



L-Università
ta' Malta

MATSEC
Examinations Board



SEC 31 Syllabus

European Studies

2025

Updated January 2023

Syllabus Addendum
for 2025 MATSEC Examinations Session

SEC 31 European Studies

Change in Scheme of Assessment	
Paper I – School Based Assessment (30% of the total mark)	The school-based assessment shall be marked out of 100 each year (years 10 and 11 only). The School-Based Assessment for years 10 and 11 will be reported to MATSEC by the school in Year 11.

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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 achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it 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 can 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 twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular subject foci, 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 to further learning, work, life and citizenship. The nature of the subject shows the interrelation that exists between different topics.

European Studies is a multidisciplinary subject that enables learners to gain a better insight into the political, historical, social and cultural processes and issues inherent to the European continent. This subject does not centre solely on the European Union (EU) but goes beyond the process of European integration to discuss issues pertaining to the European continent from a wider perspective.

This subject addresses several issues at a national, European and global level. It provides an understanding of Europe in its economic, political, social and cultural dimensions. It discusses the EU as an integrated part of both national and international politics and recognises the EU's single market as the cornerstone of economic and social policy. It furthers the learners' awareness of the role played by the EU in international affairs and provides a deep understanding of the fundamental values of the EU and the Council of Europe. It discusses the role of migration as a cause of population change in Europe and examines demographic patterns between European countries, amongst other issues.

European Studies builds on the learners' prior knowledge, aiming to expand and extend it. The majority of learners are already familiar on some of the issues and topics discussed in this subject. This awareness is the result of what they observe and learn about formally from other subjects and informally through the larger community and the media. Thus, the learning outcomes presented in this subject are relevant and meaningful to all learners.

Programme Learning Outcome

At the end of the programme, I can:

1. Familiarisation with contextual concepts related to European Studies;
2. Cultivate an awareness of social issues within European and global society;
3. Improve learners' knowledge of Europe in the light of the broad spectrum of culture;
4. View Europe with a wider international and global perspective;
5. Develop attitudes and values of acceptance towards intercultural understanding;
6. Become familiar with Europe's contribution to human rights and citizenship;
7. Establish a clear understanding of the structure, function and workings of the EU as a whole and its major institutions.

List of Subject Foci

The learning outcomes are structured into the following subject foci:

- European Origins, History and Political Geography (Paper II)
- European Literary, Philosophic and Artistic Movements (Paper I & Paper II)
- European Values, Democracy and Rule of Law (Paper II)
- Human Rights in the European Context (Paper I & Paper II)
- European Union: Origins, Development and Institutions (Paper II)
- European Union: Internal and External Trade (Paper I & Paper II)
- Demography, Urbanisation and Regionalisation Processes in Europe (Paper II)
- Sustainable Development and other Challenges in Europe (Paper I & Paper II)
- European Educational Systems and Healthcare (Paper II)
- European Social Model (Paper II)

List of Learning Outcomes

At the end of the programme, I can:

- LO1.** Understand, explain and critically reflect on the origins, history and political geography that shaped Europe (Paper II).
- LO2.** Demonstrate familiarity with major literary, philosophic and artistic movements in the cultural heritage of European peoples (Paper I & Paper II).
- LO3.** Understand and critically evaluate common European values in relation to democracy, and the rule of law. (Paper II).
- LO4.** Understand the role of human rights protection in Europe and identify the European institutions and charters protecting human rights and understand their functions. (Paper I & Paper II).
- LO5.** Understand the origins and development of the European Union, and its decision-making institutions (Paper II).
- LO6.** Understand the importance of the European Union internal and external trade, including the issues related to EU standardisation and harmonisation policy (Paper I & Paper II).
- LO7.** Understand the basics of demography in Europe and the processes of urbanisation and regionalisation. I can understand how climate, regional economy and other internal and external factors influence the movement of people within Europe (Paper II).
- LO8.** Understand the importance of globalisation and sustainable development, and the need to address the challenges brought about by globalisation; migration, radicalisation, extremism, populism, energy and climate change in Europe (Paper I & Paper II).
- LO9.** Understand the underlying importance of access to education and healthcare for all (Paper II).
- LO10.** Understand the European social model, its value and importance as a characteristic of European countries (Paper II).

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in European Studies at Level 1, 2 or 3. First teaching of this programme begins in September 2022. First award certificates will be issued in 2025.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Business Studies (level 1 being the lowest and level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidate will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Learning Outcomes and Assessment Criteria

