

SEC 27 Social Studies OPTION

YEAR 9



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- LO1. I can understand, explain and critically reflect on the concepts of self, identity and culture, the intersection between them and associated sociological concepts, perspectives and schools of thought. (Coursework & Controlled)
- LO3. I can understand, critically appraise and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on the family and education. (Controlled)
- LO4. I can understand, critically appraise and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on religion, the economy and leisure and health. (Coursework & Controlled)

Learning Outcomes and Assessment Criteria

Subject Focus 1:	The Self, Culture & Identity
Learning Outcome 1:	I can understand, explain and critically reflect on the concepts of self, identity and culture, the intersection between them and associated sociological concepts, perspectives and schools of thought.
(Coursework & Controlled)	Culture and Identity, The Individual as a Social Being, Socialisation.

Culture and Identity

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1a Define culture.	1.2a Describe the different elements that make up culture.	1.3a Discuss how globalisation impacts culture.
1.1b Define cultural diversity and/or multiculturalism.	1.2b Elaborate on the challenges that multiculturalism has for social integration.	1.3b Critically examine social integration policy in Malta.
1.1c Define sub-culture and/or counter-culture.	1.2c Distinguish between subculture and counterculture. <i>ethnic, religious, and music subcultures.</i>	1.3c Elaborate on a subculture and/or counterculture and its links to social and cultural change. (e.g. the 1960s counterculture or punk subculture).
1.1d Define the concepts of the self and/or personal identity.	1.2d Elaborate on the intersection between personal, social and/or national identity, and how these are related.	1.3d Appraise how forces of social change are impacting the notion of self, and personal, social and national identity.
1.1e Define real and/or ideal culture.	1.2e Exemplify the differences between real and ideal culture.	1.3e Analyse idealised/mythologised elements of Maltese culture.

1.1f Define cultural lag and/or cultural clash/conflict.

1.2f Elaborate on the factors that cause cultural lag and cultural conflict.

1.3f Examine what strategies may be adopted to minimise cultural conflict.

The individual as a Social Being

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1g Define social being and/or social interaction.	1.2g Elaborate on the importance of community attachments and/or active participation in society.	1.3g Compare and contrast 'agency' and 'structure', referring to the potential interaction between the two (structuration).
	1.2h Differentiate between the 'me' and the 'I' with reference to G.H. Mead.	1.3h Describe G.H. Mead's theory of the self with reference to Mead's concept of "the generalised other".
1.1i Identify social contexts that influence the concept of self. <i>family, school.</i>	1.2i Describe "the looking glass" self theory.	1.3i Elaborate on "the looking glass" self theory. <i>stages of development of the self.</i>
1.1j Define self-esteem.	1.2j Differentiate between positive and negative self-esteem with reference to examples.	1.3j Discuss the factors that influence self-esteem in a positive and/or negative way.
1.1k Define social stereotypes.	1.2k Elaborate on social stereotypes.	1.3k Analyse the concept of 'herd behaviour' with reference to examples of such behaviour in the Maltese social context.

Socialisation

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
1.1l Define socialisation.	1.2l Describe how socialisation takes place.	1.3l Explain the importance of socialisation in society and what happens if individuals lack this process.
1.1m Differentiate between the different stages or types of socialisation. <i>primary, secondary & adult socialisation, anticipatory socialisation and resocialisation.</i>	1.2m Distinguish between the positive and negative effects of socialisation.	1.3m Explain how socialization may be influenced. (e.g. by social class, race, gender, age).
1.1n Define agents of socialisation/socialising agents.	1.2n Explain the roles and/or functions of different socialising agents.	1.2n Compare and contrast the importance of the different socialising agents in society today. <i>family, religion, education, peer group, political parties, mass media, and the workplace</i>
1.1o Define norm/value internalisation.	1.2o Examine the link between the development of the concept of self and socialisation.	1.3o Elaborate on the factors leading to changing patterns of socialisation in contemporary Maltese society.

