GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH, RESEARCH AND INNOVATION

NATIONAL EDUCATION STRATEGY
2024 - 2030

Option Subjects 2026-2027

A handbook for Year 8 students

Special thanks to all who contributed towards the compilation of this Handbook.

FOREWORD

Education plays a very important role in a student's life. Over the years, experience has taught us that students learn in different ways; some students are academically oriented, while others learn more through practice. It is for this reason that the Ministry for Education, Sport, Youth, Research and Innovation introduced new subjects in 2019. The educational system now rests on 3 pillars - which are the academic, vocational and applied methods of teaching and learning. Education nowadays is no longer a 'one size fits all system', but has adapted to the different learning styles of our students.

Throughout the years, the Ministry for Education, Sport, Youth, Research and Innovation felt the need to invest in an educational system whereby students, besides studying the main subjects at school, are also offered different option subjects at Year 9. The handbook provides information about all the option subjects students can choose from during their educational journey in compulsory schooling.

Besides this, students are also assisted holistically through a number of guidance and support services which are available to students and parents within our schools and colleges. One of the services which plays a crucial role in bridging education with the world of work is the career guidance service. The career guidance service complements the curriculum through a number of careers-related initiatives whereby students are helped to understand the relevance of the subjects they study at school to the world of work.

The Option Subjects Handbook is a collaborative effort between the National Students' Wellbeing Services (Wellbeing Services) and the Department of Curriculum, Lifelong Learning and Employability (DCLE) within the Ministry for Education, Sport, Youth, Research, and Innovation (MEYR). Its aim is to support students in their transition from middle school to secondary school. Therefore, we encourage all year 8 students to read this handbook with their parents and consult career guidance professionals as needed to make choices that best align with their individual strengths and abilities.

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INTRODUCTION

As a middle school student, it is now the time to start thinking about your future. One of the decisions you shall be making is the choice of option subjects. This booklet has been specifically prepared to provide you with information on the different subject options. It also includes a section which refers to several points you need to consider when making such an important decision.

Keeping in mind that you will be studying these subjects for the coming three (3) years, it is of utmost importance that you take this decision seriously. This should not worry you, because you will find the necessary support in order to help you make this decision both at school and also within your college. Career advisors, guidance teachers and subject teachers, amongst others, will be preparing a specific choice of subjects programme to help you make an informed choice. This means that you need to gather as much information as possible before making the final decision about your two (2) option subjects.

The sections which will follow provide you with this information and will guide you throughout this decision-making process. We wish you every success in this educational journey.

Dorianne Gravina & Lorraine Grech Aquilina
Education Officers
Career Guidance

HOW TO MAKE A DECISION

Before you make a decision, you need to consider the following:

THINK ABOUT YOURSELF:

- Which subjects do you enjoy studying?
- What are the things you enjoy doing?
  Eg: do you like practical activities, artistic projects (like music or painting), reading or writing, learning languages, helping people, being outdoors, designing projects, fixing gadgets?
- What are your future aspirations?

CONSIDER THE FOLLOWING STEPS TO MAKE AN INFORMED DECISION:

1. Look at all the subjects in this booklet, not only those that interest you:
   - There are no subjects for boys and subjects for girls.
   - Choose the subjects which are in line with your career aspirations.
   - Choose subjects that keep your career options open.

2. Gather relevant information from competent and professional individuals:
   - What does studying the subjects involve?
   - Where do these subjects lead to in terms of career opportunities?

3. Compare the information you gathered and weigh the pros and cons of every choice.

4. Take a decision, stick to it and make it happen.

KEEP IN MIND THAT YOU SHOULD NOT CHOOSE A SUBJECT BECAUSE:

- your friend is choosing it – it might be right for them but not for you. Remember it is you who will be studying it.
- you like the teacher – the teacher might change.
- there isn't much HW – it is not always the case.
- people say it is an easy subject – there is no easy subject. Likewise, there is no difficult subject.
- you were advised to choose it, but you do not like it.

CHOOSE A SUBJECT WHICH:

- you like and you are good at – you are more likely to obtain better grades in subjects that you enjoy and are good at
- you enjoy studying – picture yourself studying for three years a subject you do not like
- you need – if you know what career you want, choosing the right subjects is crucial

Always discuss this decision with your parents/guardians, teachers and career guidance professionals.

PERSONAL REFLECTION ABOUT MY CHOICE

Tick/Fill in the boxes which apply to you:

I am choosing these subjects because...	
I like them	
They are easy	
My family can help me	
My friends chose them	
My siblings chose them	
My parents/guardians want me to choose them	
I need them for my future career	

Things I like to do...	**Things I don't like to do...**

These are my strengths...			
I am patient		I am good at manual work	
I have a good memory		I am good at sport	
I like to read and write		I am good at planning	
I like to meet people		I can lead an activity	
I am creative		I pay attention to detail	

Who can I speak to about my choice?	
Parents/Guardians	
Guidance Teacher	
Career Advisor	
Teacher/s	
Head of School	
Siblings	
Friends	

CAREERS THAT INTEREST ME:

BEFORE TAKING THE FINAL DECISION, DO NOT FORGET TO:

- Speak to your family members and your teachers about your choice.
- Make sure that your interests and skills match with the subjects you are choosing.
- Check all marks obtained in the past. Do not look only at the last mark obtained.
- Check which career paths and post-secondary courses the subjects will lead to.
- Remember that other subjects including English, Maltese and Mathematics are important as well.

The final decision is ultimately yours.

SOME GENERAL INFORMATION

THE FOLLOWING ARE THE SUBJECTS YOU WILL BE STUDYING DURING YEAR 9 – YEAR 11:

English
Maltese
Mathematics
ICT C3
Physics
The language you chose in Year 7
Social Studies (General)
History (General)
Geography (General)
Physical Education
Religious Studies/Ethics
Personal Social and Career Development
Option 1 (4 lessons per week)
Option 2 (4 lessons per week)

KEEP THE FOLLOWING IN MIND:

- **Academic** subjects focus on theory but also include practical aspects.
- **Vocational** subjects include both theoretical and practical aspects.
- **Applied** subjects focus on a more practical hands-on approach with supporting theoretical aspects.

ACADEMIC SUBJECTS

Art

General introduction to the subject:

- Art is a non-verbal universal means of communication;
- It is a non-discursive mode of knowing, through aesthetic, perceptual, technical, personal and social aspects;
- Through Art, you learn how to look, understand, criticise, evaluate and use visual information in order to be able to create your own artworks;
- The Art lessons provide hands-on opportunities to explore feelings, personal expression as well as one's imagination and experiences about life situations;
- Art challenges the learners to become aware of their identity, social issues and life

Topics studied:

- The creative process of developing Art; accepting creative risks and failure
- The learning benefits of keeping an Art Journal and Portfolio
- Art in context: Connecting art appreciation and art making cross-curricular and to issues concerning local and international environment, cultures and social aspects
- The role + functions of local and international historical and contemporary Art + Artists
- Participating in and/or setting up an Art exhibition
- Visual Literacy
- Using the collection of art museums

Class activities involved:

- Appreciation, interpretation and evaluation of one's own and others' works of art
- Creating art through various techniques and materials, e.g. drawing, painting, sculpting, printing, collaging etc.…
- Sketching from observation of objects, people and surroundings
- Collaborating on Art Projects
- Communicating through discussions about aesthetic values of different cultural and social contexts
- Exhibiting artworks
- Keeping an Art Journal and an Art Portfolio

Homework assigned:

- The Art Homework can be in the form of a research and the preparation of sketches for the following lesson/ project. This is included in the Art Journal and presented as part of your creative process.
- The Art Homework can also involve the finishing of an artwork started in class and a written self-evaluation about its creative process on the Art Journal.

Assessment given:

- The Art Journal, including sketches from observation and imagination, written notes and self-evaluations, experimentation and research work with relevant images.
- The Art Portfolio, including the creative progress of complete schoolwork and homework, through a variety of themes, techniques and materials.
- Coursework indicating a personal creative journey to realise a final artwork inspired by a specific theme, through the documentation of generated ideas, research and experimentation with several interpretations and materials.
- Effort in collaborating with others.
- Commitment to participate and come up with innovative ideas

Skills acquired while studying the subject:

- Higher-order Thinking
- Personal and Social
- Visual Literacy
- Communication
- Researching
- Interpretation and Evaluation
- Exhibition set-up
- Constructive criticism
- Problem-solving
- Creativity
- Public speaking
- Art Technical skills, eg. Sketching, drawing, painting, sculpting, collaging, printing, pottery
- Observation
- Decision-making
- Digital
- Risk-taking
- Innovation
- Design (for tentative planning)
- Documenting

Skills required to study the subject:

- self-motivation
- hard-working
- willingness to explore
- collaborative
- internet use
- research

This subject can lead you to the following Career Paths:			
Architect	Art Teacher	Art Historian	Designer (eg. Interior, Fashion, Video Game)
Artist	Art Therapist	Art Curator	Photographer

Biology

General introduction to the subject:
Biology is the study of life. This subject focuses on principles and basic structures of living organisms as well as the functions of life; interactions with the environment and relationships between organisms; human impact on ecosystems; evolution and diversity; and the science underlying the living world.