Subject Focus 1:	European Origins, History and Political Geography
Learning Outcome 1: (Paper II)	<p>I can understand, explain and critically reflect on the origins, history and political geography that shaped Europe.</p> <p>An introduction to Ancient Greece: democracy and the development of the polis; the origin of the name Europa and the myth of Europa. An introduction to Roman Republic: Roman Law, the Ten Tablets and Separation of Powers, the concept of Mare Nostrum, the legacy. The Nation State: The Treaty of Westphalia. The Enlightenment and the French Revolution: Republicanism, Universal Suffrage and 'the Rights of Man'. Nationalism: Independence and Unification. World War 1 and World War 2. The Cold War.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>1.1a Identify main features of Ancient Greece.</p> <p><i>The origins of democracy, Greek gods, Athens, Sparta, architectural styles, the Parthenon, the Acropolis, the Olympic Games, the origin of the name Europa.</i></p>	<p>1.2a Describe main features of Ancient Greece.</p> <p><i>The origins of democracy, Greek gods, Athens, Sparta, architectural styles, the Parthenon, the Acropolis, the Olympic Games, the origin of the name Europa.</i></p>	<p>1.3a Discuss the legacies of Ancient Greece found in Western culture and the European way of life.</p> <p><i>Government - Direct Democracy, Philosophy, Theatre, Architecture, Science and Technology, Sports, Art.</i></p>
<p>1.1b List the characteristics of Athenian democracy.</p> <p><i>Direct democracy, the assembly (ekklesia), conditions of citizenship – Free, Men, over 18, Military Service, Born in Athens.</i></p>	<p>1.2b Describe Athenian democracy as the origin of the democratic concept.</p>	<p>1.3b Evaluate the strengths and/or weaknesses of Athenian Democracy.</p>
<p>1.1c Identify main features of the Roman period.</p> <p><i>Republic, Senate, Empire, Emperor, Pax Romana, Mare Nostrum, Road network, Architecture (arches, domes, aqueducts).</i></p>	<p>1.2c Describe main features of the Roman period.</p> <p><i>Republic, Senate, Empire, Emperor, Pax Romana, Mare Nostrum, Road network, Architecture (arches, domes, aqueducts).</i></p>	<p>1.3c Discuss the Roman legacies that still affect today's Western culture and the European way of life.</p> <p><i>Government – Balance of Power, Veto and representation; Law – Trial by jury, civil rights, Contracts, Ten tablets; Language – Latin and the 'Romance' languages; Engineering and Construction; Christianity.</i></p>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>1.1d List the main features of the Roman Republic.</p> <p><i>Elected officials, Representation in the senate, Separation of powers.</i></p>	<p>1.2d Describe the main features of the Roman Republic.</p> <p><i>Elected officials, Representation in the senate, Separation of powers.</i></p>	<p>1.3d Evaluate the strengths and/or weaknesses of the Roman Republic.</p>
<p>1.1e Define Humanism.</p>	<p>1.2e Describe the values of Renaissance humanism.</p>	<p>1.3e Discuss how humanist values inform contemporary European culture.</p>
<p>1.1f Define the Reformation and/or Counter-Reformation.</p>	<p>1.2f Outline the main principles of the Reformation and/or Counter-Reformation.</p>	<p>1.3f Elaborate on the legacies of the Reformation and/or Counter-Reformation that are part of European culture and way of life.</p>
<p>1.1g Define Nation State.</p>	<p>1.2g Explain the Peace of Westphalia as a turning point in Europe's ability to live with diversity.</p>	<p>1.3g Evaluate the significance of the Treaty of Westphalia on European Politics and diplomacy.</p> <p><i>Sovereignty, Non-intervention, Legal equality of states.</i></p>
<p>1.1h Define the Enlightenment.</p>	<p>1.2h List Enlightenment values.</p> <p><i>A deep commitment to reason, a trust in the emerging modern sciences to solve problems and provide control over nature, a commitment to the idea of progress in material wealth and in human civility, a belief in the essential goodness of human nature, an emphasis upon the individual as master of his fate and fortune, and an engagement with the public sphere of discussion and action.</i></p>	<p>1.3h Explain the Enlightenment principles of republicanism, citizenship, and/or rights.</p>
<p>1.1i Identify causes leading to the French Revolution of 1789.</p>	<p>1.2i Describe the main events of the French Revolution of 1789.</p>	<p>1.3i Discuss the consequences of the French Revolution of 1789.</p>
<p>1.1j Define Nationalism.</p>	<p>1.2j Describe the effects of nationalism in the shaping of modern Europe.</p>	<p>1.3j Discuss nationalism as the main cause of Italian unification, German unification and/or Greek War of Independence in the nineteenth century.</p>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
	<i>Unification of Italy, Unification of Germany, Greek War of Independence.</i>	
1.1k Define imperialism and/or colonialism.	1.2k Outline the process of the scramble for Africa in the nineteenth and early twentieth century.	1.3k Discuss the effects of colonialism and post colonialism on Europe. <i>Social: migration patterns, employment opportunities; economy: trade rules and agreements, influx of commerce and resources; culture: language, the arts, cuisine, customs and traditions.</i>
1.1l List the nations forming part of the Triple Entente and/or the Allies in WW1.	1.2l Describe the major changes in Europe resulting from WW1. <i>Dissolution of the Russian and Austro-Hungarian empires, Removal of major European monarchies, The rise of socialist movements, the rise of feminist movements, the emergence of new nation states.</i>	1.3l Elaborate on the major political changes resulting from WW1 and leading to WW2. <i>Treaty of Versailles consequences, Emergence of new democratic states, extreme political ideologies, war debt, The Great Depression, nationalism, dictatorships.</i>
1.1m List the nations forming part of the Axis and/or the Allies in WW2.	1.2m Describe the major causes leading to WWII in Europe. <i>The treaty of Versailles and the German desire for revenge, Economic Downturns, Nazi Ideology and Lebensraum, The rise of extremism and the forging of alliances, The Failure of appeasement.</i>	1.3m Elaborate on the aftermath of WW2 on Europe. <i>West and East divide, Reconstruction of industrial and national infrastructures, Marshall Plan, Relocation of displaced populations, Prosecution of war criminals.</i>
1.1n Identify the main events of the Cold War in Europe.	1.2n Describe the main dynamics of the Cold War in Europe.	1.3n Discuss the purpose and symbolism of the Berlin Wall and/or the Fall of the Berlin Wall.

