

Geography General Classes Syllabus

YEAR 9

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Kliem ewlieni: erożjoni (tgħawwir) tal-blat, trasportazzjoni, depożizzjoni, bajja, ilsien ta' art (ras), xtajta, qatgħa mill-mewġ (notch), għar, ħnejja (tieqa), taqtigħa, skoll, irtirar tas-sies/irdum, blataforma, drenaġġ, tnixxija taż-żejt, akkwakultura, sajd bla kontroll (eċċessiv), impjant għat-tisfija tad-drenaġġ	
Objettivi tat-Tagħlim	Riżultati fil-Mira
<p>9.1.1</p> <p>L-għalliema jgħinu lill-istudenti jifhmu kif il-mewġ jgħawwi l-blat u jgħor u jħott ammonti kbar ta' materjal fuq ix-xatt.</p>	<ul style="list-style-type: none"> • Jagħrfu d-differenzi bejn proċessi ta' erożjoni ta' ma' xatt il-baħar, id-depożizzjoni u t-trasportazzjoni. • Jiddeskrivu kif il-mewġ ikisser u jgħawwi l-blat. • Jagħrfu bajjiet, irjus ta' art u xtajtiet. • Ipinġu illustrazzjonijiet illejbiljati u jispjegaw kif ifformaw l-ilsna tal-art maħruġa fuq il-baħar u l-bajjiet. • Ipinġu illustrazzjonijiet illejbiljati u jispjegaw il-proċessi ta' erożjoni fuq l-ilsna (rjus) ta' art (għar, tieqa jew ħnejja, taqtigħa u skoll). • Permezz ta' illustrazzjonijiet illejbiljati sewwa jispjegaw kif is-sies/l-irdum jista' jittiekel u jirtira lura biż-żmien. Bl-istess mod jispjegaw kif tiffirma qatgħa fil-qiegħ tas-sies bil-mewġ li tirriżulta fi blataforma. • Isemmu u jimmarkaw fuq mappa tal-Gżejjer Maltin xtajtiet, bajjiet imrammla kif ukoll ilsna ta' art ewlenin li jinkludu l-Bajja tal-Mellieħa (l-Għadira), il-Bajja ta' Għajn Tuffieħa, il-Bajja ta' Birzebbuġa, ir-Ramla l-Ħamra, il-Bajja tax-Xlendi, il-Qarraba, Ras il-Qawra u Ras

	<p>il-Fenek.</p> <ul style="list-style-type: none"> • Jagħrfuminn stampi u jsemmu dawn il-fattizzi fiżiċi ta' max-xatt, it-Tieqa Żerqa, It-Tieqa ta' Wied il-Mielaf, Ras il-Fenek, Il-Ħnejja (Blue Grotto), għerien taħt l-irdumijiet f' Ta' Ċenċ, l-irdumijiet ta' Ħad-Dingli, l-għerien tal-Imtaħleb, it-taqtiġha ta' Għar Qawqla f'Marsalforn, il-blataforma tax-Xwejni kif ukoll dik f'Tas-Sliema.
<p>9.1.2 L-għalliema jgħinu lill-istudenti jifhmu l-importanza tal-baħar u jiflu bir-reqqa l-impatti negattivi li l-bniedem joħloq fuq l-ambjent marittimu.</p>	<ul style="list-style-type: none"> • Isemmu l-importanza tal-baħar bħala riżorsa naturali għall-ikel u l-ilma, trasport u rikreazzjoni. Isemmu wkoll l-impatt li għandu l-baħar fuq il-klima globali billi fostaffarijiet oħra jassorbi d-dijossidu tal-karbonju (CO₂). • Jispjegaw kif jitrabba l-ħut fl-irziezet tal-akkwakultura. • Jiddeskrivu fil-qosor l-impatti pożittivi tal-akkwakultura fuq l-ambjent tal-baħar u t-turiżmu, li jinkludu l-ħolqien tax-xogħol, provvista ta' ħut matul is-sena kollha, qliegħ akbar ta' flus, kif ukoll it-tnaqqis tas-sajd eċċessiv u bla kontroll. • Jiddeskrivu fil-qosor l-impatti negattivi tal-akkwakultura fuq l-ambjent tal-baħar u l-industrija tat-turiżmu, li jinkludu t-tnaqqis tal-ħażniet tat-tonn, ġenerazzjoni ta' skart kimiku u organiku, il-qerda ta' speċi li jgħixu fil-qiegħ tal-baħar ta' madwar il-gaġeġ, effett fuq il-kwalità tal-ilma baħar kif ukoll l-impatt viżiv. • Isemmu u jispjegaw is-sorsi ta' tniġġis tal-baħar li jinkludu r-rimi ta' drenaġġ mhux ipproċessat, tniġġis taż-żejt, skart mill-industrija u mill-attivitajiet tal-biedja kif ukoll mill-akkwakultura. • Isemmu u jispjegaw l-effetti ta' dan it-tniġġis fuq l-ambjent tal-baħar. • Jispjegaw għalfejn il-Baħar Mediterran huwa vulnerabbli għat-tniġġis. • Jissuġġerixxu mezz u strategiji li permezz tagħhom jista' jitnaqqas it-tniġġis mill-baħar.

Titlu tal-Unità: 9.2 Il-Biedja, it-Telf u l-Immaniġġjar tal-Ħamrija	
L-Ewwel Mira Ewlenija: L-Ambjent – Fiziku u Uman	
It-Tieni Mira Ewlenija: L-Immaniġġjar, il-Ħarsien u s-Sostenibbiltà tal-Ambjent	
<p>Kliem ewlieni: bidwi, raħħal, biedja mħallta, in-newba, raba' mhux miżrugħ/maħdum, irrigazzjoni, fertilizzanti, insettiċidi, pestiċidi, ħitan tas-sejjeħ, demel naturali, tisqija bil-qtar, ferfiera, għelieqi mtarrġa, serra, biedja organika, konsumaturi, rinnovabbli, tagħwir, sodda ta' blat, materjal organiku, <i>humus</i>, profil tal-ħamrija, l-għamla tal-ħamrija, ħamrija tal-ħamri (Terra Rossa), ħamrija kannella (Xerorendzina), ħamrija tal-bajjad (Carbonate Raw), ragħa żejjed (eċċessiv), ħrit 'il fuq u 'l isfel, deforestazzjoni, eżawriment tal-ħamrija, ragħa kkontrollat, ħrit tal-art bil-kontra tan-niżla, afforestazzjoni</p>	
Objettivi tat-Tagħlim	Riżultati fil-Mira
<p>9.2.1 L-għalliema jgħinu lill-istudenti jsiru jafu dwar tipi differenti ta' biedja u kif ix-xogħol involut jista' jħalli impatt fuq l-ambjent.</p>	<ul style="list-style-type: none"> • Jispjegaw it-tipi differenti ta' biedja li jinkludu l-kultivazzjoni tar-raba', it-trobbija tal-bhejjem u x-xogħol tar-raba' u l-bhejjem. • Jispjegaw l-użu u l-effetti pożittivi tan-newba, l-irrigazzjoni, il-fertilizzanti, il-pestiċidi, il-kontroll bijoloġiku tal-parassiti, is-serer kif ukoll tal-ħitan tas-sejjeħ. • Jispjegaw l-impatt negattiv tal-użu tal-fertilizzanti u l-insettiċidi kimiċi fuq l-ambjent.
<p>9.2.2 L-għalliema jgħinu lill-istudenti jistħarrġu l-benefiċċji tal-biedja organika.</p>	<ul style="list-style-type: none"> • Jagħtu definizzjoni kif ukoll tagħrif dwar il-karatteristiċi ewlenin tal-biedja organika. • Isemmu eżempji ta' oqsma organiċi lokali. • Janalizzaw il-benefiċċji u l-problemi li jħabbtu wiċċhom magħhom il-bdiewa lokali kif ukoll il-konsumaturi meta dawn jiġu biex ikabbru jew jixtru prodotti organiċi.
<p>9.2.3 L-għalliema jgħinu lill-istudenti jeżaminaw il-komponenti prinċipali tal-ħamrija.</p>	<ul style="list-style-type: none"> • Jispjegaw għaliex il-ħamrija titqies bħala riżors naturali essenzjali u fl-istess ħin vulnerabbli. • Jispjegaw il-proċess kif titnissel il-ħamrija bit-tagħwir tal-blat, iż-żieda tal-ilma, l-arja u organiżmi ħajjin kif ukoll bit-tkissir ta' materjal organiku.

