GUIDELINES FOR SOCIAL STUDIES
(GENERAL & OPTION)
Guidelines for Forms 1 and 2

Introduction
Social Studies as a discipline enables students to understand our society from different perspectives. As a school subject it enables them to explore and understand the relationship between people through the study of society starting from the family and their immediate environment to the wider, remote environment (local, national and global). Social Studies provides a unique experience to the student and the school curriculum. It is an essential component in preparing young people for life in the twenty-first century. We live in a dynamic society, so it is crucial for every student to explore and analyze the society around him/her not only to understand how society works and evolves through time, but also to be prepared as a future adult citizen of his/her country and as a global citizen as well.

Social Studies 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, including the active participation of students – at home, school, in their town or village and even on a national/international level.

Paradigms
There are a number of paradigms that underpin this approach to the Social Studies curriculum. These are namely:

• That every student is entitled to a quality curriculum that enables him/her to reach the highest level of attainment that they are able to achieve;
• That in order to do this, student-centred learning is an important approach to teaching and learning;
• That all students are on a continuum of ability (not failure) and that such a continuum needs to be identified within strands of learning for each subject;
• That the concept of diversity means all students (be they ‘the gifted’ or ‘the least able’) should be encouraged to work at their optimum level, and
• That the curriculum management paradigm provides an important professional tool which can be practiced at all levels of the schooling process.

Approaches to Teaching and Learning
The Social Studies curriculum consists of an investigative, student-centred approach to the various aspects of contemporary society from the student’s immediate environment (home and the family) to a much wider perspective (local, national and global context). The use of digital resources and information technology are indispensable tools through which the student explores, discovers and investigates the different aspects related with the study of society. There are various methods how to reach the teaching objectives and enhance Social Studies education through the use of different e-Learning tools. These include: digital video-recording, editing and uploads; Podcasting as well as Brainstorming (offline and online) digital tools. To explore and investigate different social issues students will have the opportunity to work together through teamwork, research and collaborative learning.

Assessment in Social Studies
Assessment needs to be effective, meaningful and fair. The purpose of Assessment for Learning is to provide feedback for teachers and learners on the teaching and learning taking place daily at classroom and school level. This evidence will enable the teacher to adjust the learning programme accordingly in order to improve the quality of learning. Assessment tasks and procedures should be consistent with the activities being done in class to achieve these aims. In this way assessment will be a vital part of the learning programme.
The teacher needs to think of assessment tasks that disclose what has been learnt, what needs further prompting and the next step in learning for the student.

Assessment strategies refer to the different method of data collection and how they are reported in both formative and summative contexts. A number of basic specific strategies include clear and shared learning intentions, specific and reachable success criteria, effective questioning, feedback that feeds forward, self and peer assessment. Assessment for learning and teaching is an essential part of promoting students’ active participation at the level of their understanding. There is an important distinction between strategies to assess attainment as opposed to achievement.

Assessment of attainment relates to the ‘academic’ work in the subjects of the curriculum. Assessment of achievement relates to the broader issues that relate to attainment but includes other concerns such as student effort and motivation.

Assessment should be formative and ongoing. As students complete their work examples of it can be kept. The teacher may also make written comments in their own diary and separately encourage the students to write their own evaluation.

A classroom culture where a growth mindset is promoted needs to be created. It is a culture where learning is a priority, where learners yearn for that information that will stretch their knowledge, where the classroom changes into learning communities. Assessment for learning strategies are further elaborated in the Handbook for the Teaching of Social Studies (2012), Appendix 3

Social Studies Examinations

Examination questions in Social Studies will be structured with gradients of difficulty, including objective questions (for example completion, true/false, multiple choice questions, close 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 social, political and economic concepts and knowledge, the acquisition of basic social skills and the development of attitudes and values in all the strands of learning. Candidates will be required to attempt all sections.

The Social Studies Annual Examination Paper for Form 1 shall consist of SEVEN sections:

Section A: A general exercise of 10 fill-in the blank questions of 1 mark each Total: 10 marks
Section B: 10 matching items of 1 mark each Total: 10 marks
Section C: 10 multiple choice questions of 1 mark each Total: 10 marks
Section D: 5 True and False statements (stating the reason why) of 2 marks each Total: 10 marks
Section E: 5 situation or application questions of 4 marks each (*) Total: 20 marks
Section F: A passage and/or a picture with a set of questions (questions test different skills including understanding, analysis, application and inference) Total: 20 marks
Section G: 1 composition of about 120-150 words Total: 20 marks

Duration of examination: 1 ½ hrs.
In this exercise, students will be asked questions like: “What would you do in such a situation?” or “How would you have reacted in such and such a situation?”

The Social Studies Annual Examination Paper for Form 2 shall consist of SEVEN sections:

Section A: A general exercise of 10 fill-in the blank questions of 1 mark each

Total: 10 marks

Section B: 10 matching items of 1 mark each

Total: 10 marks

Section C: 10 multiple choice questions of 1 mark each

Total: 10 marks

Section D: 5 True and False statements (stating the reason why) of 2 marks each

Total: 10 marks

Section E: 5 situation or application questions of 4 marks each (*)

Total: 20 marks

Section F: A passage and/or a picture with a set of questions (questions test different skills including understanding, analysis, application and inference)

Total: 20 marks

Section G: 1 composition of about 150-180 words

Total: 20 marks

Total: 100 marks

Duration of examination: 1 ½ hrs.

