This handbook was compiled
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and Mr Tony Pace EO (Primary)
in collaboration with Ms Joanne Grima EO (AfL)

This online resource is to be regarded as work-in-progress and will be updated as necessary as we collectively build up our local experience in the implementation process.

It is managed by Mr Tony Pace and updates will be available at:
(Fronter) EO's' Subject Rooms – Social Studies Primary
SOCIAL STUDIES ASSESSMENT REORGANIZATION (SSAR)

1 RATIONALE AND BACKGROUND

Through SSAR the CMeLD is addressing:
(a) the need for Social Studies to assert itself in a fresh and new dimension. This need has long been felt; it is time for Social Studies to move out of the classroom and be supported by projects and fieldwork trips that should make the discipline more attractive to modern day students;
(b) the Year 5 teachers’ concerns as regards the overloaded Social Studies (2006) syllabus;
(c) The feedback received during NCF consultations, which calls for more curricular flexibility in the primary. In response to these calls for more curricular flexibility, which includes the freedom for teachers to choose their preferred pedagogy as long as the set learning outcomes are met, Social Studies in the Primary shall become a key vehicle for the piloting of flexibility in our primary schools,
(d) the need to move towards more curricular devolution in a controlled and supportive way as per Government policy.

2 PILOTING

The piloting of this assessment reorganization will take place in Year Five throughout state primary schools, during scholastic year 2013-14.

3 THE SYLLABUS

The present Year 5 Social Studies syllabus (see www.curriculum.gov.mt) has not been changed, this without prejudice to further developments later on.

The syllabus content to be covered during the scholastic year will be divided as follows:
(a) core content. This will constitute about 50% of the present syllabus; CMeLD will identify the relevant learning outcomes and schools will be expected to cover the core content by the end of the scholastic year. The End-of-Year written exam, provided by the EAU, will be based entirely on this core content.

(b) syllabus-based elective content. From the rest of the syllabus content (c.a. 50% of the total) there shall be a menu from which
schools will be expected to choose and cover at least two thirds of the elective learning outcomes;

(c) **school-based elective content.** This new procedure means that schools can exercise complete freedom with the remaining one sixth of the syllabus, which translates to about 6 weeks of Social Studies lessons. Furthermore, they can exercise this freedom in a differentiated way. Schools may thus choose one or a combination of the following for all or some of their Year 5 learners:
- use this time for consolidation in other learning areas;
- cover the remaining part of the Social Studies syllabus;
- develop and deliver new Social Studies topic/s, for example that are more directly related to the school community and environment.

In making these choices, schools need to consider the different needs of all students, including both students with basic skills needs as well as gifted and talented students.

As regards the elective content, using forms provided by CMeLD, schools shall present their proposal of what they intend to cover to the College Principal, who shall formally endorse.

The EO for Social Studies (Primary) shall act as curriculum advisor to the College Principals if so requested.

4 **FIELDWORK**

One Fieldwork Exercise will be carried out by every class at one of the following locations:
- I-Imdina
- Il-Birgu
- Iċ-Ċittadella

A set of work directives (fieldwork notes) will be made available by CMeLD; the work directives will be available for download online by the end of May 2013.

A short video clip about the three old towns of Mdina, Birgu and Ċittadella will also be made available on You Tube so that teachers and students would familiarise themselves with the suggested routes that the fieldwork trip would follow.

The fieldwork exercise should be completed by the end of January 2014. It will be assessed by the Year 5 teacher using the following criteria:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Fieldwork work directives</th>
<th>video clips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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If a student is absent on the day when the fieldwork trip is undertaken, the teacher may decide, after consultation with the parents, to allow the learner to carry out the fieldwork exercise with a parent. Alternatively the learner will be requested to undertake another (extra) project from the year’s list of projects. The fieldwork will be assessed out of a maximum of 20 marks and marks scored will be recorded in the Mid-Year report sent by each school.

5 THE PROJECT

The Project shall be selected from a list of topics that constitute 1/3 of all the topics in the respective syllabus. Projects should be completed by students and assessed by their teacher by the 15th of May. The Projects list will change from year to year so that all the topics are addressed in a three-year cycle. This yearly list will be determined by CMeLD and communicated to schools by the end of May of each scholastic year.

Projects will be assessed by class teachers out of a maximum of 20 marks following these guidelines:

<table>
<thead>
<tr>
<th>Marks</th>
<th>Quality of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 – 20</td>
<td>Excellent; evidence <em>(photographs, pictures, drawings, information)</em> is ample and of different forms. It is all relevant to the project. Presentation <em>(introduction to the project, main items, conclusion)</em> has very good structure.</td>
</tr>
<tr>
<td>13 – 16</td>
<td>Very Good; evidence is sufficient and relevant to explain project. Presentation has a good structure.</td>
</tr>
<tr>
<td>9 – 12</td>
<td>Good; evidence is sufficient and relevant to explain the project. Presentation has a weak structure but the main points are present.</td>
</tr>
<tr>
<td>5 – 8</td>
<td>Fair; evidence is limited and most of it is relevant to the project. Presentation lacks structure but a few main points are present.</td>
</tr>
<tr>
<td>0 – 4</td>
<td>Poor; evidence is very limited and most of it is not relevant to the project. Presentation lacks structure.</td>
</tr>
</tbody>
</table>

Marks scored will be recorded in the End-of-Year report sent by each school. Sample moderation and quality assurance will be carried out by CMeLD. Further information on this process will be provided later on...
6 ASSESSMENT

Assessment/s will be as follows:

- The sequence of core and elective content throughout the scholastic year is determined by the school;

- The Mid-Year written examination will continue to be college-based but on an 80 marks basis, covering the learning during the first semester (September 2013 – January 2014);

- The Annual examination will continue to be EAU-based but on 80 marks basis, covering the core content of the syllabus.

- Throughout the year, a project as well as a fieldwork exercise will be undertaken; the fieldwork and the project will each be assessed by the class teacher as part of the normal class-based assessment, each on a 20-mark basis.

- The mark scored for the fieldwork exercise (out of a maximum of 20) will feature in the Mid-Year report while the mark scored for the project (also out of a maximum of 20) will feature as part of the End-of-Year school report.

7 SUPPORT

The EO Social Studies (Primary) will provide support to College Principals, SMTs and Year 5 teachers throughout 2013-14, so that all aspects of this initiative are understood and implemented effectively.

All relevant documents that can support the implementation of this reorganization are available at:

- FRONTER – EO’s SUBJECT ROOMS – SOCIAL STUDIES PRIMARY
- http://primarysocialstudies.skola.edu.mt