Subject Focus 2:	European Literary, Philosophic and Artistic Movements
Learning Outcome 2: (Paper I and Paper II)	<p>I can demonstrate familiarity with major literary, philosophic and artistic movements in the cultural heritage of European peoples.</p> <p>European Culture, European Cultural Heritage, European Canon, European Literary Works, European Philosophical and Political Works, European Visual Arts, European Performing Arts, European Architectural Works, European Tradition and Folk Music.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
2.1a Identify activities that make up culture.	2.2a Define culture.	2.3a Explain the link between culture and identity and/or socialisation.
2.1b Identify artefacts and cultural products that are part of the European Cultural Heritage.	2.2b Define European Cultural Heritage.	2.3b Explain the characteristics that make up the common cultural heritage shared by European nations.
2.1c Identify works from the European Canon.	2.2c Define the European Canon.	2.3c Explain the qualities of a work to make it part of the European Canon.
2.1d List major literary works from the European Canon. <i>Example: Homer -The Iliad, Dante – Divine Comedy, Shakespeare - Hamlet, Romeo and Juliet, Victor Hugo- Les Misérables, Mary Shelley – Frankenstein.</i>	2.2d Describe the plot overview in the major literary works from the European Canon. <i>Example: Homer -The Iliad, Dante – Divine Comedy, Shakespeare – Hamlet, Romeo and Juliet, Victor Hugo- Les Misérables, Mary Shelley – Frankenstein.</i>	2.3d Explain the major contribution of major literary works from the European Canon. <i>Example: Homer -The Iliad, Dante – Divine Comedy, Shakespeare – Hamlet, Romeo and Juliet, Victor Hugo- Les Misérables, Mary Shelley – Frankenstein.</i>
2.1e List major philosophical/political works from the European Canon. <i>Example: Plato – The Republic, Machiavelli – The Prince, Marx and Engels – The Communist Manifesto, Simone de Beauvoir – The Second Sex.</i>	2.2e Describe briefly the main philosophical / political works from the European Canon. <i>Example: Plato – The Republic, Machiavelli – The Prince, Marx and Engels – The Communist Manifesto, Simone de Beauvoir – The Second Sex.</i>	2.3e Explain the major contribution of the major philosophical /political works from the European Canon. <i>Example: Plato – The Republic, Machiavelli – The Prince, Marx and Engels – The Communist Manifesto, Simone de Beauvoir – The Second Sex.</i>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>2.1f List major visual artistic works from the European Canon.</p> <p><i>Example: Laocoon, Michelangelo – David and Pieta, Leonardo da Vinci – Mona Lisa (Gioconda), The Last Supper, Artemisia Gentileschi - Judith Beheading Holofernes, Picasso – Les Demoiselles d’Avignon, Dali – popularising art, Van Gogh – Starry Night.</i></p>	<p>2.2f Describe briefly the visual artistic works from the European Canon.</p> <p><i>Example: Laocoon, Michelangelo – David and Pieta, Leonardo da Vinci – Mona Lisa (Gioconda), The Last Supper, Artemisia Gentileschi - Judith Beheading Holofernes, Picasso – Les Demoiselles d’Avignon, Dali – popularising art, Van Gogh – Starry Night.</i></p>	<p>2.3f Explain why these artistic works from the European Canon are important/considered as major works of art.</p> <p><i>Example: Laocoon, Michelangelo – David and Pieta, Leonardo da Vinci – Mona Lisa (Gioconda), The Last Supper, Artemisia Gentileschi - Judith Beheading Holofernes, Picasso – Les Demoiselles d’Avignon, Dali – popularising art, Van Gogh – Starry Night.</i></p>
<p>2.1g List major performing artistic works from the European Canon.</p> <p><i>Example: Tchaikovsky - Swan Lake, Beethoven – Ode to Joy, Mozart – opera as a European product – Don Juan, Fellini- La Dolce Vita, Performance Art – Marina Abramovic.</i></p>	<p>2.2g Describe briefly these performing artistic works from the European Canon.</p> <p><i>Example: Tchaikovsky - Swan Lake, Beethoven – Ode to Joy, Mozart – opera as a European product – Don Juan, Fellini- La Dolce Vita, Performance Art – Marina Abramovic.</i></p>	<p>2.3g Explain the contribution of these works to the development of European culture.</p> <p><i>Example: Tchaikovsky - Swan Lake, Beethoven – Ode to Joy, Mozart – opera as a European product – Don Juan, Fellini- La Dolce Vita, Performance Art – Marina Abramovic.</i></p>
<p>2.1h List major architectural works in Europe.</p> <p><i>Example: Neolithic Temples of Malta, Parthenon, Colosseum, Alhambra, Sagrada Familia, Hagia Sophia.</i></p>	<p>2.2h Describe major architectural works in Europe.</p> <p><i>Example: Neolithic Temples of Malta, Parthenon, Colosseum, Alhambra, Sagrada Familia, Hagia Sophia.</i></p>	<p>2.3h Explain the unique features of major architectural works in Europe.</p> <p><i>Example: Neolithic Temples of Malta, Parthenon, Colosseum, Alhambra, Sagrada Familia, Hagia Sophia.</i></p>
<p>2.1i List European music artists who influenced the global musical scene.</p>	<p>2.2i Describe the major socio-cultural influences made by European musical artists on the global scene.</p>	<p>2.3i Explain major socio-cultural contributions/events endorsed by European musical artists on the global scene.</p>

Subject Focus 3:	European Values, Democracy and Rule of Law
Learning Outcome 3: (Paper II)	I can understand and critically evaluate common European values in relation to democracy, and the rule of law. Justice and the rule of law, Pluralism, Equality, One-person one vote principle (political equality), Empowerment, Active participation, Inclusion, Solidarity.

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
3.1a Define democracy and/or a democratic society.	3.2a Describe the main features of democracy and/or a democratic society. <i>Free and fair elections, pluralism, the right to vote, representation.</i>	3.3a Discuss the advantages and/or disadvantages of having a democratic system.
3.1b List democratic values. <i>Liberty, Equality, Equity, Participation, Accountability and transparency of institutions, Tolerance, Rule of Law, Justice, Pluralism.</i>	3.2b Describe the following; <i>Liberty, Equality, Equity, Participation, Accountability and transparency of institutions, Tolerance, Rule of Law, Justice, Pluralism.</i>	3.3b Explain the development of democratic values as part of European culture and thought.
3.1c Identify the principles of rule of law.	3.2c Explain rule of law and/or justice.	3.3c Discuss rule of law and/or justice as a fundamental principle in a democracy.
3.1d List democratic freedoms. <i>Freedoms of speech, association, assembly, religion, and movement.</i>	3.2d Define the following; <i>Freedoms of speech, association, assembly, religion, and movement.</i>	3.3d Evaluate how democratic freedoms are part of European culture. <i>Freedoms of speech, association, assembly, religion, and movement.</i>
3.1e List ways how democratic freedoms are exercised by individuals.	3.2e Explain the link between democratic freedoms and democratic values.	3.3e Discuss how rule of law protects the democratic freedoms of citizens.
3.1f Define pluralism.	3.2f Describe the characteristics of pluralism.	3.3f Explain how pluralism functions in a democratic context.

