L-Università ta' Malta

SEC 27 Syllabus
Social Studies

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 students 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 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.

Social studies is the integrated study of the social sciences, humanities, and history. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The aims of the syllabus as a course of study are to:

1. introduce and contextualize concepts related to Social Studies;

2. cultivate an awareness of social issues within a local, European and global society;

3. apply the subject matter critically towards a broader understanding of recent developments within the local, European and international contexts;

4. show empathy with regards to civic competencies, democratic disposition while relating these to one's own life experiences.

5. establish a solid understanding of the structure, function and workings of selected civic and political organisations, institutions and systems - how they interact and how individuals can participate within them.

At the end of the programme, I can:

1. demonstrate knowledge and understanding of contemporary social issues with particular reference to Maltese society within a Euro-Mediterranean and global perspective;

2. comprehend how societies bond through interaction taking place between social institutions and members of a society;

3. evaluate social studies concepts, ideas, and principles as outlined in the syllabus and their application in everyday life;

4. interpret data, both textual and graphical by presenting logical arguments with the use of appropriate terminology;

5. acquire a deeper understanding of issues relating to gender, political, religious, and racial discrimination within a multicultural society.

List of Learning Outcomes

At the end of the programme, I can:

LO 1   I can understand, explain and reflect on the concepts of self, identity and culture, the intersection between them and associated sociological concepts, perspectives and schools of thought. (Paper I & Paper II)

LO 2   I can understand and reflect upon myriad facets of human ecology and the main demographic trends in contemporary society on both a global and local level. (Paper II)

LO 3   I can understand and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on the family and education. (Paper II)

LO 4   I can understand and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on religion, the economy and leisure and health. (Paper I & Paper II)

LO 5   I can understand and reflect on the factors related to social stratification (such as class, age, ethnicity and gender) and power in society and apply the important sociological and social science concepts at stake to examine the processes at play in fostering and combatting social exclusion both in Malta and on a wider global societal level. (Paper I & Paper II)

LO 6   I can understand the term youth and reflect on the role of youth and youth culture in society, how youth may be misrepresented and problematized by the mass media and the potential of youth for social change. (Paper I & Paper II)

LO 7   I can differentiate between crime, deviance and delinquency, their causes and critically reflect on diverse methods of crime prevention and control. (Paper II)

LO 8   I can understand pivotal concepts in political studies – including democracy, active citizenship, political parties and sovereignty and apply these concepts to reflect upon socio-political developments in both the global and the local scenario. (Paper I & Paper II)

List of subject foci

The learning outcomes are structured into the following subject foci:

1. The Self, Culture & Identity.
2. Human Ecology & Demography.
3. Social Groups and Social Institutions.
4. Stratification, Power and Social Exclusion.
5. Youth, the Media and Social Change.
6. Crime, Deviance and Delinquency.
7. Politics and the State.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Social Studies 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 Social Studies (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. Candidate 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:	The Self, Culture & Identity
Learning Outcome 1:	I can understand, explain and reflect on the concepts of self, identity and culture, the intersection between them and associated sociological concepts, perspectives and schools of thought.
(Paper I & Paper II)	Culture and Identity, The Individual as a Social Being, Socialisation.

Culture and Identity

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1a Define culture.	1.2a Describe the different elements that make up culture.	1.3a Discuss how globalisation impacts culture.
1.1b Define cultural diversity and/or multiculturalism.	1.2b Elaborate on the challenges that multiculturalism has for social integration.	1.3b Discuss social integration in Malta.
1.1c Define sub-culture and/or counter-culture.	1.2c Distinguish between subculture and counterculture. *Ethnic; religious and music subcultures.*	1.3c Identify a subculture and/or counterculture and its links to social and cultural change. *e.g., The 1960s counterculture or punk subculture.*
1.1d Define the concepts of the self and/or personal identity.	1.2d Differentiate between personal, social and/or national identity, and how these are related.	1.3d Discuss how forces of change are impacting personal, social and national identity.
1.1e Define real and/or ideal culture.	1.2e Exemplify the differences between real and ideal culture.	1.3e Elaborate on real and idealised elements of Maltese culture.
1.1f Define cultural lag and/or cultural clash/conflict.	1.2f Elaborate on the factors that cause cultural lag and/or cultural clash/conflict.	1.3f Discuss which strategy/ies may be adopted to minimise cultural lag and/or cultural clash/conflict. *Limited to 3 strategies.*

The individual as a Social Being

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1g Define social being and/or social interaction.	1.2g Elaborate on the importance of community attachments and/or active participation in society.	1.3g Compare and contrast 'agency' and 'structure'.
	1.2h Define the 'Self' with reference to G.H. Mead.	1.3h Differentiate between the 'me' and the 'I' with reference to G.H. Mead.
	1.2i Identify social contexts that influence the concept of self. *Family; school.*	1.3i Describe "the looking glass" self-theory.
1.1j Define self-esteem.	1.2j Differentiate between positive and negative self-esteem with reference to examples.	1.3j Discuss the factors that influence self-esteem in a positive and/or negative way.
1.1k Define social stereotypes.	1.2k Elaborate on social stereotypes.	1.3k Discuss the concept of 'herd behaviour' with reference to examples of such behaviour in the Maltese social context.

