Year 9 Geography General Learning Programme

(As from scholastic year 2025-2026)

DIRECTORATE FOR EARLY YEARS, LANGUAGES AND HUMANITIES

Table of Contents

Introduction

This syllabus is based on the curriculum principles outlined in *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 and Middle years of schooling.

This learning outcomes-based syllabus addresses the holistic development of all learners and advocates a ħ, 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 for further learning, work, life and citizenship.

Learning Outcomes Programme

The study of geography enhances the student's awareness of the global, physical and human environment. In fact, the main subject focus is on natural and human environments using the scientific method and qualitative and quantitative research. This is achieved by means of geographic methods, including observation, data gathering and interpretative skills. The knowledge, understanding and skills obtained help the student to form proper values and attitudes, as well as to assess, interpret and attempt solutions to spatial socio-environmental problems. The student's role in society will be therefore more effective.

The syllabus aims at providing teachers of Geography a choice of materials which should suit a variety of teaching approaches. It also provides educators and students with an opportunity to assess and react to environmental problems through a local, national and global perspective. The syllabus content focuses on contemporary geographic issues such as climate change, sea pollution, ground water contamination, management of energy resources and habitat destruction. It aims to instil in students a sense of wonder and an interest in places, the physical processes that shape our world, and how people and environments inter-relate and inter-connect. Through the various modes of school-based assessment introduced with this syllabus, teaching and learning geography will now be integrated with assessment. This will enable learners to make correct value judgements when editing/correcting their own work, encourage questioning, instil investigative and constructive skills by making use of different media, as well as create an atmosphere where learners develop their own problem-solving skills.

At the end of the programme candidates will be able to:

- Demonstrate knowledge and understanding of some physical processes of the Earth (coastal, tectonic, weather and climate) and factors that produce diverse and dynamic landscapes that change over time;
- Demonstrate knowledge and understanding of some socio-economic systems of the Earth (energy, farming) to achieve a sense of place;
- Form reasonable judgements towards the sustainable use of the environment and resources and to other issues of a geographical nature;

- Understand and communicate the environmental impact of individual actions;
- Read and interpret information from a range of sources such as maps, drawings, diagrams, photographs and statistical data;
- Use new technologies to assist geographical inquiry; and
- Relate and apply the attained knowledge to the world outside the classroom.

Pedagogy

Strategies to Help Achieve the Vision of the Learning Programme

Educators need to keep up to date with the latest pedagogical strategies and concepts in order to be able to better understand and respond to the learners' needs. Europe's Education and Training 2020 strategy puts special emphasis on the teachers' role in the lives of their learners. Teachers play a crucial role in guiding their learners towards their goals and shaping their perceptions (European Commission, 2015).

School geography should avoid providing just factual information as this leads to learners uncritically accepting information as given. Educators should put less focus on the accumulation of knowledge and more on the application of concepts and the development of the skills to enable learners to evaluate these critically.

Pedagogy for Geography is best based on concepts and skills rather than on facts. Specific facts can be easily retrieved at the touch of a button, but by teaching research skills one is enabling the learners to learn for life how to make use of that button to learn any facts that they want. The concepts and skills are then to be used as tools to be applied to different topics and selected case studies.

However, lessons and work can only start after the learners identify with the subject. While planning the lesson it is advisable that the following *wh* questions are kept in mind:

- 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?

This will automatically give a structure to what the learners need to absorb. Suggested pedagogies for geography:

- Through **observation and investigation** learners understand the physical processes that have shaped and are still changing the physical environment.
- Through **geographical enquiry** by means of fieldwork and research learners acquire geographical knowledge and understanding of places in Malta, Europe, the Mediterranean and the world.

- Through **oral and written presentations** children and young people present data collected through observation, investigation, research and enquiry to their peers through active participation in school activities and local seminars, discussion groups and meetings aimed at school children and young people.
- Through **discussion** learners debate the pros and cons of different solutions being adopted to deal with local, European and global human and physical geographical problems.
- Learners **analyse primary and secondary data** presented through graphical, cartographic, statistical and/or pictorial means to reach conclusions and predict possible future trends.
- Encourage learners to **take responsibility** for their actions, and the consequences for the choices they make for the local and global community.

