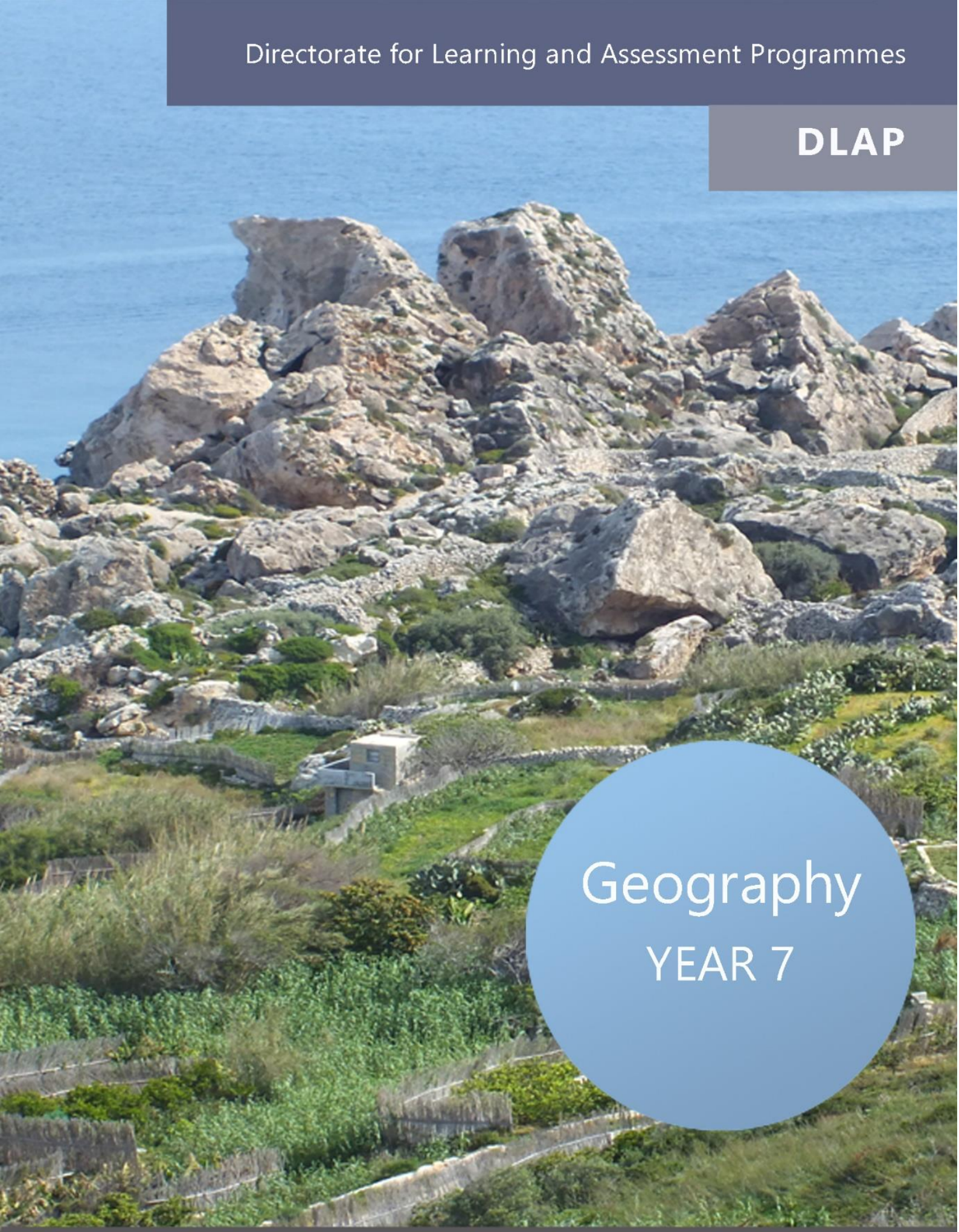
Directorate for Learning and Assessment Programmes

DLAP



Geography

YEAR 7

Learning and Assessment Programme

YEAR 7

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Introduction

This syllabus is based on the curriculum principles outlined in the *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 do by the end of compulsory education. It is linked to the national curriculum learning area Humanities Education and builds on the knowledge and skills students have acquired previously in the Primary years of schooling.

This learning outcomes-based programme addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children have the opportunity to 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 learning and assessment programme 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 competences required in the 21st Century.

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.

This Geography learning and assessment programme enables students to develop spatial understanding of the local, regional and global environment as well as physical, economic and political interactions within and between communities. It encourages learners to acquire an understanding of sustainable development and an awareness of the need to conserve the environment for future generations. It provides students with the opportunities to explore certain themes in the physical and human fields of geography in a practical way, both inside the classroom through case studies and outside the classroom through fieldwork.

The aims of Geography in the curriculum

Geography as a discipline enables us to understand the Earth we are living in from a spatial perspective. As a school subject it enables students to explore and understand the relationship between human beings and the Earth through the study of space, place and the environment. Geography makes both a distinctive and a wider contribution to the curriculum. It is an essential component in preparing young people for life in the twenty-first century. As the pace of change quickens, communications get faster and challenges to the environment multiply, a knowledge and understanding of geography is more vital than ever. Geographical education is indispensable to the development of responsible and active citizens in the present and future world. Geography can be an informing and stimulating subject at all levels in education, and contributes to a lifelong enjoyment and understanding of our world. Learners require global geographical awareness in order to ensure effective cooperation on a

broad range of economic, political, cultural and environmental issues in a shrinking world. Geography addresses the major challenges that the global community is facing. The resolution of major issues facing our world requires the full commitment of people of all generations.

The aims of the curriculum are:

- to develop in young people an interest in and a sense of wonder about the place where they live in, of other places and people; in particular the spatial arrangement of different environments, the processes that shape our world, and how people and environments inter-relate and interconnect;
- to enable students become informed, responsible and active global citizens by fostering an appreciation of environments, thereby enhancing a sense of responsibility for other people and the long-term sustainability of the planet;
- to prepare students to think and enquire in a geographical way equipping them to discovery, gather, organize, analyse, use and present new geographical knowledge obtained from maps, data, digital technologies and fieldwork in order to make sense of new situations.

Approaches to teaching and learning for Geography

Geography stimulates an interest in and a sense of wonder about places. This sense of wonder and the complexity of the world can best be achieved through a range of methodologies requiring an enquiry approach for the investigation of the location, situation, interaction, spatial distribution and differentiation of features. The learning process centres more on students' activities such as group work, than on the passive reception of knowledge and understanding through teacher exposition. Students should be active in the learning process and they acquire knowledge and develop skills through fieldwork and out of class learning, through the use of Information Technology, resources including maps, as well as games, simulations and role play. An enquiry can be based on a single resource such as a map, a photograph, an item from the internet, statistics from which students extract data, ideas, facts and attitudes to answer a geographical question or solve a problem. Such questions can come directly from students through discussion. The use of group work helps to facilitate the active characteristics of much enquiry work.

Geography is the discipline which seeks to explain the character of places and the distribution of features and events as they occur and change the surface of the earth. Geography is concerned with human – environment interactions in the context of specific places and locations. In addition to its central concern with space and place, it is characterised by a breath of study, a range of methodologies, a willingness to synthesise work from other disciplines and an interest in the future of people – environment relationships.

Geography often starts with the following questions:

- Where is it?
- What is it like?

- Why is it there?
- When did it happen and how does it change?
- What impacts does it have?
- How should it be managed for the mutual benefit of humanity and the natural environment?

Finding answers to these questions requires investigation of the location, situation, interaction, spatial distribution and differentiation of features. Explanations of current situations come from both historical and contemporary sources. Trends can be identified which indicate possible future developments. Some of the central concepts of geographical studies are location and distribution, place, people-environment relationships, spatial interaction and regions.

Learning through fieldwork

Fieldwork provides opportunities for first-hand investigation of people in their environment and as such awakens students to a diversity of environments and cultures, in their local area and beyond. It teaches students to collect, analyse and present data, sharpening their observations, measuring, recording and evaluation skills. Fieldwork has important contributions to make geography real and enjoyable and as a result every geography student should be entitled to have a reasonable amount of exposure to fieldwork experience through the geography course. Fieldwork should not be limited to visits and guided tours, whereby students are involved only in passive activities such as listening, observing and note-taking. Fieldwork should be enquiry-based in-line with the aims and objectives of this curriculum. It should involve students in identification of an issue or problem in a specific area, collect, present and analyse data and finally identify possible solutions or strategies.

Learning through maps

Maps in the form of paper, digital images and globes are an important tool for geographers and enable us to record, display and analyse information about people and environments. Teachers should ensure that their students are able to master a reasonable level of mapping skills and integrate such skills into the learning and teaching of geographical issues in the curriculum. Understanding and using maps involve the simultaneous use of a number of concepts and skills including aerial perspective, proportion, map language and arrangement. Students should be given the opportunity to develop their map literacy so that they can use maps to find out about and interpret the world around them in a critical informed way. In an enquiry based approach students should have access to a wide range of maps including large wall maps, atlases, globes, maps on CD-ROMs and other electronic media, including Google Map and Google Earth.

Learning through information technology

Information and Communications technology, whether it is a personal computer, an interactive whiteboard or a mobile phone, influences how students make sense of their world today and at the same time offers a range of tools to support their geographical understanding. Specific programs, such as Google Earth, can improve spatial thinking and electronic media and the internet enables students to gain up-to-date information and access a vast range of images, videos, data and other sources which can enrich geographical understanding. By using IT teachers can make lessons enjoyable thus enhancing students'

learning motivation. Geography teachers should provide adequate opportunities for their students to apply IT in their enquiry-based approach because IT:

- provides a range of information sources to enhance geographical understanding
- supports the development of a body of geographical knowledge
- provides images of people, places and environments
- helps students develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
- helps students exchange and share information, both directly and through electronic media
- provides students with the ability to review, modify and evaluate their work, reflecting critically on its quality as it progresses
- contributes to pupils' awareness of the impact of information systems on the changing world
- contributes substantially to the development of a range of IT capabilities, especially with regards to data handling, use of communication technologies and information sources and modelling
- develops the students' skills in the following IT toolkit namely word processor; spreadsheet; presentation software; desktop publishing (DTP) software; internet browser/e-mail; electronic atlas; electronic encyclopaedia; geographic information system (GIS); automatic datalogging weather station; digital camera.

This programme provides opportunities for using IT and a wide range of approaches will be used to develop students' IT capability and enhance the quality of their geography experience.

Learning through the use of resources

A good geographical enquiry usually involves the use and analysis of a rich variety of resources including worksheets, textbooks, maps, models, computer software, interactive games, the internet, newspaper resources, weather instruments, specific items (rock samples and tools) and many others. Very often such resources arouse students' motivation and engage them in active learning situations that meet their varied needs. Besides this, such an extensive range of resources enhance students' learning experiences and are seen by many as a key attraction of the subject. Ideally geography should be taught in a special room which includes:

- adequate space for students preferably equipped with desks with flat surfaces for practical work especially map work;
- spacious environment for the storage and effective use of resources including, maps, books, charts, apparatus, posters and handouts;
- various kinds of wall maps including those of the Maltese Islands, the Mediterranean region, Europe and the World;
- globes, including political, relief and activity globes that can be marked and cleaned;
- meteorological and fieldwork instruments;
- computers with internet access;
- interactive whiteboard;
- water supply for use in simple experiments and model making.

