



L-Università  
ta' Malta

MATSEC  
Examinations Board



# SEC 40 Syllabus

## Ethics

**2025**

(Updated January 2023)

**Syllabus Addendum  
for 2025 MATSEC Examinations Session**

**SEC 40 Ethics**

<b>Change in Scheme of Assessment</b>	
<b>Paper I – School Based Assessment</b>  <b>(30% of the total mark)</b>	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.

## Table of Contents

Introduction .....	1
List of Learning Outcomes .....	2
List of Subject Foci .....	2
Programme Level Descriptors .....	2
Learning Outcomes and Assessment Criteria .....	3
Scheme of Assessment .....	21
School candidates .....	21
Controlled Assessment .....	21
Private Candidates .....	23

## 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 children 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 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 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 to further learning, work, life and citizenship.

The primary aim of the Ethics programme is that of a moral education; that is, socializing students into the contemporary moral culture of our society, teaching them to think and deal reflectively with moral matters, to understand the moral issues they will encounter in their daily lives as adult members of Maltese society and of the world human community, to exercise practical wisdom in articulating their moral judgement, to understand and tolerate cultures, life-styles, outlooks, and life choices different from their own, to offer solidarity to those in their community and elsewhere who suffer injustice, to commit themselves to the peaceful resolution of moral conflict where this occurs, and to respect and support human rights, social justice, and democratic practice.

The subject matter of the programme has three thematic areas:

1. the first focuses on different ethically relevant aspects of respect;
2. the second focuses on care, for the self and others;
3. the third focuses in a general way on the question of the value of life.

Classroom sessions are set aside throughout the programme to teach the students to discuss and evaluate arguments related with the themes in the modules selected and presented by, and with the teacher. The students are invited to reflect further on and respond to these arguments and the topics or issues discussed in the classroom sessions at home, making written arguments on, or counter-arguments to, them or some aspect of them on their own.

The aspirational programme learning outcomes for this subject are:

- (a) the acceptability or otherwise of the statements in an argument as distinct from their truth - this is where they learn that evaluation becomes more subjective, since acceptability is subjective;
- (b) the approach or perspective (of rights, consequences, duty, truth, correspondence with virtue) from which the argument is entered which is also subjective. The students learn to write their own reflective commentaries on articles, opinion columns or blogs, stories, and other texts, taken from the print, social media, on topics and issues related to the themes addressed in the programme.

## List of Learning Outcomes

### At the end of the programme:

- LO1.** I can define, discuss and analyse the concepts of open and closed communities and the role of tolerance; understand the self as part of a community of significant others. (Paper 2)
- LO2.** I can discuss what makes a good role model and how role models inspire us. (Paper 1 & Paper 2)
- LO3.** I can define and discuss the subjects of self-harm, self-respect and responsible online behaviour. (Paper 2)
- LO4.** I can discuss how selfishness makes us insensitive to the plight of others. (Paper 1 & Paper 2)
- LO5.** I can value the importance of caring for myself and for others in the pursuit of wellbeing, and understand, critically appraise and reflect upon the care of oneself and how caring for the self cannot be separated from the care for the other. (Paper 2)
- LO6.** I can understand my dependence on others, and the dependence of others on me, and the limitations to my freedom this requires. (Paper 1 & Paper 2)
- LO7.** I can understand and discuss the right to life of human beings and the value of the life of animals. (Paper 2)
- LO8.** I can understand and appreciate the difference between treating other human beings as persons rather than as objects; and that the right to life raises controversial issues (Paper 2)
- LO9.** I can understand and discuss the main issues raised by actions that create, sustain, conserve, and take human life. (Paper 1 & Paper 2)
- LO10.** I can identify and understand life and death issues and reflect on them responsibly; understand and discuss the difference between those who hold that human life is intrinsically valuable and those who argue that only a worthwhile life is valuable. (Paper 2)

## List of Subject Foci

### The programme learning outcomes are structured into the following subject foci:

1. Self and Others
2. Self-Respect
3. Respect for Others
4. The Ethics of Care
5. The Ethics of Dependence
6. The Value of Life
7. Life and Death Issues

## Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Ethics 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 Ethics (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

<b>Subject Focus 1:</b>	<b>Self and Others</b>
<b>Learning Outcome 1: (Paper 2)</b>	<b>I can define, discuss and analyse the concepts of open and closed communities and the role of tolerance; understand the self as part of a community of significant others.</b>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
1.1a Identify the main characteristics of a community.	1.2a Describe the characteristics of a community.	1.3a Explain the difference between a group of people and a community.
1.1b Identify common purposes of a particular community.	1.2b Explain the role of common purposes in a community.	1.3b Discuss the role of common purposes in a community.
1.1c List some of the communities that I belong to.  (Example: family, neighbourhood, school, football club, online community, etc.)	1.2c Describe some of the characteristics of the communities that I belong to.	1.3c Discuss the value of the communities that I belong to.  <i>The value to society in general, the value to my life in particular.</i>
1.1d Identify characteristics of open and/or closed communities.	1.2d Explain the difference between open and closed communities.	1.3d Discuss the positive and negative elements of open and/or closed communities.
1.1e Identify the definition of tolerance.	1.2e Describe the importance of tolerance in a community and/or between communities.	1.3e Discuss the role of tolerance in open and/or closed communities.

SEC 40 SYLLABUS (2025): ETHICS

<p>1.1f Identify the definition of solidarity and/or respect.</p>	<p>1.2f Explain solidarity as a form of respect for different others. (Example: race, gender identity, ethnicity, ability, sexual orientation)</p>	<p>1.3f Distinguish between tolerance and solidarity.</p>
<p>1.1g Identify the definition/s of forms of irrational intolerance.  <i>Xenophobia, homophobia, racism, ageism, sexism, religious intolerance.</i></p>	<p>1.2g Describe some of the harmful effects of forms of irrational intolerance.  <i>Xenophobia, homophobia, racism, ageism, sexism, religious intolerance.</i></p>	<p>1.3g Discuss how freedom of speech may be misused as an excuse for irrational intolerance.</p>
<p>1.1h List characteristics which make me who I am.</p>	<p>1.2h Explain how my unique characteristics are formed through relationships with others.</p>	<p>1.3h Discuss how morality is shaped through socialisation.</p>
<p>1.1i Identify the definition of culture and/or socialisation.</p>	<p>1.2i Explain the influence of culture on my socialization.</p>	<p>1.3i Discuss how cultural dialogue can be a positive factor in a multicultural society.</p>
<p>1.1j Identify the definition of free will.</p>	<p>1.2j Explain the limitations on the exercise of a free will.</p>	<p>1.3j Discuss the relation between free will, reflection and moral responsibility.</p>
<p>1.1k Identify the definition of self-reflection.</p>	<p>1.2k Describe the relationship between self-reflection and self-mastery.</p>	<p>1.3k Evaluate the role that self-mastery plays in morality.</p>

<b>Subject Focus 1:</b>	<b>Self and Others</b>
<b>Learning Outcome 2:</b> (Paper 1 & Paper 2)	<b>I can discuss what makes a good role model and how role models inspire us.</b>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
2.1a Identify the definition of a role model.	2.2a Describe the qualities of a good role model.	2.3a Discuss the role of role models in my moral life.
2.1b Identify positive qualities of a role model.	2.2b Explain how my moral life is influenced by role models.	2.3b Discuss why I should only choose positive role models.
2.1c Identify the definition of a negative role model.	2.2c Explain the negative ways a bad role model can influence my life.	2.3c Discuss the impact of political and/or religious role models on their society.
2.1d Identify positive character qualities that can be promoted through social media.	2.2d Describe the values that are promoted by role models and/or influencers on social media.	2.3d Discuss how following social media influences my values.
2.1e Identify the definition of radicalisation, extremism and/or online extremism.	2.2e Describe forms of extremism and/or radicalisation that led their supporters towards committing acts of violence.	2.3e Discuss the mechanisms of radicalisation over social media.

