

HISTORY

Alternative Learning & Assessment Programme

Year 8



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Teaching History to an Alternative Learning Class

Some students learn at a different pace than others of their age and grade level. These students do not always learning difficulties, and may have ordinary lives outside of the classroom. However, academic subjects are a challenge for them. To help these students, educators need to adopt a variety of learning strategies when teaching important subject matter. Most of these students do not qualify for special education services, but targeted approaches and interventions in the classroom can help maximize their potential.

(Retrieved and adapted from: <https://www.wikihow.com/Help-Slow-Learners>)

(Retrieved from: <https://www.theclassroom.com/teaching-ideas-slow-learners-8120464.html>)

1. Repeat each learning point more than you normally would. These students need to hear information a few times more than other students in order to understand it. Echo back their answers and explain how they relate to the point you are trying to teach.

With older classes, you can reinforce learning points by leading discussions that encourage students to repeat the learning points. Ask questions about the subject matter, and ask students to explain their reasoning when they answer you.

2. Use audio and visual aids. These students may struggle with basic skills such as reading, so movies, pictures, and audio can help them learn things that they would not pick up from reading alone.

3. Guide students to the main points of the lessons. These students may struggle to identify the main points of a lesson, and may be overwhelmed by supplementary information. When teaching, make sure to identify and emphasize the learning points. Do not overwhelm your students by moving on too quickly or asking them to learn many details beyond the main points.

4. When teaching, make use of a multimodal approach. Use different modes of instruction to convey the same lesson. Show pictures and videos, conduct games and group activities and provide hands-on tools that can reinforce learning. Have students build models, paint pictures or act out scenes that explain an idea.

5. Assign peer tutors and homework buddies. Rather than encouraging competition among your students, facilitate a culture of mutual helpfulness. Put your students in pairs so they can help one another learn new materials.

6. Give students work that plays to their strengths. These students may become discouraged at having to work longer at things than other students. Figure out the skills they take pride in, and give them opportunities to employ them.

7. Praise their successes. Many of these students suffer from low self-esteem and lack confidence. You can address this by praising small achievements. When a student completes a task or masters a concept, praise him/her immediately.

8. Check for understanding during lessons. Develop a discrete way for your students to let you know how well they are understanding the material you are teaching. Avoid asking students to raise their hand if they do or do not understand. Instead, try giving students numbered or color coded cards to raise to indicate their level of understanding (e.g. green, yellow, red cards).

Assessment in History

For the teaching and learning of history to be effective, it must assess the gradual mastering of the primary historical concepts, the basic historical skills and the key historical facts and knowledge. This could be achieved by employing a range of assessment techniques which are best suited for the students' abilities, some of which are listed below, in alphabetical order:

- Analysing primary and secondary sources
- Analysing video clips
- Class discussion
- Labelling diagrams or maps
- Map reading or interpretation
- Model-making
- Oral presentation
- Oral questioning
- Problem-solving task
- Quiz with multiple choice questions
- Recall
- Role-play
- Structured questions
- Writing brief captions that describe illustrated sources

The three steps in **Assessment for Learning (AFL)** are common to students in mainstream classes as well as students following an alternative learning programme, that is:

Step 1. Understanding what students know. When starting a new topic or concept, the teacher needs to become aware of what the students already know and if they have any misconceptions. This could be achieved by brainstorming, associate key words, a key picture source or by guided questions.

Step 2. Using effective questioning techniques. Teachers can make use of two main types of questioning techniques: close-ended questions that mainly assess the recall of historical facts and open-ended questions that assess the understanding of historical concepts and situations.

Step 3. Feedback during the lesson. Feedback gives the students the opportunity to improve in their learning. This feedback can take various forms: from teacher to students; from students to teacher and from student to student.

Skills and competencies taught by the school based assessment

The SBA tasks have been selected in such a way so as to offer a variety of learning tasks in history aimed at students with different levels of ability and aptitudes to learning. These skills and competences fall under two categories: those that are indispensable for the mastering of history as a school subject, and those that are transferable to other subjects. Examples of these are listed below. Teachers of alternative programme classes should lower the level of difficulty by offering frequent guided support when the selected SBA tasks are still in progress.