Students should be encouraged also to handle and use such resources during breaks or when geography related extra-curricular activities are being organised in school.

Making Geography Relevant

Our main challenge as geography teachers is to make the themes in our learning and assessment programmes as relevant to our students as we can, so that they can engage with learning and maintain interest, enjoyment and motivation.
This can be achieved by:

1. Making use of recent case-studies by the use of the 5Ws starting point: Where? When? What? Why? Who?

2. Encouraging students to choose events that have meaning for them.

3. Allowing students to present their work in various ways – some may enjoy presentations, others prefer to write, research or want to devise a poster, travel leaflet or information board.

4. Keeping up with interesting news items by maintaining a news board.

5. Making teaching fun – having fun while you are learning something new makes it easier to persevere. Doing something, interacting, getting involved and even better, explaining how you worked it out to someone else, are the most effective. Teachers talk or reading the textbook or notes are the least effective.

6. Be out of the ordinary by making lessons surprising. Students should not know exactly what is going to happen every time they have a geography lesson. Using the same teaching strategy becomes too routine and boring.

Assessment in Geography

Assessment in geography must assess the student's understanding and application of the main geographical concepts and knowledge, the acquisition of basic geographical skills and the development of attitudes and values contributing to sustainable development. A range of assessment techniques will be necessary and all of these approaches should arise as naturally as possible for students to perform to their true ability.

The following list includes examples of different modes of assessment that may be considered by educators:

- map reading exercise
- oral presentation
- debate
- role play

- research work from Internet and books
- free-response writing or essay writing
- data-response tasks
- labelling and sketching of diagrams
- designing an advert, flyer or poster
- model-making
- active participation in a co-curricular project
- experiments
- structured questions
- mind maps
- reporting on site visits
- commenting on videos
- use of online sources and software to locate places
- analysis of newspaper articles
- self-assessment through checklist
- quiz
- problem-solving activity
- resource-based questions

The most valuable information about students' achievements comes from day-to-day observations, especially through effective questioning and discussions as the students work. Such information is necessary to make judgments of what they know, what are their strengths, weaknesses and misconceptions; thus adjusting the pace and choosing the most appropriate teaching strategies to reach the learning objectives. This can be achieved through:

- observation and listening to students as they work;
- the responses the students make to questions set;
- participation of the student in discussions;
- marking and providing quality feedback to student's work;
- reflecting on and critically evaluating their own work as well as through the involvement of students in peer assessment processes.

Valuable information about students' attainment can also be observed and assessed while students are engaged in a range of classroom situations. These activities may include:

- collecting information from primary and secondary sources;
- direct observation in the field;
- predicting outcomes after conducting simple experiments;
- completing work cards or handouts;
- oral presentations;
- written work or class tests;
- drawing and analysing maps;
- using and interpreting graphs;
- collecting information from electronic media;

- carrying out independently geographical research and recording and presenting results in project work.

The use of a range of tasks incorporating different levels of difficulty and in diverse modes will enable the teacher to assess more accurately the level of geographical understanding of students with different aptitudes and abilities.

These types of formative assessment procedures give teachers the most valuable information about students' attainments and have the most impact on their progress. However, summative assessments such the annual examinations set by the Education Assessment Unit should not be used simply to rank students' performance or perhaps to inform parents about students' attainment. Such examinations can also have a formative element by encouraging students to reflect on their performance, and at the same time helping teachers evaluate the success of their teaching and setting targets for improvements. Students' progress can be documented and assessed through the collection of a range of samples of their work in geography portfolios. It may contain a small sample of evidence which exemplifies student's efforts and may include map work, photographs of models constructed, write ups and images of places visited, record sheets from experiments, together with student's written work in the form of handouts or research work from secondary sources such as the internet.

Assessment for learning
Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching to meet the needs of the students. Assessment for Learning enhances learning for all types of students because it is there to build a bridge between what is known and what lies on the next step.

1. Understanding what students know
Before starting to teach a new topic or concept, we need to become aware of what are the pupils' perceptions on the subject. Techniques that can be used include brainstorming, questioning, survey, concept mapping, mind web, discussion, short test, evaluate written work done at home or at school.

2. Effective Questioning Techniques
We should consider the use of open challenging questions which allow a range of correct responses and require students to think. More wait time is required. This wait time has to be of around five seconds. Students usually leave the answering of questions to the few most able students in class or else when we use a 'hands up' technique, only those that are sure of the answer put up their hand as the others would not want to risk. What about the rest of the students? How will we know that these students have grasped the concept or the skill? Therefore avoid the hands up technique and give everybody an opportunity to answer. Questions can be of the following type:

- **Literal Questions**
  Simple recall: Who? Where? When? What?

- **Application Questions**
  Can you think of another situation similar to this? Do you know of another story that deals with the same issues? Do you know where else this can be used?

- **Analytical Questions**
  What makes you think that? Can you support your view with evidence? Why do you think this was written/given in such a way? Why did you decide to do it in such a way?

- **Synthesis Questions**
  What is your opinion? What evidence do you have to support your view? Given what you know about… what do you think? If you were …what would you think

- **Evaluation Questions**
  What makes this… successful? Does it work if done in another way? Which is better and why?

3. Oral Feedback during the lesson

Feedback is fundamental. It gives the opportunity to students to improve in their learning. Feedback has to be from teacher to student, student to teacher and student to student. Good oral feedback should:

1. focus on the student's work not on the person
2. state specific ways on how the work can be improved
3. compare the work the student produced with what was previously done
4. do it all along the activity
5. be critically constructive use
6. comments that push the learning forward
7. use a language that does not intimidate the students
8. consider all the students' comments
9. focus on the learning intentions explained at the beginning

4. Oral and Written Feedback after the lesson

'It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written feedback'. (Black 2004)

Written feedback can be in the form of grades or comments or both. A numerical mark does not tell the students what needs to be improved in their work and therefore an opportunity to enhance their learning is lost. When a comment is written next to the grade, students tend to ignore the comment and all the corrections the teacher does. The mark becomes a measure of their ability.

Give students the correct advice that would lead them to correct their mistakes. This advice has to be concordant with the learning intention. The advice should be a very short piece of information about where the students achieved success and where they could improve to achieve the learning intention.

The work should go back to the student who must be given time to carry out the requested changes. The work will then go back to the teacher who will correct it and give another advice on what can be done next to enhance learning.

Comments need to begin with what has been a success, move on to show what needs to be improved and give advice on how this improvement can be achieved. It should focus on specifics by asking a specific question about what went wrong and ask questions that prompt a student to be more specific. The feedback given should stimulate the student to improve. It should be challenging enough to motivate the students to learn. Visible improvements will increase the students' self-esteem.

LEARNING AND ASSESSMENT PROGRAMME

Learning Outcomes

YEAR 7	
7.1	I can use aerial photos, maps, the internet, interactive maps and software to locate various key physical and human features of Malta, the Mediterranean, Europe and the wider world.
7.2	I can use different sources to distinguish between a country, continents and oceans.
7.3	I can use the basic mapping skills which include a scale, a key, compass points and the GPS to plan real journeys.
7.4	I can use appropriate sources to observe and record local weather.
7.5	I can read the weather report and forecast of local and foreign places using digital media.
7.6	I can investigate the intercultural composition of my school or local community.
7.7	I can account for the presence of fossils in the sedimentary layers of the Maltese rocks.
7.8	I can recognize rock samples of the five main types of rock of the Maltese Islands, namely Upper Coralline Limestone, Greensands, Blue Clay, Globigerina Limestone and Lower Coralline Limestone.
7.9	I can describe the main characteristics (porosity, permeability, resistance and colour) of the five main types of rock found in the Maltese Islands.
7.10	I can explain the use of the rocks of the Maltese Islands.

Kisbiet mit-Tagħlim

Is-Seba' Sena	
7.1	Kapaċi nuża ritratti mill-ajru, mapep, l-internet, mapep interattivi u *software* biex nillokalizza varjeta` ta' fatturi fiżiċi u umani importanti f' Malta, fil-Mediterran, fl-Ewropa u fid-dinja.
7.2	Kapaċi nuża sorsi differenti biex niddistingwi bejn pajjiżi, kontinenti u oċeani.
7.3	Kapaċi nuża l-ħiliet bażiċi tal-kartografija li jinkludu l-iskala tal-mappa, it-tagħrif dwar il-mappa (*key*), id-direzzjonijiet tal-boxxla u l-GPS biex nippjana vjaġġi varji.
7.4	Kapaċi nuża s-sorsi xierqa biex nosserva u nirrekordja t-temp lokali.
7.5	Kapaċi naqra r-rapport u t-tbassir tat-temp lokali u ta' pajjiżi barranin minn fuq mezzi diġitali.
7.6	Kapaċi ninvestiga l-kompożizzjoni interkulturali tal-iskola tiegħi jew tal-komunità fejn ngħix.
7.7	Kapaċi nispjega l-presenza ta' fossili fis-saffi ta' blat sedimentarju ta' Malta.
7.8	Kapaċi nagħraf kampjuni tal-ħames saffi ta' blat tal-gżejjer Maltin, jiġifieri l-ġebel tal-Qawwi ta' Fuq, ir-Rina, it-Tafal, il-Globiġerina u l-Qawwi ta' Taħt (Żonqor).
7.9	Kapaċi niddeskrivi l-karatteristiċi ewlenin (porosità, permeabbilità, saħħa u kulur) tal-ħames saffi ta' blat li nsibu fil-gżejjer Maltin.
7.10	Kapaċi nispjega l-użu tal-blat tal-gżejjer Maltin.