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>3.1g List ways how pluralism is exercised in a democratic society.</p> <p><i>Including social media.</i></p>	<p>3.2g Describe ways how pluralism is exercised in a democratic society.</p> <p><i>Including social media.</i></p>	<p>3.3g Compare and contrast pluralism in a democratic state and its absence in a non-democratic state.</p>
<p>3.1h Identify types of equality.</p> <p><i>Political Equality, Legal Equality, Moral Equality.</i></p>	<p>3.2h Explain the different types of equality.</p> <p><i>Political Equality, Legal Equality, Moral Equality.</i></p>	<p>3.3h Discuss equality as a fundamental principle of democracy.</p>
<p>3.1i Identify the main features of democratic citizenship.</p> <p><i>Empowerment, Active Participation, Inclusion.</i></p>	<p>3.2i Describe the role of the citizen in a democratic society.</p>	<p>3.3i Discuss the rights and/or duties of democratic citizenship.</p>
<p>3.1j Define citizen empowerment.</p>	<p>3.2j Describe ways how citizen empowerment is exercised in a democratic society.</p>	<p>3.3j Discuss how citizen empowerment is exercised in a democratic society.</p>
<p>3.1k Give examples of active participation.</p>	<p>3.2k Describe ways how active participation is exercised in a democratic society.</p>	<p>3.3k Discuss levels of active participation in a democratic society.</p> <p><i>Arnstein's Ladder of Participation (1969).</i></p>
<p>3.1l Define inclusion.</p>	<p>3.2l Describe ways how inclusion is exercised in a democratic society.</p>	<p>3.3l Analyse how democracies can be more inclusive.</p>
<p>3.1m Define solidarity.</p>	<p>3.2m Describe ways how solidarity is exercised in a democratic society.</p>	<p>3.3m Analyse forms of solidarity across Europe.</p> <p><i>In the context of states of emergency, refugee crises, natural disasters, environmental crises, pandemics, economic and financial crises.</i></p>

Subject Focus 4:	Human Rights in the European Context
Learning Outcome 4: (Paper I and Paper II)	<p>I can understand the role of human rights protection in Europe and identify the European institutions and charters protecting human rights, and understand their functions.</p> <p>Human Rights: Charters and Conventions – Universal Declaration of Human Rights, European Convention of Human Rights, Charter of Fundamental Human Rights. The Council of Europe and European Court of Human Rights, role and functions.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
4.1a Define human rights.	4.2a Explain the need for human rights. <i>As both rights and obligations.</i>	4.3a Discuss the development of human rights after WWII. <i>Universal Declaration of Human Rights, European Convention on Human Rights, Charter of Fundamental Rights.</i>
4.1b Identify types of human rights. <i>Civil and Political, Economic and Social, Cultural Rights.</i>	4.2b Explain type or types of human rights. <i>Civil and Political, Economic and Social, Cultural Rights.</i>	4.3b Elaborate on the interrelationship between the different types of human rights.
4.1c Identify the causes and/or significant events leading to the setting up of the Universal Declaration of Human Rights by the United Nations.	4.2c Describe the Universal Declaration of Human Rights and/or its articles.	4.3c Discuss the strengths and/or limitations of the Universal Declaration of Human Rights.
4.1d List key facts about the Council of Europe.	4.2d Explain the achievements of the Council of Europe. <i>Abolition of Death Penalty, strengthening of Human Rights, Non-discrimination and the fight against racism, Upholding of freedom of expression, Gender equality, Protection of children’s rights, Defence of cultural diversity, Election observation, Education in human rights and democracy, Quality of medicines and healthcare.</i>	4.3d Discuss an achievement and/or achievements of the Council of Europe. <i>Abolition of Death Penalty, strengthening of Human Rights, Non-discrimination and the fight against racism, Upholding of freedom of expression, Gender equality, Protection of children’s rights, Defence of cultural diversity, Election observation, Education in human rights and democracy, Quality of medicines and healthcare.</i>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>4.1e List key articles of the European Convention on Human Rights by the Council of Europe.</p> <p><i>Article 1: Obligation to respect Human Rights, Article 2: Right to Life, Article 3: Prohibition of torture, Article 4: Prohibition of slavery and forced labour, Article 5: Right to liberty and security, Article 6: Right to a fair trial, Article 7: No punishment without law, Article 8: Right to respect for private and family life, Article 9: Freedom of thought, conscience and religion, Article 10: Freedom of expression, Article 11: Freedom of assembly and association, Article 12: Right to marry, Article 13: Right to an effective remedy, Article 14: Prohibition of discrimination, Article 1 of Protocol 1: Protection of property, Article 2 of Protocol 1: Right to education, Article 3 of Protocol 1: Right to free elections.</i></p>	<p>4.2e Describe the European Convention on Human Rights and/or its key articles.</p> <p><i>Article 1: Obligation to respect Human Rights, Article 2: Right to Life, Article 3: Prohibition of torture, Article 4: Prohibition of slavery and forced labour, Article 5: Right to liberty and security, Article 6: Right to a fair trial, Article 7: No punishment without law, Article 8: Right to respect for private and family life, Article 9: Freedom of thought, conscience and religion, Article 10: Freedom of expression, Article 11: Freedom of assembly and association, Article 12: Right to marry, Article 13: Right to an effective remedy, Article 14: Prohibition of discrimination, Article 1 of Protocol 1: Protection of property, Article 2 of Protocol 1: Right to education, Article 3 of Protocol 1: Right to free elections.</i></p>	<p>4.3e Evaluate the role of the European Convention on Human Rights.</p>
<p>4.1f Identify the role of the European Court of Human Rights.</p>	<p>4.2f Explain the role and/or structure of the European Court of Human Rights.</p>	<p>4.3f Evaluate the strengths and/or limitations of the European Court of Human Rights.</p>
<p>4.1g List the main characteristics of the Charter of Fundamental Rights by the European Union.</p> <p><i>Date of ratification (December 2009), Signatories, Institutions (EU, CJEU).</i></p>	<p>4.2g Describe the Charter of Fundamental Rights.</p>	<p>4.3g Evaluate the role of the Charter of Fundamental Rights.</p>