History skills

- Understanding basic sequence and chronology in history;
- Using basic historical terminology;
- Recognising primary and secondary sources;
- Identifying change and continuity and cause and consequence in history;
- Learning how to empathise with people in the past;
- Learning how to recognise historical anachronism;
- Learning about historical significance.

Transferable skills

- Basic guided research;
- Simple sentence writing;
- Organization and presentation skills;
- Application of basic ICT skills;
- Collaborative planning and learning.

Assessment

Assessment is to have the following procedure:

1. Teachers are to fill in the Learning Outcomes success criteria (refer to page 12) in the MySchool cells similar to the mainstream students towards the end of the scholastic year;
2. There will be no written exam at the end of the scholastic year as with students in mainstream classes. The students following this Alternative Learning Programme will have their final mark out of 100 based on the four school-based coursework tasks done during the scholastic year (refer to page 13). The raw mark obtained by the students is to be converted into grades as described by the following rubric:

Mark	Grade	Criteria
80 - 100	M	Mastered expected learning outcomes
51 - 79	P	Partially achieved expected learning outcomes
31 - 50	S	Starting to work towards expected learning outcomes
1 - 30	WB	Working below the expected learning outcomes.

3. **N.B.** The grades achieved by these students are not to be entered in the MySchool cells used for students in mainstream classes but are to be included in the 'Teacher's Comments' section available under each subject.

Introductory note

The Learning Outcomes as they are described and embedded in the history topics done in Year 8 are to serve a suggested guide for the teachers when planning the scheme of work, lesson preparation, resources and learning tasks for the students. The teacher can thus select and adapt a number of subject foci and learning outcomes from each of the below tables and design the lesson accordingly. The wording and the intended task of these suggested learning outcomes can be modified in such a way as to lower or increase its suggested level according to the learning abilities of the students. It is advisable that more than one learning outcome are to be tackled in one lesson, since some learning outcomes are easier and more straightforward to cover while others are more complex and thus require more time and learning skills.

Unit Code and Title: HIS 8.1 Malta under the Arabs and the Normans

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will highlight the Arab rule over Malta and the importance of the Arab remains in Malta. (3 lessons)	Recall	1. I can recall some important facts about Arab rule in Malta. (L6) 2. I can answer simple questions on the Arab legacy in Malta. (L6) 3. I can recognise some of the remains and legacies of the Arab period in Maltese history. (L6)
	Change and Continuity	4. I can identify some changes which Arab rule brought over Malta (e.g. in dress, language, religious beliefs, building, place names, farming). (L6)
	Interpretation Source Analysis	5. I can identify pictures of artefacts and remains that date back to Arab times in Malta from others that are not. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
2. The teacher will explain the main characteristics of the Viking civilization in their homeland and the various contacts established through exploration. (3 lessons)	Recall	1. I can label parts of a Viking longship. (L6)
	Cause and Effect	2. I can recognise reasons why the Vikings raided Europe. (L6)
	Empathy	3. I can make a simple narration of what usually happened in a Viking raid. (L6)
	Significance	4. I can say or write simple captions to a number of illustrated sources about the Vikings (L6)
	Interpretation Source Analysis	5. I can identify pictures of Viking artefacts from others that are not. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. The teacher will teach about the origins of the Normans and their military achievements. (3 lessons)	Terminology	1. I can label parts of a Norman Knight dressed in full armour. (L6)
	Change Continuity	2. I can recognise similarities and differences between the Vikings and the Normans. (L6)
	Enquiry	3. I can learn historical facts about the Normans by commenting on pictures from the Bayeux Tapestry. (L6)
	Interpretation Source Analysis	4. I can identify pictures of Norman artefacts and sources from others that are not. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
4. The teacher will explain how Count Roger I took over the Maltese Islands in 1091 and how this raid changed the course of Maltese history. (3 lesson)	Chronology Sequence	1. I can narrate the story of how Count Roger raided the Maltese Islands in 1091. (L6)
	Change Continuity	2. I can recognise simple instances of changes and continuity in Malta before and after the Norman raid of 1091. (L6)
	Communicating history	3. I can narrate a legend associated with the Normans in Malta. (L6)
	Enquiry	4. I can use Majmuna's tombstone and the Arab cemetery at Rabat to reach conclusions about the religious set-up of early medieval Malta. (L6)
	Interpretation Source Analysis	5. I can match captions with pictures of artefacts and remains pertaining to Norman times in Malta. (L6)