The pedagogy of school geography should build on learners' personal experiences of geography. School geography should refer to real and relevant contemporary examples from local and global contexts alike in order to help young people make sense of, put into context and develop further their own experience in the world: their everyday geographies. The learning process should centre more on learners' activities, such as group work, than on the passive reception of knowledge and understanding through educator exposition. Learners should be active in the learning process.

The following essential elements must be taken into consideration to facilitate learning while implementing the learning and assessment programme:

- a variety of teaching and learning strategies to differentiate the learning experiences of students;
- a variety of resources to support learning;
- a variety of tasks and activities;
- opportunities to vary in the pace and depth of learning;
- different strategies for assessment.

Thus, we can make the learning and assessment programme accessible to all students through:

Planning:

- clear learning objectives, shared with students
- the need to plan small achievable steps
- schemes of work that plan for clear progression and differentiation
- develop core tasks with reinforcement and extension activities
- develop challenging resources for students of different abilities
- lesson planning including a full range of structured and open-ended tasks

Teaching:

- using a wide range of activities and teaching styles

- clear instructions, explanations and expectations
- the importance of the pace of a lesson
- the need for a balance of questioning techniques
- the use of open-ended questions and enquiries

Resources:

- using texts of appropriate readability
- clearly designed materials matched to students' abilities
- effective use of technology including the Interactive Whiteboard
- classroom display that encourages learning and reflects high expectations
- use of a variety of resources such as globes, maps, models, handouts, rock samples, computer games etc. to make learning more meaningful

Teaching and learning strategies should, however, vary to meet also the needs of those students with special needs, both the gifted and the lower ability. Teachers must not plan lessons, resources and tasks for the middle range, perhaps making minor modifications for those that are struggling and leaving the most able to 'get on with it'. Teachers should look for opportunities for extension and enrichment for the most able students. Some useful approaches include:

- to encourage independent research (by the use of a wide variety of resources, Geography magazines, pamphlets, newspaper cuttings, library books and ICT);
- to ask more challenging questions and expect full and well-reasoned answers;
- to set open-ended tasks, problem solving and decision-making exercises;
- to have higher expectations for the quality of work;
- to produce additional resources where appropriate.

To cater for the needs of those students with higher academic ability, teachers can consider extending the breadth and depth of certain themes by adding case studies from other world regions. For example, in the theme 'Water', teachers may ask students to extend their investigation to other countries. Students can be asked to access the Internet to find out how other specific countries are combatting floods and to explore projects and schemes to lessen the impact of floods. By comparing two case studies or more, students will be able to broaden their understanding of the effectiveness of the schemes adopted in selected countries and compare them with those implemented locally. Following such research, gifted students can also be encouraged to come up and suggest possible solutions to local environmental problems.

Students with learning difficulties must also be given the opportunity to access these learning and assessment programmes through differentiated approaches and methodologies. Problems such students face include slow reading and writing, a limited concentration span, a limited memory and teachers' low expectations of them. It is important for the geography teacher to find ways to address such learning disabilities. This can be achieved by:

- ensuring that the learning tasks presented to students are appropriate to their ability;
- providing more time for students to complete the tasks;
- organising the learning tasks into small stages;
- providing short and varied tasks;
- ensuring that the language used is pitched at the student's level of understanding and does not hinder his/her understanding of the activity.

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:

- 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

Much of 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 as 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, surveys, concept mapping, mind webs, discussions, short tests and evaluation of 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 most responsive students in class. 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/presented 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? Would it work if done in another way? Which is better and why?

3. Oral Feedback during the lesson

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

- focus on the student's work not on the person
- state specific ways on how the work can be improved
- compare the work the student produced with what was previously done
- do it all along the activity
- be critically constructive use
- comments that push the learning forward
- use a language that does not intimidate the students
- consider all the students' comments
- 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 against 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 by showing what needs to be improved and by giving advice on how this improvement can be achieved.

The feedback given has to:

- bring about thinking and students need to be given time to answer;

- focus on specifics by asking a specific question about what went wrong;
- delve 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 Outcomes of Year 9 Geography General

Subject Focus 3	Water and Landforms
Learning Outcome 3: (Paper II)	**I can demonstrate an understanding of the hydrological cycle and describe the formation of coastal landforms.**

Part of Subject Focus 4	Resources, Waste Management and Climate Change
Learning Outcome 4: (Paper II)	I can differentiate between renewable and non-renewable resources, **demonstrate an understanding of soil formation processes and different terrestrial and marine farming processes and sources of sea pollution** and demonstrate knowledge of challenges associated with waste management and global climate change.