Assessment Criteria

Learning Outcome	Assessment Criteria
7.1 I can use aerial photos, maps, the internet, interactive maps and software to locate various key physical and human features of Malta, the Mediterranean, Europe and the wider world.	• *This is a general outcome indicating the skills to be applied in pursuance of all outcomes.*
7.2 I can use different sources to distinguish between a country, continents and oceans.	• *Differentiate between a country, a continent and an ocean.* • *Use different types of political maps to name examples of countries, continents and oceans.*
7.3 I can use the basic mapping skills which include a scale, a key, compass points and the GPS to plan real journeys.	• *Locate and mark features on a plan of the school grounds and village.* • *Use the key of a map to identify human and physical features and places on a map.* • *Draw an imaginary map of an island using given instructions.* • *Use the eight points of the compass to give and follow directions on simple maps.* • *Measure straight line distances on maps and calculate the real distance by using the linear scale.* • *Use Google Maps or any other mapping app to measure distances and calculate routes.* • *Identify and name the major seven lines of latitude and longitude namely the Equator, the Tropic of Cancer, the Tropic of Capricorn, the Arctic Circle and the Antarctic Circle, the Prime Meridian and the International Date Line.* • *Locate the Poles on a globe.* • *Locate places on a map by using given latitudes and longitudes as coordinates.* • *Use Google Maps or any other mapping app to plan a journey using various modes of transport.*
7.4 I can use appropriate sources to observe and record local weather.	• *Define the elements of the weather namely temperature, rainfall, wind direction and speed.* • *Use the following weather instruments namely; the anemometer, wind vane, rain gauge, maximum and minimum thermometers to collect data.*

	• *Identify the best location for each of the above-named weather instruments to provide valid results.* • *Explain the use and characteristics of the Stevenson Screen.* • *Plot and read separate temperature and precipitation graphs from data presented.*
7.5 I can read the weather report and forecast of local and foreign places using digital media.	• *Use the internet to find out the weather report and forecast of local and foreign places.*
7.6 I can investigate the intercultural composition of the school or my local community.	• *Investigate the country of origin of a number of students in your school/community members.* • *Present the results obtained from the investigation by means of a map.* • *Research about the geography and other aspects of the country of origin of students/community members.*
7.7 I can account for the presence of fossils in the sedimentary layers of the Maltese rocks.	• *Conduct a simple experiment to build a sedimentary block of rock, including sea shells, etc.* • *Describe in simple terms the processes involved in the formation of sedimentary rocks and fossils.* • *Identify the youngest and oldest layers in a sequence of rock strata.*
7.8 I can recognize rock samples of the five main types of rock of the Maltese Islands, namely Upper Coralline Limestone, Greensands, Blue Clay, Globigerina Limestone and Lower Coralline Limestone.	• *Recognise by the use of rock samples and imagery the five main rock types of the Maltese Islands.* • *Draw and label a diagram showing the local geological sequence of rock strata.* • *Identify the surface rock in different parts of the Maltese Islands using a simple geological map.*
7.9 I can describe the main characteristics (porosity, permeability, resistance and colour) of the five main types of rock found in the Maltese Islands.	• *Describe the main characteristics of each rock type found in the Maltese Islands.*
7.10 I can explain the use of the rocks of the Maltese Islands.	• *Give the main uses of each rock type found in the Maltese Islands.*

Kriterji tal-Assessjar

Kisba mit-Tagħlim	**Kriterji tal-Assessjar**
7.1 Kapaċi nuża ritratti mill-ajru, mapep, l-internet, mapep interattivi u *software* biex nillokalizza varjeta` ta' fatturi fiżiċi u umani importanti f' Malta, fil-Mediterran, fl-Ewropa u fid-dinja.	• *Din hija kisba mit-tagħlim ġenerali u għandha tintuża matul il-programm kollu biex permezz tagħha jintlaħqu il-kisbiet l-oħra.*
7.2 Kapaċi nuża sorsi differenti biex niddistingwi bejn pajjiżi, kontinenti u oċeani.	• *Nuri d-differenza bejn, pajjiż, kontinent u oċean.* • *Nuża tipi differenti ta' mapep politiċi biex insemmi eżempji ta' pajjiżi, kontinenti u oċeani.*
7.3 Kapaċi nuża l-ħiliet bażiċi tal-kartografija li jinkludu l-iskala tal-mappa, it-tagħrif dwar il-mappa (*key*), id-direzzjonijiet tal-boxxla u l-GPS biex nippjana vjaġġi varji.	• *Nimmarka fattizzi fuq pjanta tal-iskola u tal-lokalità tiegħi.* • *Nuża t-tagħrif (key) biex nagħraf fattizzi umani u fiżiċi u postijiet fuq mappa.* • *Inpinġi mappa immaġinarja ta' ġżira skont istruzzjonijiet mogħtija.* • *Nuża t-tmien ponot tal-boxxla biex nagħti u nsegwi direzzjonijiet fuq mapep bażiċi.* • *Inkejjel distanzi dritti fuq il-mapep u nikkalkula d-distanza reali billi nuża l-iskala lineari.* • *Nuża Google Maps jew xi app simili biex inkejjel id-distanzi u nippjana rotot.* • *Nagħraf u nsemmi s-seba' linji ewlenin tal-latitudni u lonġitudni, jiġifieri l-Ekwatur, it-Tropiku tal-Kankru, it-Tropiku tal-Kaprikornu, iċ-Ċirku Artiku u ċ-Ċirku Antartiku, il-Meridjan ta' Greenwich u l-Linja tad-Data Internazzjonali.* • *Nillokalizza il-poli fuq globu.* • *Nimmarka postijiet fuq mappa bl-użu ta' latitudni u lonġitudni mogħtija.* • *Nuża Google Maps jew xi app simili oħra biex nippjana vjaġġi billi nuża modi differenti ta' trasport.*
7.4 Kapaċi nuża s-sorsi xierqa biex nosserva u nirrekordja t-temp lokali.	• *Niddefenixxi l-elementi tat-temp, li jinkludu t-temperatura, ix-xita, id-direzzjoni u s-saħħa tar-riħ.* • *Nuża dawn l-istrumenti; l-anemometru, il-pinnur, il-pluvjometru, u t-termometru (temperatura massima u minima) biex niġbor tagħrif dwar it-temp.*

	• *Niddentifika l-aħjar post fejn l-istrumenti tat-temp imsemmija hawn fuq jitpoġġew biex jagħtuna kejl validu.* • *Nispjega l-użu u l-karateristiċi tal-ilqugħ ta' Stevenson.* • *Inpinġi u naqra graff tat-temperatura u tax-xita (fuq graffs separat) minn tagħrif mogħti.*
7.5 Kapaċi naqra r-rapport u t-tbassir tat-temp lokali u ta' pajjiżi barranin minn fuq mezzi diġitali.	• *Nuża l-internet biex insib ir-rapport u t-tbassir tat-temp tal-lokal u ta' pajjiżi barranin*.
7.6 Kapaċi ninvestiga l-kompożizzjoni interkulturali tal-iskola tiegħi jew tal-komunità fejn ngħix.	• *Ninvestiga n-nazzjonalità ta' numru ta' studenti/residenti fil-komunità.* • *Nuri r-riżultat tal-investigazzjoni bl-użu ta' mappa.* • *Agħmel riċerka dwar il-ġeografija u xi aspetti oħra ta' pajjiż barrani minn fejn ikunu ġejjin l-istudenti/residenti fil-lokalità.*
7.7 Kapaċi nispjega l-presenza ta' fossili fis-saffi ta' blat sedimentarju ta' Malta.	• *Nagħmel esperiment biex nibni blokka ta' blat sedimentarju li jinkludi xi arzell tal-baħar, eċċ.* • *Niddiskrivi b'mod bażiku kif jifforma l-blat sedimentarju u l-fossili li nsibu fih.* • *Niddentifika l-eqdem blat u l-aktar blat riċenti meta nara strati ta' blat sedimentarju.*
7.8 Kapaċi nagħraf kampjuni tal-ħames saffi ta' blat tal-Gżejjer Maltin, jiġifieri l-ġebel tal-Qawwi ta' Fuq, ir-Rina, it-Tafal, il-Globiġerina u l-Qawwi ta' Taħt (Żonqor).	• *Nagħraf bl-użu ta' kampjun u stampi l-ħames saffi ta' blat tal-gzejjer Maltin.* • *Inpinġi u nillejbilja disinn li juri s-sekwenza tas-saffi tal-blat li nsibu fil-gżejjer Maltin.* • *Nidentifika liema saff ta' blat jinsab fil-wiċċ f'postijiet differenti tal-gżejjer Maltin bl-użu ta' mappa ġeoloġika.*
7.9 Kapaċi niddeskrivi l-karatteristiċi ewlenin (porosità, permeabbilità, saħħa u kulur) tal-ħames saffi ta' blat li nsibu fil-gżejjer Maltin.	• *Niddiskrivi l-karatteristiċi ewlenin ta' kull saff ta' blat li nsibu fil-Gżejjer Maltin.*
7.10 Kapaċi nispjega l-użu tal-blat tal-gżejjer Maltin.	• *Nsemmi għalfejn jintuża kull saffi ta' blat li nsibu fil-gżejjer Maltin.*

Learning outcomes are student-centred in that they focus on the knowledge and skills that will be most valuable to the student now and in the future. As a result, schools may wish to adapt this outcome-based syllabus to meet the needs of students with learning difficulties or with challenging behaviour. In this case teachers may opt to concentrate on certain learning outcomes. Assessment for an adapted syllabus should be based 100% on a variety of school-based tasks. The more varied the tasks, the greater is the validity of the whole assessment exercise.

If a school decides to have a year 7 CCP (Core Curriculum Programme) syllabus in geography the administration is to seek approval from the director DLAP. Following consultation with the education officer and the heads of the department the school will then be able to amend the syllabus to address their students' needs and abilities. The EAU must also be informed. Students following a CCP geography syllabus are to be assessed through a variety of tasks spread out throughout the year. Students following such an adapted syllabus will be exempted from the end of year examination set by the Directorate for Learning and Assessment Programmes.

Scheme of Assessment

The examination consists of:

Summative assessment: (60% of the total marks; comprising of a one hour written exam) set at the end of the scholastic year.

School-based assessment: (40% of the total marks; comprising of two tasks of equal weighting, i.e. 20% each) set during the scholastic year.

Summative assessment: (60% of the total mark)

The controlled component of the assessment will consist of a paper of one-hour duration carrying 60% of the final mark and set by the Directorate for Learning and Assessment Programmes. There will be two versions of the paper, one in English and one in Maltese. Schools are to indicate the number of papers required in either language. The examination will carry 100 marks and questions will be set on these Learning Outcomes: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8, 7.9 and 7.10.

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 geographical skills and the development of attitudes and values as required in the Learning Programme. Candidates will be required to answer all questions.

School-Based Assessment (40% of the total mark)

The average mark of these two assignments will contribute to 40% of the total marks of the examination. Each school-based assignment is marked out of 20 marks and will carry 20% of the total mark. It is recommended that a significant proportion of SBA will be done in class under direct teacher supervision. These assignments will be set and marked by the teacher.

Learning outcomes are student-centred in that they focus on the knowledge and skills that will be most valuable to the student now and in the future. As a result, schools may wish to adapt this outcome-based syllabus to meet the needs of students with learning difficulties. In this case teachers may opt to concentrate on certain learning outcomes. Assessment for an adapted syllabus should be based 100% on a variety of school-based tasks. The more varied the tasks, the greater is the validity of the whole assessment exercise. Students following such an adapted syllabus will be exempted from the end of year examination set by the Directorate for Learning and Assessment Programmes.

Teachers can choose any **TWO** tasks from the following:

School-Based Assessment Tasks

TASK 1	Learning Outcome 7.3 Assessment Criteria: *Draw an imaginary map of an island using given instructions.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	Provide students with an outline map of an imaginary island (or let them draw the outline themselves). You can provide clear instructions what particular features to include or else let the students fill the map with symbols of their own choice. Let them be imaginative but at the same time real. Make students understand that symbols are used to save space and to make the map easier to read. Symbols may be small drawings, lines, letters, shortened words or coloured areas. The symbols used on the map must be explained in the key. Besides the key, students need to include a title, the North point and a linear scale. Some features that may be included are settlements, roads, bridges, airport, capital city, hotel, restaurant, church, historic sites, school, hospital, beaches, lake, mountain or mountain range, forest, river, peninsula *etc.* Students need to briefly describe the island they have created.

