Year 10 Geography General Learning Programme

(As from scholastic year 2025-2026)

DIRECTORATE FOR EARLY YEARS, LANGUAGES AND HUMANITIES

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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 quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children have the opportunity to obtain the necessary skills and attitudes to be future active citizens and to succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This new syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving and ensure that all learners attain key competences required in the 21st Century.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship, 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 progrmme 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 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 few 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 for Year 10 Geography General

Subject Focus 2	Tectonic activity, rock formation and weathering
Learning Outcome 2: (Paper II)	I can describe the composition of the Earth's structure and the factors leading to plate movement, volcano formation and rock weathering.

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 10 Geography General

Assessment Criteria Level 1	**Assessment Criteria Level 2**	**Assessment Criteria Level 3**
2.1a Recognise the internal structure of the Earth. *Core; mantle; crust.*	2.2a Sketch and/or label diagrams illustrating the internal structure of the Earth.	2.3a Describe the main characteristics and properties of the four layers forming the interior structure of the Earth.
2.1c Recognise convection currents in diagrams of plate tectonics.	2.2c Associate global earthquake and volcano distribution with plate margins.	2.3c Explain the concept of Continental Drift to show how continents shift position on the Earth's surface.
2.1b Recognise plate boundaries. *Destructive (collision and subduction), constructive and conservative plates.*	2.2b Label diagrams illustrating plate boundaries. *Destructive (collision and subduction), Constructive; Conservative plates.*	2.3b Describe the plate movement and resultant landforms at plate boundaries. *Constructive; destructive (collision and subduction); conservative plate margins.*
2.1d Identify areas prone to tectonic activity on a map of the Mediterranean. *Italy; Greece; Turkey.*	2.2d Describe hazards associated with earthquake activity.	2.3d Explain why the Mediterranean region is a seismic-prone region.

2.1e Name the instrument which measures earthquakes. *Seismograph.*	2.2e Describe the use of the Richter Scale.	
2.1k Define land faulting.	2.2k Mention a prominent fault feature found in Malta.	2.3k Explain how land movement shaped the relief of Malta. *Great Fault; Magħlaq Fault; rift valleys (ex. Pwales Valley).*
2.1f Define active and/or dormant and/or extinct volcanoes.	*2.2f Differentiate between volcanic hazards and benefits.* *Loss of life; damage to property; damage to the natural environment; fertile soils; formation of precious stones; geothermal energy; volcanoes as tourist attractions.*	2.3f Describe the benefits and hazards of living close to a volcano. *Loss of life; damage to property; damage to the natural environment; fertile soils; formation of precious stones; geothermal energy; volcanoes as tourist attractions.*
2.1g Outline the different rock groups. *Igneous; sedimentary; metamorphic.*	2.2g Label a rock cycle diagram that describes the formation of rocks. *Igneous; sedimentary; metamorphic.*	2.3g Describe the formation of igneous, sedimentary and metamorphic rocks.
2.1h Label in chronological order the main rock layers of the Maltese Islands. *Upper Coralline Limestone; Blue Clay; Globigerina Limestone; Lower Coralline Limestone.*	2.2h Describe the characteristics of Maltese rocks. *Porosity; hardness; utilization.*	2.3h Account for the presence of fossils in the Maltese rocks.
4.1q Define quarrying.	4.2q Differentiate between Maltese 'soft' and 'hard' stone quarries.	4.3q Discuss reasons why 'hard stone' quarries are the driving force of Malta's construction industry. *Cheaper to produce; lighter to carry; limited good quality Globigerina Limestone.*
	4.2r Describe quarrying as a source of pollution.	4.3r Discuss the relationship between

