SOCIAL STUDIES

Form 5 Syllabus (General and Option)

2015 -2016

Directorate for Quality and Standards in Education
Curriculum Management Department

Social Studies Programme for Form 5 (General and Option Classes)

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1. Rationale

This programme of studies builds on the syllabus tackled in the Third and Fourth year of secondary education (Forms 3 and 4) to consolidate the skills and civic attitudes related with the student as a responsible citizen in a democratic society. Social Studies leads to a better understanding about social life and more efficiency in social engagement. Social awareness means a holistic understanding of all the social aspects related with human life – relationships between people and between humans and their environment, cultural diversity, the tendency how people behave, which can influence the direction of society towards a better future. Civic efficiency, on the other hand, is based on those skills, values and attitudes that engender in the individual the required motivation to actively participate in community life.

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2. Objectives

The objectives of this syllabus are to:

1. Provide correct and up-to-date knowledge on social events and processes which occur in contemporary society and are interesting for the students;
2. Introduce, explain and apply basic concepts of Social Studies;
3. Develop in students observation, investigative and analytical skills;
4. Generate in students a sense of participation in social life, respect towards the rights of others and an appreciation of different cultures;
5. Cultivate a critical knowledge on recent developments within a local, European and global context and
6. Help students to apply their knowledge in their personal life.

3. Strategies

Teachers should present their lessons in a stimulating and interesting way so that the students can understand better the concepts that are being explained to them. It is likewise essential that the work assigned to students will strike a balance between the different components, which are:

1. *Knowledge and Understanding*

During the Social Studies course students are trained to:
- Demonstrate knowledge and understanding on contemporary social issues, particularly where it concerns Maltese society within a Euro-Mediterranean and global perspective;
- Demonstrate their understanding on how different societies develop through the interaction between social institutions and human behaviour and
- Demonstrate their understanding on concepts, ideas and principles of Social Studies, and how these can be applied in their personal life.

2. *Skills*

During the Social Studies course students are trained to:
- Apply their knowledge in real life situations;
- Interpret written and/or graphical data and
- Present a logical argument through the use of correct terminology.

3. *Values and Attitudes*

During the Social Studies course students are trained to:
- Demonstrate that they are aware about issues that concern gender inequality, as well as political, religious and racial discrimination;
- Demonstrate how different opinions and values affect our daily life in a multicultural society and
- Show respect and solidarity towards the whole society.

4. Themes and topics

This syllabus presents a number of social themes. This wide range of themes (or issues) is intended for the General Classes as well as for those students who study Social Studies as an option subject, as indicated in the syllabus. The themes and topics presented in this syllabus serve as a preparation for the Secondary Education Certificate (SEC) examination at the end of Form 5 and are therefore related with the SEC Environmental Studies syllabus (in the case of General Classes) and the SEC Social Studies syllabus (in the case of Option Classes).

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FORM 5 (GENERAL CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. Malta in the European Union	The origins of the European Union (EU). Institutions of the EU: European Parliament; the European Commission; the Council of Ministers. A cursory look at Malta's political and economic development in the EU.	Students will • Explain how the European Union developed and analyse the main reasons for its establishment after the Second World War. • Analyse the role and importance of the main institutions of the EU: the European Parliament, the European Commission and the Council of Ministers. • Analyse the role of the Member States of the European Union, and how these contribute to the economic, political and social development of this supranational organisation. • Demonstrate that they are up-to-date with facts that concern the current situation of the European Union. • Explain Malta's role as a Member State of the European Union. • Analyse the main changes that occurred in Malta since Malta's accession in the European Union.	**SEC Environmental Studies Syllabus: Theme 6 – Managing a Nation (Politics)**

		• Analyse the advantages and disadvantages which Malta has as a Member State of the European Union.	
2. Towards Sustainable Development	• Definition of sustainable development. • The advantages of sustainable development that respects the environmental, economic and societal needs of a country. • What can we do to ensure sustainable development? • The impact of the construction industry on the environment. • The role of the State, MEPA and NGOs to ensure that Malta contributes to sustainable development. • The adoption of a more sustainable lifestyle by the young people of Malta.	Students will • Understand what sustainable development is through examples from everyday life. • Explain the advantages of sustainable development to ensure a better quality of life. • Use the theory on sustainable development and apply it in practice to demonstrate how they can actively contribute to sustainable development. • Explain and analyse what the State, MEPA and various NGOs are doing to ensure that Malta contributes to sustainable development. • Demonstrate how youths in contemporary society adopt a sustainable lifestyle.	**SEC Environmental Studies Syllabus: Theme 2 – Management of Resources (Sustainable Development)**
3. Living in a Globalised World	• Definition of globalisation. Independence versus interdependence of countries. • Different aspects of globalisation (economic, technological, social and cultural).	Students will • Define globalisation. • Explain different aspects of globalisation. • Analyse the positive and negative effects of globalisation on the economy and society.	**SEC Social Studies Syllabus: Section 4 – Development and Change (Globalisation)**

• Positive effects: international solidarity, free trade and protectionism, efforts towards fair trading, cultural enrichment, global mass media, the flexibility of transnational companies (multinationals). • Negative effects: child-labour and sweatshops, uneven distribution of wealth, international debts, brain drain, environmental degradation, threats to national identity and sovereignty, monopolies of transnational companies, unfair trading. • World organisations that promote peace (United Nations, Commonwealth).	• Discuss and explain the role of the United Nations and the Commonwealth to promote world peace.