The three-year course is divided into eight learning outcomes reflecting these core areas. Each outcome includes a controlled section contributing to the final SEC written examination and school-based assessment, which accounts for 30% of the total mark.

Students will acquire knowledge and understanding of diverse aspects of Biology and learn to evaluate its personal, social, political, economic, and environmental implications. They will also develop a scientific approach and a range of manipulative and communication skills.

Topics Studied
- Cytology – study of cells.
- Anatomy and Physiology – structure and function of plants and animals.
- Ecology – relationships and associations within the environment.
- Human Impact – effects of human activities on ecosystems.
- Evolution – development of organisms from primitive to complex forms.
- Pathology – effects of pathogens on organisms, particularly humans.

Class Activities
- Classwork and practical laboratory sessions.
- Investigations and inquiry-based activities.
- Fieldwork and site visits.

Homework
- Reports on practical work, investigations, and fieldwork.
- Worksheets and questionnaires.
- Reports on site visits.
- Presentations and other Biology-related projects.

Assessment
Any work resulting from class activities may contribute to the school – based assessment.

Skills Acquired
Studying Biology helps students develop:

- Observational skills – attention to detail.
- Interpretation skills – analyzing and understanding data.
- Practical scientific skills – handling equipment and conducting experiments.
- Problem-solving skills – applying knowledge to new situations.
- Critical thinking – evaluating evidence and forming conclusions
- Communication skills – report writing and presentations.
- Mathematical skills – data analysis and calculations.
- Information technology skills – use of data loggers and digital tools.
- Research skills – gathering and synthesizing information from various sources.
- Ethical awareness – understanding the ethical implications of biological research and applications

Skills Required
To succeed in Biology, students should have:

- Basic mathematical skills – for measurements and calculations.
- Basic communication skills – for reading, writing, and presenting information.
- Teamwork and collaboration – working effectively during group investigations and fieldwork
- Time management – planning and completing projects and reports on schedule.

This subject can lead you to the following Career Paths:			
Medical/Health Field	Environment/Nature Conservation Field	Biotechnology	Agriculture/Food Science Field
Research/Scientist	Biology/Health Communication Field	Pharmaceutical Field	Science/Health Educator

Chemistry

General introduction to the subject:
Chemistry involves a dynamic and engaging study of the material world. It is a field of human endeavour based on the broad understanding of physical concepts and models which are united by common procedural and intellectual processes. Chemistry and the work of chemists have a profound impact on the environment, quality of life and on social and cultural practices.
(2025 Chemistry SEC06 Syllabus, MATSEC, UM)

Topics studied:

- Demonstrate an understanding of how chemistry works and is communicated.
- Materials from the Earth – The Atmosphere
  - Describe and explain the properties of gases that may be found in air and how to prepare them in the lab.
- Materials from the Earth – Aquatic environments
  - Describe the solvent action of water including the impact of water hardness.
  - Describe the chemical properties of acids, bases and salts.
  - Describe the conduction of electricity through solutions and molten salts.
  - Describe the major groups of the periodic table including their physical and chemical properties.
  - Describe how substances dissolved in water can be identified and how their concentration can be measured.
- Materials from the Earth – The Land
  - Describe how different rocks contain important substances, their extraction, chemical nature, responsible use and environmental impact.
- Making New Materials: How fast? How far? How much?
  - Describe how and why physical and chemical changes happen.
  - Perform quantitative calculations.
  - Investigate why and how chemical reactions proceed at different rates.
  - Describe dynamic equilibria and the conditions needed to shift a reaction in equilibrium.
- Carbon compounds from the Earth – Meeting our energy needs.
  - Describe the chemical nature of crude oil and the substances obtained from it.
  - Distinguish different homologous series and their physical and chemical properties.
  - Describe the energy changes accompanying chemical changes

Class activities involved:

- Theoretical lessons
- Laboratory practice
- Investigative laboratory practice
- Site visits
- Fieldwork
- Projects
- Research
- Presentations

Homework assigned:

- Variety of tasks intended to sustain class learning
- Routine laboratory reports
- Investigative laboratory reports
- Site visit reports
- Fieldwork reports
- Project reports
- Research-related tasks
- Preparation of presentations

Assessment given:

- Homework
- Classwork
- Laboratory reports
- Investigative laboratory reports
- Site visit reports
- Fieldwork reports
- Presentations

Skills acquired while studying the subject:

- Acquire a knowledge of basic chemical concepts and an understanding of chemical principles and patterns.
- Pursue my studies in chemistry or related subjects further.
- Appreciate that chemistry is a dynamic and evolving subject and that its principles and theories may change.
- Be aware of the importance of adopting the scientific method of investigation.
- Develop relevant practical skills whilst having due regard to correct and safe laboratory practice.
- Develop experimental and investigative competences.
- Develop abilities to:
  - form hypotheses and design experiments to test these hypotheses.
  - organize, interpret and evaluate chemical information in order to draw conclusions, make decisions and/or solve problems.
  - communicate chemical knowledge and findings in appropriate ways.
- Apply the chemical knowledge and understanding to familiar and unfamiliar situations.
- Develop an appreciation of the environmental and technological applications of chemistry and related economic, ethical and social implications.

(2025 Chemistry SEC06 Syllabus, MATSEC, UM)

Skills required to study the subject:

- A good command of the English language
- Basic mathematics that includes:
  - the ability to perform simple arithmetical processes such as addition, subtraction, multiplication and division of quantities expressed in decimal form, as fractions, or in index notation.
  - the ability to calculate volumes; simple percentage calculations; calculations involving ratios and proportion.
  - the ability to use and interpret simple graphs, carry out extrapolations and interpolations and measure gradients.

(2025 Chemistry SEC06 Syllabus, MATSEC, UM)

This subject can lead you to the following Career Paths:			
Research & Development	Quality Control	Manufacturing	Environment
Education	Regulatory (Law and Policy)	Medical Representative (Sales & Marketing)	Health/Medical

More on career paths at:
https://edu.rsc.org/future-in-chemistry/career-options/job-profiles

Computing

General introduction to the subject:
Computing is a scientific subject covered over three years that prepares candidates for further studies in the various fields of IT, such as Computing/Hardware Engineering, Software/ Game Development and Artificial Intelligence to name a few. Computing provides candidates with necessary skills required for life. Most prominently, it strengthens logical thinking and problem-solving skills. The number of jobs that require the skills acquired during Computing lessons is set to increase dramatically in the future. Besides being a scientific subject, Computing combines art, logic, storytelling and business.

Learn Computing and the digital world is yours for the taking!

Topics studied:
- Introduction to Digital Devices
- Principles of Computing, Software and Hardware
- Cloud Services and Internet of Things (IoT)
- Understanding the Digital World and Machine Logic
- Communication Networks and Internet technologies
- Problem Solving and Python Programming
- Programming Dedicated Systems such as Arduino, Micro:Bit or Raspberry PI

Class activities involved:
Computing is a subject that requires both theory and practice. Class activities involve programming hardware, such as Arduino, and software development using Python Programming language. The aim of these activities is to enforce the theoretical side of the subject.

Homework assigned:
During Computing, students are expected to carry out tasks at home as a continuation of what happens during class time. The tasks range from traditional worksheets to multimedia content such as software development assignments, and programming dedicated systems.

Assessment given:
During the three years of the course students are expected to carry out various tasks, including: Developing Automated Systems, Software Development and Research Work.

Skills acquired while studying the subject:
- Digital Competencies
- Problem solving and logical thinking
- Computational-thinking
- Programming

Skills required to study the subject:
The nature of this subject entails that students are proficient in subjects that require logical thinking. Therefore, to qualify for the Computing subject, students must attain **a minimum mark of 35 or higher in Mathematics (Track 2 and Track 3 ONLY) and 35 or higher in any science-related subject (including D&T, ICT, and Science)**. The considered mark should be based on the overall mark obtained from the year 7 Half Yearly Continuous Assessment, year 7 Annual Mark, and the year 8 Half Yearly Continuous Assessment.

This subject can lead you to the following Career Paths:			
Software Engineer	Software Developer	Mobile App Developer	Game Developer
Hardware Engineer	System/Business Analyst	Data Analyst/Scientist	Cloud System Engineer
Business Intelligence	Artificial Intelligence (AI) Engineer	User Experience (UX) Designer/Developer	Computing Teacher

Design and Technology

General introduction to the subject:
D&T is a STEM subject which focuses on applied technology through designing physical solutions for human needs, creativity, entrepreneurship and innovation. Learning is done through research about technology and human needs, solving design problems, proposing a technical solution through sketches and build prototypes. Students apply their knowledge and skills by constructing solutions in a workshop environment and critically evaluate each-other's work, self-development and product testing.

Topics studied:
Students will learn the Design Aspects topics through projects in the Technology Aspects topics, shown below.