<b>Subject Focus 2:</b>	<b>Self-Respect</b>
<b>Learning Outcome 3:</b> (Paper 2)	<b>I can define and discuss the subjects of self-harm, self-respect and responsible online behaviour.</b>

Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
3.1a List forms of physical and/or psychological harm.	3.2a Distinguish between physical harm and psychological harm.	3.3a Discuss consequences of physical and/or psychological harm.
3.1b Identify the definition of self-harm.	3.2b Describe consequences to myself from acts of self-harm.	3.3b Discuss the moral obligation not to harm ourselves.
3.1c Identify addictive behaviours. (Example: gambling, drinking alcohol, taking drugs, gaming, social media, etc.)	3.2c Demonstrate through examples how addictions have negative consequences on myself and others.	3.3c Discuss how addictions constitute a lack rather than an expression of freedom.
3.1d Identify healthy displays of self-respect.	3.2d Explain self-respect with the use of examples.	3.3d Discuss how self-respect demands more than just not harming myself.
3.1e List people who risk their lives to help others. (Example: police officers, soldiers, medics, etc.)	3.2e Distinguish between risks that are positive and socially required and those that are self-indulgent and reckless.	3.3e Discuss what irresponsible and/or antisocial behaviours are, and why they are morally wrong and often illegal.
3.1f Identify the definition of narcissism.	3.2f Explain why self-obsession is unhealthy and irresponsible.	3.3f Discuss the difference between unhealthy self-obsession and taking care of oneself in a healthy manner.

SEC 40 SYLLABUS (2025): ETHICS

<p>3.1g Identify examples of oversharing on social media.</p>	<p>3.2g Describe how mass media and/or social media encourage showing off, and/or excessive self-exposure.</p>	<p>3.3g Discuss the ethical and/or unethical use of social media.</p>
<p>3.1h Identify instances of indecent exposure on social media which are unacceptable.</p>	<p>3.2h Explain how people set themselves different boundaries on what is decent or indecent exposure.</p>	<p>3.3h Explain how people’s boundaries are based on their moral beliefs and culture.</p>
<p>3.1i Identify dangers of oversharing on social media.</p>	<p>3.2i Distinguish between what should be public and what should be private.</p>	<p>3.3i Discuss the link between excessive oversharing and reputational-harm.</p>
<p>3.1j Identify the definition of revenge porn.</p>	<p>3.2j Explain the link between revenge porn and harming others.</p>	<p>3.3j Discuss the ethical objections to the practice of revenge porn.</p>
<p>3.1k Identify the dangers of pornography.</p>	<p>3.2k Describe the link between pornography and the exploitation of vulnerable people, including women and children.</p>	<p>3.3k Discuss the extent to which pornography in the media should be censored and/or regulated.</p>
<p>3.1l Identify the definition of cyberbullying.</p>	<p>3.2l Describe ways to support the victims of cyberbullying.</p>	<p>3.3l Discuss the similarities and/or differences between cyberbullying and other forms of bullying.</p>
<p>3.1m Identify the consequences of cyberbullying.</p>	<p>3.2m Explain the harmful effects of cyberbullying.</p>	<p>3.3m Explain how cyberbullying is morally wrong.</p>
<p>3.1n Identify examples of hate speech.</p>	<p>3.2n Explain the dangers of hate speech.</p>	<p>3.3n Discuss the limits to freedom of expression.</p>