TASK 2	Learning Outcome 7.3 Assessment Criteria: *Use Google Maps or any other mapping app to figure out the best way to get to places and to plan journeys using various modes of transport.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	Students are asked to plan a local **or** a foreign journey using Google Maps https://www.google.com/maps **Local Journey:** Plan a sightseeing tour of Malta and/or Gozo for a friend visiting the islands. Use Google Maps to plan an itinerary of two places to visit (*e.g.* Ħaġar Qim, National History Museum, Mdina, Golden Bay, Valletta, Cittadella, Gozo *etc.*). Find out how to get there by selecting the desired mode of transport (driving, public transport, walking, cycling), distance and duration of each journey. Students need to present a captioned image of each site to visit. Present a print out or screenshot/s of the whole journey. **Foreign Journey:** Plan a visit from Malta to a foreign city (e.g. Rome). Use Google Maps to find: • the mode of transport to be used to get from Malta to this foreign city; • the duration of the journey from Malta to this foreign city; • a hotel where to stay once you get to the city; • the mode of transport to be used from the airport to the hotel; and • the duration of the journey from the airport to the hotel. Present a print out or screenshot/s of the whole journey.

TASK 3	Learning Outcome 7.4 Assessment Criteria: *Use the following weather instruments namely; the anemometer, wind vane, rain gauge, maximum and minimum thermometers to collect data.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	Students will be presented with weather instruments and work collaboratively in a group to collect weather data. Students will handle weather instruments, namely an anemometer, a wind vane, a rain gauge and a maximum and minimum thermometer. Students identify what each instrument measures and what units of measurements are used. Students will then take actual readings using all the instruments mentioned above in various locations of the school grounds. Individually students need to present: • the name and picture of each instrument used; • identify the weather element each instrument measures; • unit of measurement of each instrument; • present readings in the form of a table; • plan of the school showing where readings were taken.

TASK 4	Learning Outcome 7.5 Assessment Criteria: *Use the internet to find out the weather report and forecast of local and foreign places.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	Students will access the official website of the Malta International Airport Meteorological Office https://www.maltairport.com/weather/7-day-forecast/ to obtain the weather report for the day and the forecast for the next six days for Malta. Students can also verify if the forecast for the day as presented by MET Office is accurate. They can compare how the temperature, wind and rainfall vary in a number of localities (*e.g*. Dingli, Valletta, Selmun, Xewkija). Students will also be asked to examine the weather forecast elsewhere around the world. Students choose one city from the Northern Hemisphere and one city from the Southern Hemisphere. Students will use the internet to locate the two cities and find the weather forecast for each city. Students need to: • write a weather report for the day for Malta as presented by the MET Office; • write the temperature, wind speed and direction and rainfall totals for two other localities in Malta; • comment if the weather report for the day as presented by the MET Office is accurate; • present a 3-day forecast for two cities from around the world; • list of items to pack in your luggage if visiting these two cities providing reasons for choosing particular items. • Briefly compare the weather of the two cities.

TASK 5	Learning Outcome 7.6 Assessment Criteria: *Investigate the country of origin of a number of students in your school/community members. Present the results obtained from the investigation by means of a map. Research about the geography and other aspects of the country of origin of students/community members.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	Investigate the nationality of students in a particular year group or class and present the data on a world map. Each student then needs to carry-out a simple research on one of the countries of origin of foreign students. Students can present their work as a project, a chart, a brochure or in any other format. Each project should include: • the name of the country, capital city, the location (continent and neighbouring countries) and a drawing of the national flag; • a map showing the name of the country, capital city and the main physical features (rivers, mountains, volcanoes, *etc*.); • geography of the country including major landforms such as rivers, lakes, oceans and mountain ranges, landmarks and population; • general climatic conditions; • any interesting fact/s; • places of interest which attract tourists.

TASK 6	Learning Outcome 7.8, 7.9, 7.10 Assessment Criteria: *Draw and label a diagram showing the local geological sequence of rock strata. Identify the surface rock using a simple geological map of Malta. Describe the main characteristics of each rock type. Give the main uses of each rock type.*
20 marks Assessed by the teacher Externally moderated 20% of total marks	For this school-based assessment students need to access the Reusable Learning Objects (RLOs) which are available online via the iLearn Virtual Learning Environment (VLE). Students need to complete the RLOs entitled: • The five rock layers of the Maltese Islands, and • The Geology of the Maltese Islands. Through these digital resources students can understand the properties of each rock layer, see images of samples of each rock type, investigate the use of each rock type and read a simplified geological map of Malta. Students need to present a print out of the assessment tasks for each of the two RLOs listed above.

Marking Criteria – YEAR 7

	1 - 6 marks	7 – 12 marks	13 – 20 marks
SBA 1 Imaginary Island	• Island shape is basic and overall appearance is poor. • Some of the elements of the map (key, north point and scale) are missing. • Key lacks several symbols and is difficult to understand. • Linear scale is inaccurately drawn. • Description of the island is very basic.	• Overall appearance of the island shape is satisfactory. • Key contains an almost complete set of symbols. • Compass rose has some missing and/or inaccurate elements. • Linear scale is satisfactory but has some inaccuracies. • Short description explains only some features of the island.	• Island shape is creative, neat and well presented. • Map contains title, key, north point and scale properly placed on the map. • Key is easy-to-find and contains all the symbols used on the map. Symbols are easy to understand. • Compass rose contains cardinal and the sub-cardinal directions. • Linear scale is accurately drawn. • Short description of the island is very well explained.
SBA 2 Planning Journeys	• Made an attempt to show itinerary but lacks most of the information required. • The distances are not given. • Directions and maps presented lack accuracy, neatness and clarity.	• Some elements required are missing or incorrect. • Some actual distances are not given accurately. • Directions and maps presented with some inaccuracies.	• All required elements are present and correct. • Actual distances are given. • Directions to each site and maps are orderly presented.
SBA 3 Weather Investigation	• Lacks most of the pictures and names of instruments used. • Most weather elements and units of measurement are missing or incorrect. • Limited evidence of any weather readings and poorly presented. • No plan of the school grounds presented or no locations marked.	• Lacks some of the pictures and names of instruments used. • Some weather elements and units of measurements are missing or incorrect. • Readings taken contain some inaccuracies but overall presentation is adequate. • Not all locations are clearly marked on the school plan.	• Correct name and picture of each weather instrument. • Correct weather elements and unit of measurement. • Readings taken are accurate and well-presented. • A plan of the school grounds indicating clearly where the study was carried out.
SBA 4 Weather Reports and forecasts	• Lacks most of the elements required. • Work is poorly presented. • Comparison is missing or inaccurate.	• Some elements required are missing or incorrect. • Work is adequately presented. • Comparison is not clear.	• All required elements are all presented and clearly organised. • Comparison is clear.

SBA 5 Research on a country	• Presentation and content on the map is poor with most requirements missing. • Contains only a few facts about the country. • Little or no evidence of research.	• Overall presentation of the map is satisfactory with some missing requirements. • Information about the country is relatively clear however not complete. • Presentation is adequately. • Contains some missing elements and pictures used are not placed appropriately or not captioned. • Shows some evidence of research.	• Made an accurate map of the country and included all the requirements. • Information is organised clearly and coherently. • All required elements are present as well as pictures and information related to the country. • Shows evidence of effective research and preparation.
SBA 6 Geology of the Maltese Islands (RLOs)	• Accessed the two RLOs and obtained between 1% and 30% of the total marks.	• Accessed the two RLOs indicated and obtained between 31% and 60% of the total marks.	• Accessed the two RLOs indicated and obtained over 61% of the total marks.

Reporting to parents/guardians

A digital reporting system will be used to report the progress of students to parents/guardians. List of students in each class and learning outcomes to be covered in that particular year will be made available on the digital platform.

The ticking of broad learning outcomes according to the achievement of the students for work conducted in class, at home or a combination of both, will provide students and parents with more information about the progress achieved during the scholastic year. It is expected that this information will support further learning and raise the engagement and achievement levels of the students. Evidence for written tasks will be found in the students' workbooks, copybooks, school files or other students' materials.

A five-point Likert scale is used to measure if students have mastered or not each learning outcome of the learning and assessment programme. These include:

- **Not achieved (NT)**
- **Partially achieved (PA)**
- **Satisfactorily achieved (SA)**
- **Fully achieved (FA)**
- **Not applicable (NA)**

Teachers need to choose and mark one of the five options available for each student over the course of the scholastic year. The learning outcomes that are going to be assessed and reported include:

YEAR 7	
1	I can use aerial photos, maps, the internet, interactive maps and software to locate various key physical and human features from around the world and distinguish between countries, continents and oceans.
2	I can use the basic mapping skills which include a scale, a key, compass points and the GPS to plan real journeys.
3	I can use appropriate sources to observe and record local weather, read the weather report and forecast of local and foreign places using digital media.
4	I can investigate the intercultural composition of my school and the local community.
5	I can recognize rock samples of the five main types of rock, account for the presence of fossils and describe the main characteristics and use of rocks of the Maltese Islands.

To be able to tick the broad learning outcomes of the year/subject, teachers are kindly asked to view the online video tutorials containing step by step content through the links available as follows: https://vimeo.com/298128409

List of Geographical terms – English to Maltese

Year 7

anemometer	anemometru
Antarctic Circle	iċ-Ċirku Antartiku
Arctic Circle	iċ-Ċirku Artiku
average temperature	temperatura medja
barometer	barometru
Blue Clay	tafal (blat tafli)
clayey soil	ħamrija taflija
climate graph	graff klimatika
compass	boxxla
continent	kontinent
country	pajjiż
degress Celsius (°C)	gradi Celsius (°C)
direction	direzzjoni
Equator	l-Ekwatur
erosion	erożjoni
fossil	fossila
geological map	mappa ġeoloġika
geologist	ġeologu
geology	ġeoloġija
Globigerina limestone	Globiġerina
Greensand	Ġebla s-safra / Rina jew Ramli
Greenwich Meridian	il-Meridjan ta' Greenwich
human features	fattizzi umani
impermeable rock	blat impermeabbli
International Date Line	il-Linja tad-Data Internazzjonali

latitude	latitudni
layer of rock	saff ta’ blat
limestone	blat kalkarju
linear scale	skala lineari jew linja tal-iskala
longitude	lonġitudni
Lower Coralline limestone	Qawwi ta’ Taħt jew żonqor
Lower Globigerina Limestone	Franka
map	mappa
map key/legend	tifsira tal-mappa
map symbols	simboli tal-mappa
maximum temperature	temperatura massima jew l-ogħla temperatura
meteorological office	uffiċċju Meteoroloġiku
minimum temperature	temperatura minima jew l-inqas temperatura
Nprth Pole	Pol tat-tramuntana
ocean	oċean
permeable rock	blat permeabbli
physical features	fattizzi fiżiċi
plan	pjanta
porous rock	blat poruż
quarry	barriera
rain gauge	pluvjometru
rainfall graph	graff tax-xita
red/terrarossa soil	ħamrija ħamra/tal-Ħamri
rock sample	kampjun ta’ blat
scale	skala tal-mappa
sedimentary rock	blat sedimentarju
sheer cliff	rdum

South Pole	Pol tan-nofsinhar
statement of scale	skala miktuba
Stevenson screen	l-ilqugħ ta’ Stevenson
temperature graff	graff tat-temperatura
thermometer	termometru
Tropic of Cancer	it-Tropiku tal-Kankru
Tropic of Capricorn	it-Tropiku tal-Kaprikornu
Upper Coralline Limestone	Qawwi ta’ Fuq
weather forecast	tbassir tat-temp
weather instrument	strument tat-temp
wind rose	warda tal-irjieħ
wind vane	pinnur

Appendices

L-Eżamijiet Annwali tal-Iskejjel Sekondarji **Karta Mudell**

Is-Seba' Sena **IL-ĠEOGRAFIJA** **ĦIN: Siegħa**

Isem: _____ **Klassi: _____**

Wieġeb il-mistoqsijiet kollha.