Subject Focus 3:	Social Groups and Social Institutions
Learning Outcome 3:	I can understand, critically appraise and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on the family and education.
(Controlled)	Social Groups, Social Institutions: The Family, Education

Social Groups

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1a Define social groups.	3.2a Elaborate on the importance of social groups and/or social identity.	3.3a Differentiate between primary and secondary groups.
3.1b List types of social groups. (e.g. peer groups, pressure groups & ethnic groups).	3.2b Elaborate on the distinction between peer groups and pressure groups.	3.3b Discuss the role and/or functions of peer groups..
3.1c Define reference groups.	3.2c Elaborate on the link between social identity and social groups.	3.3c Explain the stages of group development.
3.1d Define group conflict.	3.2d Discuss how group conflict develops.	3.3d Examine the causes and/or effects of group conflict using examples from the Maltese scenario.
3.1e Identify conformity and non-conformity.	3.2e Elaborate on the sociological importance of dissent and non-conformity.	3.3e Discuss the importance of non-conformity, dissent and/or rebellion for cultural innovation and social change. <i>reference to sociological theory and examples from recent socio-political developments in Malta.</i>

3.1f Define conflict management.

3.2f Distinguish between conflict management, conflict resolution and/or conflict transformation.

3.3f Analyse the functions of social conflict.

Social Institutions: The Family

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1g Define social institutions.	3.2g Elaborate on the roles and functions of social institutions in Malta. <i>the family, education, religion, economy, the media, health.</i>	3.3g Examine how the roles and functions of social institutions are changing to meet the demands of social change.
3.1h Define family.	3.2h Elaborate on how different cultures across the globe understand and/or experience the family differently.	3.3h Discuss how contemporary social processes are challenging traditional Christian understandings of the family.
3.1i List types of families. <i>traditional, symmetrical, modern, patriarchal and matriarchal.</i>	3.2i Elaborate on types of families. <i>traditional, symmetrical, modern, patriarchal matriarchal.</i>	3.3i Analyse types of families. <i>traditional, symmetrical, modern, patriarchal and matriarchal.</i>
3.1j Identify the rights and/or responsibilities of family members.	3.2j Elaborate on the different roles, responsibilities and/or rights of family members.	3.3j Examine how the roles, responsibilities and/or rights of family members are evolving to meet the demands of a changing society.
3.1k List the functions of the family. <i>social, educational, economic, reproductive, psychological, emotional.</i>	3.2k Explain functions of the family in contemporary society, with/without examples. <i>social, educational, economic, reproductive, psychological, emotional.</i>	3.3k Critically appraise how the functions of the family have evolved as a result of social change. <i>social, educational, economic, reproductive, psychological, emotional.</i>
3.1l List forms of family. <i>nuclear, extended and lone parent.</i>	3.2l Describe different forms of family. <i>nuclear, extended, modified extended, lone parent, LGBTIQX, step family, cohabitation.</i>	3.3l Compare and contrast the different forms of family in detail. <i>nuclear, extended, modified extended, lone parent, LGBTIQX, step family, cohabitation.</i>
3.1m List types of marriage. <i>monogamy, polygamy, polyandry, same-sex.</i>	3.2m Elaborate on the different types of marriage. <i>monogamy, polygamy, polyandry, same-sex.</i>	3.3m Discuss how the emphasis on individual wellbeing in contemporary society is impacting marital relationships.

3.1n List types of family friendly measures.	3.2n Elaborate on how the family structure has changed over time. <i>pre-industrial, industrial and technological/post-industrial</i>	3.3n Discuss how economic realities have impacted the structure of the family.
3.1o List measures from Malta's Family Law (1993).	3.2o Comment on the changes brought about by the introduction of Malta's Family Law (1993).	3.3o Elaborate on the "the dark side of the family".
3.1p Define domestic violence and/or parental alienation.	3.2p Describe the causes and effects of domestic violence and/or parental alienation.	3.3p Discuss the legal provisions on domestic violence and/or parental alienation and/or gender-based violence in Malta.

Social Institutions: Education

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
3.1q Define education.	3.2q Discuss education as a basic human right.	3.3q Describe the barriers to education experienced by children across the globe. (e.g. poverty, lack of schools or an inadequate educational infrastructure, inadequate teacher training, cultural norms and practices that combat educational achievement/advancement, gender stereotypes and gender discrimination that act against the schooling and educational advancement of girls and women, the exclusion of persons with disability, inaccessibility etc.)
3.1r Define learning.	3.2r Differentiate between education and learning.	3.3r Discuss the benefits of education and/or learning
3.1s Define state and/or non-state education.	3.2s Differentiate between state and non-state education.	3.3s Examine the differences between state and non-state education.
3.1t Define formal, non-formal and/or informal education.	3.2t Describe the difference between formal, non-formal and/or informal education	3.3t Discuss formal, informal and non-formal education, citing examples on the importance of a holistic approach to education for individual and/or social wellbeing.
3.1u Define National Minimum Curriculum and/or the hidden curriculum.	3.2u Elaborate on National Minimum Curriculum and/or the hidden curriculum.	3.3u Discuss how schools and school curricula may serve to perpetuate social differences versus reducing and combating them.
3.1v Define inclusive learning.	3.2v Describe inclusive education policy, citing examples of best practices to this effect from the local scenario.	3.3v Critically appraise the status of education policy in Malta from a pan-European perspective.