	<p>Jillejbiljaw illustrazzjoni li turi l-karatteristiċi ewlenin ta' profil tal-ħamrija li tinkludi s-sodda tal-blat, il-fond tal-ħamrija, ħaxix u weraq niexef.</p> <ul style="list-style-type: none"> • Jiddeskrivu fil-qosor kif il-ħamrija tkun differenti fl-għamla, fil-fond, fil-lewn u fil-kontenut organiku. • Isemmu d-differenzi bejn it-tliet tipi ewlenin ta' ħamrija li nsibu f'pajjiżna, jiġifieri tal-Ħamri, tal-Bajjad u l-Kannella. Jispjegaw kif dawn ivarjaw fil-kulur, fl-għamla, fit-tip ta' blat magħmula minnu u kemm iżommu ilma.
<p>9.2.4</p> <p>L-għalliema jgħinu lill-istudenti jifhmu kif tintilef il-ħamrija u jiddiskutu mezz kif din tista' tiġi mħarsa u mmaniġġjata aħjar.</p>	<ul style="list-style-type: none"> • Jiddefinixxu l-frażi <i>t-telf tal-ħamrija</i> bħala riżultata ta' kawżiet naturali (xita, riħ, pendil tal-art) u konsegwenza ta' attivitajiet tal-bniedem. • Jispjegaw il-proċessi li jwasslu għat-telf tal-ħamrija: ragħa żejjed, ħrit 'il fuq u 'l isfel, deforestazzjoni, eżawriment tal-ħamrija, twaqqiġ ta' ħitan tas-sejjeħ kif ukoll iż-żieda u firxa tal-bini. • Jispjegaw dawn il-prattiċi ta' konservazzjoni li permezz tagħhom il-ħamrija tkun immaniġġjata kif suppost: ragħa kkontrollat, ħrit tal-art bil-kontra tan-niżla, proġetti ta' afforestazzjoni, l-użu tas-sistema tan-newba, il-bini u l-manutenzjoni tal-ħitan tas-sejjeħ u l-għelieqi mtarrġa.

Titlu tal-Unità: 9.3 L-Ilma-rizors prezzjuż

L-Ewwel Mira Ewlenija: L-Ambjent – Fiziku u Uman

It-Tieni Mira Ewlenija: L-Immaniġġjar, il-Ħarsien u s-Sostenibbiltà tal-Ambjent

Kliem ewlieni: ċiklu idroloġiku, evaporazzjoni, traspirazzjoni, kondensazzjoni, precipitazzjoni, ilma ġieri, ilma ta' taħt l-art, blat poruż, blat permeabbli, blat impermeabbli, qiegħ diviżorju ta' bejn is-saffi, xquq, hażna naturali tal-ilma ta' fuq it-tafal, nixxieġha naturali, hażna naturali tal-ilma tal-pjan, impjant tar-*reverse osmosis*, spiera, distillazzjoni, impjant tat-tisfija tad-drenaġġ, hoġorix-xmara, għajn ix-xmara, xmara tributarja, il-kanal tax-xmara, ferq l-ilmijiet, fomm ix-xmara, delta, ċarċara, ħondoq, ħofra f' qiegħ iċ-ċarċara, liwja tax-xmara, pjanura tal-għargħar, ħamrija alluvjali, wied f'għamla tal-ittra V, xatt ix-xmara, qiegħ ix-xmara, tagħbija tax-xmara, speċi aljeni, għargħar, għargħar ta' ilma qerrieda, deforestazzjoni, proġetti kontra l-għargħar

Objettivi tat-Tagħlim	Riżultati fil-Mira
9.3.1 L-għalliema jgħinu lill-istudenti jesploraw bir-reqqa kif jaħdem iċ-ċiklu idroloġiku.	<ul style="list-style-type: none">• Jiddefinixxu l-komponenti ewlenin ta' ċiklu idroloġiku.• Jidentifikaw l-istat tal-ilma f'waqtiet differenti ta' ċiklu idroloġiku.• Ipinġu u jillejbiljaw illustrazzjonijiet ta' ċiklu idroloġiku.• Jispjegaw x'jiġri mill-ilma tax-xita ladarba dan jaqa' fuq ucuħ differenti ta' art.
9.3.2 L-għalliema jgħinu lill-istudenti jidentifikaw is-sorsi differenti ta' ilma ħelu li nsibu f'pajjiżna.	<ul style="list-style-type: none">• Jagħtu raġunijiet għaliex pajjiżna jbati min-nuqqas ta' ilma.• Ikunu jafu d-differenza bejn blat poruż, permeabbli u impermeabbli.• Jiddeskrivu l-proċess li permezz tiegħu l-ilma jiskula mix-xquq tal-blat u l-qiegħan diviżorji ta' bejn is-saffi.• Ipinġu u jiddeskrivu ż-żewġ hażniet naturali tal-ilma li nsibu fil-blat, il-hażna naturali ta' fuq it-tafal u l-hażna naturali tal-pjan.• Jispjegaw d-differenza bejn <i>water table</i> u akkwifer.

	<ul style="list-style-type: none"> • Jispjegaw il-metodi ewlenin ta' kif inġibu l-ilma mill-blat (bl-użu tal-ispieri, l-impjanti tal-ippumpjar tal-ilma u mill-baħar permezz tad-desalinizzazzjoni (Impjanti tar-<i>reverse osmosis</i>). • Jispjegaw fil-qosor kif l-ilma mielañ jinbidel f'ilma tajjeb għax-xorb fl-impjanti tar-<i>reverse osmosis</i>. • Jispjegaw kif id-drenaġġ jiġi msaffi biex l-ilma jkun jista' jerga' jintuża.
<p>9.3.3</p> <p>L-għalliema jgħinu lill-istudenti jeżaminaw ir-riskji fosthom it-tniġġis li qed jheddu l-ħażniet tal-ilma fil-blat.</p>	<ul style="list-style-type: none"> • Jiddeskrivu r-riskji li jistgħu jniġġsu u jeqirdu l-ħażniet tal-ilma fil-blat kawża ta' estrazzjoni esaġerata minn spieri mħaffra illegalment, infiltrazzjoni ta' ilma baħar u kimiċi bħalma huma n-nitrati mill-użu żejded ta' fertilizzanti. • Jispjegaw kif l-impjanti tat-tisfija tad-drenaġġ jistgħu jipprovdu lna ilma tat-tieni klassi biex tonqos l-estraxxjoni żejda mill-akkwifer.
<p>9.3.4</p> <p>L-għalliema jgħinu lill-istudenti janalizzaw il-fatturi fiżiċi li nsibu matul il-medda tax-xmara.</p>	<ul style="list-style-type: none"> • Isemmu s-siwi tax-xmajjar għall-bniedem. • Jiddeskrivu kif jifforma wied f'għamla ta' ittra V kawża ta' erożjoni vertikali. • Isemmu u jimmarkaw fuq mappa tad-dinja dawn ix-xmajjar; l-Amażon, il-Kolorado, id-Danubju, il-Ganġes, ix-Xmara Murray-Darling, il-Mississippi, in-Nil, ir-Rhine, is-St Lawrence, il-Volga, il-Yangtze, iż-Żambezi u l-Kongo. • Jispjegaw xi jfisser hoġor ix-xmara u jagħrfu l-fattizzi ewlenin li nsibu fih, fosthom għajn ix-xmara, xmara tributarja, kanal ewlieni, ferq l-ilmijiet, fomm ix-xmara u delta. • Jispjegaw u jagħrfu fuq stampi u illustrazzjonijiet dawn il-fattizzi li jidhru fil-medda tax-xmara fosthom, il-ġnub tal-widien, widien f'għamla tal-ittra V, xatt ix-xmara, liwja tax-xmara, qiegħ ix-xmara u tagħbija tax-xmara. • Ipinġu illustrazzjonijiet illejbiljati sewwa u jispjegaw kif ifformaw iċ-ċraċar, il-ħofor f'qiegħ dawn l-istess ċraċar kif ukoll il-ħniedaq fondi hekk kif il-ċarċara tirtira lura kawża tal-erożjoni.

	<p>Isemmu u jimmarkaw kaskati magħrufa fosthom iċ-Ċarċara ta' Victoria, in-Niagara, iċ-Ċarċara ta' Iguazu, iċ-Ċarċara Angel kif ukoll ir-Rhine Falls.</p> <ul style="list-style-type: none"> • Jispjegaw x'inhuma pjanuri tal-għargħar u kif il-ħamrija alluvjali takkumula fuq dawn il-pjanuri ċatti fuq kull naħa tax-xmara. • Jiddiskutu l-benefiċċji u l-problemi li jistgħu jinholqu għall-bidwi li jkollu r-raba' fuq il-pjanura tal-għargħar.
<p>9.3.5 L-għalliema jgħinu lill-istudenti jistħarrġu kif l-ekosistemi tal-mogħdijiet tal-ilma ħelu u l-widien huma mhedda mill-attivitajiet tal-bniedem.</p>	<ul style="list-style-type: none"> • Ifittxu eżempji ta' mogħdijiet ewlenin tal-ilma ħelu li nsibu f'pajjiżna fosthom is-sistema ta' Wied il-Għasel, Wied il-Kbir, Wied is-Sewda u l-Wied ta' Marsalforn. • Jispjegaw kif l-ekosistema naturali tal-widien tagħna hija mhedda serjament u qed tinqered kawża tal-attività tal-bniedem (eż. introduzzjoni ta' speċi aljeni, proġetti ta' tindif, tniġġis ikkawżat minn ħsejjes u storbju mill-viżitaturi, rimi ta' skart, bini ta' djar u postijiet ta' divertiment).
<p>9.3.6 L-għalliema jgħinu lill-istudenti jeżaminaw il-kawżi, l-effetti u miżuri kontra l-għargħar kemm f'pajjiżna kif ukoll f'pajjiżi barranin.</p>	<ul style="list-style-type: none"> • Jagħrfu l-kawżiet naturali kif ukoll dawk ikkawżati mill-bniedem li jwasslu għall-għargħar billi jsemmu eżempji minn madwar id-dinja. • Jispjegaw miżuri li permezz tagħhom jista' jonqos il-periklu u r-riskji mill-għargħar. Isemmu eżempji speċifiċi ta' proġetti li jikkontrollaw l-għargħar. • Jagħrfu l-kawżi u l-effetti tal-għargħar qerrieda li jseħħu f'pajjiżna bl-użu ta' eżempji speċifiċi. • Jiddeskrivu proġetti/skemi li qed jitwettqu biex jitnaqqas l-impatt tal-għargħar qerriedi f'pajjiżna.