- Design Aspect
  - Design Process and Innovation
  - Data and Research
  - Critical Thinking & Sustainability
- Technology Aspect
  - Materials and Making (mainly Plastics, Wood, Metals, smart-Materials and fibres)
  - Systems and Control (system design, electronics, Digital microcontrollers, mechanism, structures)
  - Graphics (2D, 3D, CAD-CAM, Aesthetic & graphic design)
- Health and Safety within the above aspects.

Class activities involved:

- Practical tasks to explore technological principles.
- Short Design and make projects with electronics, materials, graphics, product design, 3D printing and CAD CAM.
- Writing Design folio documentation.
- SBA for Continuous Assessment to include Design and Make Projects and Prototypes.
- All sessions are held in a D&T Lab where students learn by doing.
- All project technical construction is done at school, using materials and equipment provided.

Homework assigned:
Most projects require students to research project information at home, design solutions through sketches, using CAD software, see related videos, compiling a design folio.

Assessment given:
In D&T students shall be assessed through SBA tasks set by their school which may include the application of D&T Problem solving skills through a variety of relevant modes like projects, prototyping, design presentations focused on practical tasks and iterative design projects. The Summative written examination done yearly shall assess both the theoretical knowledge and its application in simple design problems presented throughout the exam paper and then similarly a SEC paper would represent this as the summative component of assessment which contributes to the attainment level achieved as for all STEM subjects.

Skills acquired while studying the subject:

- Thinking skills, problem solving, entrepreneurship
- Technical skills in applying project work.
- Communication skills in presenting ideas
- Research skills, etc.

Skills required to study the subject:

- At year 7, students need to have a basic literacy and numeracy level.
- At year 9 students need to have the basic course covered in year 7 and 8 (offered to all learners) as a prerequisite.
- At year 9, 10 and 11, students shall carry out SBA tasks which contribute to annual examinations and SEC continuous assessment.
- Any learner with any learning or physical disability may still follow this course with success as long as they respect health and safety rules in the labs.

This subject can lead you to the following Career Paths:			
Architect	Designer (Product, Interior, Graphic)	Technologist/Technician (Medical Electronics, Robotics & Aviation/ Aircraft sevicing)	Skilled Person (Mechanic, Carpenter, Plastics Industries, Electrician, Maintenance, Film Industry skilled crafts-person, system operators, prop fabrication, etc.)
Engineer	D&T Teacher	Technology Entrepreneur	CAD-CAM, CNC Operator

Ethics

General introduction to the subject:
Ethics is the study of how we should live with others. It helps students understand values, rights, responsibilities, and the real-life dilemmas that shape our everyday choices. As an academic subject, Ethics develops critical, creative and caring thinking while guiding learners to reflect on their actions, relationships, and communities.

The subject explores important themes such as respect, care, human dignity, animal welfare, the value of life, fairness, digital behaviour, and the ethical use of new technologies including artificial intelligence.

Throughout the three-year programme, students analyse real scenarios, discuss diverse perspectives, develop moral reasoning, and connect ethical ideas with their lives. Ethics prepares young people to become responsible global citizens who can think independently, disagree respectfully, and contribute positively to society.

Topics studied:
The Ethics programme is structured around national Learning Outcomes (EQF Levels 1–3).

Topics include:

Respect, Dignity & Relationships
- Respecting self and others
- Ethical communication and empathy
- Abusive relationships and safeguarding
- Responsibilities toward family, community, and strangers

Animal Ethics & Environmental Responsibility
- Animal rights and humane treatment
- Ethical use of animals for human purposes
- Sustainable living and ecological responsibility
- Emerging issues such as climate justice and ecocide

The Value of Human Life
- The meaning and value of life
- Self-defence, killing vs letting die
- Euthanasia, assisted suicide, capital punishment
- The doctrine of double effect
- Bioethical dilemmas and biotechnologies (e.g. genetic modification, cloning)

Ethics, Society & Global Citizenship
- Justice, power, freedom, and responsibility
- Equality, diversity, inclusion
- Gender and social fairness
- Civic participation and integrity building
- Anti-corruption education and global ethics

Digital Ethics & AI
- Digital citizenship
- Online behaviour, misinformation, and respect
- Privacy, data protection, and safety
- Ethics of artificial intelligence and its use in education and society

Religious and Secular Perspectives
- How religions and secular worldviews give meaning to life
- Multiple perspectives on moral issues
- Dialogue, tolerance, and peaceful coexistence

Class activities involved:

- Community of Inquiry discussions
- Case studies and ethical dilemma analysis
- Role play and simulations
- Group debates and collaborative problem-solving
- Creative projects (journals, stories, posters, multimedia)
- Research tasks using real scenarios
- Reflection journals
- Critical thinking, perspective-taking, and questioning exercises
- Debates and structured discussions
- Digital-game-based, and gamified learning

Homework assigned:

- Homework may include:
- Reflective journal entries
- Research on ethical issues or case studies
- Creative tasks (e.g. posters, presentations, scenarios)
- Short written responses
- Preparatory reading or viewing
- Structured worksheets extending class inquiry
- Student Workbooks

Assessment given:

Assessment includes **both school-based** and **summative** components:

- **30% School-Based Assessment**, which may include:

  – Reflective journals
  – Case study analysis
  – Class discussions and participation
  – Group presentations
  – Research tasks

At the end of Year 11, SBAs will be reported to MATSEC as a mark out of 30% for their certification.

- **70% Final Examination** at the end of the year, assessing:

  – Ethical knowledge and concepts
  – Application to case studies
  – Moral reasoning
  – Critical analysis of dilemmas
  – Understanding of multiple viewpoints

One may choose to answer the paper in either English or Maltese.

Skills acquired while studying the subject:

- Critical thinking and reasoning
- Creative and caring thinking
- Ethical decision-making
- Communication and respectful dialogue
- Self-reflection and emotional awareness
- Perspective-taking and empathy
- Media and digital literacy
- Problem-solving
- Collaboration and teamwork
- Argument analysis and evaluation

- Responsible use of technology
- Understanding of moral theories and principles
- Intercultural competence
- Global citizenship and integrity education

Skills required to study the subject:

- Willingness to think, discuss, and reflect
- Respect for different viewpoints
- Basic reading and writing skills in English
- Ability to work both independently and in groups
- Openness to explore real-life scenarios
- Curiosity about people, society, and global issues

This subject can lead you to the following Career Paths: Ethics builds foundational skills used in a wide range of professions, including:			
Law and Legal Studies	Psychology and Counselling	Education and Youth Work	Social Work and Community Services
Journalism and Media	Public Administration and Policy	International Relations and Diplomacy	Human Resources and Management
Anti-corruption, Compliance, and Governance	NGO and Development Work	Health and Social Care	AI and Digital Ethics Consultancy
Research and Academia			

Ethics provides essential competencies for careers requiring strong judgment, empathy, fairness, communication, and ethical responsibility.

After secondary school, one can continue their studies in Philosophy, Sociology, Psychology, and Environmental Studies.

NOTE: Students who opt out of Religion and take Ethics are not eligible to choose Ethics as an optional subject.

Geography

General introduction to the subject:
Geography enables us to understand the Earth we are living in. It allows students to explore and understand the relationship between human beings and the Earth through the study of space, place and the environment. Geography develops in students an interest in and a sense of wonder about the place where they live in and of other places and people. This is done by studying different environments, the processes that shape our world, and how people and environments inter-relate and interconnect. Geography enables students to become informed, responsible and active global citizens by fostering an appreciation of environments, thereby enhancing a sense of responsibility for other people and the long-term sustainability of the planet.

Topics studied:
- Map Reading – interpreting maps of different scales
- Weather and Climate – observation and simple weather forecasting, rainfall, tropical storms
- Physical Geography – Volcanoes, Earthquakes, Coasts, Rivers, Rocks, Biomes
- Human Geography – Energy resources, Population, Settlement, Industries
- Environmental Issues – Climate Change, Acid Rain, Pollution, Deforestation

Class activities involved:
Map Reading activities, photo analysis, debates, quizzes, role play, presentations, participation in co-curricular projects, experiments, watching videos and commenting on them, use of software such as Google Earth to locate places.

Homework assigned:
Different forms of tasks aimed at assessing the knowledge, understanding and skills outlined in the syllabus and may include research work on particular case studies, and site visits, labelling and sketching of diagrams, structured questions requiring short answers, analysis of data collected for fieldwork and reports, map reading and interpretation.

Assessment given:
School-based assessment is based on tasks given throughout the year as classwork and homework. Assessment will also include at least one fieldwork investigation

Skills acquired while studying the subject:
- Map reading and interpretation skills
- Field-work skills (observation, gathering of primary data, analysis of data, presentation of results).
- Research skills
- Oral presentation skills
- Interpreting graphs and statistical data
- Problem-solving and decision-making skills
- Analytical skills
- Communication skills

Skills required to study the subject:
- Basic Mathematical skills (e.g. reading graphs)
- Good command of the English language

This subject can lead you to the following Career Paths:

Geologist	Agriculture and Aquaculture	Meteorologist	Careers in the Transport sector
Careers in the Tourism sector	Statistical Analysis Careers	Planning, Environment, & Nature Conservation	Navigation & Armed Forces

Graphical Communication

General introduction to the subject:
Graphical Communication is described as an international language because with the use of drawing, one can surmount any language barrier. This subject is mainly composed of practical draughting tasks, where students explore a wide variety of communication skills related to design.