<b>Subject Focus 3:</b>	<b>Respect for Others</b>
<b>Learning Outcome 4:</b> <b>(Paper 1 &amp; Paper 2)</b>	<b>I can identify and discuss how selfishness makes us insensitive to the plight of others.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
4.1a Identify the definition of self-centred and/or egoistic.	4.2a Explain how living a self-centred life makes us blind to the difficulties of others.	4.3a Discuss how a society of self-centred people is an impoverished society.
4.1b Identify ways how one can be treated unfairly by others' selfish acts.	4.2b Explain why being self-centred is not fair to others.	4.3b Discuss why fairness is required for social justice.
4.1c Identify unsafe practices at the workplace that lead to mental and physical harm.	4.2c Explain how unsafe practices at the workplace are selfish and unethical.	4.3c Discuss unsafe practices at the workplace in relation to business ethics
4.1d Identify practices that constitute harassment and discrimination in the workplace  (Age, disability, equal pay, pregnancy, race, religion and sex and gender)	4.2d Explain why practices that constitute harassment and discrimination in the workplace are unethical.  (Age, disability, equal pay, pregnancy, race, religion and sex and gender)	4.3d Discuss why practices that constitute harassment and discrimination in the workplace are socially unjust and unethical.  (Age, disability, equal pay, pregnancy, race, religion and sex and gender)
4.1e Identify correct business ethics such as paying taxes	4.2e Explain why employers and self-employed persons have the duty to pay their dues by declaring accurate accounts related to their business.	4.3e Discuss how taxes and other financial contributions such as national insurance contribute to the welfare state.
4.1f Identify forms of sexual harassment and/or gender-based violence and/or domestic violence.	4.2f Explain the ethical issues related to sexual harassment and/or gender-based violence and/or domestic violence.	4.3f Discuss the ethical issues related to sexual harassment and/or gender-based violence and/or domestic violence through the use of case studies.

4.1g Identify ways how we can show respect towards friends and family members.

4.2g Describe ways how we can show respect towards others.

4.3g Discuss the ethics of respect towards others.

<b>Subject Focus 4:</b>	<b>The Ethics of Care</b>
<b>Learning Outcome 5: (Paper 2)</b>	<b>I can identify and discuss the importance of caring for myself and for others in the pursuit of wellbeing, and how the care of oneself and caring for the self cannot be separated from the care for the other.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
5.1a Identify virtues as a form of care for oneself and care for others.	5.2a Describe living in a virtuous way as a life of care.	5.3a Discuss how a virtuous life is a life of care.
5.1b Identify ways of caring for others.	5.2b Describe care as a positive sentiment towards others.	5.3b Discuss the role of care in relation to dependence. <i>(Example: in caring for a child or elderly relative.)</i>
5.1c Identify ways through which one can care for oneself.	5.2c Define self-care.	5.3c Discuss how my self-care involves my relations with others.
5.1d Identify the difference between pleasure and happiness.	5.2d Explain the distinction between pleasure and happiness by giving examples.	5.3d Discuss the relationship between pleasure and happiness.
5.1e Identify the definition of happiness.	5.2e Explain how happiness is a state of being.	5.3e Discuss the pursuit of happiness as the main aim in life.
5.1f Identify types of suffering. <i>Physical, emotional, mental.</i>	5.2f Describe the different kinds of suffering.	5.3f Discuss how one can lessen the pain and suffering of others.

SEC 40 SYLLABUS (2025): ETHICS

<p>5.1g Identify situations where people sacrifice their personal pleasure for the good of others.</p>	<p>5.2g Describe situations where people choose to sacrifice their personal pleasure for the good of others.</p>	<p>5.3g Discuss whether happiness is related to material wealth.</p>
<p>5.1h Identify excesses in life that should be avoided.</p>	<p>5.2h Describe some of the excesses in life that should be avoided.</p>	<p>5.3h Discuss why the ethics of self-care implies the avoidance of excesses.</p>
<p>5.1i Distinguish between the care for oneself and the care for others.</p>	<p>5.2i Describe the relation between care for the self and care for others.</p>	<p>5.3i Discuss how the ethics of self-care can be a project one undertakes for the improvement of oneself.</p>
<p>5.1j List situations or experiences that highlight the caring for oneself and/or others.</p>	<p>5.2j Explain the difference between the ethics of self-care and self-centred egoism by using examples.</p>	<p>5.3j Discuss a case study that shows the relationship between caring for oneself and caring for others.</p>
<p>5.1k Identify the definition of self-esteem.</p>	<p>5.2k Explain how positive self-esteem is important for both caring for oneself and caring for others.</p>	<p>5.3k Discuss how positive self-esteem links to the ethics of self-care.</p>
<p>5.1l Identify the damaging effects of bullying and/or harassment. <i>on the victim's self-esteem, the perpetrator, the social group</i></p>	<p>5.2l Explain how bullying and/or harassment are related to issues of self-esteem. <i>on the victim's self-esteem, the perpetrator, the social group</i></p>	<p>5.3l Discuss the effects that bullying has on both the victim and the perpetrator.</p>
<p>5.1m Identify the definition of self-worth.</p>	<p>5.2m Explain why self-worth is necessary to care for others.</p>	<p>5.3m Discuss how self-worth influences the quality of one's life.</p>
<p>5.1n Identify different kinds of love from a given context.</p>	<p>5.2n Describe different kinds of love and their effect on others.</p>	<p>5.3n Discuss the relationship between love and pleasure.</p>