L-assessjar summattiv għall-Ġeografija għad-Disa' Sena jikkonsisti minn eżami bil-miktub li jiġbor flimkien is-sugġetti tal-Ġeografija, l-Istorja u l-Istudji Soċjali u li jsir fl-aħħar tas-sena skolastika. Dan l-eżami għandu 100 marka u jkopri 60% tal-marka globali.

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

Assessjar Summattiv

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

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

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

Tabella A

ID-DISA' SENA - Eżami Annwali	
L-Objettivi tat-Tagħlim għall-Eżami Annwali	
9.2.2	L-għalliema jgħinu lill-istudenti jistħarrġu l-benefiċċji tal-biedja organika.
9.2.3	L-għalliema jgħinu lill-istudenti jeżaminaw il-komponenti prinċipali tal-ħamrija.
9.3.3	L-għalliema jgħinu lill-istudenti jeżaminaw ir-riskji fosthom it-tniġġis li qed jheddu l-ħażniet tal-ilma fil-blat.
9.3.5	L-għalliema jgħinu lill-istudenti jistħarrġu kif l-ekosistemi tal-mogħdijiet tal-ilma ħelu u l-widien huma mhedda mill-attivitatiet tal-bniedem.

Assessjar Kontinwu (40% tal-marka globali)

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

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

My Schools Portal

It-tabella t'hawn taħt tindika l-marki kollha li l-għalliema jridu jdaħħlu fil-portal My Schools matul is-sena skolastika. Il-marka globali tinħadem b'mod awtomatiku bir-ratio ta' 40% assessjar kontinwu u 60% assessjar summattiv.

Id-Disa' Sena	Ġunju		Marka Globali
	Assessjar Kontinwu Assessjar ta' matul is-sena kollha	Eżami Summattiv	Marka ġenerata mill-Kompjuter 40% Assessjar Kontinwu 60% Assessjar Summattiv
	100 marka	100 marka	100%

Appendiċi 1

TAHRIĠ 1	<p>Objettiv ta' Tagħlim 9.1.1 L-għalliema jgħinu lill-istudenti jifhmu kif il-mewg jgħawwi l-blat u jgħorr u jhott ammonti kbar ta' materjal fuq ix-xatt.</p>
	<p>L-istudenti jridu:</p> <ul style="list-style-type: none"> • ipinġu disinn illejbiljat ta' ras ta' art li turi l-iżvilupp ta' għar, hnejja jew tieqa, taqtigħa u skoll; • jagħtu spjegazzjoni ċara tal-proċess tat-tmermir tar-ras ta' art biex minn għar tiffirma hnejja, taqtigħa u fl-aħħar skoll. L-ispjegazzjoni trid tinkiteb taħt kull karatteristika fiżika fuq id-disinn stess; • ipinġu disinn illejbiljat sewwa li juri kif sies/irdum jirtira lura biż-żmien u kif tiffirma qatgħa fil-qiegħ tas-sies li bil-mod il-mod twassal għall-formazzjoni ta' blataforma; • jagħtu spjegazzjoni ċara li turi kif sies jirtira lura u kif tiffirma qatgħa fil-qiegħ tas-sies u blataforma. L-ispjegazzjoni trid tinkiteb taħt kull karatteristika fiżika fuq id-disinn stess; • ipinġu disinn illejbiljat kif jiffurmaw l-ilsna tal-art maħruġa fuq il-baħar u l-bajjiet. • jagħtu spjegazzjoni ċara tal-proċess kif jiffurmaw l-ilsna tal-art maħruġa fuq il-baħar u l-bajjiet. • isibu stampi ta' tlieta minn dawn il-karatteristiċi fiżiċi u jiktbu spjegazzjoni qasira (caption) taħt kull waħda.
TAHRIĠ 2	<p>Objettiv ta' Tagħlim 9.1.2 L-għalliema jgħinu lill-istudenti jifhmu l-importanza tal-baħar u jiflu bir-reqqa l-impatti negattivi li l-bniedem joħloq fuq l-ambjent marittimu.</p>
	<p>L-istudenti jridu:</p> <ul style="list-style-type: none"> • jispjegaw fil-qosor kif jitrabba l-ħut fl-irziezet tal-akkwakultura bl-użuta' disinji jew ritratti illejbiljati; • isemmu tliet tipi ta' ħut li jtkabbru fil-gaġeġ tal-akkwakultura fl-ibħra Maltin u isibu stampi tagħhom; • jagħmlu lista ta' erba' impatti pożittivi tal-akkwakultura; • jagħmlu lista ta' erba' impatti negattivi tal-akkwakultura.

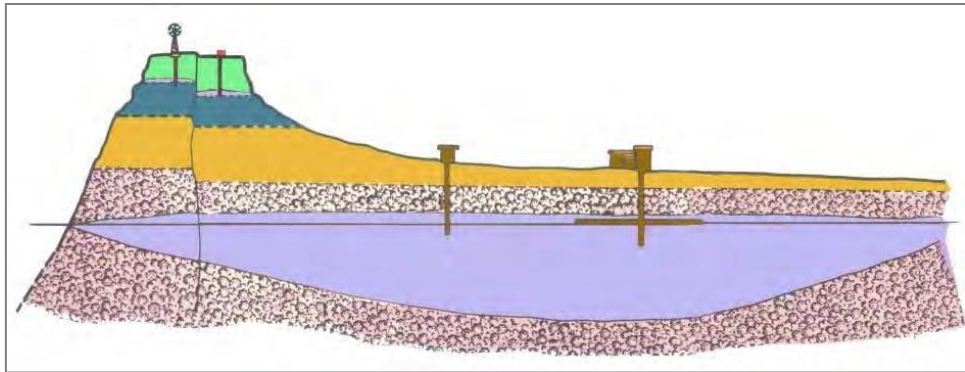
TAHRIĠ 3	<p>Objettiv ta' Tagħlim 9.2.1 L-għalliema jgħinu lill-istudenti jsiru jafu dwar tipi differenti ta' biedja u kif ix-xogħol involut jista' jhalli impatt fuq l-ambjent.</p>
	<p>Agħti kopja ta' dan l-artiklu maħruġ mill-Unjoni Ewropea u ppublikat f'gazzetta lokali dwar l-użu tal-fertilizzanti f'Malta.</p> <p>Malta bl-ogħla rata ta' nitrati fl-ilma</p> <p>Fost it-28 pajjiż tal-Unjoni Ewropea, Malta għandha ogħla koncentrazzjoni ta' nitrati fl-ilma kemm dak tal-mogħdijiet kif ukoll f'dak maħzun fil-blat. Aktar minn 70% tal-ilma tal-pjan instab li kellu koncentrazzjoni ta' nitrati ta' aktar minn 50mg kull litru kif permess mill-UE. L-istess nistgħu ngħidu għall-ilma ġieri li nsibu fuq wiċċ l-art kif ukoll f'dak maħzun fil-ġwiebi u l-ġibjuni. It-tniġġis tal-ilma min-nitrati huwa primarjament ikkaġunat minn ammonti kbar ta' fertilizzanti, demel u pestiċidi wżati fl-agrikoltura. Għalkemm il-gvern Malti qed jagħmel minn kollox biex jipprova jirranġa s-sitwazzjoni ħafna bdiewa għadhom jabbużaw u ma jimxux mad-direttivi mogħtija. Pajjiżi oħra bi problemi simili huma Ċipru, Franza u l-Italja, biss is-sitwazzjoni f'dawn il-pajjiżi qed titjib.</p> <p>Wara li jaqraw dan l-artiklu l-istudenti jridu:</p> <ul style="list-style-type: none"> • jispjegaw tliet raġunijiet għaliex il-bdiewa jużaw d-demel u l-fertilizzanti artifiċjali; • jispjegaw fil-qosor id-differenza bejn il-fertilizzanti artifiċjali u d-demel; • jispjegaw kif l-ilma maħzun taħt l-art jiġi kkontaminat min-nitrati; • isemmu tliet impatti negattivi tal-użu tal-bexx fuq l-ambjent u l-bniedem; • jagħmlu lista ta' x'jista' jsir biex jitnaqqsu l-ammont ta' nitrati li jiskulaw fil-blat u jniġġsu l-ilma tal-pjan
TAHRIĠ 4	<p>Objettiv ta' Tagħlim 9.2.4 L-għalliema jgħinu lill-istudenti jifhmu kif tintilef il-ħamrija u jiddiskutu mezz kif din tista' tiġi mħarsa u mmaniġġjata aħjar.</p>
	<p>L-istudenti jridu:</p> <ul style="list-style-type: none"> • jiddefinixxu xi tfisser telf ta' ħamrija; • isemmu l-kawżi naturali tat-telf tal-ħamrija; • isemmu u jispjegaw fil-qosor erba' attivitajiet tal-bniedem li jistgħu jwasslu għat-telf tal-ħamrija; • isemmu u jispjegaw erba' metodi kif il-ħamrija tista' tiġi mħarsa; • ipinġu jew isibu stampi ta' zewġ metodi kif il-bdiewa Maltin jiproteġu l-ħamrija.