	Air; noise; water; visual.	quarrying and agricultural land and/or habitat destruction.
4.1s List ways how disused quarries can be sustainably reused.	4.2s Describe ways how disused quarries can be reutilised and/or rehabilitated. *The disposal of construction waste in controlled landfill sites; conversion of quarries into agricultural land; theme/heritage parks.*	
	2.2j Define Weathering and/or Erosion.	2.3j Mention places in the Maltese archipelago with features of chemical and/or biological weathering. *(Examples: Maqluba; Buskett)*
2.1i Recognise illustrations showing different types of weathering. *Onion-skin weathering/exfoliation; biological weathering; chemical weathering.*	2.2i Identify features in the Maltese Islands related to chemical weathering. *Caves; dolines; garigue landscapes.*	2.3i Describe different modes of rock weathering. *Onion-skin weathering/exfoliation; biological and chemical weathering*.
4.1a Define renewable and/or non-renewable resources.	4.2a Describe using examples renewable and/or non-renewable energy resources. *Renewable: wind, solar (heat & photovoltaic), hydroelectric power. Non-renewable: coal, oil, gas.*	4.3a Explain the advantages and/or disadvantages of using renewable and/or non-renewable sources of energy. *Environmental; societal.*
4.1b List the benefits of renewable sources of energy currently in use in Malta.	4.2b Describe Malta's se of renewable and/or non-renewable sources of energy.	4.3b Discuss the use of sustainable and/or alternative sources of energy in Malta.
4.1v Define Global Climate Change.	4.2v Describe human activities which cause Global Climate Change.	4.3v Discuss how Global Climate Change will impact the environment.

		Societal; environmental; biodiversity.
4.1w Define Greenhouse Effect.	4.2w Sketch and/or label diagrams illustrating how the Greenhouse effect takes place.	4.3w Describe how the Greenhouse effect leads to a rising global temperature.
4.1x Define Global Warming.	4.2x Identify differences between Global Warming and Climate Change.	4.3x Describe the difference between Global Warming and Climate Change.
4.1y Define Ozone Layer.	4.2y Describe human activities which destroy the Ozone Layer.	4.3y Explain why the ozone layer needs to be safeguarded from a social perspective

Kisbiet mit-Tagħlim għall-Għaxar Sena Ġeografija Ġenerali

Subject Focus 2	L-attività tettonika, il-formazzjoni u tmermir tal-blat.
Kisba mit-Tagħlim 2: (It-Tieni Karta)	Kapaċi niddeskrivi l-għamla tal-istruttura tad-dinja u l-fatturi li jwasslu għall-moviment fil-qoxra tad-dinja, il-formazzjoni tal-vulkani u t-tmermir tal-blat.

Parti minn Subject Focus 4	Ir-riżorsi, l-immaniġjar tal-iskart u tibdil fil-Klima
Kisba mit-Tagħlim 4: (It-Tieni Karta)	**Kapaċi nagħmel id-distinzjoni bejn r-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 ta' tniġġis fil-baħar. Nuri għarfien tal-isfidi li għandhom x'jaqsmu mal-immaniġjar tal-iskart u t-tibdil fil-klima globali.

Kriterji ta' Assessjar għall-Għaxar Sena Ġeografija Ġenerali

Kriterji ta' Assessjar Livell 1	**Kriterji ta' Assessjar Livell 2**	**Kriterji ta' Assessjar Livell 3**
2.1a Nagħraf l-istruttura interna tad-Dinja. *Il-qalba; il-mantell; il-qoxra*	2.2a Noħloq skeċċ u/jew nimmarka fuq l-istampi li juru l-istruttura interna tad-Dinja.	2.3a Niddeskrivi l-karatteristiċi ewlenin tal-erba' saffi li jiffurmaw l-istruttura ta' ġewwa tad-Dinja.
2.1c Nagħraf il-kurrenti konvezzjonali fl-istampi tal-qxur tettoniċi.	2.2c Nassoċja l-pożizzjoni tal-vulkani u fejn iseħħu t-terremoti max-xfar tettoniċi.	2.3c Nispjega l-kunċett Ċaqliq tal-Kontinenti sabiex nuri kif il-kontinenti jbiddlu l-pożizzjoni tagħhom fuq wiċċ id-Dinja.
2.1b Nagħraf xifer ta' qoxra tettonika. *Ix-xifer distruttiv (collision and subduction), ix-xifer kostruttiv u x-xifer konservattiv.*	2.2b Nikteb/nimmarka fuq l-istampi li juru xifer ta' qoxra tettonika. *Ix-xifer distruttiv (collision and subduction), ix-xifer kostruttiv u x-xifer konservattiv.*	2.3c Niddeskrivi l-moviment ta' qoxra tettonika u l-formazzjoni ta' pajsaġġi max-xifer. *Ix-xifer distruttiv (collision and subduction), ix-xifer kostruttiv u x-xifer konservattiv.*