Topics studied:
- Geometry
- Pictorial drawing
- Orthographic projection
- Graphic design
- Solid geometry

Class activities involved:
- Geometric constructions, shapes and patterns
- Colouring and rendering of drawings
- Problem solving and planning drawing projects
- Hands-on practical modelling tasks
- Simple architectural drawings
- Engineering and machine drawings

Homework assigned:
- Homework as a continuation of class work
- Special homework that enables students to further their design skills
- Project work that challenges students to explore new and original ideas

Assessment given:
- Class tests
- Timed tasks
- Group work
- Project work

Skills acquired while studying the subject:
- Presentation & neatness
- Draughting dexterity
- Spatial awareness
- Psychomotor coordination

Skills required to study the subject:
- Mathematical skills
- Artistic/creativity skills
- Problem solving skills

This subject can lead you to the following Career Paths:			
Architect	Engineer	3D Product Designer	Logo Designer
Interior Designer	Art and Design	Land Surveyor	Printing Manager

More information on https://graphicalcommunication.skola.edu.mt/

History

General introduction to the subject:
The teaching of the subject aims to stimulate interest in and enthusiasm for the study of human activity in the past, linking it with the present. Students become acquainted with the question 'How do we know?' through the investigation of various types of primary and secondary sources and at the same time develop lifelong educational skills and competences.

Topics studied:
Half of the topics studied are about the European/International history and the other half are about Maltese history.

History consists of:
European and International topics:

- Renaissance and Reformation
- The Age of Exploration and Colonisation
- The French Revolution and the Napoleonic Era
- The Unification of Italy and Germany
- The Industrial Revolution
- The Causers of the First World War and the Peace Treaty of Versailles
- The rise of Hitler to power and the Causes leading to the Outbreak of the Second World War
- The Cold War and West European Integration
- The fall of Communism in Eastern Europe in 1989 and its aftermath

Maltese history topics:
- Significant projects and achievements of the Order of St John in Malta
- Problems for the Order in the eighteenth century
- The French invasion and occupation of Malta
- Nineteenth century Maltese political and constitutional development
- Nineteenth and twentieth century social and economic development in Malta
- Malta during the Two World Wars
- Twentieth century Maltese political and constitutional development
- Malta and its foreign policy since Independence

Class activities involved:
- Observing and analysing visual, digital and text primary and secondary sources in the form of historical maps, portraits, paintings, caricatures, document extracts, reports, statistical data, graphs, video clips etc.
- Individual, pair or group work tasks involving source analysis, interpretation, extrapolation; questioning techniques aimed at enhancing historical thinking;
- Class discussions; workout worksheets; creative writing; note-taking; oral presentation; communicating history.

Homework assigned:
Selected reading from textbooks and other material provided by the teacher; guided online research related to the syllabus; graded worksheets aimed at assessing knowledge, understanding of concepts and skills in the subject; creative writing skills in the form of summaries, fact sheets, paragraph or essay writing, usually at the end of the topic.

Assessment given:
Formative assessment is practiced during lessons were students' input in their classwork and homework is discussed in class;

Individual assessment when the teacher evaluates work done by the students and a mark or a grade is given at the end of each topic covered.

Skills acquired while studying the subject:

- analyse primary and secondary source to establish their reliability, objectivity, bias, omissions, perspective, interpretation;
- understand and interpret data in historical maps;
- develop and master an understanding of historical chronology and sequencing;
- develop an awareness of change and continuity over the passage of time;
- understand the connections between motives, cause and effect when analysing significant historical events;
- identify similarities and differences between different periods in history;
- to develop historical empathy with people in the past during their everyday life and during significant events;
- learn to integrate Malta's history within a wider international context.

Skills required to study the subject:

- an adequate level of reading, understanding, and writing in Maltese and English;
- confidence to express oneself orally or in writing when communicating history;
- basic research skills from books and the Internet;
- organisation and presentation skills when designing digital or printed projects.

This subject can lead you to the following Career Paths:			
Diplomacy/Foreign Relations	Curator in a Museum	Tourist Guide	Archaeologist
Legal/Notarial Studies	Conservator/Archivist	Journalist	History Teacher

Home Economics

General introduction to the subject:
Home Economics (HE) incorporates the learning and mastery of knowledge, skills and competences related to food, finance, consumer, health and the environment. These seek to develop confident independent learners through the promotion of well-being for learning and for life. A less theoretical and more hands-on programme is available to students following the Core Curriculum Programme (CCP) in Year 9, Year 10 and Year 11.

Topics studied:

Food, Nutrition and Health - the nutrients, healthy lifestyle, food commodities, food production, processing, preservation, labelling, cooking methods and planning meals for different dietary needs. Practical Interventions include the planning, preparation, cooking, serving of food and the evaluation.

Family Well-Being - the family unit, child care and development, senior citizens in society, first aid and accident prevention.

Financial Literacy and Consumer Education - consumer rights and responsibilities, needs and wants, budgeting, shopping practices and methods of payment.

Sustainable Living and Effective Management of Resources - the efficient use of resources, respecting the environment, food miles, carbon footprint and food waste.

Class activities involved:
Class activities may be carried out on an individual and/or group level. These include brain storming, case scenarios, discussions, quizzes, experiments, research, presentations, demonstrations and practical sessions.

Homework assigned:
Homework may include creative work, planning for and evaluating a practical session, and tasks related to the different topics.

Assessment given:
Home Economics uses a variety of assessment modes which include practical assignments, short tasks and investigation work to allow assessment of knowledge, skills and competences with emphasis on formative assessment. Through this on-going assessment the teacher and the learner can determine the progress achieved. Feedback given by the teacher will help the students to improve their work and reach the objectives set. A summative assessment is also used to provide the teacher and students with information to evaluate student learning, skill acquisition and academic achievement.

Skills acquired while studying the subject:
Home Economics gives the students practical experience as well as relevant and transferable skills associated with:

- communication and collaboration
- measurement
- planning, organisation and prioritising work
- experimentation and investigation
- decision-making and problem-solving
- flexibility/adaptability
- creativity and attention to detail
- the use of digital technology

Skills required to study the subject:

- basic communication skills

This subject can lead you to the following Career Paths:			
Careers related to Food and Nutrition	Education/Home Economics Teacher	Careers in Food manufacturing and production	Careers in Health Promotion
Careers in Health & Social Care	Child Carer	Chef	Elderly Care

Physical Education

General introduction to the subject:
SEC Physical Education combines practical performance with theoretical understanding.

You will learn:
- How the human body works during exercise.
- How training improves performance.
- How sport influences society.
- How to prepare, perform and evaluate physical activity.

Topics studied:
1. Skill Acquisition & Sport Psychology
2. Theory of Training & Fitness Testing
3. Health, Fitness & Well-being
4. Anatomy & Physiology
5. Sport in Society
6. Swimming & Athletics
7. Outdoor Trekking
8. Team Sport (Volleyball, Netball, Handball) – Officiating & Training
9. Team Sport (Basketball, Football, Rugby) – Officiating & Training
10. Individual Sport (choose from Artistic Gymnastics, Educational Dance, Badminton, Table Tennis, Tennis)

Class activities involved:
A combination of practical sessions and theory lessons based on the chosen disciplines. Practical work is linked to classroom learning, helping students apply theoretical concepts during performance and training.

Homework assigned:
Students complete the School-Based Assessment (SBA) over three years, including tasks linked to the ten subject foci. Regular practice in all practical components is strongly encouraged.

Assessment given:
Paper 1: Practical Component – 28%
- 14% Fitness
- 14% Athletics or Swimming

Paper 2: Theory Component – 42%
- Covers the ten subject foci in the SEC 32 syllabus.

School-Based Assessment (SBA) – 30%
- Completed over the three-year course

Assessment is based on Learning Outcomes, at 3 levels:
- Level 1 – Basic knowledge and skills
- Level 2 – Secure understanding and application
- Level 3 – Independent, detailed, well-reasoned work

Skills acquired while studying the subject:
- Understanding how the body works during physical activity.
- Applying training methods to improve performance.
- Preparing for, performing and evaluating physical challenges.
- Developing higher levels of physical competence.

Skills required to study the subject:
- Strong interest in physical activity and sport.
- Commitment to regular training outside school to meet required standards.

- Good understanding of English to follow theory lessons and exam questions.
- Willingness to study all ten subject foci over the three years.
- Motivation and discipline to work hard in lessons and improve practical performance.

This subject can lead you to the following Career Paths:			
Fitness Instructor	Sports Coach	PE Teacher	Sports Photographer
Sports Physiotherapist	Sports Nutritionist	Sports Reporter	Sports Policy Coordinator

Social Studies

General introduction to the subject:
Social Studies tackles contemporary social issues with particular reference to Maltese society within a Euro-Mediterranean and global perspective. It aims to apply sociological knowledge to real life situations while interpreting data, both textual and graphical. Awareness of issues relating to sustainable development, gender inequality, multiculturalism and political, religious, and racial discrimination are also an integral part of Social Studies.