TAHRIĠ 5

Objettiv ta' Tagħlim 9.3.2

L-għalliema jgħinu lill-istudenti jidentifikaw is-sorsi differenti ta' ilma ħelu li nsibu f'pajjiżna.

Ippeżenta din l-illustrazzjoni lill-studenti.



Verżjoni akbar ta' din l-illustrazzjoni tinsab fil-kamra tal-Fronter tal-EO.

L-istudenti jridu jiddeskrivu ż-żewġ hażniet naturali tal-ilma li nsibu fil-blat, jiġifieri l-ħażna naturali ta' fuq it-tafal u l-ħażna naturali tal-pjan, billi:

- jimmarkaw fuq l-illustrazzjoni dawn s-saffi ta' blat - il-Qawwi ta' Fuq, il-Qawwi ta' Taft; it-Tafli u l-Globiġerina;
- ħdejn kull isem ta' blat jiktbu jekk dan huwiex poruż, permeabbli jew impermeabbli;
- jillejbiljaw fuq l-illustrazzjoni xaqq fil-blat u qiegħ diviżorju ta' bejn is-saffi.
- jimmarkaw fuq l-illustrazzjoni l-ħażna naturali tal-ilma ta' fuq it-tafal u l-ħażna naturali tal-pjan;
- jimmarkaw fejn jinsab il-livell tal-baħar fuq iż-żewġ naħat tad-disinn;
- jispjegaw fil-qosor kif iffurmaw il-ħażna naturali tal-ilma ta' fuq it-tafal u l-ħażna naturali tal-pjan;
- jsemmu żewġ modi differenti kif nistgħu ntellgħu l-ilma mil-ħażniet naturali tal-ilma fil-blat.

TAHRIĠ 6

Objettiv ta' Tagħlim 9.3.6

L-għalliema jgħinu lill-istudenti jeżaminaw il-kawżi, l-effetti u miżuri kontra l-għargħar kemm f'pajjiżna kif ukoll f'pajjiżi barranin.

Ippreżenta ritratti li juru l-ħsara tal-għargħar f'partijiet differenti tad-dinja.



Ritratti simili jinsabu fil-kamra tal-Fronter tal-EO.

L-istudenti jridu:

- isemmu **żewġ** kawżi naturali li jwasslu biex ix-xmajjar ifuru u jgħerqu l-madwar;
- jispjegaw kif id-deforestazzjoni u ż-żieda fil-bini jżidu l-għargħar;
- taħt tlieta mill-stampi jiktbu spjegazzjoni ċara li turi x'qed jgħri, il-ħsara li qed isseħħ u kif il-ħajja tal-bniedem qed tiġi affettwata;
- jispjegaw **tliet** modi kif l-għargħar jista' jittaffa bil-bini ta' digi u ġib junikbar, afforestazzjoni, bini ta' rampi għoljin matul ix-xmajjar, tħammil tal-qigħan tal-widien, eċċ.

KARTA MUDELL



L-Eżamijiet Annwali tal-Iskejjel Sekondarji

Karta Mudell

ID-DISA' SENA

IL-ĠEOGRAFIJA (ĠENERALI)

IL-HIN: Saghtejn

L-ISTORJA

L-ISTUDJI SOĊJALI

Isem: _____

Klassi: _____

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

Wieġeb il-mistoqsijiet kollha.

1. (a) Bl-għajnuna ta' disinn 1, ikteb **Veru** jew **Falz** hdejn kull sentenza.



Disinn 1

		VERU	FALZ
i.	Il-ħamrija hija riżorsa naturali.		
ii.	Il-ħamrija tiegħu biss ftit xhur biex tiffurma.		
iii.	Il-ħamrija hi magħmula minn frak tal-ġebel, materjal organiku, arja u ilma.		
iv.	Nofs il-volum tal-ħamrija huwa ilma.		
v.	Il-ħamrija tkun differenti fl-għamla, fil-fond, fil-lewn u fil-kontenut organiku.		
vi.	F'Malta nsibu għaxar tipi differenti ta' ħamrija.		

(6)

(b) Ikteb il-verżjoni t-tajba tas-sentenzi li inti mmarkajt bħala ħziena f'taħriġ 1a.

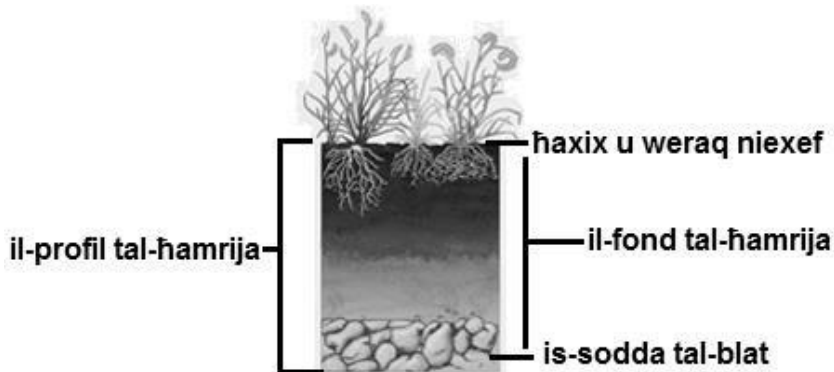
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(9)

2. (a) Imla l-vojt bil-kliem li jidher f'disinn 2:

Disinn 2 juri _____, jiġifieri s-saffi kollha tal-ħamrija mill-wiċċ tagħha sal-qiegħ fejn tmiss mal-blat ta' taħtha. Fis-saff ta' fuq insibu ħafna materjal organiku bħal _____.

Il-_____ jagħtina ideja kemm għandha żmien il-ħamrija. _____ tinfluwenza it-tip ta' ħamrija li tiffurma.



Disinn 2

(8)

(b) Waħda mit-tipi ta' ħamrija li nsibu fil-Gżejjer Maltin hija tal-bajjad. Agħmel ċirku madwar il-**ħames** karatteristiċi t-tajba tal-ħamrija tal-bajjad.

Magħmula mill-blat tal-qawwi ta' fuq

Magħmula mill-blat tafli

Għandha lewn ħamrani

Tinfaqa' malajr bl-ilma

Għandha lewn griż

Komuni f'Għawdex u fl-inħawi tar-Rabat

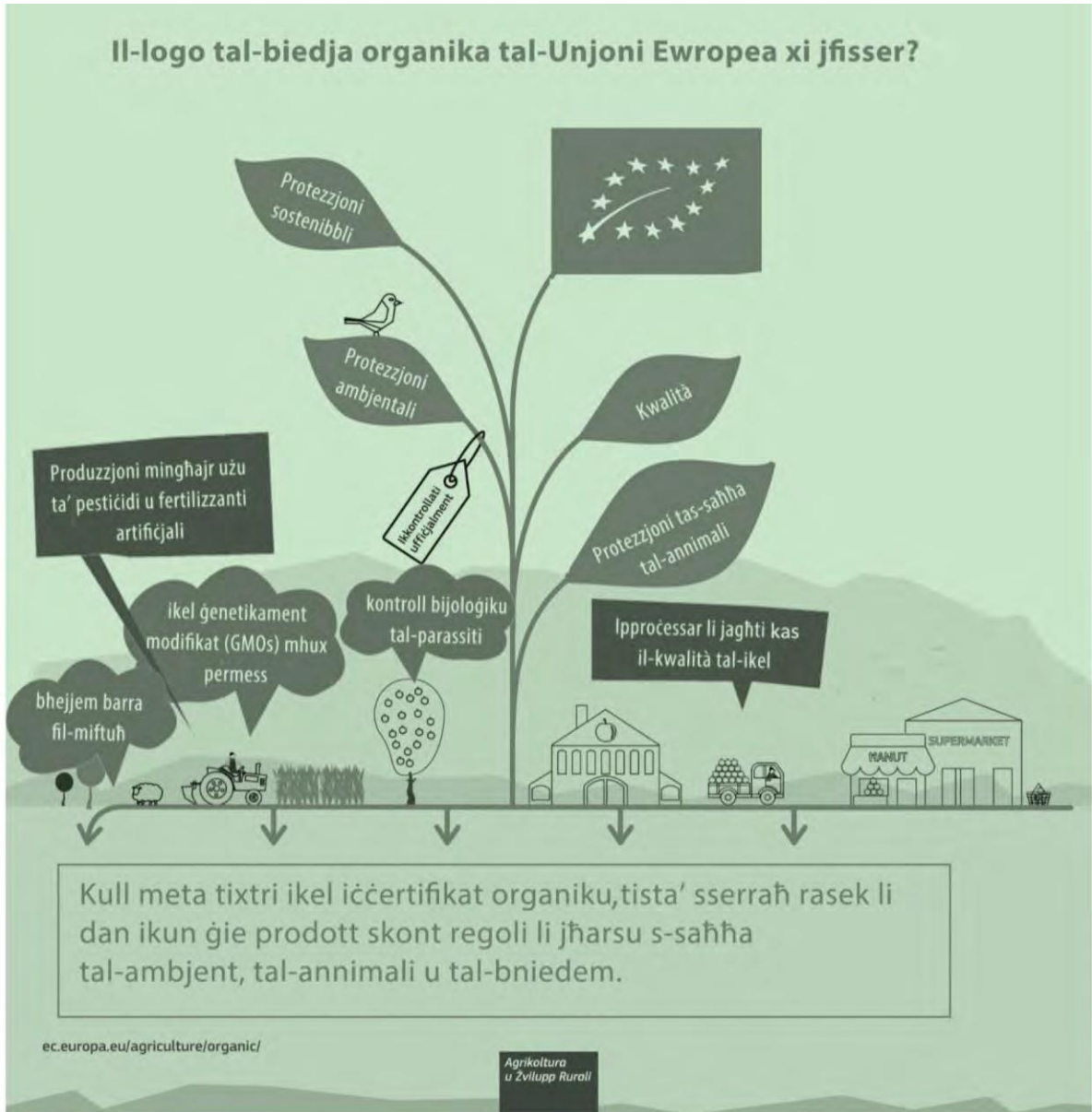
Fiha ħafna ossidu tal-ħadid

Iżżomm niedja

L-ilma jiskula malajr minna

(5)