Taħriġ 1

Ħares lejn il-mappa u t-tifsira tagħha f'**disinn 1** u wieġeb il-mistoqsijiet kollha.

a. X'jisimha t-triq fejn joqgħod Stephen?

..... **(1)**

b. Liema huma ż-żewġ toroq li jmissu mal-iskola?

.....

..... **(2)**

c. Biex jasal sal-venda Stephen irid jgħaddi minn quddiem (il-knisja, il-lukanda, l-għassa tal-pulizija, il-kunsill lokali). **(1)**

d. Mil-liema toroq irid jgħaddi Stephen biex imur l-iskola?

.....

.....

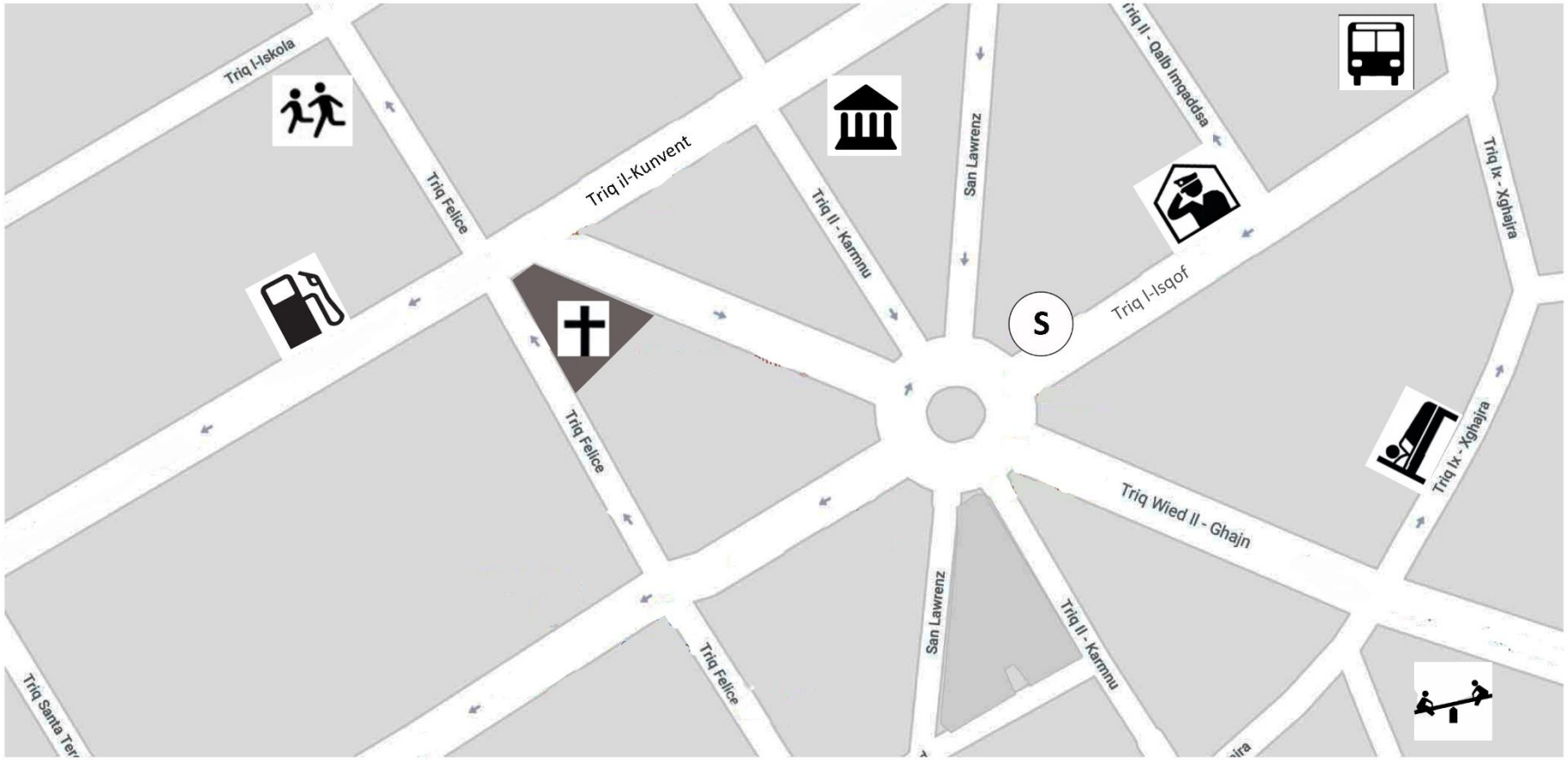
..... **(3)**

e. Xi kemm għandu bogħod Stephen biex jasal sal-venda tal-karozzi tal-linja? (70m, 700m, 70km). **(2)**

f. Xi kemm hemm bogħod mill-bandli sa l-knisja? (kejjel dritt) ..... **(2)**

g. Mid-dar ta' Stephen il-knisja qegħda lejn il-(Lvant, Majjistral, Punent, Grigal). **(1)**

Disinn 1



20 m

Tramuntana

il-bandli

il-pompa tal-petrol

il-venda

il-lukanda

il-knisja

l-iskola

l-għassa tal-pulizija

il-kunsill lokali

S id-dar ta' Stephen

id-direzzjoni tas-sewqan

h. Missier Stephen għandu bżonn jimla l-karozza bil-petrol. Immarka fuq il-mappa r-rotta li jrid jieħu biex jasal għand tal-pompa. Oqgħod attent għax ċertu toroq huma *one-way*.

(2)

Taħriġ 2

Disinn 2 u **3** juru ż-żewġ mapep tal-Amerika t'Isfel.

a. Ikteb l-isem tal-pajjiż jew gżejjer.

		Pajjiż/Gżejjer
1	L-akbar pajjiż fl-Amerika t'Isfel.	
2	Pajjiż fl-Amerika t'Isfel li ma jmissx mal-baħar.	
3	Pajjiż li għandu l-akbar kosta fl-Oċean Paċifiku.	
4	Pajjiż li linja tal-Ekwatur tgħaddi minn fuqu.	
5	Gżejjer li jinsabu fl-Oċean Atlantiku.	

(5)

b. Kompli dawn is-sentenzi billi tuża disinn 2 u 3.

Fil-punent tal-Amerika t'Isfel insibu katina twila ta' muntanji li ġġib l-isem ..... .

L-ogħla muntanja fosthom hija ..... u hija għolja ..... metru. Din il-muntanja tinsab fil-pajjiż li jġib l-isem ..... .

(4)

c. Wieġeb billi tuża disinn 2 jew 3.

i. F'liema żewġ pajjiżi jinsab id-Deżert ta' Atakama?

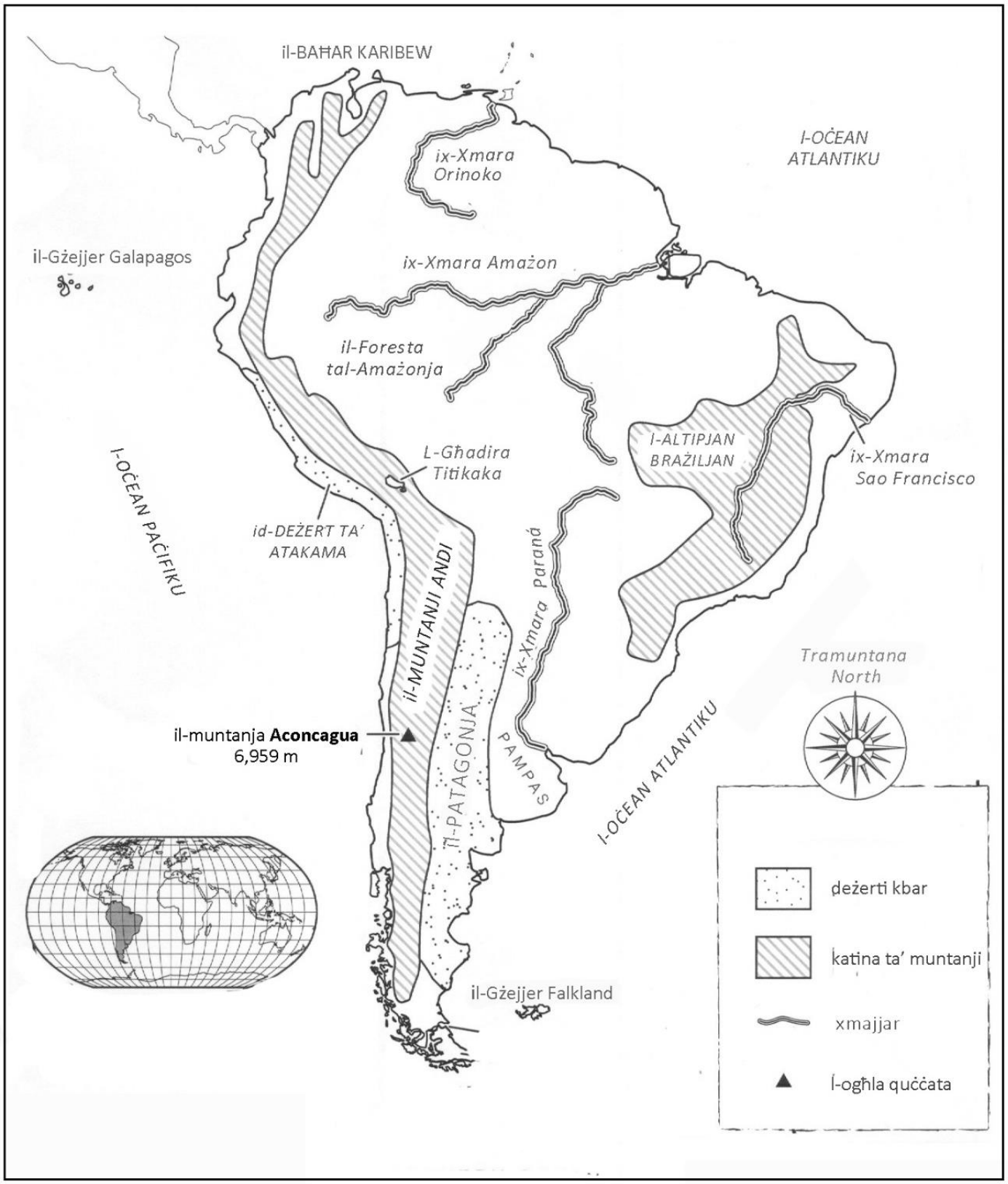
.... **(2)**

Disinn 2

L-Amerika t'Isfel

Disinn 3

L-Amerika t'Isfel



ii. X'jisimha l-itwal xmara tal-Amerika t'Isfel?