Socialisation

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
1.1l Define socialisation.	1.2l Describe how socialisation takes place.	1.3l Explain the importance of socialisation in society and what happens if individuals lack this process.
1.1m List the types of socialisation. *Primary; secondary & adult socialisation; anticipatory socialisation and resocialisation.*	1.2m Distinguish between the different forms of socialisation. *Primary; secondary & adult socialisation; anticipatory socialisation and resocialisation.*	1.3m Explain how socialisation may be influenced. e.g., by social class; race; gender; age.
1.1n Define agents of socialisation/socialising agents.	1.2n Explain the roles and/or functions of different socialising agents.	1.2n Compare and contrast the importance of the different socialising agents in society today. *Family; religion; education; peer group; political parties; mass media; social media and the workplace.*
1.1o Define norm/value internalisation.		1.3o Elaborate on the factors leading to changing patterns of socialisation in contemporary Maltese society.

Subject Focus 2:	Human Ecology & Demography
Learning Outcome 2:	I can understand and reflect upon myriad facets of human ecology and the main demographic trends in contemporary society on both a global and local level.
(Paper II)	Human Ecology and Sustainable Development, Population and Demography.

Human Ecology and Sustainable Development

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
2.1a Define human ecology.	2.2a Elaborate on the impact of increasing population on the environment.	
2.1b Define urbanisation.	2.2b Elaborate on advantage/s and/or disadvantage/s of urbanisation. *Work opportunities; better education; better health facilities; and better infrastructure.* *Traffic congestion; pollution; environmental and social stress; and housing problems.*	2.3b Discuss how urbanisation affects society positively and negatively. *Work opportunities; better education; better health facilities; and better infrastructure.* *Traffic congestion; pollution; environmental and social stress; and housing problems.*
2.1c Define sustainable development.	2.2c Elaborate on the functions and importance of sustainable development.	2.3c Identify measures taken by Malta to ensure sustainable development.
2.1d Identify the three R's of sustainable development. *Reduce; Reuse; Recycle.*	2.2d Discuss the three R's of sustainable development.	2.3d Explain why the increased application of the three R's is important. *Human environment; natural ecology.*
2.1e List forms of waste management. *Integrated waste management; landfills & incineration.*	2.2e Elaborate on different forms of waste management.	2.3e Discuss the importance of education for effective waste management. *e.g., best practices in Malta and/or the EU; waste separation etc.*

2.1f Define environmental pollution.	2.2f Elaborate on the causes of pollution and/or its effects. e.g., including human health and/or the natural environment, flora and fauna.	2.3f Discuss the importance of Social Impact Assessments (SIAs) and/or Environmental Impact Assessment (EIAs) for effective planning.
2.1g List forms of pollution. *Air; light; littering; noise; visual; water; acid rain.*	2.2g Describe forms of pollution.	2.3g Explain form/s of pollution affecting the environment and/or what measure/s may be introduced to mitigate them. *Air; light; littering; noise; visual; radioactive; water; thermal; soil contamination; acid rain.*
2.1h Define environmental management.	2.2h Elaborate on measures aimed at more effective management of the environment. *e.g., control of emissions and effluents into air; water or soil.*	2.3h Describe Malta's effort for better environmental management.
2.1i Identify sustainable ways of using natural resources.	2.2i Compare and contrast sustainable resource use with methods that deplete limited natural resources. *e.g., Deforestation; excessive quarrying and mining; destruction of agricultural land and the building ODZ land.*	2.3i Discuss how the depletion of limited natural resources impacts human and/or natural ecology and leaves lasting (often irreversible) effects on future generations. *e.g., Deforestation, excessive quarrying and mining, destruction of agricultural land, ODZ building.*
2.1j Define global warming,	2.2j Explain global warming and/or its causes. e.g., CO_2 emissions, deforestations, pollution.	2.3j Discuss global warming. *Causes; efforts to control it; measures to possibly reverse it.* *e.g., The greenhouse effect; greater use of public transport; renewable sources of energy; smarter systems of heating and cooling; proper maintenance of vehicles.*

2.1k List measure/s that Malta has introduced against global warming.	2.2k Explain the measures Malta has/may introduce/d to combat global warming.	2.3k Discuss Malta's efforts to contribute to the reduction of global warming. *Paris Agreement; the Kyoto protocol; government subsidies for alternative energy; use of solar energy/grants; grants for electric vehicles and gas powered power plants; solar and wind farming; & Sustainable Development Goals [SDG's]..*

