Year 11 Geography General Learning Programme

(As from scholastic year 2025-2026)

DIRECTORATE FOR EARLY YEARS, LANGUAGES AND HUMANITIES

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Introduction

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

This learning outcomes-based programme 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 students have the opportunity to obtain the necessary skills and attitudes to become active citizens and subsequently succeed at work and in society irrespective of socio-economic, cultural, racial, ethnic, religious and gender status. This new programme 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, reducing the high incidence of early school leaving and ensuring 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, 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 students' awareness of the global physical and human environment. 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 develop 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.

This geography programme allows teachers to use 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 programme 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 interconnect. Through the various modes of school-based assessment introduced with this programme, teaching and learning geography will now be integrated with assessment. This will enable learners to edit and correct 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 and factors that produce diverse and dynamic landscapes that change over time;
- Demonstrate knowledge and understanding of some socio-economic systems of the Earth to achieve a sense of place;
- Develop informed opinions about the sustainable use of the environment and resources and 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 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 achieve. 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 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 Google Earth, globes, maps, models, handouts, rock samples, computer games etc. to make learning more meaningful

Teaching and learning strategies should vary to cater for all students. 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 with the use of a wide variety of resources;
- 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.

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;
- structuring 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 evaluate the students' 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 help students 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
- data interpretation
- 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
- use of online sources and software to locate places
- analysis of news items and videos
- 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 achieve the learning objectives. This can be achieved through the:

- observation and listening to students as they work;
- responses students make to questions set;
- participation of the students in discussions;
- marking and providing quality feedback to students' work;
- reflection on and critical evaluation of 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 worksheets 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.

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.

Assessment for learning

Assessment for Learning (AfL) occurs when evidence is used to adapt the teaching method 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, teachers need to become aware of what the learners' perceptions on the subject are. 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

Teachers 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 teachers 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 teachers 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 country that is experiencing the same issue? 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. Effective 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
- be given 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 of the lesson

4. Oral and Written Feedback

'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 how to improve 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 feedback that guides them to improve their work. This feedback has to be concordant with the learning intention. The feedback can be in the form of a statement that highlights the achievements and gives suggestions for further improvement.

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 11 Geography General

Subject Focus 1	Climate and Ecosystems
Learning Outcome 1: (Paper I & Paper II)	I can demonstrate an understanding of weather and climate processes and their association to ecosystems and biodiversity.

Assessment Criteria for Year 11 Geography General

Assessment Criteria Level 1	**Assessment Criteria Level 2**	**Assessment Criteria Level 3**
1.1a Define Weather and/or Climate.	1.2a Describe elements which constitute Weather. *Temperature; rainfall; wind direction and wind strength; cloud cover.*	
1.1b Identify instruments used to measure elements of the weather. *Thermometer; rain gauge; wind vane; anemometer; barometer.*	1.2b Use instrument(s) to measure elements of the weather. *Thermometer; rain gauge; wind vane; anemometer; barometer.*	1.3b Identify the best location for the placement of weather instruments to provide valid results. *Thermometer; rain gauge; wind vane; anemometer; barometer.*
1.1c Identify factors which influence the climate of a place or area. *Latitude; distance from the sea; prevailing winds; altitude.*	1.2c Use diagrams to describe factors which influence the climate of a place or area. *Latitude; distance from the sea; prevailing winds; altitude.*	1.3c Describe the factors which influence the climate of a region.
1.1d Identify different rainfall processes. *Frontal; relief; convectional.*	1.2d Label diagrams describing different rainfall processes. *Frontal; relief; convectional.*	1.3d Describe how the different rainfall processes take place. *Frontal; relief; convectional.*
1.1e Identify climatic regions using maps. *Mediterranean Climates; Tropical Rainforest Climates.*	1.2e Describe the climatic characteristics of major world areas. *Mediterranean Climates; Tropical Rainforest Climates.*	1.3e Interpret a climate graph for Mediterranean Climates and/or Tropical Rainforest Climates.