Assessment Criteria for Year 9 Geography General

Assessment Criteria Level 1	**Assessment Criteria Level 2**	**Assessment Criteria Level 3**
4.1m List some basic uses of the sea and its resources.	4.2m List the uses of the sea as a natural resource for food, transport and recreation.	4.3m List the use of the sea as a natural resource for food and water, transport, recreation and economic activities.
4.1o List areas in the Maltese archipelago where fish farms are located.	4.2o Explain the difference between inshore and offshore fish farms.	
4.1p List advantages and disadvantages of fish farming.	4.2p Describe positive and negative impacts of fish farming.	4.3p Discuss the positive and negative impacts of fish farming.
4.1n List the main sources of sea pollution.	4.2n Describe sources of sea pollution. *Dumping of untreated sewage; oil spills; industrial waste, fish farms, creation of new sandy beaches.*	

3.1j Define coastal erosion, transportation and/or deposition.	3.2j Recognise processes (including diagrams) linked to wave action. *Erosion, transportation, deposition.*	3.3j Describe measures adopted by humans to prevent beach loss and limit coastal erosion. *Wave breaks; sea walls; groynes.*
3.1k Identify on an illustration features resulting from coastal erosion. *Wave-cut notch; cliff retreat; wave-cut platform.*	3.2k Describe processes resulting from coastal erosion. *Wave-cut notch; cliff retreat; wave-cut platform.*	
3.1l Identify on a diagram features resulting from the erosion of a headland. *Cave; arch; stack; stump.*	3.2l Explain, using diagrams, the principal components behind the erosion of a headland. *Cave; arch; stack; stump.*	3.3l Describe how the erosion of a headland takes place. *Cave; arch; stack; stump.*
3.1m Recognise features from the Maltese coastline containing examples of erosional features mentioned in 3.1k and 3.1l.	3.2m Identify features from the Maltese coastline showing coastal erosional processes mentioned in 3.2k and 3.2l.	
3.1a Label a diagram using terminology related to the hydrological cycle. *Evaporation; transpiration; condensation; precipitation; surface runoff; infiltration; percolation; groundwater.*	3.2a Describe the hydrological cycle.	
3.1b Distinguish between permeable and impermeable rock formations in Malta.	3.2b Describe the formation of aquifers in Malta. *Perched aquifer; Mean-Sea-Level aquifer.*	
3.1c Label diagrams showing the formation of a typical perched aquifer in Malta.	3.2c Explain the importance of Malta's perched aquifers to biodiversity, ecology and agriculture.	3.3c Discuss the impact of scarcity of rainfall and aquifer depletion on the Maltese environment. *Desertification.*
3.1d Label diagrams showing the formation of a	3.2d Describe the role of Malta's Mean-Sea-Level	

typical Mean-Sea-Level aquifer in Malta.	aquifer in freshwater production.	
3.1e Mention threats to Malta's aquifers. *Less rainfall; over extraction; pollution; urban development.*	3.2e Describe threats to Malta's perched and mean-sea-level aquifers. *Less rainfall; over extraction; pollution by farming and other industries; chemical infiltration; sea water infiltration; urban/infrastructural development; population density; tourism.*	3.3e Discuss the uncontrolled ground water extraction on Malta's aquifers. *Over extraction vs replenishment of Perched aquifer & Mean-Sea-Level aquifer; salination of the Mean-Sea-Level aquifer.*
3.1f Define the reverse osmosis (desalination) process.	3.2f Describe the role of reverse osmosis (desalination) plants with examples in providing Malta with a potable water supply.	3.3f Discuss the advantages and disadvantages of reverse osmosis plants.
3.1g Define sewage treatment.	3.2g Describe the role of sewage treatment plants with examples in preventing terrestrial and marine pollution in Malta.	3.3g Explain the importance of sewage treatment plants in providing the agricultural sector with second class (New Water) for irrigation.
3.1h Identify sources of fresh water in the Maltese islands. *Ground water; springs; desalination; sewage treatment.*	3.2h Explain the importance of water conservation in Malta's semi-arid climate. *Excavation of cisterns for rainwater harvesting; covered reservoirs; dams; water conservation measures at home.*	3.3h Discuss lifestyle choices which can help preserve Malta's limited water resources.
3.1i Define floodplain.	3.2i Describe physical and/or human causes leading to the flooding of low-lying areas. *Flat land, heavy rainfall, deforestation, clearing of farmland for buildings and road infrastructure.*	3.3i Discuss how rainfall flooding can be prevented in Malta.