Population & Demography

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
2.1l Define demography.	2.2l Distinguish between population increase and/or decrease. *Birth rates/death rates; natural population increase/decrease.*	2.3l Discuss the demographic changes occurring in the Maltese Islands in recent years with reference to census and/or other demographic studies.
2.1m Define life expectancy.	2.2m Elaborate on the causes of the population explosion during the 20th – 21st century on both a global and local level. *e.g., Advances in health care; higher life expectancy rates, etc.*	2.3m Discuss the effects of higher life expectancy rates and an ageing population.
2.1n List different factors of population mobility and/or different types of migration. *Better transport; education; brain drain and technological developments.* *Internal and external; forced and voluntary; legal and illegal migration.*	2.2n Elaborate on the causes and/or effects of population mobility and/or migration.	2.3n Explain Malta's efforts aimed at the integration of migrants with reference to the different measures in place and/or how these may be improved. *e.g., Detention vs open centres; resettlement/repatriation policies, asylum seeking, refugee/humanitarian status of migrants and the role of NGOs in the sector such as the Jesuit Refugee Services; United Nations High Commission for Refugees, Integra, etc.*

2.1o Identify pull & push factors of migration. *War; economy; forms of persecution (political, religious, gender); natural disasters; environmental change.*	2.2o Describe pull and push factors of migration. *War; economy; forms of persecution (political, religious, gender); natural disasters, environmental change.*	
	2.2p Distinguish between the pull and push factors of migration. *Excluding temporary commuting, e.g., for work*	2.3p Explain how internal migration patterns are impacting human and/or natural ecology in the Maltese Islands.

Subject Focus 3:	Social Groups and Social Institutions
Learning Outcome 3:	I can understand and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on the family and education.
(Paper II)	Social Groups, Social Institutions: The Family, Education

Social Groups

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1a Define social groups.	3.2a Elaborate on the importance of social groups and/or social identity.	3.3a Differentiate between primary and secondary groups.
3.1b List types of social groups. *e.g., peer groups; pressure groups; ethnic groups; reference groups.*	3.2b Elaborate on the distinction between peer groups and pressure groups.	3.3b Discuss the role and/or functions of peer groups and/or pressure groups.
	3.2c Elaborate on the link between social identity and social groups.	3.3c Explain the stages of group development.
3.1d Define group conflict.	3.2d Discuss how group conflict develops.	3.3d Elaborate on the causes and/or effects of group conflict using examples from the Maltese scenario. *e.g., sports, march bands, youth, religious, political.*
3.1e Identify conformity and non-conformity.	3.2e Elaborate on the sociological importance of dissent and non-conformity.	3.3e Explain the importance of non-conformity, dissent and/or rebellion for social change.
3.1f Define conflict management.	3.2f Distinguish between conflict management, conflict resolution and/or conflict transformation.	3.3f Discuss the functions of social conflict.

Social Institutions: The Family

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1g Define social institutions.	3.2g Elaborate on the roles and functions of social institutions in Malta. *The family, education, religion, economy, the media, health.*	3.3g Discuss how the roles and functions of social institutions are changing to meet the demands of social change.
3.1h Define family.	3.2h Elaborate on how different cultures across the globe understand and/or experience the family differently.	3.3h Discuss how contemporary social processes are challenging traditional Christian understandings of the family.
3.1i List the different types of family structure. *Traditional; symmetrical; modern; patriarchal and matriarchal.*	3.2i Describe the different types of family structure. *Traditional; symmetrical; modern; patriarchal and matriarchal.*	3.3i Discuss the different types of family structure. *Traditional; symmetrical; modern; patriarchal and matriarchal.*
3.1j Identify the rights and/or responsibilities of family members.	3.2j Elaborate on the different roles, responsibilities and/or rights of family members.	3.3j Discuss how the roles, responsibilities and/or rights of family members are evolving to meet the demands of a changing society.
3.1k List the functions of the family. *Social; educational; economic; reproductive; psychological; emotional.*	3.2k Explain functions of the family in contemporary society, with/without examples. *Social; educational; economic; reproductive; psychological; emotional.*	3.3k Discuss how the functions of the family have evolved as a result of social change. *Social; educational; economic; reproductive; psychological; emotional.*
3.1l List forms of family. *Nuclear; extended and lone parent.*	3.2l Describe different forms of family. *Nuclear; extended; modified extended; lone parent; LGBTIQX; step family; cohabitation.*	3.3l Compare and contrast the different forms of family. *Nuclear; extended; modified extended; lone parent; LGBTIQX; step family; cohabitation.*
3.1m List types of marriage. *Monogamy; polygamy; polyandry; same-sex.*	3.2m Elaborate on the different types of marriage. *Monogamy; polygamy; polyandry; same-sex.*	3.3m Discuss how the emphasis on individual wellbeing in contemporary society is impacting marital relationships.

3.1n List types of family friendly measures.	3.2n Elaborate on how the family structure has changed over time. *Pre-industrial; industrial and technological/post-industrial.*	3.3n Discuss how economic realities have impacted the structure of the family.
3.1o List measures from Malta's Family Law (1993).	3.2o Comment on the changes brought about by the introduction of Malta's Family Law (1993).	3.3o Elaborate on the "the dark side of the family".
3.1p Define domestic violence and/or gender-based violence and/or parental alienation.	3.2p Describe the causes and effects of domestic violence and/or gender-based violence and/or parental alienation.	3.3p Describe how NGO's assist victims of domestic violence and/or gender-based violence and/or parental alienation in Malta.