..... **(1)**

iii. Semmi xmara oħra li tinsab fl-Amerika t'Isfel.

..... **(1)**

iv. Kemm jinsabu bogħod il-Gżejjer Galapagos mill-eqreb art fl-Ekwador? Uża l-iskala tal-mappa li hemm f'**disinn 2**.

..... **(2)**

v. Il-latitudni 50° Nofsinhar (50° South) jgħaddi minn fuq żewġ pajjiżi fl-Amerika t'Isfel. Liema huma?

.... **(2)**

vi. Semmi żewġ pajjiżi li l-lonġitudni 60° Punent (60° West) jgħaddi minn fuqhom.

.... **(2)**

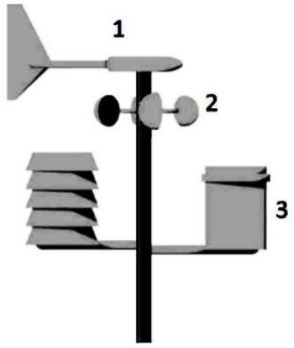
vii. Il-protezzjoni ċivili rċeviet sejħa għall-għajnuna minn ajruplan qabel dan iġġarraf fil-baħar. Il-pilota rnexxielu jagħti l-pożizzjoni eżatta fejn kien, 40° Nofsinhar u 80° Punent (40° South 80° West). Immarka fuq **disinn 2** fejn iġġarraf l-ajruplan.

(4)

Taħriġ 3

Clayton iħobb jisma' ta' kuljum ir-rapport tat-temp. Żar ukoll l-uffiċċju meteoroloġiku tal-ajruport fejn ra kif jaħdmu l-istrumenti tat-temp, bħat-termometru, il-pluvjometru, l-anemometru, il-barometru, il-pinnur, l-igrometru u strumenti oħra. Huwa xtara apparat meteoroloġiku żgħir li jidher f'**disinn 4** biex hu wkoll ikun jista' jaqra t-temp.

a. Wieġeb dawn il-mistoqsijiet.



Disinn 4

i. X'jissejjaħ l-istrument numru 1? .....

ii. Għalfejn nużaw l-istrument numru 1?

.....

.....

iii. X'jissejjaħ l-istrument numru 2? .....

iv. Xi jkejjel l-istrument numru 2?

.....

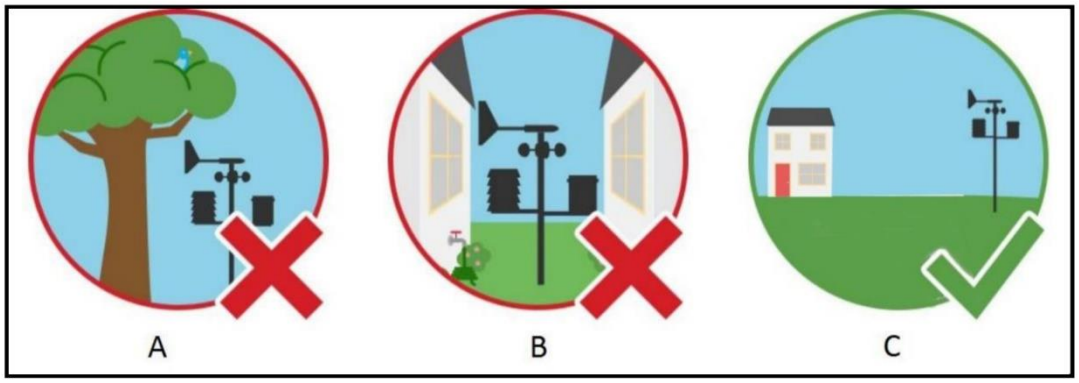
.....

v. L-istrument numru 3 jkejjel ix-xita. X'jissejjaħ dan l-istrument?

.....

(7)

b. Clayton dam jaħsibha fejn se jpoġġi l-apparat li xtara biex dan ikun jista' jagħti kejl preċiż. Wara ħafna ddeċieda li jpoġġi l-apparat meteoroloġiku fil-post immarkat bl-ittra C kif jidher f'**disinn 5**.



Disinn 5

i. Agħti raġuni għaliex Clayton m'għażilx post A.

.....

.....

ii. Agħti raġuni għaliex Clayton m'għażilx post B.

.....

.....

iii. Għaliex taħseb li Clayton għażel post C?

.....

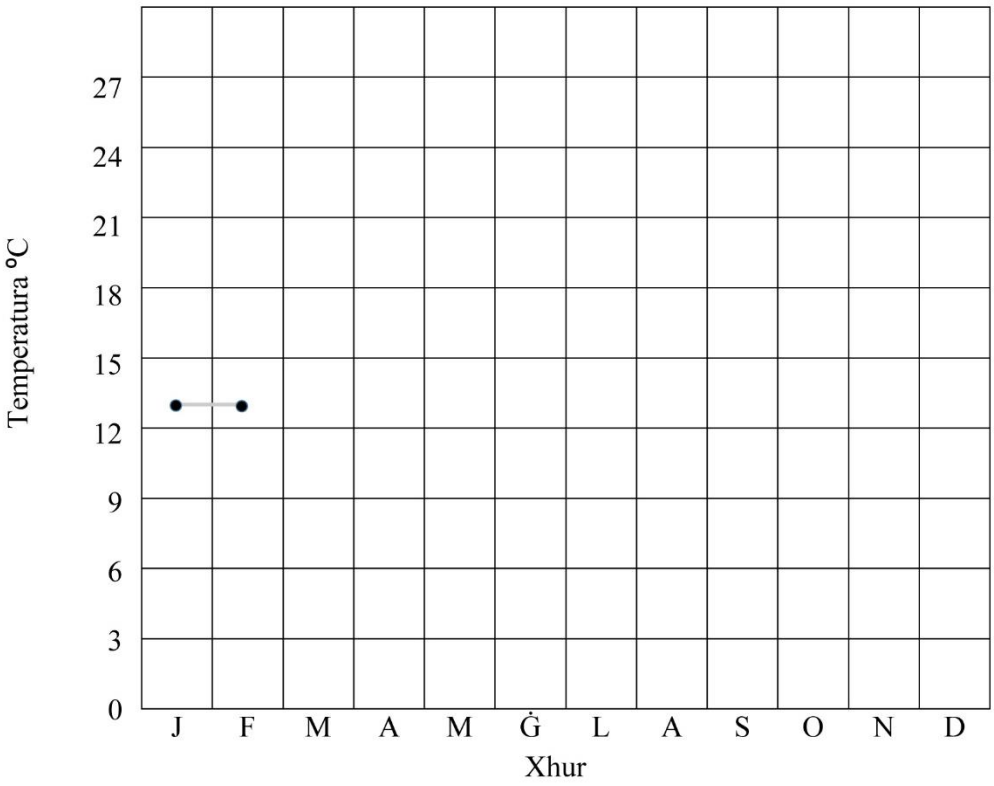
.....

(6)

Taħriġ 4

a. Kompli l-graff f'**disinn 6** li turi t-temperatura tal-Gżejjer Maltin billi tuża t-temperaturi mogħtija fit-tabella t'hawn isfel.
L-ewwel tnejn inħadmu bħala eżempji.

Xahar	J	F	M	A	M	Ġ	L	A	S	O	N	D
Temperatura (ºC)	13	13	14	16	20	24	27	27	24	22	18	15



Disinn 6 **(10)**

b. Wieġeb dawn il-mistoqsijiet.

i. X'istrument intuża biex inġabret din l-informazzjoni?

.....

ii. Fejn għandu jitpoġġa dan l-istrument biex jagħtina kejl preċiż?

.....

iii. Kemm kienet it-temperatura medja fix-xahar ta' April?

.....

iv. Liema huma l-aktar xhur sħan?

....

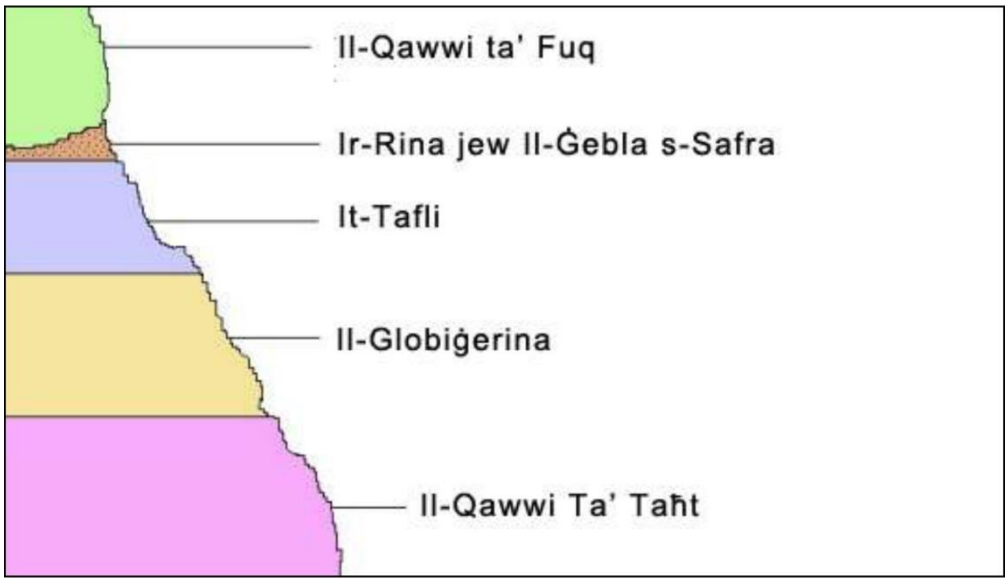
v. Liema huma l-aktar xhur kesħin?

....

(7)

Taħriġ 5

Annalise pinġiet il-blat li nsibu fil-Gżejjer Maltin fuq *chart*. Iċ-*chart* ta' Annalise bl-ismijiet tal-blat tidher f'**disinn 7**.



Disinn 7

a. Liema minn dawn is-sentenzi huma vera jew ħżiena skont dak li pinġiet u llejbiljat Annalise?

		Veru	*Falz*
i.	Il-blat Malti huwa magħmul minn saffi.		
ii.	Il-Qawwi ta' Taħt ifforma l-ewwel.		
iii.	Blat magħmul saff fuq l-ieħor jissejjaħ blat vulkaniku.		
iv.	Il-Globiġerina hija eqdem mill-Qawwi ta' Fuq.		
v.	Ir-Rina u t-Tafli iffurmaw fl-istess żmien.		
vi.	Kull saff ħa 50 sena biex ifforma.		
vii.	Qatt ma nistgħu nsibu t-Tafal fuq il-Qawwi ta' Fuq.		