4.1i Define arable, pastoral and mixed farming.	4.2i List the main challenges of arable/mixed farming in Malta. *Small field size; accessibility; shallow soils; poor humus content.*	4.3i Describe the importance of field terracing, rubble walls, irrigation, crop rotation and green houses for Maltese agriculture.
4.1j Recognise traditional field irrigation methods. *Traditional irrigation methods using open water masonry canals, reservoirs and boreholes.*	4.2j Describe the purpose of crop rotation in agriculture.	4.3j Explain how contour ploughing can aid water retention.
4.1k Recognise the environmental damage brought about when using artificial pesticides and fertilizers.	4.2k Describe the main characteristics of organic farming.	4.3k Explain the advantages of the adoption of organic farming methods in agriculture.
4.1c Recognise the importance of soil as a natural resource.	4.2c Elaborate on the importance of soil as a natural resource.	
4.1d Name factors leading to soil formation. *Weathering and erosion of rock; availability of humus content.*	4.2d Describe soil composition. *Weathered parent rock; water; air; living organisms; decaying organic matter.*	
4.1e Label a simple soil profile diagram. *Parent rock; depth of soil; grass; and dead leaves.*	4.2e Describe a simple soil profile. *Parent rock; depth of soil; grass; and dead leaves.*	
4.1f Name different Maltese soils. *Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.*	4.2f Describe the features of Maltese soils. *Terra Rossa; Carbonate Raw Soils; Xerorendzina Soils.*	4.3f Describe the factors influencing the formation and permeability of Maltese soils. *Climate; parent material.*
4.1g Define soil erosion.	4.2g Describe the physical and/or human causes of soil erosion. *Deforestation; up and down ploughing; overgrazing; soil exhaustion; collapsed*	4.3g Discuss how physical and/or human factors bring about soil erosion.

	rubble walls; urbanisation in countryside areas; habitat destruction; rain and wind.	
4.1h List ways how soil erosion can be significantly reduced. *Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields.*	4.2h Describe the measures of soil conservation. *Afforestation programmes; contour ploughing; crop rotation; controlled grazing; terraced fields; rubble walls; irrigation methods (drip & sprinkler).*	4.3h Discuss the importance of soil conservation and management for sustainable living. *Aspects of soil conservation in SDGs 11 (Sustainable cities and communities), 13 (Climate action) & 15 (Life on Land).*

Kisbiet mit-Tagħlim għad-Disa' Sena

Subject Focus 3	Ilma u Forom ta' Art
Kisba mit-Tagħlim 3: (It-Tieni Karta)	**Nifhem iċ-ċiklu tal-ilma u niddeskrivi l-formazzjoni tal-forom tal-art mal-kosta.**

Parti minn Subject Focus 4	Riżorsi, l-immaniġjar tal-iskart u tibdil fil-klima
Kisba mit-Tagħlim 4: (It-Tieni Karta)	Nagħmel id-distinzjoni bejn ir-riżorsi rinnovabbli u oħrajn mhux rinnovabbli. **Nuri fehim tal-proċessi tal-formazzjoni tal-ħamrija u proċessi differenti ta' agrikultura tal-art u marittima u sorsi tat-tniġġis tal-baħar.** Nuri għarfien tal-isfidi li għandhom x'jaqsmu mal-immaniġjar tal-iskart u t-tibdil fil-klima globali.