Social Institutions: Education

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1q Define education.	3.2q Discuss education as a basic human right.	3.3q Describe the barriers to education experienced by children across the globe. *e.g., poverty, lack of schools or an inadequate educational infrastructure, inadequate teacher training, cultural norms and practices that combat educational achievement/advancement, gender stereotypes and gender discrimination that act against the schooling and educational advancement of girls and women, the exclusion of persons with disability, inaccessibility etc.*
3.1r Define learning.	3.2r Differentiate between education and learning.	3.3r Discuss the benefits of education and/or learning
3.1s Define state and/or non-state education.	3.2s Differentiate between state and non-state education.	

3.1t Define formal, non-formal and/or informal education.	3.2t Describe the difference between formal, non-formal and/or informal education	3.3t Discuss formal, informal and non-formal education, citing examples on the importance of a holistic approach to education for individual and/or social wellbeing.
3.1u Define National Minimum Curriculum and/or the hidden curriculum.	3.2u Elaborate on National Minimum Curriculum and/or the hidden curriculum.	
3.1v Define inclusive learning.	3.2v Describe inclusive education.	
3.1w Define life-long learning.	3.2w Explain the main elements of life-long learning.	3.3w Compare and contrast measures for lifelong learning in Malta.
3.1x List opportunities for student mobility.	3.2x Elaborate on opportunities for student mobility in Malta.	3.3x Elaborate on the benefits of Maltese students studying abroad and/or of foreign students coming to study in Malta.
3.1y Define school absenteeism, school drop-outs and/or illiteracy.	3.2y Elaborate on the phenomena of school absenteeism, school drop-outs and/or illiteracy, with reference to local studies on the subject.	3.3y Discuss the concept of learning to labour. *e.g., how schooling may serve the interests and act as an extension of capitalism.*
3.1z Define pedagogy.	3.2z Outline how education may combat poverty.	3.3z Explain how education may combat social inequalities.

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Subject Focus 3:	Social Groups and Social Institutions
Learning Outcome 4:	I can understand and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on religion, the economy and leisure and health.
(Paper I & Paper II)	Social Institutions: Religion, The Economy, Work & Leisure, Health

Social Institutions: Religion

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1a Define religion.	4.2a Describe the main functions of religion.	4.3a Discuss how religion may prove to be functional and/or dysfunctional for society.
4.1b Distinguish between the sacred and profane elements of religion.	4.2b Distinguish between monotheism, polytheism, agnosticism and/or atheism with/without citing examples of each of these belief systems in the process.	4.3b Discuss the struggle between religion and science in contemporary society.
4.1c List the main world religions. *Christianity; Islam; Buddhism; Hinduism; Judaism.*	4.2c Compare and contrast the main world religions. *Christianity; Islam; Buddhism; Hinduism; Judaism.*	4.3c Discuss the distinction between religiosity and spirituality.
4.1d List different types of religious organizations. *Churches; sects; new religious movements; denominations and cults.*	4.2d Distinguish between the different types of religious organizations.	4.3d Explain the causes leading to the rise of religious pluralism in Malta.
4.1e Define secularisation.	4.2e Describe the main aspects of secularisation.	4.3e Discuss the distinction between a secular and a non-secular state.
4.1f Define religious fundamentalism.	4.2f Distinguish between religious freedom, religious tolerance and religious diversity.	4.3f Explain the importance of religious freedom, tolerance and diversity in free, democratic societies.

Social Institutions: The Economy, Work & Leisure

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1g Define economy, work and/or division of labour.	4.2g Describe the positive and negative effects of division of labour.	4.3g Explain the connection between division of labour and social change with reference to sociological theory.
4.1h List functions of the economy for society. *Production; allocation; distribution and regeneration.*	4.2h Elaborate on the importance of the economy, work, leisure and/or work ethics for both the individual and/or the wider society at large.	4.3h Explain the concept of work-life balance. *Including examples of local policy measures that may be introduced or strengthened to increase this balance.*
4.1i Define leisure.	4.2i Describe changing leisure patterns in Malta.	4.3i Discuss changing leisure patterns in Malta and their implications on health and social wellbeing.
4.1j Mention the stages of the transformation of work. *Pre-industrial; industrial; technological.*	4.2j Elaborate on the stages of the transformation of work. *Pre-industrial; industrial; technological.*	4.3j Discuss how transformations in the world of work have spurred important changes in the wider society.
4.1k Define equal pay for equal work.	4.2k Elaborate on the development of labour rights.	4.3k Explain how gender, age and/or other forms of differentiation and social stratification often spill over in the world of work. *e.g., Disability; race/ethnicity.*
4.1l Define occupational status.	4.2l Elaborate on how occupational status may be related to skill set, economic function, and/or social status.	4.3l Discuss how occupational status, financial independence and contribution to the economy are important for the individual's sense of identity.
4.1m Identify the sectors of the employment structure. *Primary; secondary; tertiary; quaternary; quinary sectors.*	4.2m Identify jobs found in each sector of the employment structure.	