3.1w Define life-long learning.	3.2w Explain the main elements of life-long learning.	3.3w Compare and contrast measures for lifelong learning in Malta.
3.1x List opportunities for student mobility.	3.2x Elaborate on opportunities for student mobility in Malta.	3.3x Investigate the benefits of Maltese students studying abroad and/or of foreign students coming to study in Malta.
3.1y Define school absenteeism, school drop-outs and/or illiteracy.	3.2y Elaborate on the phenomena of school absenteeism, school drop-outs and/or illiteracy, with reference to local studies on the subject.	3.3y Discuss the concept of learning to labour. (e.g. how schooling may serve the interests and act as an extension of capitalism).
3.1z Define pedagogy.	3.2z Outline how education may combat poverty.	3.3z Explain how education may combat social inequalities.

Subject Focus 3:	Social Groups and Social Institutions
Learning Outcome 4:	I can understand, critically appraise and reflect upon social groups and social institutions through the lens of diverse social science perspectives and with special emphasis on religion, the economy and leisure and health.
(Coursework & Controlled)	Social Institutions: Religion, The Economy, Work & Leisure, Health

Social Institutions: Religion

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1a Define religion.	4.2a Describe the main functions of religion.	4.3a Discuss how religion may prove to be functional and/or dysfunctional for society.
4.1b Distinguish between the sacred and profane elements of religion.	4.2b Distinguish between monotheism, polytheism, agnosticism and/or atheism with/without citing examples of each of these belief systems in the process.	4.3b Discuss the struggle between religion and science in contemporary society.
4.1c List the main world religions. <i>Christianity, Islam, Buddhism, Hinduism, Judaism</i>	4.2c Compare and contrast the main world religions. <i>Christianity, Islam, Buddhism, Hinduism, Judaism</i>	4.3c Discuss the distinction between religiosity and spirituality.
4.1d List different types of religious organizations. <i>churches, sects, new religious movements, denominations and cults</i>	4.2d Distinguish between the different types of religious organizations.	4.3d Examine the causes leading to the rise of religious pluralism in Malta.
4.1e Define secularisation.	4.2e Describe the main aspects of secularisation.	4.3e Discuss the distinction between a secular and a non-secular state.

4.1f Define religious fundamentalism.

4.2f Distinguish between religious freedom, religious tolerance and religious diversity.

4.3f Explain the importance of religious freedom, tolerance and diversity in free, democratic societies.

Social Institutions: The Economy, Work & Leisure

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1g Define economy, work and/or division of labour.	4.2g Discuss the positive and negative effects of division of labour.	4.3g Examine the connection between division of labour and social change with reference to sociological theory.
4.1h List functions of the economy for society. <i>production, allocation, distribution and regeneration</i>	4.2h Elaborate on the importance of the economy, work, leisure and/or work ethics for both the individual and/or the wider society at large.	4.3h Examine the concept of work-life balance. (including examples of local policy measures that may be introduced or strengthened to increase this balance).
4.1i Define leisure.	4.2i Describe changing leisure patterns in Malta.	4.3i Analyse changing leisure patterns in Malta and their implications on health and social wellbeing.
4.1j Mention the stages of the transformation of work. <i>pre-industrial, industrial, technological</i>	4.2j Elaborate on the stages of the transformation of work. <i>pre-industrial, industrial, technological</i>	4.3j Discuss how transformations in the world of work have spurred important changes in the wider society.
4.1k Define equal pay for equal work.	4.2k Elaborate on the development of labour rights in Malta from the 1900s to date.	4.3k Explain how gender, age and/or other forms of differentiation and social stratification often spill over in the world of work. (e.g. disability, race/ethnicity)
4.1l Define occupational status.	4.2l Elaborate on how occupational status may be related to skill set, economic function, and/or social status.	4.3l Examine how occupational status, financial independence and contribution to the economy is important for the individual's sense of identity.