3. Disinn 3 juri kif l-Unjoni Ewropea tippromwovi l-biedja organika fuq poster.



Disinn 3

(a) Aghzel zewġ karatteristiċi tal-biedja organika li jidhru fil-poster f'disinn 3 u spjega xi jfissru.

L-ewwel karatteristika:

Xi tfisser:

.....

.....

It-tieni karatteristika:.....

Xi tfisser:

.....

.....

.....

.....

(10)

(b) Hfna nies qed jithajru jixtru ħaxix u frott organiku għax jemmnu li huwa tajjeb għal saħħithom. Għandhom raġun jaħsbu hekk? Agħti raġuni waħda għat-tweġiba tiegħek.

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(6)

(c) Spjega problema waħda li jista' jiltaqa' magħha bidwi Malti li jixtieq jibda jipprattika biedja organika.

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(5)

(d) Spjega kif il-bidwi li jipprattika biedja organika jista' jzomm il-ħamrija għammiela.

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.....

.....

(5)

(e) Kif jista' l-bidwi li jipprattika biedja organika jzomm l-insetti u l-mard 'il bogħod mill-għelieqi tiegħu?

.....

.....

.....

(5)

4. (a) Studji li saru dan l-aħħar f'pajjiżna wrew biċ-ċar li qed intellgħu ferm aktar ilma mill-ħażna tal-ilma t'isfel milli suppost. Ħafna minn dan l-ilma qed jittella' b'mod illegali. Spjega kif l-estrazzjoni eżagerata ta' ilma tista' thedded il-ħażna tal-ilma t'isfel fil-blat.

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(6)

(b) Semmi **żewġ** modi ta' kif l-ilma tal-pjan jista' jiġi mniġġes.

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(6)

5. (a) Disinn 4 juri l-impjant tat-tisfija tad-drenagg fil-limiti ta' Għajnsielem, Għawdex. Għalfejn taħseb li nbena dan l-impjant u x'jagħmel?



Disinn 4

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.....

(4)

(b) X'effett jista' jkollu dan l-impjant fuq il-kwalità tal-ilma tal-pjan?

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

(4)

6. Fuq il-mappa tal-Gzejjer Maltin f'Disinn 5 jidhru Wied is-Sewda u Wied il-Kbir, żewġ widien li fix-xitwa jkun fihom mogħdijiet tal-ilma ħelu.

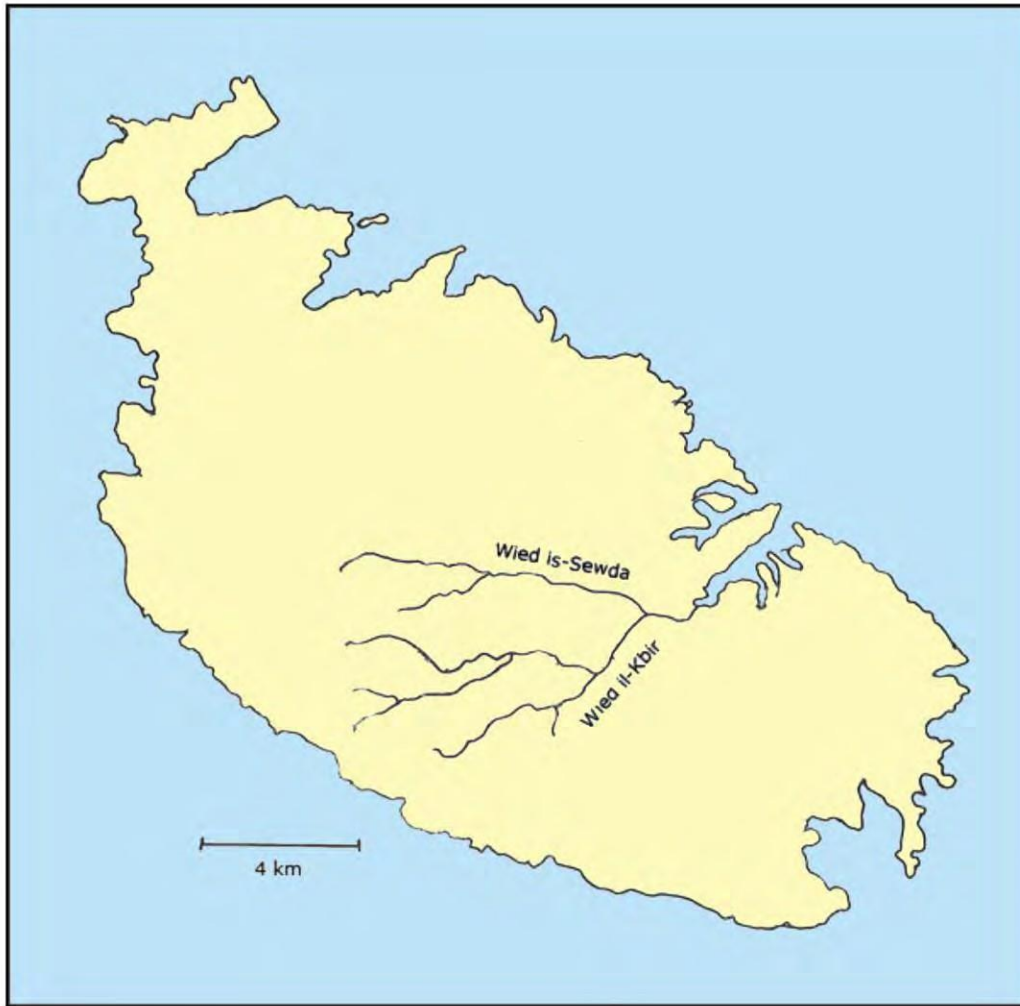
(a) Semmi wied **wieħed** li jinsab f'Għawdex **(1)**

(b) Għaliex il-mogħdijiet tal-ilma ħelu fil-Gzejjer Maltin ikunu xotti matul is-sajf?

.....
.....

(2)

(c) Fuq Disinn 5 immarka **fomm ix-xmara, ferq l-ilmijiet** ta' Wied is-Sewda u Wied il-Kbir u eżempju wiehed ta' **għajn ix-xmara**.



Disinn 5

(3)

(d) Semmi xmara kbira fid-dinja, għid fejn tinstab u fil-qosor spjega għaliex din ix-xmara hija importanti għall-bniedem.

Isem tax-xmara:

Pajjiż jew kontinent fejn tinstab ix-xmara:

Raġuni għaliex ix-xmara hija importanti:

.....

.....

(8)

7. Hares sewwa lejn disinn 6 li juri xi pjanti aljeni li jikbru fil-widien ta' Malta.



Disinn 6

(a) X'inhi pjanta aljena? Aghmel (☐) hdejn it-tweġiba t-tajba.

Pjanta li tikber Malta biss u mkien fid-dinja.	
Pjanta li ddaħħlet f'Malta minn pajjiż barrani.	
Pjanta li dalwaqt tingered u tispicċa.	

(2)

(b) Semmi eżempju ta' pjanta aljena li nsibu f'Malta:

.....

(2)

(c) Kompli din is-sentenza.

Pjanti aljeni, għandna nneħħuhom mill-widien tagħna għax.....

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(3)

Geography (General) Syllabus

Unit title: 9.1 The Sea	
Strand 1: The Environment – Physical and Human	
Strand 2: Management, Conservation and Sustainability	
Key Words: erosion, transportation, deposition, bay, headland, beach, notch, cave, arch, stack, stump, cliff retreat, wave-cut platform, sewage, oil spill, aquaculture, overfishing, sewage treatment	
Teaching Objective	Learning Outcomes
<p>9.1.1</p> <p>The teacher will help students understand the action of waves to erode, transport and deposit material on the coast.</p>	<ul style="list-style-type: none"> • Distinguish between the processes of coastal erosion, deposition and transportation. • Describe briefly how wave action breaks up rocks. • Identify bays, headlands and beaches. • Draw labelled diagrams and explain the processes of headland and bay formation. • Draw labelled diagrams and explain the process of headland erosion (cave, arch, stack and stump). • Draw labelled diagrams to explain cliff retreat and resultant notches and wave-cut platforms. • Name and locate important examples of bays, sandy beaches and headlands in Malta and Gozo to include Mellieħa Bay (Għadira Bay), Għajn Tuffieħa Bay, Pretty Bay, Ir-Ramla l-Ħamra, Xlendi Bay, Il-Qarraba headland, Ras il-Qawra and Ras il-Fenek. • Name and identify illustrations of the following coastal features It-Tieqa ż-Żerqa (Azure Window), It-Tieqa ta' Wied il-Mielieħ, Ras il-Fenek (arch), Blue Grotto (arch and cave), caves under Ta' Ċenċ, Dingli Cliffs, Mtaħleb Caves, stack at Għar Qawqla (Marsalforn) and the wave-cut platforms of Ix-Xwejni and Tas-Sliema.