2.1d Nidentifika żoni l-aktar esposti għall-attività tettonika fuq il-mappa tal-Mediterran. *L-Italja; il-Greċja; it-Turkija*.	2.2d Niddeskrivi l-perikli li għandhom x'jaqsmu mal-attività tettonika.	2.3d Nispjega għaliex ir-reġjun tal-Mediterran huwa wieħed espost għall-attività sismika.
2.1e Insemmi l-istrument li jkejjel it-terremoti. *Is-Sismografu*	2.2e Niddeskrivi l-użu tal-Iskala Richter.	
2.1k Nagħti t-tifsira tat-terminu xaqq/tarġa fil-blat.	2.2k Insemmi xaqq/tarġa fil-blat fl-art prominenti li tinsab f'Malta.	2.3k Nispjega kif iċ-ċaqliq tal-art biddel l-għamla tal-art f'Malta. *Il-Great Fault, ix-Xaqq tal-Magħlaq; rift valleys (eż. il-Wied tal-Pwales).*
2.1f Nagħti t-tifsira tat-termini vulkan attiv u/jew inattiv u/jew estint.	2.2f Nagħmel distinzjoni bejn il-perikli u l-benefiċċji ta' vulkan. *Imwiet; ħsara fil-proprjetà; ħsara fl-ambjent naturali; ħamrija fertili; il-formazzjoni ta' ħaġar prezzjuż; enerġija ġeotermali; vulkan bħala attrazzjoni turistika.*	2.3f Niddeskrivi l-benefiċċji u l-perikli li komunità għandha għax tgħix qrib vulkan. *Imwiet; ħsara fil-proprjetà; ħsara fl-ambjent naturali; ħamrija fertili; il-formazzjoni ta' ħaġar prezzjuż; enerġija ġeotermali; vulkan bħala attrazzjoni turistika.*
2.1g Insemmi l-gruppi differenti ta' blat. *Il-blat ignijuż; il-blat sedimentarju; il-blat metamorfiku.*	2.2g Nikteb/nimmarka fuq l-istampi li juru ċ-ċiklu tal-blat li jiddeskrivu l-formazzjoni tiegħu. *Il-blat ignijuż; il-blat sedimentarju; il-blat metamorfiku.*	2.3g Niddeskrivi l-formazzjoni ta' blat ignijuż, blat sedimentarju u blat metamorfiku.
2.1h Nikteb f'ordni kronoloġika s-saffi ewlenin tal-blat fil-Gżejjer Maltin. *Il-qawwi ta' fuq; it-tafal; il-Globiġerina; il-qawwi ta' taħt.*	2.2h Niddeskrivi l-karatteristiċi tal-blat Malti. *Il-porożità; l-ebusija; l-użu.*	2.3h Nikteb dwar il-preżenza ta' fossili fil-blat Malti.
4.1q Nagħti t-tifsira ta' barriera (quarrying).	4.2q Nagħmel distinzjoni bejn barrieri Maltin tal-franka u tal-qawwi.	4.3q Niddiskuti r-raġunijiet għalfejn il-barrieri b^ġebel