Unit Code and Title: HIS 8.2 Europe in the Middle Ages

Teaching objectives	Subject Focus	Learning Outcomes
<p>1. The teacher will help students understand what the feudal system was and how life was in the Middle Ages</p> <p>(4 lessons)</p>	Terminology	1. I can fill in a diagram about the social pyramid of feudalism. (L6)
	Cause and Effect	2. I can recognise reasons why the feudal system originated in the Early Middle Ages. (L6) 3. I can recognise some consequences of the feudal system on the life of ordinary people (e.g. women, children, peasants) (L6)
	Empathy	4. I can identify some of the hardships encountered in the daily life of a knight and/or a peasant in the feudal age. (L6)
	Interpretation Source Analysis	5. I can sort out pictures of artefacts that were used by different people in the feudal age (e.g. costumes, weapons, armour, buildings, coins, tools, domestic objects). (L6) 6. I can label parts of a medieval village (lord's castle, peasant dwellings, open fields, church, river, mills) (L6) 7. I can identify feudal people (e.g. king, feudal lord, knight, peasant, monk) from a set of given pictures. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>2. The teacher will encourage students to look at Medieval European architecture, with emphasis on castle and cathedral building.</p> <p>(3 lessons)</p>	Recall	1. I can recognise some main features of medieval castles.
	Cause and Effect	2. I can identify the best locations to build a castle in the Middle Ages. (L6) 3. I can mention how a medieval castle was attacked or besieged and with which weapons. (L6)
	Empathy	4. I can state the use of different parts and rooms found in a medieval castle (e.g. dungeon, stores, stables, staircase, inner courtyard, great hall, banquet hall, kitchen) from a set of given pictures. (L6) 5. I can recognise people who lived or worked in a medieval castle (e.g. the feudal lord and his close family, knight, guards, jailor, cocks, baker, servants, blacksmith, carpenter). (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>3. The teacher will help students understand what the Black Death which swept throughout Europe in the 14th century was.</p> <p>(2 lessons)</p>	Recall	1. I can answer simple questions about the Black Death. (L6)
	Cause and Effect	2. I can identify some effects which the Black Death had on the daily life of people from a set of given pictures. (L6) 3. I can place causes and effects of the plague under two separate column headings. (L6)

Unit Code and Title: HIS 8.3 Medieval Life in Malta and its Legacy

Teaching objectives	Subject Focus	Learning Outcomes
<p>1. The teacher will talk about important economic and social aspects of Malta as a Mediterranean island in Late Medieval times.</p> <p>(4 lessons)</p>	Recall	<ol style="list-style-type: none"> I can recall the basic facts about corsairing and the <i>dejma</i> in Late Medieval Malta. (L6) I can make a simple narration of the revolt against Monroy. (L6)
	Cause and Effect	<ol style="list-style-type: none"> I can identify some of the causes and consequences of the revolt against Monroy. (L6) I can identify some of the causes and consequences of corsairing in Late Medieval Malta. (L6) I can make a simple narration of the Moorish invasion of 1429 and the legends connected with that event. (L6)
	Empathy	<ol style="list-style-type: none"> I can describe the role of a Maltese corsair and member of the <i>dejma</i> militia in Late Medieval Malta. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>2. The teacher will acquaint students with medieval places such as towns, villages and hamlets medieval Malta.</p> <p>(4 lessons)</p>	Recall	<ol style="list-style-type: none"> I can name Malta's fortified towns that existed in Late Medieval Malta. (L6) I can state some main historical facts about medieval Mdina, Birgu and the Gozo Citadel. (L6)
	Cause and Effect	<ol style="list-style-type: none"> I can recognise, using a source map, the strategic importance of Malta's Late Medieval fortified cities. (L6)
	Significance	<ol style="list-style-type: none"> I can identify some of the medieval architectural heritage found in Mdina, Birgu and the Gozo Citadel. (L6)
	Empathy	<ol style="list-style-type: none"> I can identify some of the advantages and disadvantages of living in a fortified city or village in Late Medieval Malta. (L6)
	Interpretation Source Analysis	<ol style="list-style-type: none"> I can name, through a given map, the fortified cities and some villages and hamlets that existed in Late Medieval Malta. (L6) I can place pictures of Malta's medieval architectural under the following headings (<i>i.e.</i> Mdina, Birgu, the Gozo Citadel, the countryside). (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>3. The teacher will expand students' knowledge of medieval Malta by explaining reasons behind the abandonment of villages and hamlets with Ħal Millieri as a case study.</p> <p>(2 lessons)</p>	Recall	<ol style="list-style-type: none"> I can identify the names of some lost villages from a given map of Late Medieval Malta. (L6)
	Cause and Effect	<ol style="list-style-type: none"> I can identify reasons why certain villages were abandoned. (L6) I can identify reasons why certain villages grew with regards to population and size in Late Medieval Malta (L6)