The important contribution of eLearning

eLearning is about making learning more flexible by providing access to tools that give greater possibilities to teaching and learning. The question, “What can teachers and students do today that they could not do without technology?” has to be the guiding rule that helps teachers and students use the tools to achieve skills that are expected in a 21st century learning environment. Digital technologies give control over to the users as to when and where they study while allowing them to develop at their own pace. Digital technology has the potential to provide a student centred learning environment tailored to meet individual needs.

Digital technology, including the use of the interactive whiteboard and the internet, plays a critical role in allowing teachers of Social Studies to focus on student-centred approaches. Integrating digital technology into the Social Studies curriculum is an essential way to retool our schools and turn them into learning spaces that will prepare our learners for tomorrow. Integrating technology into the Social Studies curriculum is not the same as being competent in using the computer. Leaders should stop thinking about technology training and how it can be used in the classroom and start thinking about curriculum training that incorporates technology.

Further information

For further guidance how teachers can interpret the syllabus for learners of different abilities in the same class and across classes, relevant pedagogies and teaching/learning strategies that allow this type of teaching to different levels, how graded assessment will actually work, and relevant resources, teachers are kindly requested to refer to the Form 1 and Form 2 curriculum (published on Fronter and CMeLD’s website), to the Handbook for the Teaching of Social Studies (2012), and to the various resources and website links that are available on the Fronter platform.
Guidelines for Forms 3, 4 and 5 (General and Option)

Introduction
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**Social Studies Examinations**

Examination questions in Social Studies (*General and Option*) will be structured with gradients of difficulty, including objective questions (for example completion, true/false, multiple choice questions, close 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 social, political and economic concepts and knowledge, the acquisition of basic social skills and the development of attitudes and values in all the strands of learning. Candidates will be required to attempt all sections.

**Guidelines for Form 3 Annual Examinations**

The Social Studies Annual Examination Paper (*General*) shall consist of SIX sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Questions/Format</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10 fill in the blanks statements of 1 mark each</td>
<td>10</td>
</tr>
<tr>
<td>B</td>
<td>10 multiple choice questions of 1 mark each</td>
<td>10</td>
</tr>
<tr>
<td>C</td>
<td>5 true and false statements of 2 marks each (students will be asked to state the reason)</td>
<td>10</td>
</tr>
<tr>
<td>D</td>
<td>5 short questions of 5 marks each</td>
<td>25</td>
</tr>
<tr>
<td>E</td>
<td>A passage with a set of graded questions (questions test different skills including knowledge, understanding, analysis and evaluation)</td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td>1 composition of about 180-200 words</td>
<td>20</td>
</tr>
</tbody>
</table>

**Duration of examination: 1½ hours**
The Social Studies Annual Examination Paper (Option) shall consist of FIVE sections:

Section A: **10 multiple choice questions** of 1 mark each  
Total: 10 marks

Section B: A **passage** with a set of graded questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)  
Total: 25 marks

Section C: A **passage** with a set of graded questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)  
Total: 25 marks

Section D: **5 short questions** of 4 marks each  
Total: 20 marks

Section E: **1 composition** of about 200-230 words  
Total: 20 marks

Total: **100 marks**

**Duration of examination: 1½ hours**

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**Guidelines for Form 4 Annual Examinations**

The Social Studies Annual Examination Paper (General) shall consist of FIVE sections:

Section A: **10 multiple choice questions** of 1 mark each  
Total: 10 marks

Section B: A **passage** with a set of questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)  
Total: 25 marks

Section C: **5 short questions** of 5 marks each  
Total: 25 marks

Section D: A **paragraph** of 150 words  
Total: 15 marks

Section E: **1 composition** of about 250 words  
Total: 25 marks

Total: **100 marks**

**Duration of examination: 1½ hours**

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The Social Studies Annual Examination Paper (Option) shall consist of FIVE sections:

Section A: A **passage** with a set of graded questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)  
Total: 25 marks

Section B: A **passage** with a set of graded questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)  
Total: 25 marks

Section C: **5 short questions** of 5 marks each  
Total: 25 marks

Section D: **1 composition** of about 250-275 words  
Total: 25 marks

Total: **100 marks**

**Duration of examination: 1½ hours**
## Guidelines for Form 5 Final Examinations

The Social Studies *(General)* Final Examination Paper shall consist of **FIVE** sections:

- **Section A:** 10 multiple choice questions of 1 mark each
  - Total: 10 marks
- **Section B:** A passage with a set of questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)
  - Total: 25 marks
- **Section C:** 5 short questions of 5 marks each
  - Total: 25 marks
- **Section D:** A paragraph of 150 words
  - Total: 15 marks
- **Section E:** 1 composition of about 250 words
  - Total: 25 marks

**Total: 100 marks**

**Duration of examination:** 1¾ hrs

The Social Studies *(Option)* Final Examination Paper shall consist of **THREE** sections:

- **Section A:** A passage with a set of questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)
  - Total: 25 marks
- **Section B:** A passage with a set of questions (*questions test different skills including knowledge, understanding, analysis and evaluation*)
  - Total: 25 marks
- **Section C:** 2 compositions of about 250-275 words each
  - Total: 50 marks

**Total: 100 marks**

**Duration of examination:** 1½ hrs

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**The important contribution of eLearning**

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Further information
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