Topics studied:
- The Self
- Politics
- Culture
- Gender
- Education
- Family
- Sustainable Development
- Globalisation
- Health
- Religion
- Population
- Crime and deviance
- Social Exclusion and Social Welfare
- Media
- Youth
- Economy, Work and Leisure

Class activities involved:
Class activities involved include discussions, research, debates, video critiques, field works and interviews.

Homework assigned:
Essays, research, discussion preparation and field work journals

Assessment given:
Ongoing assessments.

Skills acquired while studying the subject:
- discussion techniques
- essay writing
- awareness of social issues
- respect towards diverse opinions and values of multiculturalism

Skills required to study the subject:
- writing techniques
- discussion techniques
- social awareness
- will for a better world

This subject can lead you to the following Career Paths:			
Journalist	Police Officer	International Relations Officer	Social Worker
Armed Forces Officer	Human Resource Officer	Sociologist	Law Related Jobs

Accounting

General introduction to the subject:
Accounting is a very popular subject nowadays. It opens up many job opportunities such as accounts clerks, accountants, auditors, banking, insurance and stockbrokers. These are all in great demand. Accounting is the language of a business. Through Accounting we communicate with stakeholders about the profit of a business and what it owns and owes. Accounting includes financial literacy and entrepreneurship competences.

Topics studied:
- Double entry
- Final Accounts
- Day Books, Cash Book
- Accounting Concepts
- Bank Reconciliation Statements
- Depreciation
- Irrecoverable Debts and Allowance for Doubtful Debts
- Correction of Errors
- Suspense
- Single Entry and Incomplete Records
- Manufacturing Accounts
- Accounting Ratios
- Digital Accounting
- Breakeven
- Payroll

Class activities involved:
- Direct questioning
- Quizzes
- Monopoly game
- Projects
- Groupwork activities
- Use of Interactive Whiteboard tools
- Written classwork exercises
- Debates
- Visits to financial institutions and business organisations
- Individual presentations – oral, written, digital
- Group presentations – oral, written, digital
- Practicing on an accounting software
- Evaluating exercises and case studies
- Self/peer reviews
- Discussions
- Role plays
- Exhibitions

Homework assigned:
- Written exercises to re-inforce work done in class
- Research at home through internet, books
- Research by asking professional advice at the industry
- Practise and revision of topics done at school
- Project task as a group
- Project task as an individual
- Written, oral and digital presentations both at individual and group level
- Practicing on an accounting software

Assessment given:

- Formative and summative assessment
- Ongoing assessed tasks such as written exercises, research tasks, presentations: at home
- Ongoing assessed tasks such as written exercises, research tasks, presentations: in class
- Annual exam
- Peer assessment on a presentation task
- Write up of project tasks – written and/digital
- Oral presentation

Skills acquired while studying the subject:

- Book-keeping
- Accounting
- Analysis
- evaluation
- Interpretation
- Decision-making
- Problem solving
- Critical thinking
- Presentation
- Communication
- Groupwork
- Collaboration
- Resilience
- Time management
- Organisational skills
- Planning
- Negotiation
- Attention to detail, accuracy
- Listening skills
- Self-motivation skills
- Management
- Ethical, dignity and compliance
- Financial literacy
- Entrepreneurship

Skills required to study the subject:

- Basic English level
- Basic numerical level
- Basic IT skills
- Organisational skills
- Self-motivation skills
- Time management skills
- Teamwork skills
- Resilience

This subject can lead you to the following Career Paths:			
Accounts Clerk	Accountant/Auditor	Tax Advisor	Stockbroker
Accounts Teacher	Audit Assistant	Financial Controller	Banker

Business Studies

General introduction to the subject:
Business Studies is an investment in your future. It is a life learning subject. It is practical as it related to your personal life both at home and at work.

It includes financial literacy, banking, preparation for interviews, how a business works and what is needed to keep it successful and competitive, entrepreneurship and creativity. Business Studies includes purchasing, production, marketing, research and development, human resource and finance.

Job opportunities include management, accounting, banking, insurance, economics and marketing.

Topics studied:
- The business environment
- Business structure and organisation
- Elements of business activity
- Human Resources
- Communication
- Aiding, regulating and controlling business
- Purchasing
- Production
- Marketing
- Finance
- Research and Development
- Financial Literacy
- Enterpreneurship
- International Trade

Class activities involved:
- Direct questioning
- Quizzes
- Group work
- Use of interactive whiteboard tools
- Written exercises
- Presentations: individual and group work
- Role plays
- Demonstrations
- Visits to financial institutions and business organisations
- Debates
- Evaluating case studies
- Self/peer reviews
- Discussions
- Exhibitions
- Business games

Homework assigned:
- written tasks
- practise and revision of topics done at school
- research on internet, books, articles, magazines, newspapers etc
- research at work places
- projects

Assessment given:

- formative and summative assessment
- ongoing assessed tasks such as written exercises, research tasks, presentations: at home
- ongoing assessed tasks such as written exercises, research tasks, presentations: in class
- annual exam
- peer assessment on a presentation task
- write up of project tasks – written and/digital
- oral presentation

Skills acquired while studying the subject:

- numeracy and literacy skills in the interpretation of data
- business hard skills
- analysis
- evaluation
- interpretation
- decision-making
- problem solving
- critical thinking
- presentation
- communication
- teamwork
- collaboration
- organisational skills
- planning
- negotiation
- attention to detail
- listening skills
- motivation
- management
- ethical, dignity and compliance
- financial literacy
- entrepreneurship

Skills required to study the subject:

- basic English
- basic numerical skills
- basic IT knowledge
- creativity and innovation
- presentation skills
- communication skills
- teamwork skills

This subject can lead you to the following Career Paths:			
Accountant	Entrepreneur	Insurance Broker	Self Employed
Banker	Manager	Marketing Officer	HR Officer

European Studies

General introduction to the subject:
European Studies offers the candidates the opportunity to improve their knowledge of Europe in the light of the broad spectrum of cultures, and the perspectives arising from this multicultural diversity. Europe is studied within a wider, international and global perspective with particular reference to the Euro-Mediterranean dimension, human rights and citizenship.

Topics studied:
- Law and Government
- Human Rights
- Conflicts and resolutions
- European Citizenship
- European Institutions
- Welfare State
- European Economic Development
- Population, Demography, Migration and Diversity
- Tourism
- European Environment
- Cultural Heritage

Class activities involved:
Class activities involved include discussions, research, debates, video critique, field works, interviews, map reading and statistics.

Homework assigned:
Essays, research, discussion preparation, field work journals, and presentations.

Assessment given:
Ongoing assessment

Skills acquired while studying the subject:
- discussion techniques
- essay writing
- awareness of European and social issues
- respect towards diverse opinions and values of multiculturalism

Skills required to study the subject:
- writing techniques
- discussion techniques
- presentation techniques

This subject can lead you to the following Career Paths:			
European Studies teacher	International Relations	Careers within the Public Service	Diplomat
Careers within the legal sector	Research Officer	Representative in European Institutions	Careers within the political field

Music

General introduction to the subject:
Music is an artistic field, which incorporates a number of skills that can be transferable to other artistic disciplines and other subjects. The study of music comprises a diversity of applied and academic elements, which includes instrument and vocal studies, music and movement, local and international music cultures, music history and theory, accompaniment, musicianship, music composition, and choir or orchestra conducting.

Topics studied:
- Theory of music which includes the understanding and research of basic harmony, composing, analysis and basic forms.
- Aural Training which includes rhythmic and melodic ear training.
- Musicianship which includes historical background, listening and analysing excerpts of music from different periods and different composers, and know how to express in musical terms thoughts about them.
- Composition and Improvisation which includes the creation of new music and arrangements of existent music, whilst improvising upon a given rhytmic or melodic extract.
- Practical Component which includes repertoire pieces for performing, sight reading, scales and technical exercises.

Class activities involved:
Individual tuition for the practical component in preparation for a performance. Class group tuition for theory and musicianship, and composition which includes interactive software and music technology, listening and analysing excerpts of music from different periods and different composers.

Homework assigned:
Practical component includes studying graded pieces and technical exercises and scales in the instrument. Reading, research, and understanding of content discussed in class. Working on creative and artistic projects, and on theory exercises linked to the practical component.

Assessment given:
Assessment includes continuous assessment (School Based Assessment - SBA) throughout the year. Summative assessment includes annual examination in practical, musicianship and theory components.