Kriterji tal-Assessjar għad-Disa' Sena Ġeografija Ġenerali

Kriterji ta' Assessjar Livell 1	**Kriterji ta' Assessjar Livell 2**	**Kriterji ta' Assessjar Livell 3**
4.1m Insemmi xi għanijiet bażiċi tal-baħar u r-riżorsi tiegħu.	4.2m Nagħmel lista ta' għanijiet tal-baħar bħala riżorsa naturali għall-ikel, it-trasport u r-rikreazzjoni.	4.3m Nagħmel lista ta' għanijiet tal-baħar bħala riżorsa naturali għall-ikel u l-ilma, it-trasport, ir-rikreazzjoni u l-attivitajiet ekonomiċi.
4.1o Insemmi żoni fl-arċipelagu Malti fejn jinsabu l-irziezet tal-ħut.	4.2o Nispjega d-differenza bejn irziezet tal-ħut mal-kosta (xatt) u oħrajn lil hinn mill-kosta (xatt).	
4.1p Nagħmel lista ta' vantaġġi u żvantaġġi tal-irziezet tal-ħut.	4.2p Niddeskrivi l-impatti pożittivi u negattivi tal-irziezet tal-ħut.	4.3p Niddiskuti l-impatti pożittivi u negattivi tal-irziezet tal-ħut.
4.1n Insemmi s-sorsi ewlenin għat-tniġġis fil-baħar.	4.2n Niddeskrivi s-sorsi għat-tniġġis fil-baħar. *Ir-rimi ta' drenaġġ mhux trattat; it-tixrid taż-żejt; l-iskart industrijali; l-irziezet tal-ħut, il-ħolqien ta' bajjiet ġodda tar-ramel.*	

3.1j Nagħti t-tifsira ta' erożjoni kostali (xatt), ġarr ta' materjal u/jew depożizzjoni.	3.2j Nagħraf proċessi (anke stampi) marbuta mal-moviment tal-mewġ. *L-erożjoni, il-ġarr u d-depożizzjoni*.	3.3j Niddeskrivi miżuri adottati mill-bnedmin sabiex jipprevjenu it-telf tal-bajjiet u jillimitaw l-erożjoni kostali (xatt). *Strutturi li jkissru s-saħħa tal-mewġ (wave breaks), mollijiet tal-konkrit jew magħmulin minn ġebel kbir (sea walls) u groynes biex inaqqsu t-telf tar-ramel.*
3.1k Nidentifika minn fuq stampi karatteristiċi li jirriżultaw minn erożjoni kostali (xatt). *Qatgħa baxxa taħt is-sies; irtirar tas-sies, il-blataformi.*	3.2k Niddeskrivi proċessi li jirriżultaw minn erożjoni kostali (xatt). *Qatgħa baxxa taħt is-sies; irtirar tas-sies, il-blataformi.*	
3.1l Nidentifika minn fuq stampi karatteristiċi li jirriżultaw mill-erożjoni ta' lsien ta' art. *L-għar,il-ħnejja, it-taqtigħa, is-sikka żgħira (stump).*	3.2l Nispjega, bl-użu ta' stampi, il-komponenti prinċipali għala sseħħ l-erożjoni ta' ilsien ta' art. *L-għar,il-ħnejja, it-taqtigħa, is-sikka żgħira (stump).*	3.3l Niddeskrivi kif isseħħ l-erożjoni ta' ilsien ta' art. *L-għar, il-ħnejja, il-fdal tat-taqtigħa, is-sikka żgħira (stump).*
3.1m Nagħraf karatteristiċi mill-kosta Maltija li fihom eżempji ta' karatteristiċi minn erożjoni kostali imsemmija f'3.1k u 3.1l	3.2m Nidentifika karatteristiċi mill-kosta Maltija li juru proċessi ta' erożjoni kostali msemmija f'3.2k u 3.2l.	
3.1a Nikteb/nimmarka fuq l-istampi billi nuża terminoloġija relatata maċ-ċiklu idroloġiku. *L-evaporazzjoni; it-traspirazzjoni; il-kondensazzjoni; il-preċipitazzjoni; l-ilma ġieri; l-infiltrazzjoni; il-perkolazzjoni u l-ilma tal-pjan.*	3.2a Niddeskrivi ċ-ċiklu idroloġiku.	
3.1b Nagħmel distinzjoni bejn formazzjonijiet ta' blat permeabbli u impermeabbli f'Malta.	3.2b Niddeskrivi l-formazzjoni tal-ħażniet tal-ilma f'Malta.	