Teaching objectives	Subject Focus	Learning Outcomes
4. The teacher will demonstrate to students aspects of local medieval religious architecture and paintings. (2 lesson)	Change Continuity	1. I can make simple observations about the Hal Millieri Chapel. (L6)
	Cause and Effect	2. I can recognise some of the causes that led to the deterioration of some of the medieval chapels and paintings. (L6)

Unit Code and Title: HIS 8.4 The Dawn of the Modern Age

Teaching objectives	Subject Focus	Learning Outcomes
1. The teacher will enlarge students' knowledge of the origins of the Renaissance. (3 lessons)	Recall	1. I can recall some historical facts about the Renaissance. (L6)
	Terminology	2. I can state the meaning of the word: Renaissance. (L6)
	Change and Continuity	3. I can recognise instances of change and continuity from picture sources about the Middle Ages and the Renaissance. (L6)
	Cause and Effect	4. I can place in separate columns a given list of causes and consequences of the Renaissance. (L6)
	Interpretation Source Analysis	5. I can place picture sources that fall under two headings: Medieval, Renaissance. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
2. The teacher will help students understand familiarise two historical personalities of the Italian Renaissance. (2 lessons)	Recall	1. I can recall the names of two important Renaissance artists (Leonardo da Vinci, Michelangelo.) (L6)
	Interpretation Source Analysis	2. I can comment on visual sources about the Renaissance. (L6) 3. I can recognise some of the most important masterpieces of the Renaissance (e.g. The Last Supper, the Vatican, the Statue of David etc.) (L6)

Teaching objectives	Subject Focus	Learning Outcomes
3. The teacher will develop students' understanding of the main developments of this period. (3 lessons)	Recall	1. I can match important men of the Renaissance with their respective discovery or invention (e.g. the caravel with Prince Henry the Navigator etc.) (L6) 2. I can identify the main inventions and discoveries made at the time of the Renaissance. (L6)
	Cause and Effect	3. I can place a list of consequences linked to the inventions and discoveries of the age under separate column headings: compass, printing press, caravel, gunpowder (L6)
	Interpretation Source Analysis	4. I can answer questions on visual sources about these discoveries and inventions made in Renaissance times. (L6)

Teaching objectives	Subject Focus	Learning Outcomes
<p>4. The teacher will highlight the main conquest and discoveries made by various explorers and the results of these discoveries.</p> <p>(3 lessons)</p>	Recall	<ol style="list-style-type: none"> 1. I can match the voyages of exploration and discovery with their respective explorer. (L6) 2. I can identify some of the major voyages of exploration and discovery made during this period. (L6)
	Change Continuity	<ol style="list-style-type: none"> 3. I can identify new trade products introduced to Europe as a result of this age. (L6) 4. I can state how new products from the New World and the Far East effected the lifestyle of Europeans. (L6)
	Cause and Effect	<ol style="list-style-type: none"> 5. I can place under separate column headings, a given list of causes and consequences of the Age of Exploration and Discovery. (L6)