Skills acquired while studying the subject:
- Listening skills
- Coordination skills
- Analytical and research skills
- Group performance skills
- Communication skills
- Flexibility and adaptability skills
- Ability to plan
- Ability to accept and learn from criticism
- Organisation skills
- Creativity

Skills required to study the subject:
- Ability to play the instrument chosen at beginner's level (preferably Grade 2)
- Ability to read music and work out simple theory exercises (preferably Grade 2)
- Ability to concentrate

- Ability to listen
- Ability to keep the beat
- Ability to follow a rhythmic pattern and play/tap back
- Ability to sing back a simple melody (pitch)
- Ability to experiment

This subject can lead you to the following Career Paths:			
Musician	Orchestra Conductor	Music Teacher	Consultant with a Record Label
Sound Engineer	Events/Concert Organiser	Entertainer in Hotels/ Restaurants	Composer
Gaming Industry	Musicologist	Music Editor	Music Journalist
Artistic Director	Productions and Events Manager	Cultural Relations	Music Software Developer

Arabic

General introduction to the subject:
Arabic is spoken in over twenty countries, from North – West Africa to the Arabian Gulf. This makes it one of the most widely – used languages in the world. It is a Semitic language which is written in a different script thus making it more interesting as you have to get acquainted with a new alphabet.

Topics studied:
- Myself
- Food and drink
- Life at home
- At the clinic
- Jobs
- Leisure
- Shopping
- At school
- Weather
- Transport

Class activities involved:
Interactive games, handouts, discussions, listening comprehensions, language games, videos during culture lessons, Powerpoint presentations.

Homework assigned:
Written exercises, studying, research, projects, Powerpoint, charts.

Assessment given:
Continuous assessment throughout the year as well as tests. Summative assessment at the end of the scholastic year.

Skills acquired while studying the subject:
- Listening
- Reading
- Conversation
- Writing

Skills required to study the subject:
- Listening
- Reading
- Conversation
- Writing

This subject can lead you to the following Career Paths:			
Interpretor	Teacher	Tourist Information Agent	Diplomatic Service Officer
Cabin Crew	Tourist Guide	Front Office and Guest Relations Manager	Linguist

NOTE Knowledge of languages is an asset in the employment sector.

French

General introduction to the subject:
French is a major language used for international communication. It is the sixth most widely spoken language in the world. It is one of the official languages in the United Nations, UNESCO, NATO, the International Olympic Committee, the International Red Cross and International courts.

Being able to communicate in French is a career asset since it offers an advantage when looking for a job in multinational companies. More than 220 million people speak French around the world. So why don't you?

The programme helps learners gain knowledge of language and culture that are key to the development of linguistic and intercultural competences. Foreign Languages are key to mobility and employability within today's multilingual society. Learning an additional foreign language enhances learners' plurilingual competences and opportunities within the job market.

Topics studied:
- The programme for Modern Foreign Languages is based on the development of proficiency in the four skills: reading, writing, speaking and listening.
- It helps learners work on level descriptors at levels A1, A2 and B1 of the Common European Framework of Reference (CEFR).
- The programme helps learners familiarise themselves with both language and culture to develop both language and intercultural skills.

Themes
Sociocultural knowledge is to be embedded in teaching and learning.
- Greetings
- Myself and Others
- Leisure, hobbies and interests
- Time and Calendar
- Places (my environment)
- Environmental awareness
- Travel
- Food and drink
- Healthy living/lifestyle
- Use of Media and Technology
- Shops and Shopping
- Work and Job-related matters

Class activities involved:
Activities are aimed at developing both receptive and productive skills: listening, reading, writing and speaking, thus developing proficiency in all four skills. They furthermore foster the development of cultural and intercultural competences. Audio-visual, interactive and digital materials are used for these activities.

Homework assigned:
Learners are encouraged to gain knowledge about the language and to use the language through work conducted during in- and out-of-class tasks. Tasks address both productive and receptive skills. Reading and listening tasks serve as input for further learning as well as for the development of these specific skills. Other tasks are aimed at the development of cultural and intercultural competences. Examples of tasks include: writing tasks, listening and reading comprehensions and project work (e.g. oral presentations, collaborative tasks that integrate the four skills/ that address specific skills).

Assessment given:
Equal assessment of the four skills is based on both continuous (School-Based Assessment - SBA) and summative assessment tasks.

Skills acquired while studying the subject:

- Receptive and productive skills; reading, listening, speaking and listening
- Cultural and intercultural skills
- Lifelong learning skills related to foreign language learning to help learners become
- Independent language learners
- Plurilingual language skills
- Skills related to the use of technology for language learning

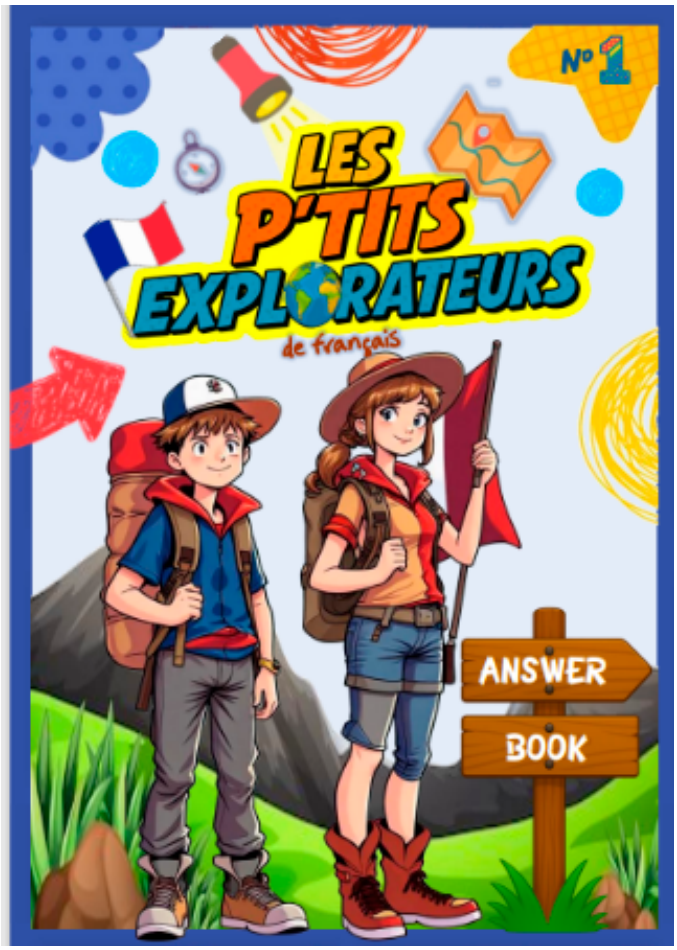
Skills required to study the subject:

Language skills acquired while learning other languages at school will help the learner to develop the competences required in the four language skills

- reading and listening skills to learn more about the language and gain the input required
- ability to use different media, dictionaries etc. to continue learning beyond classroom time

Resources:

We encourage students and teachers to make use of both Bongu and les P'tits explorateurs magazines. These magazines are prepared by the team at the French Resource Centre and they offer a variety of useful resources to improve French language and culture.



This subject can lead you to the following Career Paths:			
Interpretor/Translator	Teacher	Tourist Information Agent	Diplomatic Service Officer
Cabin Crew	Tourist Guide	Front Office and Guest Relations Manager	Linguist

NOTE Knowledge of languages is an asset in the employment sector.

German

General introduction to the subject:
German is the official language in Germany, Austria, Switzerland, Belgium, Luxembourg and Liechtenstein. German is spoken by around 120 million people in Europe. German is central not only in the field of engineering and science but also in tourism and the hospitality industry due to numerous tourists from German-speaking countries who enjoy travelling. German has often been referred to as the language of the writers and thinkers.

Learning German helps learners gain knowledge of language and culture that are key to the development of linguistic and intercultural competences. Foreign Languages are key to mobility and employability within today's multilingual society. Learning an additional foreign language enhances learners' plurilingual competences that are highly beneficial within the job market.

Topics studied:

- Greetings:
- Myself and others:
- Leisure, hobbies and interests:
- Time and calendar:
- Places (My immediate environment):
- Environmental awareness:
- Travel:
- Food and drink:
- Healthy living/ lifestyle:
- Use of Media and Technology:
- Shops and shopping:
- Work and Job-related matters:

The foreign language programme helps learners develop language competences in the four skills (speaking, writing, reading, listening).

Class activities involved:

Activities are aimed at developing both receptive and productive skills: listening, reading, writing and speaking. Activities help learners to develop proficiency in all four skills. They furthermore foster the development of cultural and intercultural competences. Audio-visual, interactive and digital materials are used for these activities.

Homework assigned:

Learners are encouraged to gain knowledge about the language and to use the language through work conducted during in- and out-of-class tasks. Tasks address both productive and receptive skills. Reading and listening tasks serve as input for further learning as well as for the development of these specific skills. Other tasks are aimed at the development of cultural and intercultural competences. Examples of tasks include: writing tasks, listening and reading comprehensions and project work (e.g. oral presentations, collaborative tasks that integrate the four skills/ that address specific skills).

Assessment given:

- Equal assessment of the four skills achieved through School Based Assessment (SBA) which also contributes to the student's Secondary Education Certificate (SEC) attainment at the end of compulsory schooling. The weighting of the SBA in the SEC exam is 30%.
- Tasks address areas that learners are working on to reach the level (formative assessment tasks, self-assessment tasks).

Skills acquired while studying the subject:

- Reading, Listening, Speaking and Listening
- An open attitude to the Culture of the Target Language; individual and work in collaboration with others.
- Lifelong learning skills related to foreign language learning to help learners become independent language learners.
- Plurilingual language skills
- Skills related to the use of technology for language learning.