5.1o Describe the difference between physical attraction and love.

5.2o Describe the difference between legal and/or responsible sexual behaviour and illegal and/or irresponsible sexual behaviour.

5.3o Discuss how responsible sexual behaviour is conducive to care for oneself and for others.

<b>Subject Focus 5:</b>	<b>The Ethics of Dependence</b>
<b>Learning Outcome 6: (Paper 1 &amp; Paper 2)</b>	<b>I can define and discuss my dependence on others, and the dependence of others on me, and the limitations to my freedom this requires.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
6.1a Identify relations of dependence.	6.2a Describe relations of dependence.	6.3a Explain the characteristics of relations of dependence.
6.1b Identify the definition of vulnerability.	6.2b Argue how relationships of dependence can change and even be reversed.	6.3b Discuss how dependence creates rights for some and responsibilities for others who are morally obliged to care for them.
6.1c List one’s responsibilities towards oneself and others when practising responsible sex.	6.2c Describe how responsible sex is about respecting others and oneself.	6.3c Discuss how responsible sex is based on the notion of consent and respect.
6.1d Identify the definition of sexual freedom.	6.2d Describe the arguments for and/or against sexual freedom.	6.3d Discuss sexual responsibility as requiring respect towards oneself and others.
6.1e Identify ethical and/or legal limitations on sexual freedom.	6.2e Describe how ethical and legal limitations safeguard vulnerable others.  (Example: children, victims of human trafficking)	6.3e Evaluate the need for ethical and/or legal limitations not as a limit to sexual freedom but as a means of safeguarding vulnerable others.
6.1f Identify the definition of persons with disability.	6.2f Distinguish between temporary and permanent disability.	6.3f Discuss the rights of persons with disability.

SEC 40 SYLLABUS (2025): ETHICS

<p>6.1g Identify measures and/or initiatives that help in improving the quality of life of vulnerable persons.</p>	<p>6.2g Describe how the social measures of the welfare state aim to improve the lives of vulnerable persons.</p>	<p>6.3g Discuss how society is required to fulfil its obligations towards the vulnerable.  Example; the duty to pay taxes to maintain the welfare state.</p>
<p>6.1h Identify the different patterns of reciprocity.  <i>One to one reciprocity, one to many and many to one reciprocity, generalised reciprocity</i></p>	<p>6.2h Define the principle of reciprocity, with examples.  <i>Reciprocity in its relation to the way it extends to caring for others, helpless or vulnerable members in one's society, the voiceless young and the future generations who will inherit a natural environment at stake.</i></p>	<p>6.3h Discuss the principle of reciprocity in relation to wildlife, those who have no 'voice' and cannot speak for themselves.</p>
<p>6.1i Identify voiceless members of society.</p>	<p>6.2i Describe case/s in which individuals and/or groups are considered as voiceless.</p>	<p>6.3i Discuss whether caring for the voiceless includes a moral obligation to speak for them.</p>
<p>6.1j Identify the definition of future generations.</p>	<p>6.2j Describe some of the needs of future generations.</p>	<p>6.3j Discuss why future generations should be included in decisions and policies made today.</p>
<p>6.1k Identify organisations that target the improvement of the quality of life of vulnerable others and/or future generations.  <i>SDG 1: No poverty, SDG 2: Zero Hunger, SDG 3: Good health and well-being; SDG 4: Quality education; SDG 10: Reduced Inequality</i></p>	<p>6.2k Describe the goals that target the improvement of the quality of life of vulnerable others and/or future generations.  <i>SDG 1: No poverty, SDG 2: Zero Hunger, SDG 3: Good health and well-being; SDG 4: Quality education; SDG 10: Reduced Inequality</i></p>	<p>6.3k Discuss the importance of goals that target the improvement of the quality of life of vulnerable others and/or future generations.  <i>SDG 1: No poverty, SDG 2: Zero Hunger, SDG 3: Good health and well-being; SDG 4: Quality education; SDG 10: Reduced Inequality</i></p>
<p>6.1l Identify reasons why we should vote in an election</p>	<p>6.2l Describe our moral obligations to vote as our civic duty in a democracy</p>	<p>6.3l Discuss ethical issues related to voting in an election.</p>
<p>6.1m Identify ways of being informed prior to voting</p>	<p>6.2m Describe how one can assess information prior to voting in order to avoid misinformation.</p>	<p>6.3m Describe the moral responsibilities that come with the action of voting</p>