1.1f Define Ecosystem.	1.2f Identify features of an ecosystem. *Biotic factors; Abiotic aspects.*	
1.1g Recognise the role of plants as producers and that of animals as consumers.	1.2g Sketch and/or label diagrams showing energy transfers in a typical food chain.	1.3g Describe energy transfers in a typical food chain. *Sunlight; producers; consumers; decomposers.*
1.1h Identify the features of Maltese habitats. *Garigue; woodland; maquis.*	1.2h Outline the features of Maltese habitats. *Garigue; woodland; maquis; steppe; sand dunes; marshland.*	1.3h Describe Maltese habitats. *Garigue; woodland; sand dunes; marshland.*
1.1i Define the term flora and/or fauna in the Maltese islands.	1.2i Distinguish between Maltese endemic and indigenous species by using examples to support your answer.	1.3i Discuss the importance of protecting Maltese endemic and indigenous species.
1.1j Identify terrestrial and/or marine special conservation areas in the Maltese archipelago.	1.2j Recognise the role of nature reserves in the protection and conservation of habitats and/or species.	1.3j Discuss the importance of Natura 2000 sites.
1.1k List threats to Maltese ecosystem. *Importation of alien species; water diversion; noise pollution; visitor disturbance; dumping of waste; construction of houses and other structures.*	1.2k Describe threats to the Maltese ecosystem. *Importation of alien species; water diversion; noise pollution; visitor disturbance; dumping of waste; construction of houses and other structures.*	1.3k Explain why Maltese ecosystems need conservation and protection. *Habitat protection; education; tourism; and recreation & leisure.*
1.1l Define Biodiversity.	1.2l Describe the causes leading to the loss of biodiversity in the Maltese archipelago. *Urban sprawl; unsustainable hunting and fishing; importation of alien terrestrial and marine flora and fauna; illegal dumping; excessive use of pesticides and fertilizers.*	1.3l Discuss ways how Malta's biodiversity can be preserved for the sake of future generations.

Kisbiet mit-Tagħlim għall-Ħdax-il Sena Ġeografija Ġenerali

Subject Focus 1	Il-Klima u l-Ekosistemi
Kisba mit-Tagħlim 1: (L-Ewwel u t-Tieni Karta)	Nifhem it-temp u l-proċessi tal-klima u l-qrubija tagħhom mal-ekosistemi u l-bijodiversità.

Kriterji ta' Assessjar għall-Ħdax-il Sena Ġeografija Ġenerali

Kriterji ta' Assessjar Livell 1	**Kriterji ta' Assessjar Livell 2**	**Kriterji ta' Assessjar Livell 3**
1.1a Nagħti t-tifsira tat-termimu Temp u/jew Klima.	1.2a Niddeskrivi l-elementi li jsawru t-Temp. *It-Temperatura; ix-xita; id-direzzjoni tar-riħ u l-qawwa tar-riħ; is-sħab.*	
1.1b Nidentifika l-istrumenti użati sabiex jitkejlu l-elementi tat-temp. *It-Termometru; il-pluvjometru; il-pinnur; l-anemometru; il-barometru.*	1.2b Nuża l-istrument(i) sabiex inkejjel l-elementi tat-temp. *It-Termometru; il-pluvjometru; il-pinnur; l-anemometru; il-barometru*.	1.3b Nidentifika l-aħjar post għat-tqegħid tal-istrumenti tat-temp sabiex ir-riżultati jkunu validi bl-aktar mod possibbli. *It-Termometru; il-pluvjometru; il-pinnur; l-anemometru; il-barometru*.
1.1c Nidentifika l-fatturi li jinfluwenzaw il-klima ta' post jew żona. *Il-latitudni; id-distanza mill-baħar; l-irjieħ prevalenti; l-altitudni.*	1.2c Nuża stampi biex niddeskrivi fatturi li jinfluwenzaw il-klima ta' post jew żona. *Il-latitudni; id-distanza mill-baħar; l-irjieħ prevalenti; l-altitudni.*	1.3c Niddeskrivi l-fatturi li jinfluwenzaw il-klima ta' reġjun.
1.1d Nidentifika proċessi differenti tax-xita. *Il-frontali; l-orografika; il-konvezzjonali.*	1.2d Nikteb/nimmarka fuq l-istampi li jiddeskrivu l-proċessi differenti tax-xita. *Il-frontali; l-orografika; il-konvezzjonali.*	1.3d Niddeskrivi kif iseħħu l-proċessi differenti tax-xita. *Il-frontali; l-orografika; il-konvezzjonali.*