HIS 8.5 The Crusading Movement and the Origins of the Order of St John to 1530

Teaching objectives	Subject Focus	Learning Outcomes
<p>1. The teacher will help students explore what were the causes and consequences of the Crusades from a Frankish and Muslim perspective.</p> <p>(4 lessons)</p>	Recall	<p>1. I can recall some historical facts of the Crusades between 1095 and 1291. (L6)</p> <p>2. I can label the different parts of clothing and weapons worn by the Crusaders and the military orders. (L6)</p>
	Chronology Sequence	3. I can recognize picture sources of weapons used at the time of the Crusades and in other historical periods as an exercise on anachronism. (L6)
	Cause and Effect	4. I can place in separate columns the causes and effects of the Crusades in the Holy Land. (L6)
	Interpretation Source Analysis	<p>5. I can identify picture sources related to the Crusades from other that are not. (L6)</p> <p>6. I can say or write brief captions to picture sources on the Crusades (e.g. weapons, armour, castles, siege engines, artefacts). (L6)</p>

Teaching objectives	Subject Focus	Learning Outcomes
<p>2. The teacher will help students realize how and why the Order of St John was founded in the Holy Land and how its role changed in Rhodes.</p> <p>(3 lessons)</p>	Recall	1. I can say the names of the places where the Knights made as their home base before their coming to Malta. (L7)
	Cause and Effect	<p>2. I can recognise reasons why the Order of St John started in Holy Land. (L6)</p> <p>3. I can identify the role played by the Knights of St John in the Holy Land and in Rhodes. (L6)</p>
	Interpretation Sources	4. I can match captions to picture sources about Knights of St John in Palestine and Rhodes.

Teaching objectives	Subject Focus	Learning Outcomes
<p>3. The teacher will empower students to understand why and how the Maltese Islands were granted to the Knights of St John.</p> <p>(3 lessons)</p>	Recall	1. I can identify by name the leading figures involved in the granting of Malta to the Knights. (L6)
	Cause and Effect	2. I can place under separate column headings (positive or negative) a given list of effects of the Order's coming to Malta. (L6)
	Change and Continuity	3. I can recognise what changed and what remained the same in Malta with the Order's arrival in 1530. (L6)
	Empathy Analysis	4. I can recognise how the Maltese may have felt on hearing that Malta was to be granted to the Knights of St John. (L6)

Learning Outcomes Assessment Criteria for Year 8 Alternative Learning Programme

Ticking exercise to be done by teachers once towards the end of the scholastic year (end of May early June).

Assessment Criteria			Not Achieved	Working towards achievement	Achieved	Mastered
1	I can recall key facts about a given historical event, period or situation.	Knowledge recall				
2	I can distinguish between primary and secondary sources.	Working with sources				
3	I can identify remains and artefacts of a particular historical period.	Working with sources				
4	I can describe or explain the use/importance of historical remains or artefacts.	Historical significance				
5	I can make simple inferences from visual primary and secondary sources.	Historical Interpretation				
6	I can imagine how life could have been in the past.	Empathic understanding				
7	I can describe/narrate in a very simple way historical events or situations.	Communicating history				

School-Based Assignments suggestions for Year 7 and Year 8 (starting from September 2018)