	Il-ħażna tal-ilma ta' fuq it-tafal u l-ħażna tal-ilma tal-pjan.	
3.1c Nikteb/nimmarka fuq l-istampi li juru l-formazzjoni ta' ħażna tal-ilma ta' fuq it-tafal tipika f'Malta.	3.2c Nispjega l-importanza tal-ħażniet tal-ilma ta' fuq it-tafal f'Malta għall-bijodiversità, l-ekoloġija u l-agrikoltura.	3.3c Niddiskuti l-impatt tan-nuqqas kbir ta' xita u n-nuqqas ta' ħażniet tal-ilma fuq l-ambjent Malti. *Id-deżertifikazzjoni.*
3.1d Nikteb/nimmarka fuq l-istampi li juru l-formazzjoni tal-ħażna tal-ilma tal-pjan tipika f'Malta.	3.2d Niddeskrivi l-irwol tal-ħażna tal-ilma tal-pjan f'Malta fil-produzzjoni tal-ilma ħelu.	
3.1e Insemmi theddid għall-ħażniet tal-ilma f'Malta. *Ftit xita; l-estrazzjoni żejda; it-tniġġis; l-iżvilupp urban.*	3.2e Niddeskrivi theddid għall-ħażniet tal-ilma f'Malta. *Ftit xita; l-estrazzjoni żejda; it-tniġġis mill-biedja u industriji oħra; l-infiltrazzjoni kimika; l-infiltrazzjoni ta' ilma baħar; l-iżvilupp urban; id-densità tal-popolazzjoni; it-turiżmu.*	3.3e Niddiskuti l-estrazzjoni mingħajr kontroll tal-ilma tal-pjan mill-ħażniet f'Malta. *L-estrazzjoni żejda vs ir-riforniment tal-ħażna tal-ilma ta' fuq it-tafal u tal-pjan; salinazzjoni tal-ħażna tal-ilma tal-pjan.*
3.1f Nagħti t-tifsira tal-proċess tar-reverse osmosis (desalinazzjoni).	3.2f Niddeskrivi b'eżempji l-irwol tal-impjanti tar-reverse osmosis (desalinazzjoni) li jipprovdu provista ta' ilma tajjeb għax-xorb f'Malta.	3.3f Niddiskuti l-vantaġġi u l-iżvantaġġi tal-impjanti tar-reverse osmosis.
3.1g Nagħti t-tifsira tat-terminu tisfija tad-drenaġġ.	3.2g Niddeskrivi b'eżempji l-irwol tal-impjanti għat-tisfija tad-drenaġġ sabiex ma jkunx hemm possibilità ta' tniġġis tal-art u tal-baħar f'Malta.	3.3g Nispjega l-importanza tal-impjanti għat-tisfija tad-drenaġġ sabiex jipprovdu lis-settur agrikolu ilma ta' klassi inferjuri tajjeb għat-tisqija.
3.1h Nidentifika sorsi ta' ilma ħelu fil-Gżejjer Maltin. *L-ilma tal-pjan; in-nixxigħat; id-desalinazzjoni; it-tisfija tad-drenaġġ.*	3.2h Nispjega l-importanza tal-konservazzjoni tal-ilma fil-klima ta' Malta (semi-arid). *It-tħaffir ta' ġwiebi għall-ġbir tal-ilma tax-xita; il-ġibjuni koperti; id-digi; il-miżuri ta' konservazzjoni tal-ilma fid-dar.*	3.3h Niddiskuti għażliet ta' stil ta' ħajja li jistgħu jgħinu sabiex nippreservaw ir-riżorsi limitati tal-ilma f'Malta.