Subject Focus 5:	European Union: Origins, Development and Institutions
Learning Outcome 5: (Paper II)	<p>I can understand the origins and development of the European Union, and its decision-making institutions.</p> <p>Jean Monet and Robert Schuman, The Schuman Plan, Treaty of Paris (1951) – European Coal and Steel Community – The Six, Treaty of Rome (1957) – EUROCOM – European Economic Community, Merger Treaty (1967) – EC - European Community and the founding of the institutions. Enlargement, Single European Act (1986) and the Delors Declaration, Maastricht Treaty (1992), Economic and Monetary Union. European Union, further enlargement and the Lisbon Treaty. Euroscepticism and Brexit. The Treaty of the European Union - European Parliament, Council of the EU, The Commission, EU Council.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1a Name the pioneers of European unity. <i>Robert Schuman, Jean Monnet.</i>	5.2a Describe the ideals leading to the idea of a united Europe. <i>Peace, unity and prosperity.</i>	5.3a Discuss the historical motivation to set up a united Europe.
5.1b Identify the main proposals of the Schuman Declaration.	5.2b Describe the proposals of the Schuman Declaration.	5.3b Discuss why the Schuman Declaration was instrumental towards achieving a common vision of a united Europe.
5.1c Identify the founding countries of the EU.	5.2c List the founding countries of the EU.	5.3d Discuss why EU treaties need to be revised.
5.1d Define Treaty.	5.2e Describe the main outcomes of the founding treaties. <i>Treaty of Paris – ECSC, Treaty of Rome – Euratom, Treaty of Rome – EEC, Merger Treaty – EC Treaty of the European Union (Maastricht Treaty) – EU.</i>	5.3e Evaluate the importance of the founding treaties in the development of the EU.

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
5.1f Identify the EU member states. <i>On a map or from a list.</i>	5.2f Explain the reasons for the Copenhagen Criteria. <i>Democratic, economic and political conditions.</i>	5.3f Discuss the EU's reasons for the 2004 enlargement. <i>The big bang enlargement.</i>
5.1g List advantages and/or disadvantages of EU membership.	5.2g Explain advantages and/or disadvantages of EU membership.	5.3g Evaluate benefits for Maltese youth resulting from Malta's membership.
5.1h List the four freedoms of the EU: <i>Free movement of goods, Free movement of services, Free movement of capital, Free movement of persons.</i>	5.2h Explain the four freedoms in the EU with the use of examples.	5.3h Discuss the four freedoms of the EU and/or related initiatives. <i>Erasmus, the Schengen Agreement.</i>
5.1i Define the single market.	5.2i Outline the aims of the Single European Act.	5.3i Explain the changes to the single market because of the Single European Act.
5.1j Define Economic and Monetary Union and/or Eurozone.	5.2j Explain advantages and/or disadvantages of the Euro.	5.3j Explain the role of the ECB in the coordination of economic and fiscal policies, a common monetary policy and a common currency, the euro.
5.1k Identify the countries in the Eurozone. <i>On a map or from a list.</i>	5.2k Outline the Maastricht Criteria.	5.3k Discuss the importance of the Maastricht criteria.
	5.2l Outline the general aims of the reforms proposed by the Lisbon Treaty. <i>Make the EU more democratic, more efficient, better at addressing global problems with one voice.</i>	5.3l Explain the changes in the decision-making process following the Lisbon Treaty.

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
	5.2m Outline the general aims of the reforms proposed by the Treaty on the Functioning of the European Union.	5.3m Explain the general principles of the Treaty on the Functioning of the European Union. <i>General principles of the EU's purpose, the governance of its central institutions, the rules on external, foreign and security policy.</i>
5.1n List the decision-making institutions of the EU. <i>Council of the EU, EU Council, EU parliament, EU Commission, European Court of Justice.</i>	5.2n Outline the main functions of the decision-making institutions.	5.3n Explain the new decision-making procedures of the EU introduced by the Treaty on the Functioning of the European Union.
5.1o Define Euroscepticism and/or Brexit.	5.2o List the issues leading to Euroscepticism and/or Brexit.	5.3o Explain the issues leading to Euroscepticism and/or Brexit.