Type of Coursework		Description of coursework	Marking Criteria (1- 10 marks)		
			1 – 4 marks	5 -7 marks	8 – 10 marks
			Work is below average quality	Work is of average quality	Work is of exceptional quality
1	A set of primary and secondary illustrated sources	<ul style="list-style-type: none"> ▪ Two primary and two secondary sources from one syllabus theme (<i>e.g.</i> Ancient Egypt); ▪ Simple captions that describe each source; ▪ An appropriate heading/title; ▪ Handed in printed/written on one A4/A3 sheet 	<ul style="list-style-type: none"> ▪ Two missing/incorrect/repetitive/mixed up illustrated sources; ▪ No captions; ▪ Misleading heading/title; ▪ Inappropriate presentation. 	<ul style="list-style-type: none"> ▪ One missing/incorrect/repetitive /mixed up illustrated source; ▪ Vague captions; ▪ Correct title/heading; ▪ Inappropriate presentation. 	<ul style="list-style-type: none"> ▪ No missing sources; ▪ Correct choice of sources; ▪ Clear brief captions; ▪ Appropriate title and presentation.
2	A simple illustrated time-line	<ul style="list-style-type: none"> ▪ Include 4/5 chronological dates+events; ▪ Linked to one of the syllabus themes (<i>e.g.</i> The Crusades); ▪ Illustrated sources for the events; ▪ Brief caption explaining the events; ▪ An appropriate heading/title. 	<ul style="list-style-type: none"> ▪ Events not in chronological order; ▪ 2 or more picture sources do not match with the event; ▪ No/Incorrect description of events; ▪ Poor design and presentation. 	<ul style="list-style-type: none"> ▪ 1 event not in chronological order; ▪ 1 picture source does not match with the event; ▪ Vague description of events; ▪ Satisfactory design/presentation. 	<ul style="list-style-type: none"> ▪ All events in chronological order; ▪ All sources match with the events; ▪ Brief description of events; ▪ Orderly and neat design and presentation.
3	A site-visit chart	<ul style="list-style-type: none"> ▪ Presented as a chart; ▪ Photographs taken during the visit; ▪ Brief captions about the photographs; ▪ Five brief fact about the site in bullet form. 	<ul style="list-style-type: none"> ▪ Information out of context; ▪ Less than 4 pictures/photos; ▪ No captions; ▪ Haphazard design/presentation. 	<ul style="list-style-type: none"> ▪ Scant information; ▪ 4-5 relevant pictures/photos; ▪ Pictures not taken during visit; ▪ Some brief but correct captions; ▪ Satisfactory design/presentation. 	<ul style="list-style-type: none"> ▪ Five correct sentences about the site; ▪ 6 relevant pictures/photos; ▪ All captions are brief and correct; ▪ Aesthetic and creative design and presentation.
4	A poster collage	<ul style="list-style-type: none"> ▪ Linked to one of the syllabus themes; ▪ Includes enough illustrated sources to fit one A4 or A3 sheet; ▪ Includes a title heading; ▪ Collage demonstrates creativity in design and presentation. 	<ul style="list-style-type: none"> • No title; • 4 or less pictures; • Most pictures are anachronistic; • Repetitive aspects in pictures; • Haphazard layout. 	<ul style="list-style-type: none"> • Simple title; • 5-6 pictures with 2 picture not relevant to title; • A limited range of aspects; • Satisfactory layout. 	<ul style="list-style-type: none"> • Appropriate title; • 7+ pictures with a wide range of aspects; • Right choice of pictures; • Creative layout.
5	Workbook/Worksheets Tasks	<ul style="list-style-type: none"> ▪ Tasks are to be completed with the correct and appropriate answers given; ▪ Neat and orderly presentation of work; ▪ Work done within the given deadline. 	<ul style="list-style-type: none"> • Too many incomplete or missing tasks; • Untidy presentation; • Very vague or brief answers; • Work often hand in late. 	<ul style="list-style-type: none"> • Some incomplete tasks; • Inconsistent presentation; • Denotes effort to give satisfactory answers; • Work sometimes given late. 	<ul style="list-style-type: none"> • Very few incomplete tasks; • Neat presentation; • Full and appropriate answers; • Work given in time.
6	Other task chosen by the teacher	Description and assessment rubrics to be done by the teacher and forwarded to EO for approval.	To be filled by teacher.	To be filled by teacher.	To be filled by teacher.

Notes

- The teacher is to give FOUR different types of SBA for the year group taught.
- Each student has to present FOUR different types of SBA in Year 7 and in Year 8.
- The teachers teaching an Alternative Class in the same form are to coordinate the type of SBA to give to the students.
- Each SBA carries 10% (40% total) of the total marks. The written annual exam carried the other 60% of total marks.
- Assessments can be done and presented by the students in Maltese or in English.
- SBA can be done by small groups of students working as a team, as long as tasks are clearly defined and shared between the team.
- Teachers should dedicate some time from the lessons to give some guide as to how the students are to plan, research, design and present their work.
- The Excel sheet for record of marks of the SBAs can be accessed from the website of the History Department on the following link: (to upload on website).
- The link to the website of the History Department (DLAP) is: <https://history.skola.edu.mt/>

History Department, Curriculum Annexe

