

SOCIAL STUDIES

FORM 2

YEAR 8

2019-2020

LEARNING OUTCOMES LEVEL 7

Learning Area Outcome: I understand that democratic values as enshrined in the Constitution of Malta and international documents are vulnerable to different hostile threats. As a result, I undertake to protect democracy as a legacy for future generations by promoting and supporting such values where and when they are threatened. I explore and evaluate similarity and difference and change and continuity in both the past and the present.

Subject Focus: 8.1 Social Change (Social Studies General)

8.1.1] I can define the term Social Change

8.1.2] I can differentiate between evolutionary and revolutionary social change.

8.1.3] I can list different ways to show how social change affects my immediate and broader community and myself.

- Information technology allows family members to stay in touch with relatives and friends living abroad and sometimes replaces face-to-face communication, even if there is no need to.
- The organisation of the neighbourhood has changed over time from one that was religion based to one that is more civil and democratic.

8.1.4] I can list differences and similarities of social change affecting different social groups that form part of my immediate and broader community. How Malta's lifestyle changed through time.

- Families nowadays have a different lifestyle from a family that used to live in Malta more than forty years ago
- The way we use our leisure time.

8.1.5] I can identify, explain and discuss different types of family models and how the family has changed through time.

- Students will investigate and analyse the different types of family models that exist in contemporary society, how these have changed over time and how each of them has contributed to a different way of living.

8.1.6] I can describe the characteristics of my family and the role of its members and realize that my family is different from that of my own parents' and grand-parents'.

8.1.7] I can describe how the nature of work changed over time from manual labour to today's style which is more based on technology.

LEARNING OUTCOMES LEVEL 7

Learning Area Outcome: I am able to work creatively and cooperatively within my school and local community to improve the lives of others.

Subject Focus: 8.2

Populations, Development and Environments (Social Studies General)

8.2.1] I can define population and its impact on the development and environment of a country.

8.2.2] I can understand that population increase effects the development of a country.

8.2.3] I can understand some of the changes in development that lead to consumerism.

- Social development
- Economic development
- Environmental development

8.2.4] I can explain and discuss the difference between production, distribution and consumption

8.2.5] I can apply my knowledge on production and consumption to real life situations and analyse the three main stages that form the chain of production

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

8.2.7] I can discuss the difference between goods and services and how these can be used responsibly.

8.2.8] I can see the importance of buying fair trade products.

8.2.9] I can differentiate between wants and needs.

- Responsible consumers can contribute actively towards the protection of their own environment when acquiring different products or services

LEARNING OUTCOMES LEVEL 7

8.2.10] I can differentiate between different types of consumers and how this affects consumerism.

- Impulse buyers
- Seasonal buyers
- Bargain seekers
- Brand buyers

8.2.11] I can explain how adverts can have a lot of influence on the kind of products different consumers buy.

8.2.12] I can explain the relationship between consumption and maintaining a healthy lifestyle

8.2.13] I can discuss how students can manage their own resources.

- Target setting, budgeting and management of own resources to reach their goals

LEARNING OUTCOMES LEVEL 7

Learning Area Outcome: I can identify the political processes of participation, representation, campaigning for change and decision-making and I know how to take part in these democratic processes in my school, including the Students' Council and everyday life. I explore and evaluate local and global social, economic, political and environmental issues of both the past and the present.

Subject Focus: 8.3 Power and Politics (Social Studies General)

8.3.1] I can define power and politics.

8.3.2] I can explain the main characteristics of democracy.

- The main characteristics of democracy that treats all citizens equal and provides them with a set of equal rights and opportunities.
- Pluralism and tolerance are crucial in a democratic society.
- Dictatorship as another form of government.
- The advantages and disadvantages of democracy and other political systems in the world.

8.3.3] I can explain strengths and weaknesses in the dynamics of power structures that form part of my local, national and international contexts.

- Local Councils
- National Government
- International Governance – European Union

8.3.4] I can engage in simple political action and use democratic processes in order to solve particular issues.

- Democratically campaigning for a candidate/ running as candidate, to be democratically elected;
- Voting for a class prefect/decision/representative on the school council or similar
- Political action when the voice of a voting minority is not reflected in the decisions taken or election.

8.3.5] I can explain why in society it is important for people to respect each other.

- Democracy in terms of mutual respect and apply theoretical knowledge to real life situations

LEARNING OUTCOMES LEVEL 7

8.3.6] I can explain why in society it is important for people to be equal and live freely.

- Freedom and equality as fundamental values without which a democratic society cannot exist
- Freedom and equality are a right and responsibility at the same time.

8.3.7] I can recognize that a democratic environment prevails outside the school and their village/town environment

- Democratic environment in the family, at school and in their neighbourhood is positive and healthy

8.3.8] I can explain why fundamental human rights are important.

- Be able to mention one basic human right and describe its relevance and importance to the person
- Importance of fundamental human rights and real life situations in the context of developed and non-developed countries
- The importance of democracy in relation to basic human rights vis a vis civic values and responsibilities

LEARNING OUTCOMES LEVEL 7

Learning Area Outcome: I can list and explain my inalienable human rights and how these are circumscribed by the rights of others.

Subject Focus: 8.4

Crime, Deviance and Social Control (Social Studies General)

8.4.1] I can explain the terms crime, deviance and social control.

- Socialisation as a form of self-discipline and primary social control are both important for the social development
- Different social groups (family, the class, the peer group and different youth groups and organisations) contribute to their character formation
- Rewards and punishments (sanctions) are important to regulate one's behaviour and improve one's character

8.4.2] I can differentiate Deviance is not always a crime real life situations
Breaking of laws and norms

LEARNING OUTCOMES LEVEL 7



PERSONAL



SOCIAL CHANGE



INFORMATION MANAGEMENT



LEARNING TO KNOW

Year 8 / Form 2
2019-2020