Subject Focus 6:	European Union: Internal and External Trade
Learning Outcome 6: (Paper I and Paper II)	<p>I can understand the importance of the European Union internal and external trade, including the issues related to EU standardisation and harmonisation policy.</p> <p>The Five Economic Sectors, Factors influencing the Economy; protectionism, trans-European network, fair trade, TNCs; The Single Market and Four Freedoms; Balance of Trade within the EU; CAFP; The EU and European Trade; EEA and EFTA; The EU and World Trade; WTO, OPEC, LOME Convention.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>6.1a Define the sectors of production in an economy: <i>Primary; Secondary; Tertiary; Quaternary; Quinary.</i></p>	<p>6.2a List European industries and/or jobs found in the main sectors of production. <i>Examples: Motor industry, Aviation, Tourism.</i></p>	<p>6.3a Explain the importance of specific sectors of production for individual European regions using case studies. <i>Forestry in Sweden for the primary sector; Manufacturing in Germany for the secondary sector; Tourism in Malta for the tertiary sector; Research and Development in Finland for the quaternary sector; European Affairs and EU Institutions in Brussels for the Quinary sector.</i></p>
<p>6.1b Define an open economy.</p>	<p>6.2b Outline the advantages and/or disadvantages of an open economy.</p>	<p>6.3b Discuss the main factors that influence the 'Openness' of EU trade: <i>Labour Force (Size and Skill level), Infrastructure (Technology and Innovation), Trans-European networks (Transport, Energy, Telecommunications), Law (Protectionism and Fair Trade), Competitiveness (Globalisation and TNCs).</i></p>
		<p>6.3c Evaluate the advantages and/or disadvantages of European single market membership in the context of an open economy.</p>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
6.1d Define Trade Bloc.	6.2d Outline the main features of the EU trade bloc.	6.3d Analyse the EU's trade flows with its main international trading partners and/or main products traded worldwide. <i>Use official figures to provide information.</i>
6.1e Define EEA and/or EFTA.	6.2e List the members of EEA and/or EFTA.	6.3e Explain the main features (and differences) of EEA and EFTA.
6.1f Define Lomé Convention, OECD, and/or WTO.	6.2f Outline the main functions of the EU in the Lomé Convention, OECD, and/or WTO.	6.3f Analyse the EU's role in world trade. <i>Use official figures to provide information.</i>

Subject Focus 7:	Demography, Urbanisation and Regionalisation Processes in Europe
Learning Outcome 7: (Paper II)	<p>I can understand the basics of demography in Europe and the processes of urbanisation and regionalisation. I can understand how climate, regional economy and other internal and external factors influence the movement of people within Europe.</p> <p>Terminology related to demography; Ageing population – increased life expectancy, lower birth rates; Migration – internal and external, migration patterns, push and pull factors; Urbanisation – as a result of industrialisation, effects of urbanisation (environmental, social, economic, infrastructure), inner city, the periphery, effects on rural areas; European Regional Policy – to mitigate the economic and political divide, Regional Development Fund, Social Fund; Tourism - internal and external, tourism patterns, types of tourism (e.g. mass tourism, niche tourism, cultural tourism, eco-tourism, Agri-tourism).</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
7.1a Define terms related to demography. <i>Demography, Birth rate, death rate, infant mortality, life expectancy, dependency ratio, migration.</i>	7.2a Explain the factors leading to population change.	7.3a Discuss the factors of population change and/or population distribution and density in Europe in recent years.
7.1b Define ageing population.	7.2b Describe the factors leading to an ageing population.	7.3b Discuss the effects of an ageing population in European countries.
7.1d Define human migration.	7.2d Explain types of migration. <i>Internal migration, External Migration, Mass migration, Documented and/or Undocumented migration, Asylum Seekers (Refugees), Economic migration, Political migration, Environmental migration.</i>	7.3c Discuss measures of mitigation of the effects of an ageing population in any two European countries. 7.3d Discuss the unique features of migration in the context of the EU. <i>EU nationals who migrate to EU and non-EU countries within Europe.</i>
7.1e Define <i>Push factors and/or Pull factors.</i>	7.2e List the push and/or pull factors.	7.3e Discuss push and pull factors in relation to the different types of migration.

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
	7.2f Describe the push and/or pull factors.	7.3f Compare and contrast the push and pull factors of post-WW2 Europe and Europe today.
7.1g Define types of tourism. <i>Domestic tourism, outbound tourism, inbound tourism.</i>	7.2g Explain the factors that determine choice of tourist destinations.	7.3g Explain the benefits and/or challenges of tourism on tourist destinations. <i>Economic, Social, Environmental, Cultural.</i>
7.1h Identify types of tourism. <i>Mass tourism, niche tourism, cultural tourism, eco-tourism, Agri-tourism.</i>	7.2h Explain the types of tourism.	7.3h Discuss types of tourism. <i>Mass tourism – Aya Napa, Costa Del Sol, niche tourism – Chernobyl, Chamonix, cultural tourism – Florence, Athens, eco-tourism – Lapland, Iceland and Agri-tourism – Sicily, wine regions.</i>
7.1i Define industrialisation.	7.2i Describe the role of industrialisation in the modernisation of the European continent. <i>The Industrial Revolution (18th and 19th Century), Post-War economic boom, migration towards industrialised areas, creation of industrial towns, supporting industries as main employers, transport.</i>	7.3i Discuss the effects of industrialisation. <i>Environmental, social, economic, infrastructural.</i>
7.1j Define urbanisation.	7.2j Describe the effects of urbanisation on rural areas.	7.3j Discuss ways of mitigating the effects of urbanisation on rural areas.
7.1k Define urban periphery and/or inner city.	7.2k Explain the social realities associated with the urban periphery and/or inner city.	7.3k Discuss using examples, EU initiatives and measures taken to improve the social realities associated with the urban periphery and/or inner city.

Subject Focus 8:	Sustainable Development and other Challenges in Europe
Learning Outcome 8:	I can understand the importance of globalisation and sustainable development, and the need to address the challenges brought about by globalisation; migration, radicalisation, extremism, populism, energy and climate change in Europe.
(Paper I and Paper II)	Globalisation, the challenges of Globalisation; migration, extremism and populism. Sustainable development as a concept, role of EU in sustainable development on the international arena, successful past European initiatives – E.g., Spanish solar villages, zero waste, Europe’s 2030 targets and SDGs (environmental issues).