(4)

b. Ikteb il-verżjoni t-tajba tas-sentenzi li inti mmarkajt bħala ħżiena f'taħriġ 5a.

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(9)

c. Annalise spjegat lil sħabha xi karatteristiċi ta' kull saff. Qaltilhom li l-blat ta' Malta mhux kollu xorta. Hemm xi blat li huwa **permeabbli** u blat ieħor li huwa **impermeabbli**. Ikteb xi jfisser dan il-kliem u agħti eżempju ta' kull tip:

i. **Permeabbli**: .....

.....

Eżempju: .....

ii. **Impermeabbli**: .....

.....

Eżempju: .....

(6)

d. Annalise urithom ukoll xi kampjuni ta' blat. Ikteb l-isem tal-ġebla t-tajba ħdejn kull deskrizzjoni.

i. Blat artab ta' lewn griż li jaħmuh fil-forn biex jagħmlu l-fuħħar.

.....

ii. Blat li jgħaddi l-ilma minnu li għandu lewn bajdani u safrani, jinqata' fil-barrieri u minnu jagħmlu blokok u ċangaturi biex jibnu d-djar.

.....

iii. Blat iebes ħafna u reżistenti li jgħaddi l-ilma minnu. Ifforma l-ewwel u jitkisser fil-barrieri biex jagħmlu ż-żrar u l-briks.

.....

(6)

e. Annalise urithom ukoll xi ritratti ta' fossili li sabet fil-Globiġerina. Fil-qosor spjega għaliex fil-blat tal-Gżejjer Maltin insibu ħafna fossili ta' ħlejjaq tal-baħar.

Disinn 8

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(8)

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit
Annual Examinations for Secondary Schools **Sample Paper**

YEAR 7 **GEOGRAPHY** **TIME: 1 hour**

Name: _____ **Class: _____**

Answer all questions.

Question 1

Look at the map and its key in **Figure 1** and answer the following questions.

d. Name the road where Stephen lives.

..... **(1)**

e. Name the roads where the school is found.

.....

..... **(2)**

c. To arrive to te bus terminus Stephen needs to pass by the (church, hotel, police station, local council). **(1)**

d. From which roads Stephen needs to pass to go to school?

.....

.....

..... **(3)**

e. How far is Stephen's house from the bus station? (70m, 700m, 70km).

(2)

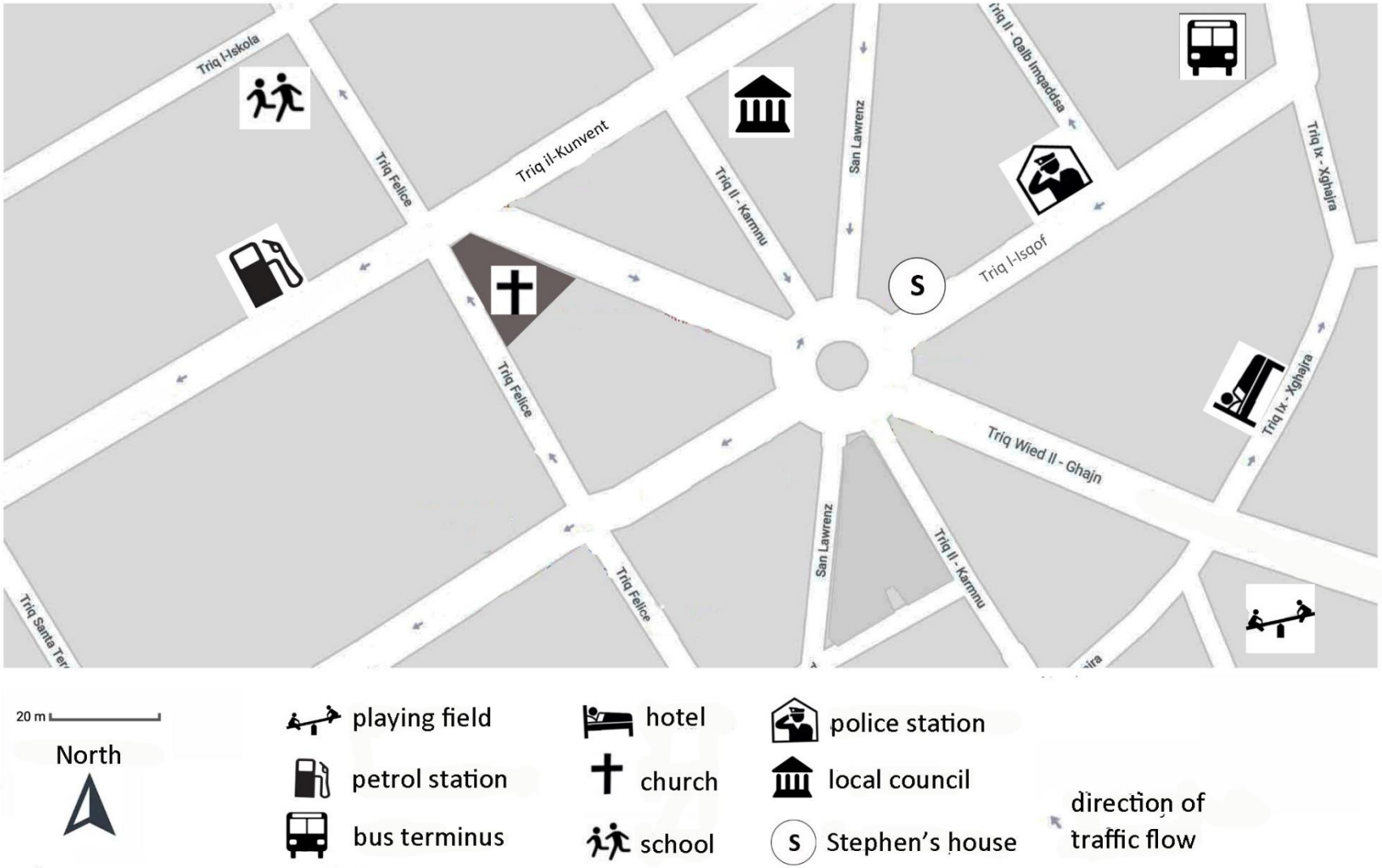
f. How far is the playing field from the church in a straight line? .....

(2)

g. From Stephen's house, the Church is to the (East, North-west, West, North-east).

(1)

Figure 1


Triq l-Iskola
Triq Felice
Triq il-Kunvent
Triq Il - Kammu
San Lawrenz
Triq Il - Qalb Imqaddsa
Triq Ix - Xghajra
S
Triq l-Isqof
Triq Felice
Triq Wied Il - Ghajn
Triq Ix - Xghajra
San Lawrenz
Triq Il - Kammu
Triq Felice
Triq Santa Ter
20 m
North
playing field
petrol station
bus terminus
hotel
church
school
police station
local council
S Stephen's house
direction of traffic flow

h. Stephen's Father needs to fill in the car with petrol. Mark on the map the route taken to arrive to the petrol station. Be careful since some roads are one-way.

(2)

Question 2

Figures 2 and **3** show two maps of South America.

b. Write the name of the country or island.

		Country/Island
1	The biggest country in South America.	
2	A country in South America that does not have a coastline.	
3	Country with the longest coastline along the Pacific Ocean.	
4	The Equator passes through this country.	
5	Island found in the Atlantic Ocean.	

(5)

b. Complete these sentences with the help of **Figure 2** and **3**.

On the West of South America there is a long range of mountains called ..... .

The highest peak in this range of mountains is ..... and it is ..... metres high. This mountain is found in the country named ..... .

(4)

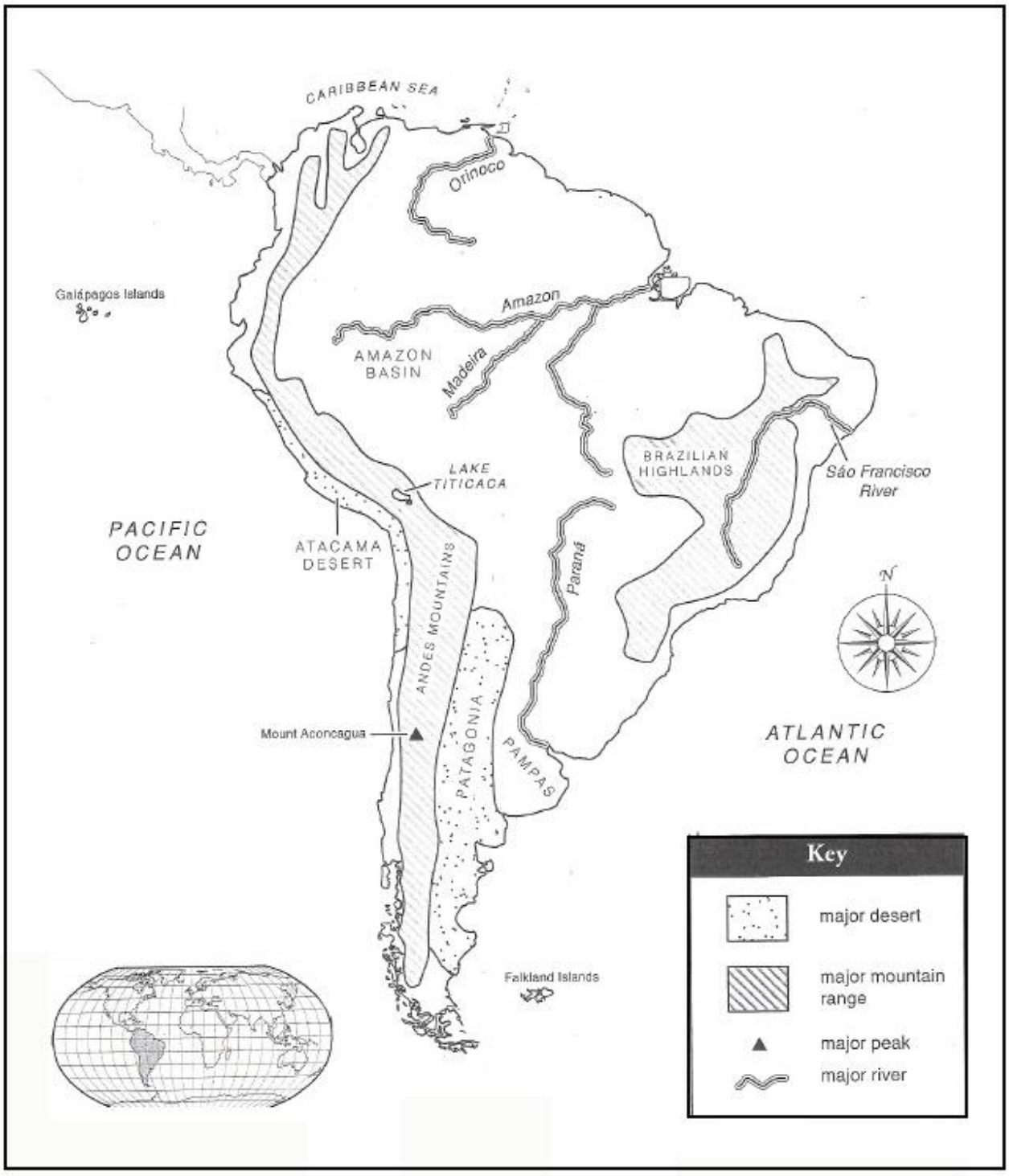
f. Answer these questions with the help of **Figure 2** or **3**.

viii. In which two countries is the Atacama desert found?