		iebes' huma essenzjali fl-industrija tal-kostruzzjoni f'Malta. *Irħas fil-produzzjoni; ħafif biex jinġarr; numru limitat ta' ġebel globigerina ta' kwalità tajba.*
	4.2r Niddeskrivi l-ħidma fil-barrieri bħala sors ta' tniġġis. *L-arja; l-istorbju; l-ilma; il-viżwali.*	4.3r Niddiskuti r-relazzjoni bejn il-barrieri u l-art agrikola u/jew il-qerda tal-abitat.
4.1s Insemmi modi kif barrieri mitluqa jistgħu jerġgħu jintużaw b'mod sostenibbli.	4.2s Niddeskrivi modi kif barrieri mitluqa jistgħu jerġgħu jintużaw u/jew jiġu riabilitati. *Ir-rimi ta' skart tal-kostruzzjoni f'miżbla kkontrollata; il-konverżjoni ta' barrieri f'art agrikola; ħolqien ta' parks b'tema jew storiċi.*	
	2.2j Nagħti t-tifsira tat-termini tmermir u/jew Erożjoni.	2.3j Insemmi postijiet fl-arċipelagu Malti b'karatteristiċi ta' tmermir kimiku u/jew bijoloġiku. *Eżempji: Il-Maqluba; il-Buskett*
2.1i Nagħraf stampi li juru tipi differenti ta' tmermir. *It-tmermir folja folja; it-tmermir bijoloġiku; it-tmermir kimiku.*	2.2i Nidentifika karatteristiċi fil-Gżejjer Maltin relatati mat-tmermir kimiku. *L-għerien; id-dolini; ix-xagħri.*	2.3i Niddeskrivi modi differenti ta' tmermir. *It-tmermir folja folja; it-tmermir bijoloġiku; it-tmermir kimiku.*
4.1a Nagħti t-tifsira tat-termini riżorsi rinnovabbli u/jew mhux rinnovabbli.	4.2a Niddeskrivi riżorsi ta' enerġija rinnovabbli u/jew mhux rinnovabbli b'eżempji. *L-Enerġija Rinnovabbli: mir-riħ, solari (mis-sħana u fotovoltajka), l-enerġija idroelettrika.* *L-Enerġija mhux Rinnovabbli: il-faħam, iż-żejt u l-gass.*	4.3a Nispjega l-vantaġġi u/jew l-iżvantaġġi tal-użu ta' sorsi ta' enerġija rinnovabbli u/jew mhux rinnovabbli. *Ambjentali; tas-soċjetà.*

4.1b Nagħmel lista ta' benefiċċji ta' sorsi rinnovabbli ta' enerġija li qed jintużaw illum f'Malta.	4.2b Niddeskrivi l-użu ta' sorsi ta' enerġija rinnovabbli u/jew mhux rinnovabbli ta' Malta.	4.3b Niddiskuti l-użu ta' sorsi ta' enerġija sostenibbli u/jew alternattivi f'Malta.
4.1v Nagħti t-tifsira tat-terminu Tibdil fil-Klima globali.	4.2v Niddeskrivi l-attivitajiet umani li jikkawżaw tibdil fil-klima globali.	4.3v Niddiskuti kif it-tibdil fil-klima globali se jkollha impatt fuq l-ambjent. *Soċjetali; ambjentali; bijodiversità.*
4.1w Nagħti t-tifsira tat-terminu Effett Serra.	4.2w Noħloq skeċċ u/jew nimmarka fuq l-istampi li juru kif iseħħ l-Effett Serra.	4.3w Niddeskrivi kif l-Effett Serra jwassal għal żieda globali fit-temperatura.
4.1x Nagħti t-tifsira tat-terminu Tisħin Globali.	4.2x Nagħraf id-differenzi bejn it-Tisħin Globali u t-Tibdil fil-Klima.	4.3x Niddeskrivi d-differenza bejn it-Tisħin Globali u t-Tibdil fil-Klima.
4.1y Nagħti t-tifsira tat-terminu s-Saff tal-Ożonu.	4.2y Niddeskrivi l-attivitajiet umani li qed jeqirdu is-Saff tal-Ożonu.	4.3y Nispjega għaliex is-Saff tal-Ożonu jeħtieġ li jiġi mħares minn perspettiva soċjali.