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1a Define globalisation.	8.2a Explain the effects of globalisation on society. <i>Economic, Social, Political and Cultural.</i>	8.3a Discuss the benefits and/or challenges of globalisation. <i>Increased international trade, larger export markets, innovation, foreign direct investment, advantages for consumers, spread of democratic values, access to new cultures.</i> <i>Cheap labour and child labour, multinationals competing with local businesses, environmental threats, loss of cultural identity, possibility of global pandemics.</i>
8.1b Define multiculturalism.	8.2b Describe the benefits and/or challenges of multiculturalism. <i>Tolerance, cultural awareness, diverse lifestyles, choice, intercultural dialogue.</i> <i>Racism, xenophobia, discrimination, prejudice, structural violence, religious intolerance, human rights violations, political persecution, ethnic conflict.</i>	8.3b Discuss the benefits and/or challenges of multiculturalism. <i>Tolerance, cultural awareness, diverse lifestyles, choice, intercultural dialogue.</i> <i>Racism, xenophobia, discrimination, prejudice, structural violence, religious intolerance, human rights violations, political persecution, ethnic conflict.</i>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
8.1c Define radicalisation and/or extremism.	8.2c Describe the factors leading to radicalisation and extremism in Europe.	8.3c Discuss different types of radicalisation and extremism in Europe. <i>Religious, political.</i>
8.1d Define populism.	8.2d Describe the factors leading to populism in Europe.	8.3d Discuss the threats of populism on democracy in Europe.
8.1e Define social change.	8.2e Outline social changes in contemporary European society. <i>Civil liberties, Erasmus generation, multicultural society, information society, civil society.</i>	8.3e Discuss social changes in contemporary European society. <i>Civil liberties, Erasmus generation, multicultural society, information society, civil society.</i>
8.1f Define Sustainable Development.	8.2f Explain the principles of sustainable development.	8.3f Analyse the impact and/or adoption of initiatives towards sustainable development in European countries. <i>Examples: Spanish solar villages, zero waste.</i>
8.1g List the EU's key targets for 2030. <i>40% cuts in greenhouse emissions from 1990 levels, at least 32% share for renewable energy, at least 32.5% improvement in energy efficiency.</i>	8.2g Outline the EU's key targets for 2030.	8.3g Explain the European Commission's target for a climate neutral Europe by 2050.
8.1h Define Sustainable Development ` (SDGs).	8.2h Explain the holistic vision of the implementation of the SDGs.	8.3h Explain the challenges that are being faced in the implementation of the SDGs.

Subject Focus 9:	European Educational Systems and Healthcare
Learning Outcome 9: (Paper II)	<p>I can understand the underlying importance of access to education and healthcare for all.</p> <p>Educational systems in Europe –; Healthcare – access to healthcare, National Health Systems and services offered, E111, mental health as a form of healthcare.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1a Define inclusive and equitable quality education.</p>	<p>9.2a Explain the characteristics of inclusive, equitable and/or quality education.</p>	<p>9.3a Evaluate how the Sustainable Development Goals (SDGs) aim to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p><i>SDG 4: Quality Education, SDG 5: Gender Equality.</i></p>
<p>9.1b List the areas that shape the educational policies promoted in Europe.</p> <p><i>Early childhood education and care, School policy, Vocational Education and Training, Adult learning,</i></p> <p><i>Higher education, international cooperation and policy dialogue, Multilingualism, Education and migrants.</i></p>	<p>9.2b Explain the areas that shape the educational policies promoted in Europe.</p> <p><i>Early childhood education and care, School policy, Vocational Education and Training, Adult learning,</i></p> <p><i>Higher education, international cooperation and policy dialogue, Multilingualism, Education and migrants.</i></p>	<p>9.3b Discuss how the areas that shape the educational policies promoted in Europe lead to increased social mobility and improvement in the quality of life of the individual.</p> <p><i>Examples: employment opportunities, research and development, innovation, economic output, welfare.</i></p>
<p>9.1c Define health as interpreted by WHO.</p>	<p>9.2c Explain the characteristics of a quality healthcare system as recommended by WHO.</p> <p><i>Effective, efficient, accessible, acceptable/patient centred, equitable, safe.</i></p>	<p>9.3c Discuss the need (right and duty) for objective and scientifically backed information for the public as an effective way of implementing health measures.</p>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>9.1d List the factors that influence people's health.</p> <p><i>Genetic Make-Up, Lifestyle and Behaviour, Living Environment, Income and Social Status, Education, Gender, Country's Health System.</i></p>	<p>9.2d Describe the factors that influence people's health.</p> <p><i>Genetic Make-Up, Lifestyle and Behaviour, Living Environment, Income and Social Status, Education, Gender, Country's Health System.</i></p>	<p>9.3d Discuss how poor social and economic conditions contribute to health inequalities.</p> <p><i>Poverty, Social Exclusion, Unemployment, Inadequate Housing, Mental Health.</i></p>

Subject Focus 10:	European Social Model
Learning Outcome 10: (Paper II)	<p>I can understand the European social model, its value and importance as a characteristic of European countries.</p> <p>European social models — welfare state (European model); Welfare state and welfare society, types of services/benefits; Sustainability of the welfare state; Poverty, modern types of poverty; relative and absolute poverty, gender and poverty; SDGs (social issues): SDG1: No Poverty, SDG 2: Zero Hunger, SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities.</p>

Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
10.1a Define the European social model.	10.2a Describe the characteristics of the European Social Model. <i>Democracy and individual rights, free collective bargaining, the market economy, equal opportunities for all, social protection and solidarity.</i>	10.3a Compare and contrast the European Social Model to the US social system. <i>Examples: parental leave, universal healthcare, infrastructure, workers' rights.</i>
10.1b Define welfare state and/or welfare society.	10.2b Outline the main types of services and/or benefits provided by the welfare state.	10.3b Discuss the sustainability of the welfare state.
10.1c Define poverty, absolute poverty, and/or relative poverty.	10.2c Describe the main causes of poverty in Europe.	10.3c Discuss forms of contemporary poverty and how these affect the quality of life of Europeans. <i>Examples: no access to open spaces, removal of public spaces, work/life balance, reduced living space, no access to internet.</i>