4.1n Define economic restructuring and/or niche economic sectors/markets.	4.2n Distinguish between free market (laissez faire), centralised (command), and mixed economies.	
4.1o Define key economic indicators.	4.2o Elaborate on important economic indicators. *Gross domestic product; inflation rate; unemployment rate; balance of trade; interest rates; currency strength.*	4.3o Discuss how Malta's integration in the EU has impacted its economy. *Positively; negatively.*
4.1p Define job mobility.	4.2p Elaborate on the link between job mobility and career progression.	4.3p Explain the pivotal role that life-long learning, training and re-skilling play for job mobility and/or career advancement and/or the impact that an effectively trained workforce has on the economy.
4.1q Define NEETs (not in education, employment and training).	4.2q Distinguish between unemployment, under-employment and full-employment	4.3q Elaborate on the effects of long-term and chronic unemployment. *Effects on the individual; the economy/society; measures that may be introduced/strengthened to combat unemployment (national and EU levels).*
4.1r Define industrial relations.	4.2r Elaborate on the importance of bringing social partners effectively together to avoid industrial conflict and to ensure social cohesion. *e.g., trade unions; employers' associations; government etc, and also referring to best practices such as MCESD, ILO for bringing such stakeholders together.*	4.3r Elaborate on industrial relations in Malta.
4.1s Define cooperatives and/or SMEs.	4.2s Identify cooperatives in Malta and/or small and medium-sized enterprises (SMEs) and their role in the economy.	4.3s Describe ways to incentivise cooperatives and/or SMEs.

4.1t Define voluntary work and NGOs.	4.2t Outline the importance of voluntary work. *The individual, social well-being.*	4.3t Discuss how voluntary work may be fulfilling and important for self-development.

Social Institutions: Health

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1u Define health.	4.2u Elaborate on the WHO definition of health as a holistic concept, with reference to the four determinants of health according to the WHO. *The social and economic environment; the physical environment; lifestyle; and individual characteristics and behaviours.*	4.3u Discuss how the WHO definition of health may be better applied in Malta. *The social and economic environment; the physical environment; lifestyle; and individual characteristics and behaviours.*
4.1v Define Occupational health and safety.	4.2v Elaborate on the structures in place in Malta to ensure occupational health and safety.	4.3v Discuss occupational health and safety policy in Malta, including ways of how this may be improved.
4.1w Define healthy lifestyle.	4.2w Describe healthy living. *Social activity; hygiene; stress management; health care; healthy diet; sports; regular physical exercise.*	4.3w Discuss the impact that the modern lifestyle driven by increased consumerism and materialism has on health and social wellbeing.
4.1x Identify causes of illness.	4.2x Elaborate on the social causes of illness. *Health as affected by social conditions.*	4.3x Discuss how health may be affected by social conditions. *Poverty; nutritional deficiencies; stress and lack of safety at work; overcrowding or poorly maintained housing; environmental pollution; sanitation.*
4.1y Define mental health.	4.2y Elaborate on the effects that long-term institutionalisation often has on mental health patients.	4.3y Discuss Malta's efforts to improve mental health awareness.

4.1z Name local health organisations. *e.g., Foundation for Health Services; SEDQA; OASI; CARITAS; MMDNA.*	4.2z Describe the role of local health organisations.	4.3z Discuss the importance of primary and community care for a holistic health policy.
4.1aa Name international health organisation. *WHO; Red Cross; and Doctors without Borders.*	4.2aa Describe the role of international health organisations.	4.3aa Elaborate on the importance of health promotion and a national prevention strategy.
4.1ab Define health inequalities.	4.2ab Describe with reference to examples what is understood by health inequalities.	4.3ab Elaborate on measures that may be introduced and/or strengthened to reduce health inequalities.
4.1ac Define sick role.	4.2ac Elaborate on the concept of sick role.	4.3ac Discuss the importance of patients' rights and multi-disciplinary co-operation for a more modernised health care approach.

Subject Focus 4:	Stratification, Power and Social Exclusion
Learning Outcome 5:	I can understand and reflect on the factors related to social stratification (such as class, age, ethnicity and gender) and power in society and apply the important sociological and social science concepts at stake to examine the processes at play in fostering and combatting social exclusion both in Malta and on a wider global societal level.
(Paper I & Paper II)	Forms of Social Stratification: Class, Age, Ethnicity & Gender, Social Welfare & Social Exclusion.

Forms of Social Stratification: Class, Age, Ethnicity & Gender

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1a Define social stratification.	5.2a Distinguish between social stratification and differentiation.	5.3a Discuss how social stratification may be functional for society.
5.1b List types of social stratification. *Age; gender; ethnicity; race; religion; caste; apartheid; feudal; social class; access to political power; social status; social & cultural capital.*	5.2b Explain types of social stratification. *Age; gender; ethnicity; race; religion; caste; apartheid; feudal; social class; access to political power; social status; social & cultural capital.*	5.3b Discuss the causes of social stratification in Malta.
5.1c Define social class structure.	5.2c Distinguish between types of social classes, using examples from the local scenario	5.3c Discuss the factors that determine one's social class.
5.1d Mention a social stratification theorist. *Marx; Weber.*	5.2d Describe Karl Marx's and/or Max Weber's theories on social stratification.	5.3d Compare and contrast Marx's and Weber's theories on social stratification.
5.1e Define gender differentiation.	5.2e Explain how gender, ethnic, religious, and regional differences may act as sources of conflict in society.	5.3e Discuss social inclusion in Malta.
5.1f Define social inequality.	5.2f Explain how social inequalities may influence life chances.	