1.1e Nidentifika reġjuni klimatiċi billi nuża mapep. *Il-klimi Mediterranji; il-klimi ta' foresti tropikali milwiema.*	1.2e Niddeskrivi l-karatteristiċi klimatiċi taż-żoni ewlenin tad-dinja. *Il-klimi Mediterranji; il-klimi ta' foresti tropikali milwiema.*	1.3e Ninterpreta graff għall-klimi Mediterranji u/jew għall-klimi ta' foresti tropikali milwiema.
1.1f Nagħti t-tifsira tat-terminu Ekosistema.	1.2f Nidentifika l-karatteristiċi ta' ekosistema. *Il-fatturi bijotiċi; l-aspetti abijotiċi.*	
1.1g Nirrikonoxxu l-irwol tal-pjanti bħala produtturi u l-irwol tal-annimali bħala konsumaturi.	1.2g Noħloq skeċċ u/jew nimmarka fuq l-istampi li juru t-trasferimenti tal-enerġija f'katina tal-ikel tipika.	1.3g Niddeskrivi t-trasferimenti tal-enerġija f'katina tal-ikel tipika. *Id-dawl tax-xemx; il-produtturi; il-konsumaturi; id-dekompożituri.*
1.1h Nidentifika l-karatteristiċi tal-abitati Maltin. *Ix-xagħri; il-bosk; il-makkja.*	1.2h Insemmi l-karatteristiċi tal-abitati Maltin. *Ix-xagħri; il-bosk, il-makkja; l-isteppa; l-għaram tar-ramel; il-bur salmastru.*	1.3h Niddeskrivi l-abitati Maltin. *Ix-xagħri; il-bosk, l-għarma tar-ramel; il-bur salmastru.*
1.1i Nagħti t-tifsiriet tat-termini flora u/jew fawna fil-Gżejjer Maltin.	1.2i Nagħmel distinzjoni bejn speċi endemiċi u indiġeni Maltin billi nuża eżempji sabiex insaħħaħ it-tweġiba tiegħi.	1.3i Niddiskuti l-importanza tal-protezzjoni tal-ispeċi endemiċi u indiġeni Maltin.
1.1j Nidentifika żoni ta' konservazzjoni speċjali fuq l-art u/jew marittimi fl-arċipelagu Malti.	1.2j Nirrikonoxxi l-irwol tar-riservi naturali fuq il-protezzjoni u l-konservazzjoni tal-abitati u/jew tal-ispeċi.	1.3j Niddiskuti l-importanza tas-siti naturali ta' Natura 2000.
1.1k Nagħmel lista ta' theddid għall-ekosistema Maltija. *L-importazzjoni ta' speċi aljeni; id-devjazzjoni tal-ilma; it-tniġġis marbut mal-istorbju; tfixkil minn xi viżitaturi; ir-rimi ta' skart; bini ta' djar u strutturi oħra.*	1.2k Niddeskrivi it-theddid għall-ekosistema Maltija. *L-importazzjoni ta' speċi aljeni; id-devjazzjoni tal-ilma; it-tniġġis marbut mal-istorbju; tfixkil minn xi viżitaturi; ir-rimi ta' skart; bini ta' djar u strutturi oħra.*	1.3k Nispjega għaliex l-ekosistemi Maltin għandhom bżonn il-konservazzjoni u l-protezzjoni. *Il-ħarsien tal-abitat; l-edukazzjoni; it-turiżmu u r-rikreazzjoni u d-divertiment.*

1.1l Nagħti t-tifsira tat-terminu Bijodiversità.	1.2l Niddeskrivi l-kawżi li jwasslu għat-telf tal-bijodiversità fl-arċipelagu Malti. *Il-firxa urbana; il-kaċċa u s-sajd mhux sostenibbli; l-importazzjoni ta' flora u fawna tal-art u marittimi aljeni; rimi illegali; l-użu eċċessiv ta' pestiċidi u fertilizzanti.*	1.3l Niddiskuti modi kif il-bijodiversità ta' Malta tista' tiġi mħarsa għall-ġid tal-ġenerazzjonijiet futuri.