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Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<p>10.1d Define the poverty line.</p>	<p>10.2d Explain the key factors making a person more “at risk” of being in poverty.</p> <p><i>Unemployment or having a poor quality (i.e., low paid or precarious) job, low levels of education and skills, the size and type of family, gender, disability or ill-health, being a member of minority ethnic groups, immigrants/undocumented migrants, living in a remote or very disadvantaged community.</i></p>	<p>10.3d Evaluate how the Sustainable Development Goals (SDGs) aim to combat poverty.</p> <p><i>SDG 1: No Poverty, SDG 2: Zero Hunger, SDG 3: Good Health and Wellbeing.</i></p>
<p>10.1e Give an example of gender-induced poverty in Europe.</p>	<p>10.2e Explain how gender may increase the risk of poverty.</p> <p><i>Gender pay gap, Family social class/Access to Education, cultural issues (gender stereotyping), conditions of work, domestic abuse, parental alienation.</i></p>	<p>10.3e Discuss what measures combatting gender-induced poverty.</p>
<p>10.1f Define social exclusion.</p>	<p>10.2f Describe the indicators of social exclusion.</p> <p><i>Poverty, unemployment, access to education, access to information, childcare and health facilities, living conditions, social participation.</i></p>	<p>10.3f Evaluate how the Sustainable Development Goals (SDGs) aim to combat social exclusion.</p> <p><i>SDG 10: Reduced Inequalities.</i></p>

Scheme of Assessment

School candidates

The assessment consists of Paper I and Paper II. Paper I consists of unmoderated school-based assessment (SBA) that is to be set and assessed by the school. Paper II consists of a controlled assessment that will take place at the end of the three-year programme.

School-based assessment (SBA): is any type of assessment of a candidate made by the school relevant to the respective SEC syllabus contributing to the final level awarded in the subject.

Controlled assessment: is comprised of a two-hour written exam set at the end of the programme and differentiated between two levels:

- a. Levels 1 and 2;
- b. Levels 2 and 3.

Candidates are to satisfy the examiner in Paper I and Paper II to obtain a level higher than 1

Part I - School Based Assessment (30% of the total mark)

The school-based assessment shall be marked out of 100 each year (9, 10 and 11). The assessment for each year will contribute to 10% of the overall mark and will be reported to MATSEC by the school in Year 11. Therefore, each year will equally contribute to the final mark of the school-based assessment. The school-based assessment shall reflect the MATSEC syllabus covered in Year 9, Year 10 and Year 11.

School-based assessment can be pegged at either of two levels:

- SBA at Level 1-2 must identify assessment criteria from these two levels. It is suggested that assessment criteria are weighted at a ratio of 40% at Level 1 and 60% at Level 2.
- SBA at Level 1-2-3 must identify assessment criteria from each of Levels 1, 2 and 3. It is suggested that assessment criteria are weighted at a ratio of 30% each at Levels 1 and 2, and 40% at Level 3.

The mark for SBA at Level 1-2 presented for a qualification at Level 2-3 will be calculated to 60% of the original mark. The mark stands in all other cases.

Part II - Controlled Assessment (70% of the total mark)

Written Examination (100 marks; 2 hours)

The controlled component of the assessment will consist of **ONE** paper having a two-hour duration which will carry 70% of the final mark and assessed externally. The paper will be set in English. Candidates will be required to answer **ALL** questions. The paper will assess **ALL** Learning Outcomes and may include assessment criteria from all the syllabus.

Paper II (Option Level 1-2 and Level 2-3) will consist of **THREE** sections: Section A, Section B and Section C. **All the sections are compulsory.**

Section A will consist of **THREE** questions (each with sub-questions), carrying a total of 10 marks.

Section B will consist of **THREE** compulsory sources or structured questions. The source or structured questions will contain a number of sub-questions totalling 45 marks.

Section C will consist of essay type questions. Section C will be assigned a total of 45 marks.

Paper II is differentiated between two Levels. Candidates must choose to either sit the examination paper at Level 1-2, or at Level 2-3.

Levels 1 – 2

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions may include stimulus materials such as maps, graphs, diagrams and photographs. All Sections are compulsory and need to be answered in the space provided in the exam booklet.

Levels 2 – 3

The written paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions may include stimulus materials such as maps, graphs, diagrams and photographs. All Sections are compulsory and need to be answered in the space provided in the exam booklet.

Private candidates

Private candidates will not be expected to carry out any school-based assessment. Instead, private candidates will sit for another controlled paper (Paper I) as an alternative to the school-based assessment. Private candidates will be assessed through the means of **TWO** Controlled papers, Paper II will be common with school candidates.

Paper I – Controlled Assessment – Private Candidates Only (30% of the total mark)

Written Examination (100 marks; 2 hours)

Paper I for private candidates shall be a controlled assessment assessing Levels 1-2-3 as described in the respective syllabus, which will be set and marked by MATSEC. Paper I will have a two-hour duration and will consist of **FOUR** compulsory questions. This paper will assess **ALL** Learning Outcomes earmarked for SBA, and may include assessment criteria from all the syllabus.

This paper will be set in English. Candidates will be required to answer **ALL** questions.

The private candidates' paper will be structured as follows:

Levels 1 – 2 - 3

The paper will consist of questions covering assessment criteria from the syllabus in the ratio: Level 1 30%; Level 2 30%, Level 3 40%. The paper will consist of **FOUR** structured questions (which may include sub-questions), and will carry a total of 100 marks.