9.1.2

The teacher will help students appreciate the value of the sea and explore the negative impacts of humans on the sea environment.

- List the value of the sea as a natural resource for food and water, transport, recreation, reduction of CO₂ and its influence on the earth's climate.
- Explain briefly the workings of a fish farm.
- Outline the positive impacts of fish farming on the marine environment and the tourist industry including creation of jobs, availability of fish all the year round, financial income, and reduction of overfishing.
- Outline the negative impacts of fish farming on the marine environment and the tourist industry including depletion of tuna stocks from the open sea, generation of large amounts of organic and chemical waste, degradation of species on the sea-bed, the general water quality and form an eyesore.
- List and explain the sources of sea pollution including dumping of raw sewage, oil spills, industrial and agricultural wastes as well as fish farming.
- List and explain effects of sea pollution on the sea environment from the above named causes.
- Evaluate the vulnerability of the Mediterranean Sea to pollution.
- Suggest ways of reducing or eliminating pollution of seas.

Unit title: 9.2 Farming, Soil Erosion and Management

Strand 1: The Environment – Physical and Human

Strand 2: Management, Conservation and Sustainability

Key words: arable farming, pastoral farming, mixed farming, crop rotation, fallow land, legumes, irrigation, fertilisers, insecticides, pesticides, rubble walls, natural manure, drip irrigation, sprinklers, terraced fields, greenhouses, organic farming, consumers, renewable, weathering, parent rock, organic matter, humus, soil profile, texture, Terra Rossa soils, Xerorendzina soils, Carbonate Raw soils, overgrazing, up and down ploughing, deforestation, soil exhaustion, controlled grazing, contour ploughing, afforestation, crop rotation

Teaching Objective	Learning Outcomes
<p>9.2.1</p> <p>The teacher will help students differentiate types of farming and identify some practices involved.</p>	<ul style="list-style-type: none">• Define arable, pastoral and mixed farming.• Explain the use and the positive effects of crop rotation, irrigation, fertilisers, chemical and biological pest control, green houses and rubble walls.• Explain the negative effects of fertilisers and chemical pest control on the environment.
<p>9.2.2</p> <p>The teacher will help students explore the benefits of organic farming.</p>	<ul style="list-style-type: none">• Define the term organic farming and give its main characteristics.• List some local examples of organic farms.• Analyse the benefits and difficulties faced by local farmers and consumers to produce or buy organic products.
<p>9.2.3</p> <p>The teacher will help students examine the main components and factors leading to soil formation.</p>	<ul style="list-style-type: none">• Explain why soil is a vital and vulnerable renewable resource which takes a long time to form.• Explain the process that leads to soil formation including the weathering of parent rock and the addition of water, air, living organisms as well as the decay of organic matter.• Label a simple soil profile diagram with the following characteristics: underlying rock, depth of soil, grass and dead leaves.

	<p>Outline how soils differ in texture, depth, colour and organic matter.</p> <ul style="list-style-type: none"> • Differentiate between the three main types of soil in the Maltese Islands that is Terra Rossa soils, Xerorendzina soils and Carbonate Raw soils namely parent rock, colour, texture and water retention capacity.
<p>9.2.4 The teacher will help students understand how soil can be lost and discuss methods how it can be managed.</p>	<ul style="list-style-type: none"> • Define the term soil erosion as a consequence of a combination of physical (rain, wind and slope) and human factors. • Explain the processes that lead to soil erosion: overgrazing, up and down ploughing, deforestation, soil exhaustion, collapsed rubble walls and extension of building sites. • Explain the following soil conservation practices as part of good management: controlled grazing, contour ploughing, afforestation, crop rotation, building and maintaining rubble walls and terraced fields.

Unit title: 9.3 Water - a vital resource

Strand 1: The Environment – Physical and Human

Strand 2: Management, Conservation and Sustainability

Key words: hydrological cycle, evaporation, transpiration, condensation, precipitation, surface run-off, ground water, porous, permeable, impermeable, bedding planes, joints, perched aquifer, natural springs, sea water aquifer, Reverse Osmosis Plant, borehole, desalination, sewage treatment plant, river basin, source, tributary, channel, watershed, mouth, delta, waterfall, gorge, plunge pool, meander, flood plain, alluvium, V shaped valley, river banks, river bed, load, alien species, flood, flash floods, deforestation, flood control scheme

Teaching Objective	Learning Outcomes
9.3.1 The teacher will help students explore how the hydrological cycle works.	<ul style="list-style-type: none">• Define the different components of the water cycle.• Identify the state of water at different stages of the water cycle.• Draw and label diagrams or flow charts of the hydrological cycle.• Explain what happens to the rain water once it reaches different surfaces of the ground.
9.3.2 The teacher will help students identify the sources of fresh water in Malta.	<ul style="list-style-type: none">• Outline the reasons for the scarcity of water in Malta.• Know the difference between porous, permeable and impermeable rocks.• Describe the process of water percolation through bedding planes and joints in the rocks.• Illustrate and describe the two aquifers in the layers of the Maltese rocks namely the perched aquifer and the sea level aquifer.• Differentiate between water table and aquifer.• Differentiate between the means of obtaining water from the aquifers (boreholes and pumping station) and water obtained by desalination from the sea (Reverse Osmosis Plants).• Explain briefly how salty water is changed into pure drinking water.

	<ul style="list-style-type: none"> • Explain briefly how sewage can be treated and how the resultant water can be reutilised.
<p>9.3.3</p> <p>The teacher will help students examine the threats including pollution hazards to the aquifer.</p>	<ul style="list-style-type: none"> • Briefly describe the various hazards that can pollute or destroy the aquifer by means of over extraction from illegal boreholes, infiltration of sea water and chemicals such as nitrates from the use of fertilisers. • Explain how sewage treatment plants can provide second class water and reduce over extraction from the aquifer.
<p>9.3.4</p> <p>The teacher will help students analyse the features of a river basin.</p>	<ul style="list-style-type: none"> • List the major benefits of rivers for people. • Describe development of v-shaped valley by vertical erosion. • Name and locate on a world map some important rivers namely, the Amazon, Colorado, Danube, Ganges, Murray-Darling, Mississippi, Nile, Rhine, St Lawrence, Volga, Yangtze, Zambezi and Congo. • Define the term river basin and recognise the main features of a drainage basin mainly source, tributary, channel, watershed, mouth, delta and main river. • Define and locate on diagrams and pictures these features of a river namely, valley sides, v-shaped valleys, river banks, meanders, river bed and load. • Draw and label diagrams to explain the formation of waterfalls, including plunge pool and gorge through the process of backward erosion. • Name and locate renowned waterfalls such as Victoria, Niagara, Iguacu, Angel and Rhine Falls. • Define the term flood plain and explain how alluvial soils are deposited. • Suggest advantages and disadvantages of farming in a flood plain.
<p>9.3.5</p> <p>The teacher will help students find out how the ecosystems of our water courses and valleys are being threatened by human activity.</p>	<ul style="list-style-type: none"> • Explore examples of some main natural water courses in Malta namely the Għasel system, Wied il-Kbir, Wied is-Sewda and Wied Marsalforn. • Explain how a natural valley ecosystem may be changed or damaged by human activity (e.g. introduction of alien species, clean up schemes, re-routing of run-off water, noise

	pollution by visitors, dumping of waste, construction of houses or places of entertainment).
<p>9.3.6</p> <p>The teacher will help students examine the causes, effects and responses to flooding at a local and global level.</p>	<ul style="list-style-type: none"> • Identify the natural and human causes leading to flooding by giving examples from across the world. • Explain some ways how the risk of flooding can be reduced by giving specific examples of flood control schemes. • Identify the causes and effects of flash floods in Malta with reference to specific examples. • Describe the projects /schemes being implemented to lessen the impact of flash floods in Malta.

Scheme of assessment

Summative assessment in geography (general) at year 9 consists of a written exam made up of three papers in each of the subjects of Geography, History and Social Studies set at the end of the scholastic year. The exam is made up of 100 marks and carries 60% of the global mark.

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

Summative Assessment

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

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

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

Table A

YEAR 9 – Annual Exam	
Teaching Objectives that are going to be assessed in the Annual Exam	
9.2.2	The teacher will help students explore the benefits of organic farming.
9.2.3	The teacher will help students examine the main components and factors leading to soil formation.
9.3.3	The teacher will help students examine the threats including pollution hazards to the aquifer.
9.3.5	The teacher will help students find out how the ecosystems of our water courses and valleys are being threatened by human activity.