<p>4.1m Identify the sectors of the employment structure.</p> <p><i>primary, secondary, tertiary, quaternary, quinary sectors</i></p>	<p>4.2m Identify jobs found in each sector of the employment structure.</p>	<p>4.3m Discuss what specific niche sectors may be further developed to continue to secure the diversification of the Maltese economy.</p>
<p>4.1n Define economic restructuring and/or niche economic sectors/markets.</p>	<p>4.2n Distinguish between free market (<i>laissez faire</i>), centralised (command), and mixed economies.</p>	<p>4.3n Discuss the benefits or otherwise that post-independence Malta reaped from the restructuring of the economy and its increasing openness to a neo-liberal economic model.</p>
<p>4.1o Define key economic indicators.</p>	<p>4.2o Elaborate on important economic indicators.</p> <p><i>gross domestic product, inflation rate, unemployment rate, balance of trade, interest rates, currency strength</i></p>	<p>4.3o Examine how Malta's integration in the EU has impacted its economy.</p> <p>(positively, negatively).</p>
<p>4.1p Define job mobility.</p>	<p>4.2p Elaborate on the link between job mobility and career progression.</p>	<p>4.3p Examine the pivotal role that life-long learning, training and re-skilling play for job mobility and/or career advancement and/or the impact that an effectively trained workforce has on the economy.</p>
<p>4.1q Define NEETs (not in education, employment and training).</p>	<p>4.2q Distinguish between unemployment, under-employment and full-employment</p>	<p>4.3q Examine the effects of long-term and chronic unemployment.</p> <p><i>effects on the individual, the economy/society, measures that may be introduced/strengthened to combat unemployment (national and EU levels).</i></p>
<p>4.1r Define industrial relations.</p>	<p>4.2r Elaborate on the importance of bringing social partners effectively together to avoid industrial conflict and to ensure social cohesion.</p> <p>(e.g. trade unions, employers' associations, government etc, referring to best practices such as MCESD, ILO)</p>	<p>4.3r Critically appraise the climate of industrial relations in Malta.</p>

4.1s Define cooperatives and/or SMEs.	4.2s Elaborate on the role of cooperatives and/or small and medium-sized enterprises (SMEs) in the economy.	4.3s Critically appraise the state of co-operatives and/or SMEs in Malta, including reflections on ways to incentivise such structures.
4.1t Define voluntary work and NGOs.	4.2t Outline the importance of voluntary work. <i>the individual, social well-being.</i>	4.3t Discuss how voluntary work may be fulfilling and important for self-development.

Social Institutions: Health

Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
4.1u Define health.	4.2u Elaborate on the WHO definition of health as a holistic concept, with reference to the four determinants of health according to the WHO. <i>the social and economic environment, the physical environment, lifestyle, and individual characteristics and behaviours</i>	4.3u Examine how the WHO definition of health may be better applied in Malta.
4.1v Define Occupational health and safety.	4.2v Elaborate on the structures in place in Malta to ensure occupational health and safety.	4.3v Critically appraise occupational health and safety policy in Malta, including ways of how this may be improved.
4.1w Define healthy lifestyle.	4.2w Describe healthy living. <i>social activity, hygiene, stress management, health care, healthy diet, sports, regular physical exercise</i>	4.3w Examine the impact that the modern lifestyle driven by increased consumerism and materialism has on health and social wellbeing.
4.1x Identify causes of illness.	4.2x Elaborate on the social causes of illness. <i>health as affected by social conditions</i>	4.3x Examine how health may be effected by social conditions. <i>poverty, nutritional deficiencies, stress and lack of safety at work, overcrowding or poorly maintained housing, environmental pollution, and sanitation</i>

4.1y Define mental health.	4.2y Elaborate on the effects that long-term institutionalisation often has on mental health patients.	4.3y Critically appraise mental health policy in Malta citing including measures aimed at improvement.
4.1z Name local health organisations. (e.g. Foundation for Health Services, SEDQA, OASI, CARITAS, MMDNA)	4.2z Describe the role of local health organisations.	4.3z Examine the importance of primary and community care for a holistic health policy.
4.1aa Name international health organisation. <i>WHO, Red Cross, and Doctors without Borders</i>	4.2aa Describe the role of international health organisations.	4.3aa Elaborate on the importance of health promotion and a national prevention strategy.
4.1ab Define health inequalities.	4.2ab Describe with reference to examples what is understood by health inequalities.	4.3ab Examine measures that may be introduced and/or strengthened to reduce health inequalities.
4.1ac Define sick role.	4.2ac Elaborate on the concept of sick role with reference to sociological theory.	4.3ac Discuss the importance of patients' rights and multi-disciplinary co-operation for a more modernised health care approach.