Skills required to study the subject:
Language skills acquired while learning other languages at school will help the learner to develop the competences required in the four language skills.

- Reading and Listening skills to learn more about the language and gain the input required.
- Ability to use different media, dictionaries etc. to continue learning beyond classroom
- Time.

This subject can lead you to the following Career Paths:			
Interpretor/Translator	Teacher	Tourist Information Agent	Diplomatic Service Officer
Cabin Crew	Tourist Guide	Front Office and Guest Relations Manager	Linguist

NOTE Knowledge of languages is an asset in the employment sector.

Italian

General introduction to the subject:
Italy is one of Malta's neighbouring countries. There are many historical ties with Italy, but also touristic and economic. Italian, as a foreign language, offers opportunities in various fields, including but not limited to architecture, art and restoration, design, engineering, fashion, law, music, translation, tourism and sports. There are many words and expressions in Italian which are similar to the Maltese language and there are other Italian words which are used widely in many languages, especially vocabulary which is related to food and music. The programme helps learners gain knowledge of Italian language and culture that are key to the development of linguistic and intercultural competences.

Foreign Languages are key to mobility and employability within today's multilingual society. Learning an additional foreign language enhances learners' plurilingual competences and opportunities within the job market. In today's global community, many prospective students consider the option of following a degree or specializing in a particular sector of their desired career abroad.

Topics studied:
The programme for Italian is based on the development of proficiency in the four skills: reading, writing, speaking and listening.
There are 12 generic topics that allow the learners to communicate with others on personal and social matters.

- Greetings
- Myself and Others
- Leisure, hobbies and interests
- Time and Calendar
- Places
- Environmental awareness
- Travel
- Food and drink
- Healthy lifestyle/living
- Use of Media and Technology
- Shops and Shopping
- Work and job-related matters

The programme helps learners familiarise themselves with both language and culture to develop both language and intercultural skills and encourages them to work on level descriptors at levels A1, A2 and B1 of the Common European Framework of Reference (CEFR).

Class activities involved:
Activities are aimed at developing both receptive and productive skills: listening, reading, writing and speaking. Activities help learners to develop proficiency in all four skills. They furthermore foster the development of cultural and intercultural competences. Audio-visual, interactive and digital materials are used for these activities.

Homework assigned:
Learners are encouraged to gain knowledge about Italian and to use the language through work conducted during in- and out-of-class tasks. Tasks address both productive and receptive skills. Reading and listening tasks serve as input for further learning as well as for the development of these specific skills. Other tasks are aimed at the development of cultural and intercultural competences. Examples of tasks include: writing tasks, listening and reading comprehensions and project work

e.g. oral presentations, collaborative tasks that integrate the four skills/ that address specific skills, use of digital platforms, online and audiovisual activities.

Assessment given:
School-Based Assessment (SBA): assessment of the four skills in Speaking, Listening, Reading and Writing. Tasks assigned address areas based on topics studied.

Summative Assessment - annual examination based equally on the four language skills: Speaking, Listening, Reading and Writing.

Skills acquired while studying the subject:
- Receptive and productive skills; reading, listening, speaking and listening
- Cultural and intercultural skills
- Lifelong learning skills related to foreign language learning to help learners become independent
- Language learners
- Plurilingual language skills
- Skills related to the use of technology for language learning

Skills required to study the subject:
Learners will be guided to develop the four language skills in Italian, through use of different media. However, they must be
- able to work independently
- able to collaborate with others
- willing to learn about new cultures
- ready to communicate in a foreign language.

Resources:
Students of Italian may find extra resources on a dedicated website. Magazines issued to help students learn Italian, namely Lo Stivale Junior and Lo Stivale are available to download online.

Language skills acquired while learning Italian at school will help the learner to develop the competences required in the four language skills.

This subject can lead you to the following Career Paths:			
Interpreter/Translator	Teacher	Tourist Information Agent	Diplomatic Service Officer
Cabin Crew	Tourist Guide	Front office and Guest Relations Manager	Linguist

NOTE Knowledge of languages is an asset in the employment sector.
Further information can be accessed on http://foreignlanguages.gov.mt

Spanish

General introduction to the subject:
'Aprender un segundo idioma te abre más puertas que un millón de llaves' – 'Learning a second language will open more doors than a million keys'.
Spanish is the second most spoken language in the world after Mandarin Chinese and is spoken by around 550 million people. It is the official language in 21 different countries.To learn Spanish will create job opportunities not only in Spain but in the other Spanish speaking countries as well, especially in the tourism and hospitality industry.

Learning Spanish helps learners gain knowledge of language and culture that are key to the development of linguistic and intercultural competences. Foreign Languages are key to mobility and employability within today's multilingual society. Learning an additional foreign language enhances learners' plurilingual competences that are highly beneficial within the job market.

Topics studied:

- Greetings:
- Myself and others:
- Leisure, hobbies and interests:
- Time and calendar:
- Places (My immediate environment):
- Environmental awareness:
- Travel:
- Food and drink:
- Healthy living/ lifestyle:
- Use of Media and Technology:
- Shops and shopping:
- Work and Job related matters:

The foreign language programme helps learners develop language competences in the four skills (speaking, writing, reading, listening).

Class activities involved:

Activities are aimed at developing both receptive and productive skills: listening, reading, writing and speaking. Activities help learners to develop proficiency in all four skills. They furthermore foster the development of cultural and intercultural competences. Audio-visual, interactive and digital materials are used for these activities.

Homework assigned:

Learners are encouraged to gain knowledge about the language and to use the language through work conducted during in- and out-of-class tasks. Tasks address both productive and receptive skills. Reading and listening tasks serve as input for further learning as well as for the development of these specific skills. Other tasks are aimed at the development of cultural and intercultural competences. Examples of tasks include: writing tasks, listening and reading comprehensions and project work (e.g. oral presentations, collaborative tasks that integrate the four skills/ that address specific skills).

Assessment given:

Equal assessment of the four skills achieved through School-Based Assessment (SBA), which also contributes to the student's Secondary Education Certificate (SEC) attainment at the end of the compulsory schooling. The weighting of the SBA in the SEC exam is 30%.

Tasks address areas that learners are working on to reach the level (formative assessment tasks, self-assessment tasks).

Skills acquired while studying the subject:

- Reading, Listening, Speaking and Listening
- An open attitude to the Culture of the Target Language; individual and work in collaboration with others
- Lifelong learning skills related to foreign language learning to help learners become independent language learners
- Plurilingual language skills
- Skills related to the use of technology for language learning

Skills required to study the subject:

Language skills acquired while learning other languages at school will help the learner to develop the competences required in the four language skills.

- Reading and Listening skills to learn more about the language and gain the input required
- Ability to use different media, dictionaries etc. to continue learning beyond classroom time

This subject can lead you to the following Career Paths:			
Interpretor/Translator	Teacher	Tourist Information Agent	Diplomatic service officer
Cabin Crew	Tourist Guide	Front Office and Guest Relations Manager	Linguist

NOTE Knowledge of languages is an asset in the employment sector.

Chinese

General introduction to the subject:
Mandarin (Chinese) is the standard and official language of China. China is the second largest economy in the world and a large number of career opportunities have therefore increased in the areas of diplomacy, trade, hospitality, security, banking, healthcare and technology, to name a few.

Learning Mandarin leads to new ways of thinking and understanding the world around us. Rather than working with the alphabet as we know it, words are built in a totally different way to European languages. For instance, look at this character: 火 It means fire. The same character ' fire' is used for the word volcano. To form this word, one would use the word fire and mountain(火山). This symbolises a volcano.

The teaching and learning of Chinese (Mandarin) as a foreign language is an asset to students as it will equip them with the necessary linguistic and cultural skills and knowledge to communicate in Chinese (Mandarin) for both business and pleasure.

Topics studied:
Sociocultural knowledge is to be embedded in teaching and learning. Learners will not be assessed on cultural content knowledge. Learners are expected to be able to express themselves and understand others on the matters related to:

- Greetings
- Myself and others (Myself, Family, Pets, Friends, People)
- Leisure, hobbies and interests
- Time and Calendar (Days of the week, Weather and Seasons, Months, Time, Feasts and Celebrations)
- Places (my environment) Home, School, Towns and Countries, Natural environment
- Environmental awareness
- Travel (Daily commute, transport, holiday, destinations)
- Food and drink
- Healthy Lifestyle (Physical exercise, at the clinic/hospital, parts of the body)
- Use of Media and Technology
- Shops and Shopping (Dealing with money, weights, measures, sizes)
- Work and Job-related matters

Class activities involved:
Activities are aimed at developing both receptive and productive skills: listening, reading, writing and speaking, thus, developing proficiency in all four skills. They, furthermore, foster the development of cultural and intercultural competences. Audio-visual, interactive and digital materials are used for these activities.