Continuous Assessment

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

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

Reporting on My Schools Portal

The table below indicates the marks teachers need to input on My School portal during the scholastic year. The global mark field worked on the ratio 40% continuous assessment and 60% summative assessment is computer generated.

Year 9	June		Global Mark
	Continuous Assessment Assessment for the whole scholastic year	Summative Assessment Written Annual Exam	Computer generated 40% Continuous Assessment 60% Summative Assessment
	100 marks	100 marks	100%

Appendix 1

Model Continuous Assessment Tasks

TASK 1	Learning Objective 9.1.1 The teacher will help students understand the action of waves to erode, transport and deposit material on the coast.
	Students need to: <ul style="list-style-type: none">• draw a well labelled diagram showing headland erosion leading to the formation of caves, arches, stacks and stumps;• explain the process of the headland erosion - from cave to arch, stack and finally a stump. Explanations need to be written next to each feature on the diagram itself;• draw a well labelled diagram showing cliff retreat and resultant notches and wave-cut platforms;• explain how a cliff face is gradually eroded to form a notch and finally a wave-cut platform;• draw a well labelled diagram showing how headlands and bays are formed;• explain how headlands and bays are formed;• find pictures of such features and caption accordingly.
TASK 2	Learning Objective 9.1.2 The teacher will help students appreciate the value of the sea and explore the negative impacts of humans on the sea environment.
	Students need to: <ul style="list-style-type: none">• explain very briefly the workings of a fish farm with the help of pictures and/or labelled drawings;• name three species of fish that are raised in tanks and cages in Malta. Include pictures of these species of fish.• list four positive impacts of fish farming; and• list four negative impacts of fish farming.

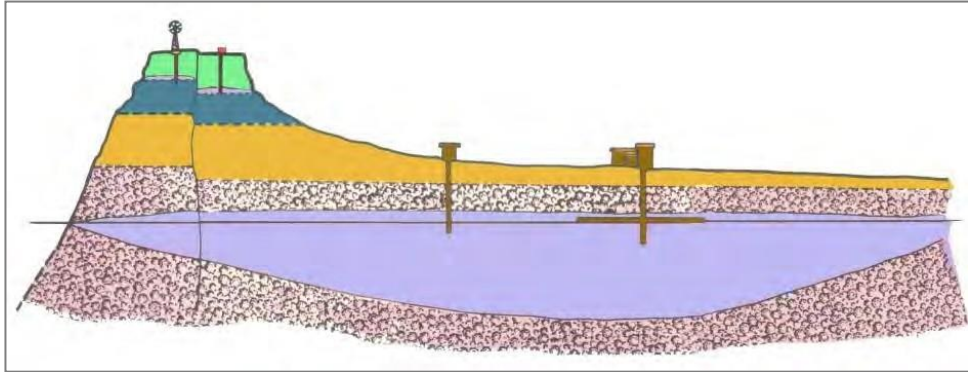
TASK 3	Learning Objective 9.2.1 The teacher will help students differentiate types of farming and identify some practices involved.
	<p>Provide the following article written by the European Union and published in a Maltese newspaper on the use of fertilisers in Malta.</p> <p>Malta with highest amounts of nitrates in water</p> <p>Among the 28 countries of the European Union, Malta has got the highest levels of nitrates in the waters of watercourses and groundwater. More than 70% of groundwater has been found to contain more than the accepted level of 50mg per litre by the EU. The same can be said of water in watercourses and that stored in reservoirs. Most nitrate pollution is caused by the large amount of fertilisers, manure and pesticides used in agriculture. Although the Maltese Government is doing its utmost to improve the situation, many farmers are still abusing and do not observe the directives issued. Other countries having the same problems are France, Italy and Cyprus, though the situation there is improving.</p> <p>Students need to read the newspaper extract and:</p> <ul style="list-style-type: none"> • give three reasons why artificial fertilisers and natural manure are useful in farming; • differentiate between natural manure and artificial fertilisers; • explain how ground water is being polluted with nitrates; • mention three negative effects of fertilisers and sprays on the environment and people; • list to describe what can be done to lessen pollution of water by nitrates by arable and pastoral farmers.
TASK 4	Learning Objective 9.2.4 The teacher will help students understand how soil can be lost and discuss methods how it can be managed.
	<p>Students need to:</p> <ul style="list-style-type: none"> • briefly define soil erosion; • name the natural causes of soil erosion; • list and explain briefly four farming practices and human activities that can lead to soil loss; • list and explain four soil conservation methods • find pictures or photographs of two ways how the Maltese farmers protect the soil.

TASK 5

Learning Objective 9.3.2

The teacher will help students identify the sources of fresh water in Malta.

Provide students with the following diagram:



A large version of the above image is available on the EOs Fronter room.

Students need to illustrate and describe the two aquifers in the layers of the Maltese rocks namely the perched aquifer and the sea level aquifer. Students need to:

- mark on the diagram the following layers of rock - Lower Coralline Limestone, Upper Coralline Limestone, Blue Clay, Globigerina Limestone;
- write on the diagram next to each layer if the rock is porous, permeable or impermeable;
- mark on the diagram a bedding plane and a joint;
- mark on the diagram the perched aquifer and the sea level aquifer;
- mark on the diagram the sea level on both sides of the diagram;
- explain briefly how the perched aquifer and the sea level aquifer are formed;
- name **two** ways how water can be obtained from the aquifers.

TASK 6

Learning Objective 9.3.6

The teacher will help students examine the causes, effects and responses to flooding at a local and global level.

Present students with a number of images showing some of the devastating effects of flooding in various parts of the world.



More images of flooding are available on the EOs Fronter room.

Students need to:

- list **two** physical causes that may result in a river to overflow its banks and floods;
- explain how deforestation and urbanisation can lead to flooding;
- under three of the images write what is happening, the damage being caused and how the people's lives are affected by floods;
- explain **three** methods that can reduce the risk of flooding: e.g. dams and reservoirs, afforestation; enlarge of river embankments; dredging of river beds.

YEAR 9

GEOGRAPHY (GENERAL)
HISTORY
SOCIAL STUDIES

TIME: 2 hours

Name: _____

Class: _____

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

Answer all questions.

1. (a) With the help of **Figure 1**, write **TRUE** or **FALSE** next to each sentence.

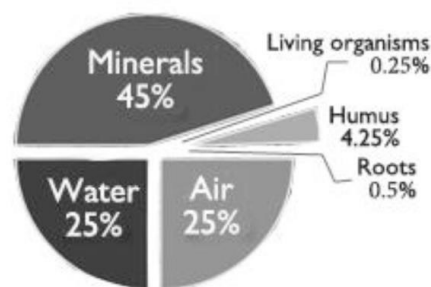


Figure 1 1

		TRUE	FALSE
i.	Soil is a natural resource.		
ii.	Soil takes only a few months to form.		
iii.	Soil is made up of rock particles, organic matter, air and water.		
iv.	Half of the soil's volume consists of water.		
v.	Soils can vary in texture, depth, colour and organic content.		
vi.	Ten different soil types are found in Malta.		

(6)

(b) Re-write correctly the sentences you marked as **FALSE** in question 1a.

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.....

.....

(9)

2. (a) Fill in the blanks with the terms in figure 2:

Figure 2 shows _____, that is all the layers of the soil, from the soil surface to the rock layer beneath it. On the upper layer there is a lot of organic material such as _____. The _____ indicates how old the soil is. _____ influences the type of soil that forms.

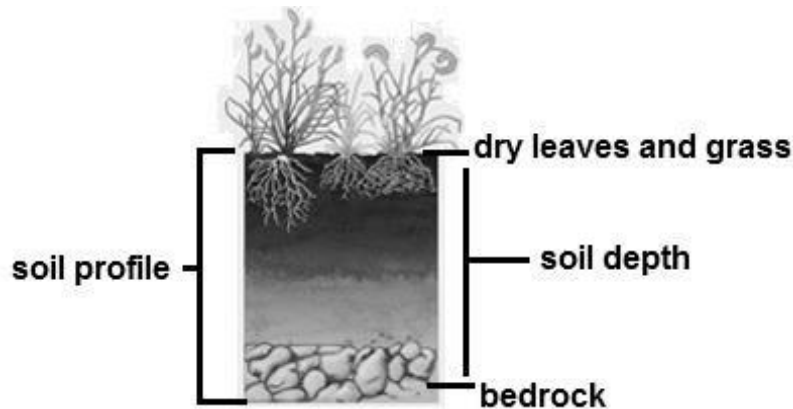


Figure 2

(8)

(b)) One of the types of soils found in the Maltese islands is the Carbonate Raw soil. Draw a circle round the correct **five** characteristic of Carbonate raw soil.