<b>Subject Focus 6:</b>	<b>The Value of life</b>
<b>Learning Outcome 7: (Paper 2)</b>	<b>I can define and discuss the right to life of human beings and the value of the life of animals.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
7.1a Identify the definitions of intrinsic value and instrumental value.	7.2a Define the value of life in terms of intrinsic value and/or instrumental value.	7.3a Discuss the value of life in terms of the right to life.
7.1b Identify ways how human rights protect human beings from being mistreated.	7.2b Explain how human rights should ensure respect for others irrespective of differences. <i>race, ethnicity, gender, sexuality, disability</i>	7.3b Discuss how differences in others should not affect the way we value their lives. <i>race, ethnicity, gender, sexuality, disability</i>
7.1c Identify attitudes and actions that show responsibility and respect towards the right to life.	7.2c Explain what taking a responsible attitude towards one's life and the life of others means.	7.3c Discuss the responsibilities involved in respecting the right to life of others.
7.1d Identify ethically unacceptable forms of harm to animals.	7.2d Describe the ethical treatment of animals.	7.3d Discuss whether animals should have the same rights as humans.
7.1e Identify controversial issues related to animal welfare  (Example: experiments, killing animals for food, hunting, zoos, keeping exotic animals as pets).	7.2e Describe the value of animals in society	7.3e Discuss whether animals can have moral values

<b>Subject Focus 6:</b>	<b>The Value of life</b>
<b>Learning Outcome 8: (Paper 2)</b>	<b>I can explain and discuss the treatment of others with dignity and respect, and how this relates to the right to life.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
8.1a Identify some characteristics of abusive relationships.	8.2a Describe the harmful effects of an abusive relationship.	8.3a Discuss why an abusive relationship is unethical.
8.1b Identify examples of physical and/or mental pain	8.2b Explain why physical, mental, and emotional pain should be considered in ethical issues.	8.3b Explain the harmful effects of physical, mental, and emotional pain on oneself and others.
8.1c Identify some of the ways we should treat others with dignity and respect.	8.2c Describe the right to be treated with dignity and respect.	8.3c Discuss cases or instances when people are treated and/or not treated with dignity and respect.
8.1d Identify some reasons why we should not cause unnecessary pain to animals	8.2d Explain the concept of animal rights.	8.3d Discuss why the concept of animal rights is important.
8.1e Identify examples of unnecessary pain to animals.	8.2e Explain what it means to treat animals with ethical consideration.	8.3e Discuss the use of animals for human purposes.

