

Guidelines for RE

Year 9

List of Subject Foci

- 1. Community life, relationships and roles in communities of faith**
- 2. Religion and Society**
3. Major World Religions- Beliefs, Traditions, Practices
- 4. Respect and conviviality**
5. Connectedness with myself, others and God
- 6. Challenging aspects in human experience** in the light of Catholic Tradition and the Biblical message
7. Word of God - The Bible
- 8. Choosing role models**
- 9. Understanding moral language**
- 10. Maturing in education through the virtues**

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in **Religious Knowledge** at MQF Level 1, 2 or 3. Level 3 is the highest level which can be obtained for this qualification.

Table below refers to the qualification levels on the Malta Qualifications Framework (MQF) with minor modifications to reflect specific **Religious Knowledge** descriptors. These are generic statements that describe the depth and complexity of each MQF level of study and outline the knowledge, skills and competences required to achieve an award at Level 1, 2 or 3 in **Religious Knowledge**.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general related knowledge</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to the immediate environment and expressed through a variety of simple tools and context as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in an environment; 3. Is aware and understands basic tasks and instructions; 4. Understands basic textbooks. 	<p>Basic factual knowledge of the fields of work or study.</p> <ol style="list-style-type: none"> 1. Possess good knowledge of the field of work or study; 2. Is aware and interprets related information and ideas; 3. Understands facts and procedures in the application of basic related tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others. 	<p>Knowledge of facts, principles, processes and general concepts in the field of work or study.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to Religious knowledge; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in the field of work or study; 3. Understands facts and procedures in the application of more complex tasks and instructions; 4. Selects and uses relevant knowledge acquired on one's own initiative to accomplish specific actions for self and others.
<p>Basic skills required to carry out simple related tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 	<p>Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve related routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex related tasks within the field of work or study; 	<p>A range of cognitive and practical skills required to accomplish related tasks and solve related problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed skills to carry out more than one complex related task effectively and in

MQF Level 1	MQF Level 2	MQF Level 3
<p>3. Follows instructions and be aware of consequences of basic actions for self and others.</p> <p>Work out or study under Direct Supervision in a structured context.</p> <ol style="list-style-type: none"> 1. Applies basic knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences at this level. 	<ol style="list-style-type: none"> 2. Communicates basic related information; 3. Ensures related tasks are carried out effectively. <p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual knowledge and practical skills to do some structured tasks; 2. Ensures one acts pro-actively; 3. Carries out related activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key competences at this level. 	<p>unfamiliar and unpredictable contexts;</p> <ol style="list-style-type: none"> 2. Communicates more complex information; 3. Solves basic related problems by applying basic methods, tools, materials and information given in a restricted learning environment. <p>Take responsibility for completion of related tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> 1. Applies knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving related problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality controlled learning environments, normally in a school environment; 4. Acquires key competences at this level as a basis for lifelong learning.

Scheme of Assessment

The assessment consists of:

Coursework: 30% of the total marks; comprising 3 tasks of equal weighting i.e. 10% each; set during the three-year course programme.

Controlled assessments: 70% of the total marks; comprising of a two-hour written exam; set at the end of the programme and differentiated between two tiers:

- a. MQF levels 1 and 2;
- b. MQF levels 2 and 3.

Candidates can obtain a level higher than Level 1 if they satisfy the examiners in both school-based assessment and controlled assessments, irrespective of the total marks obtained.

Coursework (30% of the total mark)

The Coursework consists of **THREE** practical assignments consisting of a combination of the following modes:

- (i) Case Study Report;
- (ii) Research Project;
- (iii) Synoptic Essay;
- (iv) Presentation;
- (v) Thematic Time-Line.

Coursework will be used to evaluate skills that cannot be assessed by a conventional summative examination. It is recommended that a significant proportion of coursework is done in class under direct teacher supervision. These assignments will be set and marked by the teacher.

Coursework can be pegged at either of two categories:

- A coursework at MQF level categories 1-2 must identify assessment criteria from these two MQF levels. The ACs are to be weighted within the assignment's scheme of work and marking scheme at a ratio of 40% at Level 1 and 60% at Level 2.
- A coursework at MQF level categories 1-2-3 must identify assessment criteria from each of Levels 1, 2, and 3. These ACs are to be weighted within the assignment's scheme of work and marking scheme at a ratio of 30% at each of Levels 1 and 2 and 40% at Level 3.
- The mark for assignments at level categories 1-2 presented for a qualification at level categories 2-3 is to be recalculated to 60% of the original mark. The mark stands in all other cases.

As indicated in Table below, the first coursework assignment is to be carried out in Year 9 (Form 3), the second assignment in Year 10 (Form 4), and the third assignment in Year 11 (Form 5). These shall be based on Learning Outcomes 3, 8 and 10. All assignments

accompanied by the assessment criteria are to be available at the candidates' schools for moderation by the Markers' Panel by the date established by the MATSEC Board. Teachers can opt for other modes of assessment besides those listed but they need prior written approval by Matsec

Each coursework assignment is marked out of 100 marks and will carry 10% of the total assessment mark. The combined marks of the five coursework assignments will contribute to 30% of the total marks of the assessment. Each of the coursework assignments can be presented by the students in English or in Maltese.

The coursework assignments will be distributed as follows:

	Conducted in	Total Exam Weighting	Assessment Modes and Learning Outcomes
Coursework 1	Year 9	10%	Mode: (any) Learning Outcomes: (any one from LO3, LO8 and LO10.)
Coursework 2	Year 10	10%	Mode: (any) Learning Outcomes: (any one from LO3, LO8 and LO10.)
Coursework 3	Year 11	10%	Mode: (any) Learning Outcomes: (any one from LO3, LO8 and LO10.)

Each coursework should be based on one Learning Outcome from LO3, LO8, and LO10. Only one coursework assignment can be assigned on the same Learning Outcome. During the three-year programme at least TWO modes of assessment should be used.

Table 3: Coursework: modes and weighting

The examination paper is divided into **THREE** Sections: Sections A, B and C.

Section A (20%) consists of short answer questions, focusing on content from Learning Outcomes designated for coursework and may include assessment criteria from all the syllabus.

Section B (20%) consists of **TWO** essay type questions to choose **ONE**, targeting the content of the LO7, designated for controlled assessment only and may include assessment criteria from all the syllabus.

Section C (60%) consists of **THREE** compulsory source or structured type questions, each assigned twenty marks, focusing on the content of the Learning Outcomes designated for controlled assessment only and may include assessment criteria from all the syllabus.

Category Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions will be objective (multiple choice questions, completion, true/false, cloze, matching *etc.*), and structured, requiring short responses. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

Category Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions will be varied and will include objective, problem solving and free response writing. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

For further information

<https://www.um.edu.mt/matsec/syllabi/secsyllabi2021>