3.1i Nagħti t-tifsira tat-terminu pjanura tal-għargħar.	3.2i Niddeskrivi kawżi naturali u/jew umani li jwasslu għall-għargħar f'żoni baxxi. *Witat; xita qawwija; deforestazzjoni, tneħħija ta' art agrikola għall-bini u infrastruttura tat-toroq.*	3.3i Niddiskuti kif l-għargħar mix-xita jista' jiġi evitat f'Malta.
4.1i Nagħti t-tifsira ta' tipi differenti ta' biedja - il-kultivazzjoni tar-raba', it-trobbija tal-bhejjem u x-xogħol tar-raba' u l-bhejjem.	4.2i Nagħmel lista tal-limitazzjonijiet ewlenin għall-biedja fejn isir il-kultivazzjoni tar-raba'/ trobbija tal-bhejjem. *L-għelieqi żgħar; l-aċċessibbilità; il-ħamrija mhux fonda; il-ħamrija b'kontenut baxx ta' materjal organiku (humus).*	4.3i Niddeskrivi l-importanza tal-għelieqi mtarrġa, il-ħitan tas-sejjieħ, it-tisqija, in-newba u s-serer għall-agrikoltura Maltija.
4.1j Nagħraf il-metodi tradizzjonali tat-tisqija tal-għelieqi. *Il-metodi ta' tisqija tradizzjonali li jużaw kanali ta' ilma miftuħin; ġwiebi u spejjer.*	4.2j Niddeskrivi l-iskop tan-newba fl-agrikoltura.	4.3j Nispjega kif il-ħrit tal-art bil-kontra tan-niżla jista' jgħin sabiex jinżamm l-ilma.
4.1k Nagħraf il-ħsara ambjentali minħabba l-użu ta' pestiċidi u fertilizzanti artifiċjali.	4.2k Niddeskrivi l-karatteristiċi ewlenin tal-biedja organika.	4.3k Nispjega l-vantaġġi tal-użu ta' metodi ta' biedja organika fl-agrikoltura.
4.1c Nagħraf l-importanza tal-ħamrija bħala riżorsa naturali.	4.2c Nelabora fuq l-importanza tal-ħamrija bħala riżorsa naturali.	
4.1d Insemmi fatturi li jwasslu għall-formazzjoni tal-ħamrija. *It-tmermir u l-erożjoni tal-blat; iż-żieda tal-materjal organiku (humus).*	4.2d Niddeskrivi minn xhiex hi magħmula l-ħamrija. *It-tmermir tal-blat prinċipali; l-ilma; l-arja; l-organiżmi ħajjin; il-materja organika li qed titmermer.*	
4.1e Nikteb/nimmarka fuq stampi li juru profil tal-ħamrija bażiku.	4.2e Niddeskrivi profil tal-ħamrija bażiku.	

Is-sodda tal-blat; il-fond tal-ħamrija; il-ħaxix u l-weraq niexef.	*Is-sodda tal-blat; il-fond tal-ħamrija; il-ħaxix u l-weraq niexef.*	
4.1f Insemmi tipi differenti ta' ħamrija Maltija. *Il-ħamrija tal-ħamri; il-ħamrija tal-bajjad; il-ħamrija kannella.*	4.2f Niddeskrivi l-karatteristiċi tal-ħamrija Maltija. *Il-ħamrija tal-ħamri; il-ħamrija tal-bajjad; il-ħamrija kannella.*	4.3f Niddeskrivi l-fatturi li jinfluwenzaw il-formazzjoni u l-permeabilità tal-ħamrija Maltija. *Il-klima; il-materjal prinċipali.*
4.1g Nagħti t-tifsira tal-terminu erożjoni (telf) tal-ħamrija.	4.2g Niddeskrivi l-kawżi naturali u/jew umani għall-erożjoni (telf) tal-ħamrija. *Id-deforestazzjoni; il-ħrit tal-art 'l fuq u 'l isfel; ir-ragħa żejjed, l-eżawriment tal-ħamrija; il-ħitan tas-sejjieħ imġarrfa, l-urbanizzazzjoni fil-kampanja; il-qerda tal-abitat; ix-xita u r-riħ.*	4.3g Niddiskuti kif kawżi naturali u/jew umani isarrfu f'erożjoni (telf) tal-ħamrija.
4.1h Insemmi modi kif l-erożjoni (telf) tal-ħamrija tista' titnaqqas b'mod sinifikanti. *Il-programmi ta' afforestazzjoni; il-ħrit tal-art kontra n-niżla; in-newba; ir-ragħa kkontrollata; l-għelieqi mtarrġa.*	4.2h Niddeskrivi l-miżuri għall-konservazzjoni tal-ħamrija. *Il-programmi ta' afforestazzjoni; il-ħrit tal-art kontra n-niżla; in-newba; ir-ragħa kkontrollata; l-għelieqi mtarrġa; il-ħitan tas-sejjieħ; il-metodi ta' tisqija (bil-qatra u l-ferfiera).*	4.3h Niddiskuti l-importanza tal-konservazzjoni u l-immaniġġjar tal-ħamrija għall-għixien sostenibbli. *Aspetti tal-konservazzjoni tal-ħamrija fil-Miri ta' Żvilupp Sostenibbli 11 (Bliet u Komunitajiet Sostenibbli), 13 (Tibdil fil-Klima) & 15 (Il-Ħajja fuq l-Art).*