5.1g Define social policy	5.2g Identify social policy measures aimed at reducing social inequalities.	5.3g Discuss how social policy measures can address social inequality.
5.1h Describe social mobility.	5.2h Distinguish between horizontal and vertical mobility.	5.3h Elaborate on the factors leading to social mobility. *e.g., Occupation; education; social background; marriage.*
5.1i Distinguish between ageism and sexism.	5.2i Elaborate on how the media may re-enforce gender and age stereotypes.	5.3i Propose an activity aimed at combating gender and/or age stereotypes. *e.g., educational poster; an artistic exhibition; testimonials; PSA (public service announcement).*
5.1j Distinguish between sex and gender.	5.ji Elaborate on the concepts of gender identity and/or gender orientation.	5.3j Discuss changing attitudes in Maltese society. *Gender roles; identity; gender orientation.*
5.1k Distinguish between gender equality and inequality.	5.2k Elaborate on the link between gender and poverty.	5.3k Discuss how feminism and the feminist movement have advanced women's rights worldwide.
5.1l Distinguish between positive and negative forms of gender discrimination.	5.2l Elaborate on the positive and/or negative forms of gender discrimination.	5.3l Discuss the idea of introducing gender quotas to enhance a more balanced form of political participation and representation.
5.1m Define labour force participation rate.	5.2m Elaborate on the importance of encouraging higher women labour force participation rates.	5.3m Discuss the barriers to equal participation in the labour force and/or measures that may be introduced or strengthened to overcome such barriers.

5.1n Give examples of women's rights organisations. *e.g., the National Council of Women of Malta; The Women's Rights Foundation [Malta]; The Association of Women in Business; The Malta Confederation for Women's Organisations; Women directors Malta; Migrant Women Association Malta; the International Labour Organisation; the UN Entity for Gender Equality and the Empowerment of Women [UN Women].*	5.2n Elaborate on the role of women's rights organisations.	5.3n Discuss gender inequalities in Malta.

Social Welfare and Social Exclusion

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1o Define social welfare.	5.2o Elaborate on the importance of social welfare services in society.	5.3o Elaborate on social security provisions in Malta. *Public; private; foreign.*
5.1p Identify services offered by the Maltese welfare state.	5.2p Describe the main priorities of the welfare state. *As identified in the Beveridge report – want; disease; ignorance; squalor and idleness.*	5.3p Discuss political attitudes towards the welfare state. *Left-wing; Liberal; Right-wing; Neoliberal.*
5.1q List forms of poverty. *Relative; absolute; material and social.*	5.2q Elaborate on the different forms of poverty and the effects of poverty on society. *Relative; absolute; material and social.*	5.3q Elaborate on the factors linked to poverty and risk of poverty in 21st century Malta.
5.1r List indicators of poverty. *Levels of education; healthcare; employment; income; environment; substandard housing & homelessness.*	5.2r Elaborate on the indicators of poverty.	
5.1s Define social exclusion.	5.2s Elaborate on the different form and causes of social exclusion.	5.3s Discuss how the digital divide acts as a form of social exclusion.

Subject Focus 5:	Youth, the Media and Social Change
Learning Outcome 6:	I can understand youth and reflect on the role of youth and youth culture in society, how youth maybe misrepresented and problematised by the mass media and the potential of youth for social change.
(Paper I & Paper II)	Youth & Youth Culture

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
6.1a Define youth.	6.2a Outline the role and/or functions of youth in society.	6.3a Discuss the understanding of youth as a social construction.
6.1b Identify youth culture and/or youth subculture.	6.2b Describe the main characteristics of youth subcultures. *e.g., lifestyle and music subcultures.*	6.3b Elaborate on youth subcultures and/or youth culture as sources of social change.
6.1c List challenges faced by young people in contemporary Maltese society.	6.2c Describe the challenges faced by young people in contemporary society. *e.g., education; training; and employment; social problems faced by young people including substance abuse; deviance and delinquency; home ownership.*	6.3c Discuss the concept of youth problematisation.
6.1d Identify the opportunities available for young people's advancement today. *e.g., educational opportunities in Malta and abroad & EU educational programmes like Erasmus+, Youth in Action Programme; Lifelong Learning Programme; student exchange programmes.*	6.2d Elaborate on the concept of NEETs (not in education, employment and training).	6.3d Explain the concept of youth transitions and how such transitions are extended given the dynamics of contemporary Maltese society.
6.1e Define youth leisure.	6.2e Elaborate on different youth leisure patterns today.	6.3e Elaborate on the role that social networking plays in youth leisure patterns today with examples on the potential benefits and risks posed by such leisure