<b>Subject Focus 7:</b>	<b>Life and Death Issues</b>
<b>Learning Outcome 9:</b> <b>(Paper 1 &amp; Paper 2)</b>	<b>I can understand and discuss the main issues raised by actions that create, sustain, conserve and take human life.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
9.1a Give examples of protecting human life.	9.3a Explain the moral responsibility towards creating, sustaining, and conserving human life.  (Example: poverty, starvation)	9.3a Discuss the moral responsibility of creating, sustaining, and/or conserving human life.
9.1b Identify actions that end human life. <i>murder, suicide, letting die, assisted suicide, self-defence, euthanasia, abortion, capital punishment, war.</i>	9.2b Describe the issues raised by actions intended to end human life <i>murder, suicide, letting die, assisted suicide, self-defence, euthanasia, abortion, capital punishment, war.</i>	9.3b Discuss the ethical differences between the following: <i>murder/self-defence, murder/capital punishment, manslaughter/murder, killing/letting die, assisted suicide/euthanasia</i>
9.1c Identify the doctrine of double effect.	9.2c Describe the doctrine of double effect.	9.3c Explain how the doctrine of double effect differs from direct killing.
9.1d Identify laws that regulate actions intended to end human life. <i>murder, suicide, letting die, assisted suicide, self-defence, euthanasia, abortion, capital punishment, war</i>	9.2d Explain the need for laws to be made to regulate the actions intended to end human life. <i>murder, suicide, letting die, assisted suicide, self-defence, euthanasia, abortion, capital punishment, war</i>	9.3d Analyse ethical and/or legal issues related to actions that, create, conserve and/or end human life.
9.1e Describe the use and/or abuse of biotechnologies. (Example; cloning, consumer eugenics, designer babies, biosciences, longevity sciences, genetic modification)	9.2e Explain the need for laws to regulate biotechnologies.	9.3e Analyse the ethical issues related to biotechnologies from a case study.



<b>Subject Focus 7:</b>	<b>Life and Death Issues</b>
<b>Learning Outcome 10: (Paper 2)</b>	<b>I can identify and understand life and death issues and reflect on them responsibly, discuss the difference between those who hold that human life is intrinsically valuable and those who argue that only a worthwhile life is valuable.</b>

<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
10.1a Describe what a responsible attitude towards life and death is.	10.2a Explain important life and death issues.	10.3a Discuss the ethical significance of questions about the beginning and end of life.
10.1b Explain briefly why you consider certain things as giving value to your life.	10.2b Explain how you can contribute positively to the life of others.	10.3b Discuss why human life has a positive meaning.
10.1c Identify religious attitudes towards life and death.	10.2c Explain religious attitudes towards life and death.	10.3c Discuss how religious attitudes offer a positive meaning to life.
10.1d Identify secular attitudes life and death.	10.2d Explain secular attitudes towards life and death.	10.3d Discuss how secular attitudes offer a positive meaning to life.

## 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.

### Controlled Assessment

#### Controlled Assessment (70% of the total mark)

##### Paper 2 (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 assess **ALL** Learning Outcomes. The paper will be set in English and Maltese.

The controlled assessment is differentiated between two categories. Candidates must choose to sit the controlled paper either at Level 1-2 or at Level 2-3.

The paper is divided into **TWO** Sections: Sections A and B.

Section A (25%) consists of short answer questions, each assigned between one to six marks, focusing on content from Learning Outcomes designated for paper II, and may include assessment criteria from all the syllabus.

Section B (75%) consists of **THREE** sources, structured or essay type questions, each assigned between twenty to thirty marks, focusing on the content of all the Learning Outcomes designated for paper II, and may include assessment criteria from all the syllabus.

#### Levels 1 – 2

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 40%; Level 2 60%. Questions will be objective (multiple choice questions, completion, true/false, cloze, matching *etc.*), and structured, requiring short responses. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

**Levels 2 – 3**

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 2 40%; Level 3 60%. Questions will be varied and will include objective, problem solving and free response writing. Questions may include stimulus materials such as narratives, drawings, pictorial sources and photographs.

## 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. This paper will have a two-hour duration and consists of **FOUR** compulsory questions. The paper will be set in English. The paper will assess **ALL** Learning Outcomes earmarked for SBA. Questions may also include assessment criteria from all the syllabus. **All questions are compulsory.**

#### **Levels 1-2-3**

The paper will consist of questions covering assessment criteria from the syllabus in ratio Level 1 30%; Level 2 30%; Level 3 40%. Questions may include multiple choice questions, true/false, matching, structured, short responses, analysis of text and/ or illustrated sources, and creative writing.