- | | | |
|-------------------------------------|--------------------------------|--------------------------------------|
| Made from Upper Coralline Limestone | Made from Blue Clay | Has a reddish colour |
| It is easily saturated with water | Has a greyish colour | Common in Gozo and the area of Rabat |
| It is rich in iron oxides | It remains wet for a long time | Water flows fast through it |

(5)

3. Figure 3 shows some characteristics of organic farming as promoted on a poster by the European Union.

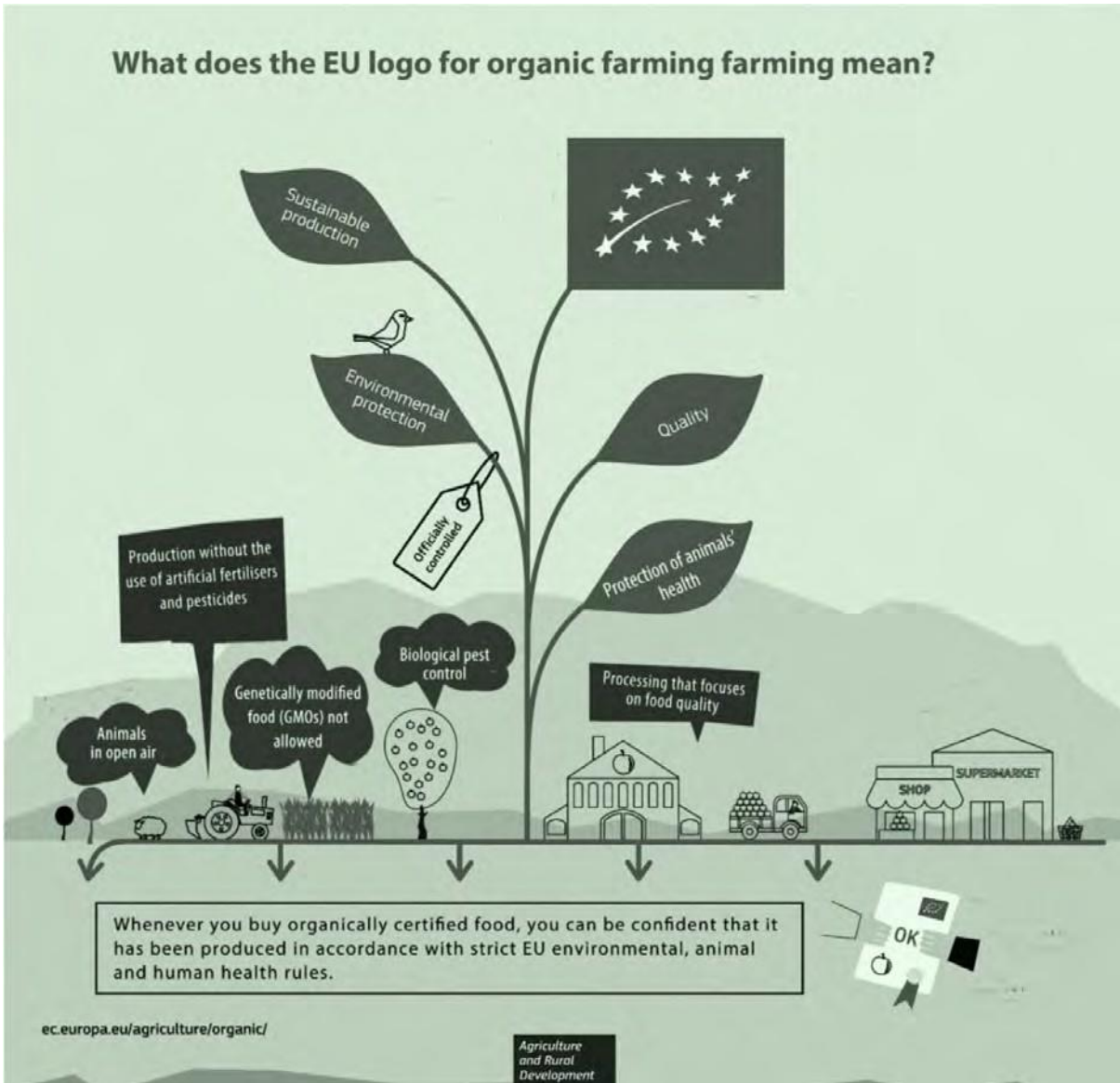


Figure 3

(a) Choose two characteristics of organic farming shown on the poster in figure 3 and explain their meaning.

The first characteristic:

Its meaning:

.....

.....

.....
.....

The second characteristic:.....

Its meaning:

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

(10)

(b) More people are buying organic vegetables and fruit because they believe it is healthier for them. Do you think they are right in thinking so? Give one reason for your answer.

.....
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(6)

(c) Explain one problem that a Maltese farmer wishing to start practising organic farming has to face.

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(5)

(d) Explain how a farmer practicing organic farming can keep the soil fertile.

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(5)

(e) How can a farmer practicing organic farming keep pests and harmful insects away from his crops and fields?

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.....

.....

(5)

4. (a) Recent studies carried out in our country clearly indicate that we are extracting more water from the mean sea level aquifer than we should. Much of this water is being pumped up illegally. Explain how the over extraction of water can threaten the sea level aquifer.

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(6)

(b) Mention **two** ways how the aquifers can be polluted.

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(6)

5. (a) Figure 4 shows the sewage treatment plant at Għajnsielem, Gozo. Why was this plant built?



Figure 4

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(4)

(b) How does this sewage treatment plant effect the water quality of the aquifer?

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(4)

6. On the map of Malta on Figure 5, Wied is-Sewda and Wied il-Kbir are shown, two valleys through which water flows in winter.

(a) Name **one** valley found in Gozo.

(1)

(b) Why are valleys in the Maltese Islands dry during the summer season?

.....
.....

(2)

(c) On Figure 5 mark the **mouth**, the **watershed** of Wied is-Sewda and Wied il-Kbir and one example of a **stream source**.

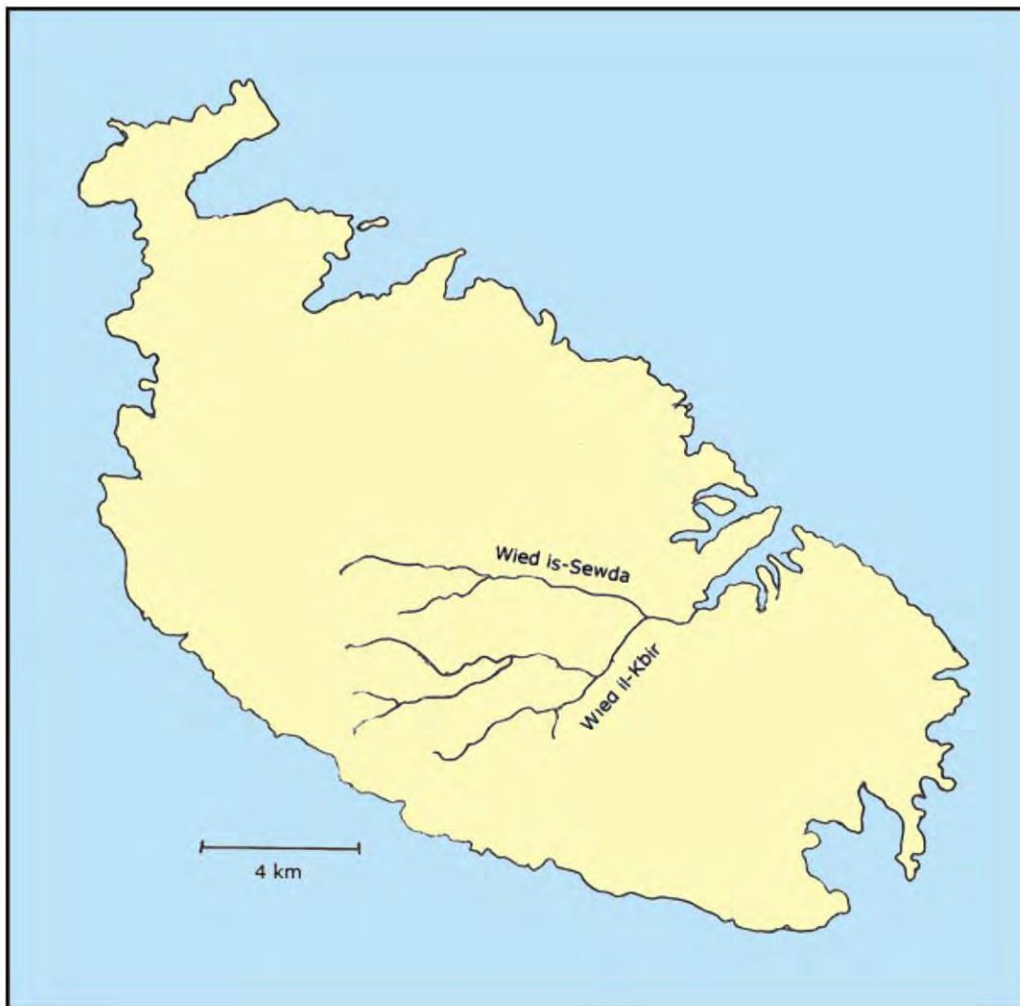


Figure 5

(3)

(d) Name one major river in the world, write its location and briefly explain its importance for people.

River's name:

Country or continent where the river is found:

Reason why the river is important:

.....

(8)

7. Look carefully at figure 6 showing two alien species that grow in the Maltese valleys.



Figure 6

(a) What is an alien species? Mark the correct answer with a .

A plant that grows only in Malta and nowhere else in the world.	<input type="checkbox"/>
A plant that was introduced in Malta from another country.	<input type="checkbox"/>
A plant that will be soon destroyed and no longer exist.	<input type="checkbox"/>

(2)

(b) Name an alien plant that has been introduced in Malta.

.....

(2)

(c) Continue this sentence.

We should remove these plants from our valleys because

.....

.....

(3)