		patterns and the increasing socialisation of young people in a virtually-mediated world (virtual culture).
6.1f Define youth participation.	6.2f Give examples of youth participation in Malta. *Political; social; cultural spheres. e.g., voluntary; local and national organisations such as student councils; youth movements; National Youth Council, etc.*	6.3f Discuss the barriers for youth participation in Malta.
6.1g Define generation gap.	6.2g Describe the generation gap.	6.3g Elaborate on the concept of inter-generational dialogue and/or policy measures to this effect.
6.1h Define mass media and communication.	6.2h Explain the influence of mass media on young people. *e.g., positive role models; media stereotyping and violence.*	6.3h Elaborate on various sociological theories that examine the effects the mass media on young people and society at large.
6.1i Define moral panic.	6.2i Elaborate on the different stages of moral panic with reference to examples of this social phenomenon.	6.3i Discuss how moral panic and/or negative representations of youth in the media problematise youth and/or youth culture.
6.1j Mention forms of Mass Media.	6.2j Distinguish between the different forms and characteristics of mass media. *Traditional vs modern; newspapers; radio; fixed and mobile telephony; satellite and cable television; cinema; the Internet and social networking; blogs; podcasts; electronic mail; electronic publications and e-shopping.*	6.3j Describe the Marxist and/or Neo-liberal perspectives on the mass media.
6.1k List the functions of the mass media. *Socialisation; democratisation; social control; education; advocacy; entertainment; information to the public.*	6.2k Describe the functions of the mass media. *Socialisation; democratisation; social control; education; advocacy; entertainment; information to the public.*	6.3k Discuss the role of the mass media in modern society.

6.1l Distinguish between investigative and other forms of journalism.	6.2l Describe the different roles of journalism in modern society. *Delivering information about social; political and economic issues.*	6.3l Elaborate on the role of journalism in modern society. *Delivering information about social; political and economic issues.*
6.1m Describe single ownership of the mass media.	6.2m Describe the role of the media in globalisation, and/or single ownership of mass media.	6.3m Discuss the role of the media in globalisation, and/or single ownership of mass media.
6.1n Define pluralism in media.	6.2n Explain pluralism of the media and/or its implications for society.	6.3n Discuss how the modern mass media's (in its different forms) intersection with contemporary youth culture is proving to be a potent source of social change.
6.1o Define social change.	6.2o Distinguish between revolutionary change and evolutionary change.	6.3o Elaborate on the causes of social change with reference to important sociologists that have contributed to social change theory. *Karl Marx; Max Weber.*
6.1p List the main characteristics of globalisation, independence, and/or interdependence.	6.2p Give examples of the positive and/or negative effects of globalization, independence, and/or interdependence. *e.g., positive effects of globalization: international solidarity; free trade and protectionism; efforts towards fair trading; cultural enrichment; global mass media; the flexibility of transnational companies [multinationals]; world organisations that promote peace [United Nations]; Commonwealth.* *e.g., negative effects: child-labour and sweatshops; uneven distribution of wealth; international debts; brain drain; environmental degradation; threats to national*	6.3p Discuss how youth culture worldwide is reflective of wider global trends and/or how youth subcultures conform or go against wider global trends. *e.g., the authentic expression and voice of young people; youth cultures/youth subcultures potential for social change.*

	identity and sovereignty; monopolies of transnational companies and unfair trading.	

Subject Focus 6:	Crime, Deviance and Delinquency
Learning Outcome 7:	I can differentiate between crime, deviance and delinquency, their causes and critically reflect on diverse methods of crime prevention and control.
(Paper II)	Crime & deviance, domestic & gender-based violence, delinquency

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
7.1a Define crime, deviance, delinquency, adult crime and/or youth crime.	7.2a Provide examples of forms of crime, deviance and/or delinquency.	7.3a Briefly discuss the notions of crime and deviance in reference to Emile Durkheim. *Relativity; Universality; Normality; Functionalism.*
7.1b Define crime causation.	7.2b Distinguish between the different causes of crime.	7.3b Evaluate important criminological perspectives of your choice. *E.g., labelling theory and social strain theory.*
7.1c Define domestic and/or gender-based violence.	7.2c Elaborate on the causes of domestic and gender-based violence.	7.3c Identify the characteristics of a national action plan against domestic and/or gender-based violence.
7.1d Distinguish between adult and youth crime.	7.2d Describe what measures may be undertaken to curb juvenile delinquency and/or to improve the juvenile justice system in Malta.	7.3d Elaborate on the origins of the juvenile justice system and the philosophical precepts that have led to its rise.
7.1e Describe crime control and/or crime prevention.	7.2e Compare and contrast different forms of crime prevention strategies.	7.3e Elaborate on crime prevention measures in Malta.
7.1f Distinguish between custodial and non-custodial sanctions.	7.2f Explain community-based corrections.	7.3f Compare and contrast the philosophical precepts that underscore imprisonment, community-based corrections and/or capital punishment.