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FORM 5 (OPTION CLASSES)

THEMES: Social situations or issues that students are expected to discuss at this level:

Theme	Notes	Outcomes	Reference
1. Gender	• Concept of gender; difference between sex and gender; changing gender roles in society. • Gender equality and inequality; gender and poverty; gender discrimination (positive and negative). • Gender and religion; the role of women with specific reference to Christianity and Islam. • Feminism and the feminist movement. • Family and child rearing; maternity and parental leave; childcare centres; women and domestic violence. • Women and employment; education, career progression and decision-making. • Women's role in Maltese politics. • Local and international organisations that provide social and/or economic support to women (State and Church organisations in Malta, National Council of Women, The Association	Students will • Define gender and distinguish between gender and sex. • Explain how gender roles are changing in contemporary society. • Discuss gender equality and inequality by giving examples from daily life. • Explain the influence of religion on gender. • Discuss the progress that occurred in society as far as gender equality is concerned. • Analyse family friendly measures introduced in recent years and how women benefit from such measures to pursue their career. • Explain factors which affect women in a negative way such as domestic violence. • Explain the contribution of women to local politics and society.	**SEC Social Studies Syllabus: Section 3 – Social Issues (Gender)**

	of Women in Business, The Council for the Advancement of Women; International Organisation: the United Nations Convention on Equality between the Sexes).	• Describe the role of certain organisations which promote the advancement of women in society.	
2. Forms of Development	• Definition of development. • Types of development (economic, social, environmental, technological). • Economic development: difference between standard of living and quality of life; characteristics of high-income, middle-income and low-income countries; North-South divide in the world; Gross Domestic Product (GDP); Human Development Index (HDI). • Social development: child, youth and adult development, community development, youth development. • Environmental development (positive and negative aspects): land development (rural and urban), ecological development. • Technological development (advances in ICT and medical technology).	Students will • Define development and describe its different types. • Discuss and explain the characteristics of economic development and analyse the differences between rich and poor countries. • Define Gross Domestic Product and Human Development Index. • Discuss the main characteristics of social and environmental development. • Discuss the effects which technological development brought on society and the economy, including Malta.	**SEC Social Studies Syllabus: Section 4 – Development and Change (Forms of Development)**

| 3. Sustainable Development | • Definition of sustainable development.
• The three Rs of sustainable development (reduce, reuse and recycle).
• Waste management: methods of disposal (integrated waste management, landfill, incineration); education and awareness.
• Pollution: forms of pollution (air, light, littering, noise, visual, radioactive, water, thermal, soil contamination, acid rain); sources and causes of pollution; effects of pollution on human health and the environment; environmental management (control of emissions and effluents into air, water or soil).
• Sustainable use of natural resources: depletion of limited natural resources (for example, deforestation, excessive quarrying and mining, destruction of agricultural land).
• Global warming: causes of global warming; efforts to control global warming: greater use of public transport, renewable energy, more efficient systems of heating and cooling, proper maintenance of | Students will
• Define sustainable development.
• Apply sociological theory to real life situations to discuss different methods that contribute to sustainable development and how one can ensure effective waste management.
• Analyse different types of pollution and discuss how they can contribute to reduce global pollution.
• Explain how the exploitation of natural resources can become more sustainable.
• Define global warming and analyse its effects on the environment, our life and lifestyle.
• Discuss different methods on how we can contribute to reduce the negative effect of global warming.
• Discuss Malta's contribution to global warming control. | **SEC Social Studies Syllabus: Section 4 – Development and Change (Sustainable Development)** |

	vehicles. • Malta's contribution to global warming control (Kyoto protocol, government subsidies for alternative energy); Millennium Development Goals (MDG's) – health, education, food and clean drinking-water supply.		
4. Population	• Definition of demography; patterns of birth rates, death rates and natural population increase or decrease; the importance of population census. • Population explosion in the 20th-21st century and its effects - on developed countries (for example, ageing populations) and developing countries (young populations). • Population mobility; temporary or permanent, work-related or residential); factors leading to population mobility (better transport, education and technological developments). • Migration (immigration, emigration, transmigration and return migration). • Different types of migration: internal and external, forced and voluntary, legal and illegal, integration of migrants, detention centres, people with asylum seeking or refugee status.	Students will • Define demography and explain the main reasons that contribute to population rise and decline. • Explain the effects of population increase or decline on different world countries and society in general. • Explain the factors that contribute to population mobility and its effects. • Distinguish between emigration, immigration and transmigration by giving examples from real life scenarios. • Explain different types of migration and what is being done in different countries, including Malta, to integrate migrants in society. • Discuss the effects of migration on different countries.	**SEC Social Studies Syllabus: Section 4 – Development and Change (Population)**

