for the environment. <i>Stewards of creation.</i>

Subject Focus 10:	Maturing in education through the virtues
Learning Outcome 10: (Paper I & Paper II)	I can collaborate with others in the construction of a shared and mutually enriched vision of life. I can explore morality, ethics, respect for life, and sexuality.

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
10.1a Define free will, as the freedom to choose.	10.2a Describe a healthy approach in taking decisions.	10.3a Discuss the implications of not taking decisions and the possible consequences.
10.1b List daily experiences that may contribute to one's maturity.	10.2b Describe how daily experiences contribute to one's maturity.	10.3b Discuss how maturation is a lifelong process/journey.
10.1c Define morality.	10.2c Explain the meaning of being a moral person.	10.3c Explain how one's spiritual maturity is reflected in their morality.
10.1d Identify work as an integral part of being human in Genesis 2.	10.2d Explain how work helps a person to develop and mature.	10.3d Discuss how work is a form of grace that allows for unity and solidarity with others.
10.1e List worker's rights.	10.2e Describe worker's rights.	
10.1f List the various moral responsibilities of the person at work.	10.2f Describe how the right to work carries with it various moral responsibilities.	10.3f Compare and contrast the relationship and rights of the employer vs the employee.
10.1g List reasons why life is a gift from God.	10.2g Explain the value of life in the eyes of God.	10.3g Discuss the stewardship one has over their life before God.

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Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
10.1h List violent acts that go against the human person's right to life.	10.2h Describe why no one has the right to terminate their own or anyone else's life.	10.3h Discuss the injustice caused by exercising violent acts in terminating human life.
10.1i State the Church's ethical and moral stand concerning the sanctity of human life.	10.2i Explain Catholic teachings and documents on pro-life issues. <i>Humane Vitae; Evangelium Vitae.</i>	10.3i Examine serious issues that seem to justify these violent acts of terminating human life. <i>Example: abortion on a rape victim; euthanasia for a person with no quality of life.</i>
10.1j Define common good.	10.2j Explain the way how the common good is exercised in society.	10.3j Discuss the necessity of implementing the notion of the common good in politics.
10.1k List the types of love. <i>Eros; philia; agape.</i>	10.1k Explain the types of love, and/or their value.	10.1k Compare and contrast the types of love.
10.1l Define sex and/or sexuality.	10.2l Explain how one relates to others through their sexuality.	10.3l Explain the true meaning of love in a steady relationship.
10.1m Define commitment in a relationship.	10.2m Explain the foundational aims of sex shared by a married couple. <i>Unity; procreation; pleasure.</i>	10.3m Discuss the Church's stand on issues such as contraception, masturbation and pornography.

Scheme of Assessment

School Candidates

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

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

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

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

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

Paper I- School based assessment: (30% of the total mark).

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

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

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

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

Paper II - Controlled Assessment: (70% of the total mark)

Written Examination (100 marks; 2 hours)

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 70% of the final mark and assessed externally. The paper will be set in English and Maltese. The paper will assess **ALL** Learning Outcomes.

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

Paper II (Level 1-2) will consist of **THREE** Sections: Sections A, B and C.

Section A (20%) consists of short answer questions, focusing on content from Learning Outcomes earmarked for SBA, and may include assessment criteria from all the syllabus.

Section B (20%) consists of **TWO** structured questions to choose **ONE**, targeting the content of LO 7, and may include assessment criteria from all the syllabus.

Section C (60%) consists of **THREE** compulsory source or structured questions, **each** assigned twenty marks, targeting the content of LO 1, LO 2, LO 4, LO 5, LO 6 and LO 9, and may include assessment criteria from all the syllabus.

Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions will be objective (multiple choice questions, completion, true/false, cloze, matching etc.), and structured, requiring short responses. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

Paper II (Level 2-3) will consist of **THREE** Sections: Sections A, B and C.

Section A (20%) consists of questions, focusing on content from Learning Outcomes earmarked for SBA, and may include assessment criteria from all the syllabus.

Section B (20%) consists of **TWO** essay type questions to choose **ONE**, targeting the content of LO 7, and may include assessment criteria from all the syllabus.

Section C (60%) consists of **THREE** compulsory source or structured questions, **each** assigned twenty marks, targeting the content of LO 1, LO 2, LO 4, LO 5, LO 6 and LO 9, and may include assessment criteria from all the syllabus.

Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions will be varied and will include objective, problem solving and free response writing. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

Private Candidates

Private candidates will not be expected to carry out any school-based assessment. Instead, private candidates will sit for another controlled paper (Paper I) as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, Paper II will be common with school candidates.

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

Written Examination (100 marks; 2 hours)

Paper I for private candidates shall be a controlled assessment assessing Levels 1-2-3 as described in the respective syllabus, which will be set and marked by MATSEC. This paper will have a two-hour duration and consist of **FOUR** compulsory questions. The paper will assess **ALL** Learning Outcomes earmarked for SBA, and may include assessment criteria from all the syllabus. The paper will be set in English and Maltese.

Levels 1 – 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 30%; Level 2 30% Level 3 40%. Questions will be objective (multiple choice questions, completion, true/false, cloze, matching etc.), and structured; requiring problem solving and free response writing. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.