7.1g Define fear of crime.	7.2g Explain the links between the fear of crime and crime reporting in the media.	7.3g Discuss the role of the media in the amplification of crime and deviance and/or moral panic.
7.1h Define addiction.	7.2h Describe addictions, including emerging addictions *e.g., alcohol; drugs; gambling; Internet addiction; shopping addiction; pornography; eating disorders.*	7.3h Evaluate the different models for the treatment of addictions, including emerging addictions.
7.1i Define criminal profiling.	7.2i Describe the role that criminal profiling plays in modern policing and crime investigation strategies.	7.3i Explain the role of criminal profiling in crime prevention policies.
7.1j Define community policing.	7.2j Explain the model used for effective community policing. *Random patrol; Rapid Response; Reactive Investigation.*	7.3j Elaborate on the ways that may assist the improved modernisation of the police force, crime control and/or criminal investigation in Malta with reference to the concept of "community policing".
7.1k Outline the main components of the criminal justice system in Malta. *The Police; the Law Courts; the Correctional System.*	7.2k Elaborate on the role of the three main components of the criminal justice system.	7.3k Discuss the role and/or functions of the components of the criminal justice system in Malta.

Subject Focus 7:	Politics and the State
Learning Outcome 8:	I can understand pivotal concepts in political studies – including democracy, active citizenship, political parties and sovereignty and apply these concepts to reflect upon socio-political developments in both the global and the local scenario.
(Paper I & Paper II)	Political systems, political ideologies, political institutions

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1a Define politics.	8.2a Elaborate on the main characteristics of liberal democracy with reference to examples in Malta. *Separation of powers; pluralism; equality; freedom of religion; freedom of expression; association and movement; representation; transparency and accountability; the rule of law.*	8.3a Compare and contrast liberal democracy to different political systems. *Absolutism; Totalitarianism.*
8.1b Define citizenship.	8.2b Distinguish between civic rights and obligations with examples.	8.3b Discuss the concept of active citizenship, with reference to the role young people play in society.
8.1c Match political parties to their respective position on the political spectrum.	8.1c Describe the key principles of left-wing, centre and/or right-wing political ideologies.	8.1c Discuss the role of political parties and/or ideologies in the functioning of democracy.
8.1d Define parliamentary democracy.	8.2d Contrast parliamentary democracy with other forms of representation. *Presidential; monarchial.*	8.3d Discuss how the separation of powers comes to bear on Malta's democratic system of government. *Malta as a parliamentary democracy - the role of the Parliament; the functions and role of the President of the Republic; the role of the Judiciary; the legislative, executive, administrative and judicial powers of the State; main chapters of the Constitution; the Cabinet; the importance and role of the Opposition.*

8.1e Distinguish between local and central/national government.	8.2e Elaborate on de-centralisation of government. *e.g., concepts of devolution of power and democratization.*	8.3e Discuss the role of local councils in Malta.
8.1f List examples of Malta's representation at supranational levels. *The EU; Malta's representation in the European Parliament. Schengen Agreement, 2007; Member of the Euro Zone, 2008) and international levels (the Commonwealth; the United Nations.*	8.2f Distinguish between sovereignty and shared sovereignty.	8.3f Discuss the socio-economic effects of Malta's integration in the EU.
8.1g List milestone dates in Malta's post-war political history. *Independence Day; Republic Day; Freedom Day; Malta's membership in the EU.*	8.2g Describe Malta's milestones to become a free, independent, sovereign nation. *Independence Day; Republic Day; Freedom Day; Malta's membership in the EU.*	8.3g Elaborate on an important political activist/thinker/politician who shaped Malta's politics and political thought. *M.A. Vassalli; Manwel Dimech; Giorgio Borg Olivier; Anthony Mamo, Dom Mintoff; Eddie Fenech Adami.*

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.

Part 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 Level 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% each at 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.

Part 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. All questions may include sub-questions.

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 **TWO** sections.

Section A totalling 60 marks with **compulsory questions**. Questions may include assessment criteria from all the syllabus.

Section B totalling 40 marks with **compulsory questions**. Questions 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 maps, graphs, diagrams and photographs. Questions need to be answered in the space provided in the exam booklet.

Paper II (Level 2-3) will consist of **TWO** sections.

Section A totalling 60 marks with **compulsory questions**. The section will assess **ALL** Learning Outcomes.

Section B totalling 40 marks with **FOUR** questions to choose **TWO** questions of 20 marks each. Questions may also 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. The questions set will assess the students' understanding and application of the main concepts of the programme and the acquisition of basic skills. Questions need to be answered in the space provided in the exam booklet.

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. The paper will be set in English and Maltese. The paper will examine **ALL** Learning Outcomes earmarked for SBA. Questions may also include assessment criteria from all the syllabus. Questions may also include sub-questions.

Section A totalling 60 marks with **compulsory questions.** This section will examine **ALL** Learning Outcomes earmarked for SBA. Questions may also include assessment criteria from all the syllabus.

Section B totalling 40 marks with **FOUR** essay type questions to choose **TWO** questions of 20 marks each. Questions may also include assessment criteria from all the syllabus.

Level 1 – 2– 3

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 30%; Level 2 30% and Level 3 40%. Questions include objective and structured questions requiring short and/ or essay type responses.