	• Integration of migrants in society (Jesuit Refugee Service, United Nations High Commission for Refugees). • Push and pull factors of migration. • Urbanisation: advantages (work opportunities, better education and health facilities, better infrastructure) and disadvantages (traffic congestion and pollution, environmental and social stress, housing problems); urban sprawl and population density.	• Define urbanisation and explain its advantages and disadvantages.	
5. Globalisation	• Definition of globalisation. Independence versus interdependence of countries. • Different aspects of globalisation (economic, technological, social and cultural). • Positive effects: international solidarity, free trade and protectionism, efforts towards fair trading, cultural enrichment, global mass media, the flexibility of transnational companies (multinationals). • Negative effects: child-labour and sweatshops, uneven distribution of wealth, international debts, brain drain, environmental degradation,	Students will • Define globalisation. • Explain different aspects of globalisation. • Analyse the positive and negative effects of globalisation on the economy and society. • Discuss and explain the role of the United Nations and the Commonwealth to promote world peace.	**SEC Social Studies Syllabus: Section 4 – Development and Change (Globalisation)**

	threats to national identity and sovereignty, monopolies of transnational companies, unfair trading. • World organisations that promote peace (United Nations and Commonwealth).		
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5. Methodology

Each topic has to be developed in detail and presented in a way to help students understand it better. For this reason, this procedure can be followed:

1. Presentation of the topic.
2. Explanation of the topic, with particular emphasis on social implications, sociological concepts and social processes.
3. Examples of **Information, Skills** and **Attitudes** related to the topic, which students are expected to know at this level of secondary education. During lessons teachers need to ensure that they cover all three objectives (**Knowledge, Skills** and **Attitudes**) when focussing on a particular topic.
4. Periodically and on a regular basis, a proper evaluation will be carried out to determine whether the content is still relevant for the students and improve the pedagogy where necessary.

6. The Use of Resources and ICT

The teaching of Social Studies becomes more interesting and relevant for students when the teacher makes use of different teaching resources. These include:

1. Visual resources, for example pictures, cartoons, and video-clips which focus on a particular topic;
2. Power-point presentations which can be prepared by teachers or even by students;
3. Sources from newspapers, magazines and relevant books (local and/or foreign) and
4. Local and foreign websites.

The internet and computer technology is the world of the present-day student. Therefore, the interactive whiteboard and the internet in class are considered as crucial in the teaching and learning of Social Studies.

7. Assessment Objectives

Assessment is intended to test the student's level to:

1. Express him/herself creatively facts related to Maltese society in a Euro-Mediterranean and international context;
2. Analyse and interpret information and statistical data presented to them from different sources;
3. Use the correct terminology which applies for Social Studies;
4. Apply sociological theory and the relevant skills in a practical way to their personal life, and
5. Demonstrate that they are up-to-date with current issues at local and international level.

The Assessment of Social Studies can be:

1. **Summative**: students carry out different types of exercises like homework, tests and examinations to measure the level of success which they would have acquired in a particular part of this programme. This type of assessment indicates where the student can improve his/her knowledge, skills and attitudes. The Social Studies Guidelines, 2015-2016 (General and Option) explain how the annual examination papers in this subject are set.

The homework that teachers assign to students should be:

* regular and relevant to what they are learning in class;
* varied as much as possible (compositions, source questions, objective questions, etc.);
* differentiated according to their different skills;
* relevant to the teacher's Scheme of Work and integral to the teaching of the subject and
* an opportunity to provide students with a positive and formative support, whilst guiding them to improve their knowledge, skills and attitudes.

2. **Formative**: students carry out different exercises and activities that help them grow and develop both socially and psychologically. Social Studies is a course about society, therefore the teacher should encourage activities that involve the students' active participation. One can mention role plays, group work, pair work and presentations by students for students. Such activities can be carried out not only in the classroom, but also during school assemblies, religious and/or ecumenical functions, school concerts and activities within the school premises and outside. Formative assessment helps students to organise themselves properly, work in groups, tolerate each other's opinion, be decision-makers, communicate with others and be also self-reflective. Additionally, this type of assessment helps students in becoming active citizens in their own society.

Another important aspect of formative assessment includes the educational activities that usually take place outside the school. Educational visits to relevant institutions, for example the Courts of Justice, the House of Representatives and the Office of the Prime Minister amongst others, provide students with a unique experience to learn how the main institutions of the country function in a democratic society. Besides, the students' active participation in inter-school projects is certainly to be encouraged.

8. Important References

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9. Additional Reading

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10. Contact

Curriculum Centre Annexe,
Sarria Street,
Floriana FRN 1460,
Malta.
Tel. 2598 2608
Website: www.curriculum.gov.mt

11. Author: George Said Zammit (Former Education Officer - Social Studies, Secondary)
   Revised by: Astrid J. Tonna, Lana Turner, Anthony Borg, Therese Vella, Brian Chircop (Heads of Department, Social Studies).