.... **(2)**

Figure 2 Map of South America

Figure 3 **Map of South America**



ix. What is the name of the longest river in South America?

..... **(1)**

x. Name another river in South America.

..... **(1)**

xi. How far are the Galapagos Islands from Ecuador? Use the scale of the map found on **Figure 2**.

..... **(2)**

xii. Latitude 50° South passes over two South American countries. Name them.

.... **(2)**

xiii. Name two countries over which passes longitude 60° West.

.... **(2)**

xiv. The civil protection department received a distress call for help from an aeroplane before it crashed in the ocean. The pilot managed to give the exact location before it crashed, 40° South 80° West. Mark on **Figure 2** the exact location where the aeroplane crashed.

(4)

Question 3

Every day Clayton listens carefully to the weather report. He even visited the meteorological Office where he saw how certain weather instruments work, like the thermometer, rain-gauge, anemometer, barometer, wind-vane, hygrometer and various other instruments. He also bought a small weather station seen in **Figure 4** so that he can read the weather.

b. Answer te following questions.

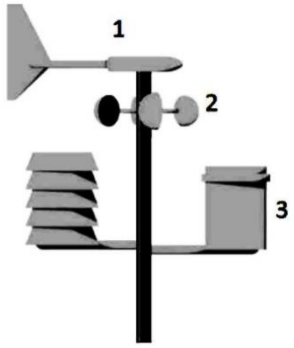


Figure 4

i. What is instrument number 1 called? .....

ii. For what do we use instrument number 1?

.....

.....

iii. What is instrument number 2 called? .....

iv. What does instrument number 2 measure??

.....

.....

v. Weather instrument number 3 measures rainfall. What is it called?

.....

(7)

b. Clayton was not so sure where to place the weather station he bought so that the instruments will provide correct readings. Finally he decided to place the weather station at place marked C on **Figure 5**.

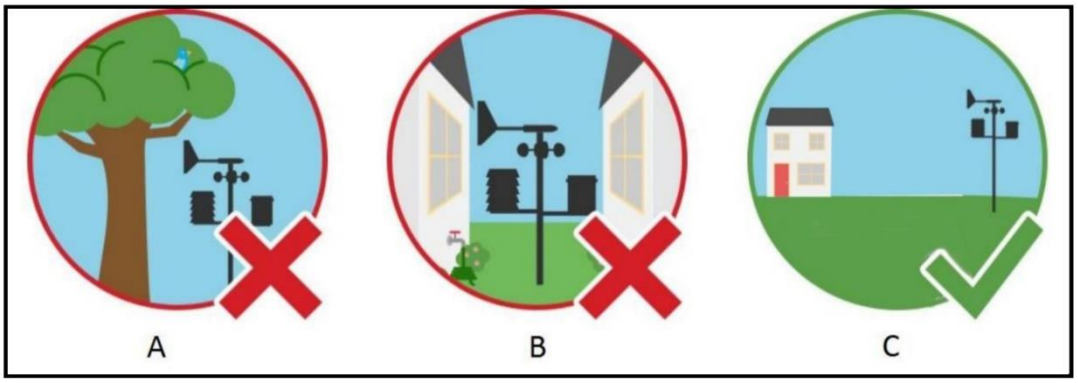


Figure 5

iii. Give one reason to explain why Clayton did not choose place A.

.....

.....

iv. Give one reason to explain why Clayton did not choose place B.

.....

.....

iii. Why do you think Clayton chose place C?

.....

.....

(6)

Question 4

c. Complete the graph in **Figure 6**, showing the temperature for the Maltese Islands, using the temperatures given in the table below. The first two months have been done for you.

Months	J	F	M	A	M	J	J	A	S	O	N	D
Temperature (ºC)	13	13	14	16	20	24	27	27	24	22	18	15

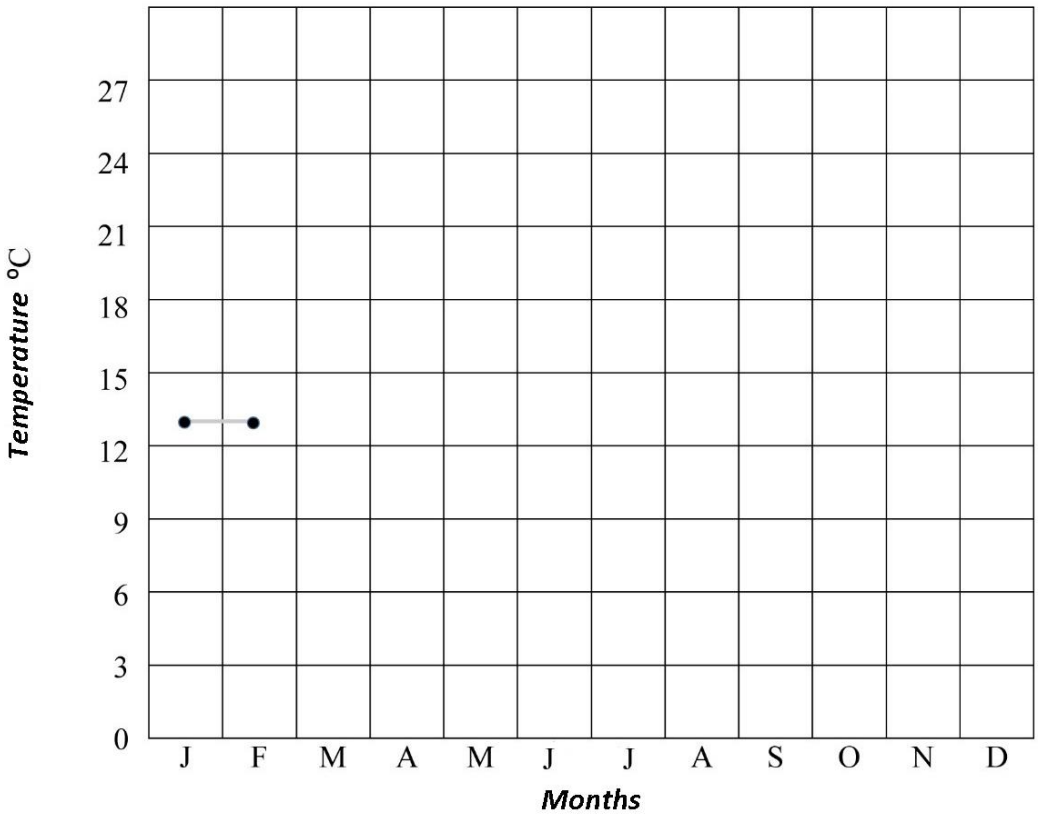


Figure 6 **(10)**

d. Answer the following questions.

vi. What instrument was needed to collect the temperature readings?

.....

vii. Where should this instrument be placed to provide exact readings?

.....

viii. What was the average temperature during the month of April?

.....

ix. Which are the warmest months?

....

x. Which are the coldest months?

....

(7)

Question 6

Annalise drew the rock layers of the Maltese Islands on a chart. The chart with the names of the rock layers is seen in **Figure 7**.

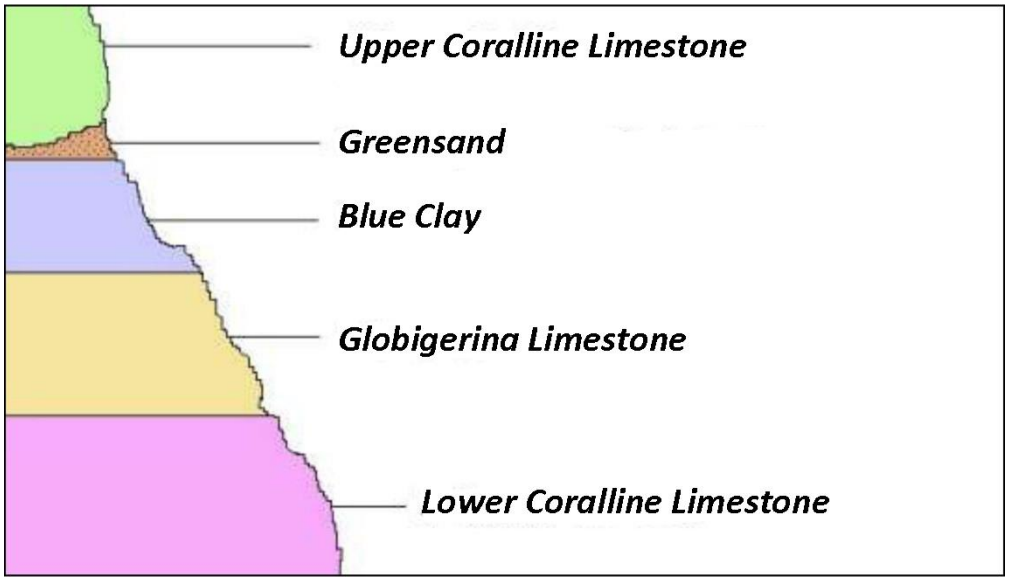


Figure 7

a. Which of these sentences are True or False according to what Annalise drew and labelled on her chart?

		True	*False*
i.	Maltese rocks are found in layers.		
ii.	Lower Coralline Limestone was the first layer to form.		
iii.	Rocks made up of layers one on top of another is known as volcanic rock.		
iv.	Globigerina Limestone is older than Upper Coralline Limestone.		
v.	Greensand and Blue Clay were formed during the same period of time.		
vi.	Every layer took 50 years to form.		
vii.	The Blue Clay layer is never found on top of the Upper Coralline limestone layer.		

(4)

b. Re-write correctly the sentences you marked as False in question 5a.

.....

.....

.....

.....

.....

(9)

c. Annalise explained to her friends the characteristics of each rock layer. She told them that each rock layer in Malta is different. There are some layers which are **permeable** and others which are **impermeable**. Write the meaning of these words and name an example.

iii. **Permeable**: .....

.....

Example: .....

iv. **Impermeable**: .....

.....

Example: .....

(6)

d. Annalise showed them some rock samples. Write the correct name of each rock that corresponds to the description written.

iv. Soft rock which is grey in colour and used for pottery.

.....

v. A rock layer that allows water to pass through, varies in colour from white to yellow and it is cut in quarries and used as a building rock for houses.

.....

vi. A very hard rock which also allows water to pass through. Was the first layer to be formed and it is crushed in quarries to make gravel, spalls and sand.

.....

(6)

e. Annalise showed them also photos of fossils found in Globigerina Limestone. Briefly explain why fossils of sea creatures are found embedded in our rocks.

Figure 8

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