Homework assigned:
Learners are encouraged to gain knowledge about the language and to use the language through work conducted during in- and out-of-class tasks. Tasks address both productive and receptive skills. Reading and listening tasks serve as input for further learning as well as for the development of these specific skills. Other tasks are aimed at the development of cultural and intercultural competences. Examples of tasks include: writing tasks, listening and reading comprehensions and project work (e.g. oral presentations, collaborative tasks that integrate the four skills/that address specific skills).

Assessment given:
Equal assessment of the four skills (A 1 to B1 level) based on continuous summative assessment tasks. Tasks also include self-assessment tasks.

Skills acquired while studying the subject:

- Receptive and productive skills; listening, reading, writing and speaking
- Cultural and intercultural skills
- Lifelong learning skills related to foreign language learning to help learners become independent language learners
- Plurilingual language skills
- Skills related to the use of technology for language learning

Skills required to study the subject:

Language skills acquired while learning other languages at school will help the learner to develop the competences required in the four language skills

- Reading and listening skills to learn more about the language and gain the input required
- Ability to use different media, dictionaries etc. to continue learning beyond classroom time

This subject can lead you to the following Career Paths:			
Interpretor/Translator	Teacher	Tourist Information Agent	Diplomatic service officer
Cabin Crew	Tourist Guide	Front Office and Guest Relations Manager	Business Opportunities

NOTE Knowledge of languages is an asset in the employment sector. Chinese is only offered at St Clare's College, Pembroke Secondary and St Margaret's College, Verdala Secondary.

VOCATIONAL SUBJECTS

VET Agribusiness

General introduction to the subject:
Plant and Animal Science are applied into plant, animal and fish husbandry producing a sound basis for learners who are interested in the Agricultural, Aquatic, Pet, Veterinarian and Environmental conservation sectors. Most of the learning is done with a hands-on approach within the following settings: open fields, science labs, fish rooms, greenhouses, rabbitries and other farms, fish hatcheries, plant nurseries and much more.

Topics studied:

- Plant and Soil Science – consists of applied plant science, field planning, soil science and plant nutrition.
- Aquatic and Land Based Production – consists of fish biology, ornamental and commercial fish breeding, plant physiology, crop cultivation and marketing and plant propagation techniques.
- Rabbit Breeding and Genetics – consists of rabbit biology and behaviour, rabbit keeping (pet and commercial), rabbit health and breeding and rabbit meat industry.

Class activities involved:
Work involved with farm animals, fish and plants. Use of scientific apparatus for learning science concepts and taking samples. Caring and breeding of animals. Lots of group work. Presentations and discussions.

Homework assigned:
Consolidation exercises. Some research. Part of an assignment may be given as HW.

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:

- Ability to work as an individual or in a group.
- Ability to make your own research and make the necessary references.
- Skills in horticulture, animal husbandry, aquaculture and environmental conservation.
- Ability to make educated judgements

Skills required to study the subject:

- Comfortable to be working with your hands.
- Comfortable to be working with animals.
- Comfortable to be working within fields, nurseries and greenhouses.
- Willing to work outside the classroom and outdoors.

This subject can lead you to the following Career Paths:			
Animal Nutritional Advisor	Food and Agricultural Technician/Scientist	Fish Manager	Hatchery Manager
Horticulture / Nursery Manager	Veterinary Surgeon	Animal Groomer	Farm Operator

VET Engineering Technology

General introduction to the subject:
The aim of the vocational programme in Engineering Technology is to provide learners with the underpinning knowledge related to the Industrial Environment. Throughout the programme, students are expected to apply knowledge and skills that are being covered during teaching and learning phases.

Topics studied:
- Using Tools and Materials
- Electronic Circuits Designs
- Electro-mechanical systems

Class activities involved:
Hands on activity where students learn through the making and using of tools, machines and materials

Homework assigned:
Research work related to the work being covered during the lesson and in preparation for the assignments.

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:
- Work safely in an engineering environment.
- Carry out basic risk assessments.
- Respond effectively to help persons when an incident occurs.
- Interpret different types of documentation.
- Use tools and machinery in the appropriate manner.
- Carry out simple tests on different materials.
- Manufacture a PCB.
- Construct an electro-mechanical project using tools and machinery.
- Conduct basic tests to identify faults.

Skills required to study the subject:
- Good level of English
- Good ICT skills
- Being able to work in a team
- Good level of applied science
- Willing to carry out hands on activities related to the use of Engineering tools

This subject can lead you to the following Career Paths:			
Mechanic	Mechanical Engineer	Electronic and Electric Engineer	Electrical and Electronics Technician

Mechanical Technician	Aircraft/Marine Engineer	Carpenter	Bench Fitter/Fabricator

VET Fashion and Textiles

General introduction to the subject:
Fashion and Textiles introduces the students to the fascinating world of fashion. It provides an introduction to all the aspects related to fashion and textiles. It includes aspects related to the fashion industry and its different careers in design, manufacture, retail, marketing and promotion.

Students will be able to distinguish between the characteristics and uses of different type of fibres and fabrics through hands-on classroom activities. They will also learn basic skills in fashion design and pattern making using Computer Aided Design software and will also produce clothing items and soft furnishings. Moreover, the students will focus on making the right fashion choices, for themselves and others, concerning design, style and colour. The course will enhance the students' potential in creativity and the application of skills in the fashion and textiles industry.

Topics studied:
- the fashion industry and its different careers;
- the different fibres and fabrics, and their uses;
- history of fashion;
- fashion sketching and drawing;
- pattern drafting and the use of CAD software;
- choice of clothing according to the various figure types;
- different sewing and design tools and equipment found in the fashion studio;
- experimenting on fabrics to identify different properties;
- making different textile items;
- the colour wheel;
- dyeing fabrics using natural and synthetic dyes;
- the creation of creative items using different techniques and embellishments to enhance its appearance – such as tie-dye, batik, printing and weaving;
- up-cycling of textiles;
- addressing consumer complaints;
- portfolio – including samples of work such as fashion drawings, pattern alterations, sewing and creative techniques, creative work, garments and soft furnishings.

Class activities involved:
Class activities are student-centred and vary according to the topic being covered. Individual and group work, discussions and experiments are some of the ways that the students will be involved in when studying Fashion and Textiles. Other hands-on activities include, designing outfits, demonstrations of practical work and basic sewing techniques are some of the activities carried out during Fashion and Textiles lessons.

Real life scenarios are constantly presented to students so that all knowledge and comprehension will be applied to a practical setting or situation.

Homework assigned:
Some tasks may include research and written work, the creation of a leaflet and a mood/theme board, sketching figure drawings, designing a poster or preparing a power point presentation. Other tasks may include practising some sewing skills in the school's fashion studio.

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:

- Communication skills
- Experimental and investigation
- Illustration techniques and sketching
- Measuring, pattern-cutting and draping techniques
- Sewing skills
- Appreciation of colour, texture and shape
- Ability to develop fashion trends
- Drawing skills
- The use of digital technology in fashion

Skills required to study the subject:

- Creativity
- Artistic aptitude
- Eye for detail
- Interest in meeting people

This subject can lead you to the following Career Paths:			
Fashion Blogger	Fashion Merchandiser	Fashion Designer	Fashion Stylist
Fashion Consultant	Interior Designer	Seamstress	Fashion Events Coordinator

VET Information Technology

General introduction to the subject:
Information Technology exposes students to the world of the IT industry in areas related to the installation of computer hardware, multimedia development and networking. Throughout the programme, students are provided with realistic vocational scenarios for which they are required to carry out practical tasks, based on the knowledge and skills they have acquired through their learning, to solve situations similar to those evolving in the IT industry.

Topics studied:
- Health and Safety at the workplace
- Understanding different types of computer systems and hardware components
- Installation of computer hardware and software
- Troubleshooting hardware problems
- Documenting installations
- Setting up of small-scale local area networks
- Sharing of data and resources over a network
- Securing networks from possible threats
- Understanding the different types of multimedia systems
- Development of multimedia projects such as animations, audio-visual productions and websites

Class activities involved:
- Hands-on activities
- Presentations
- Group work
- Research tasks
- Class discussions

Homework assigned:
- Consolidation exercises
- Preparation tasks in relation to hands-on activities such as hardware installation and plannning of multimedia projects
- Continuation of assessment tasks

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:
- Ability to follow good health and safety practices on the workplace
- Skills related to installation of hardware and software, networking and multimedia development
- Analytical and research skills
- Communication skills
- Teamwork skills
- Research skills
- Planning and time management skills
- Critical thinking and problem-solving skills

Skills required to study the subject:

- Good level of English
- Adequate ICT skills
- Willingness to learn, research and carry out hands-on activities
- Work both independently and in a team

This subject can lead you to the following Career Paths:			
Network Engineer	IT Support Officer	IT Technician	IT Systems Administrator
Web Developer	IT Salesperson	IT Specialist	Animations Developer

VET Health and Social Care

General introduction to the subject:
Health and Social Care students will learn basic development and needs of individuals of all ages, and basic anatomy and physiology. Health and safety procedures including First Aid practice is an important aspect in care. Topics which include social differences and how one should communicate in different situations form an integrated part of this subject so that students will be able to have a holistic view of people whom they may encounter.

This subject can instil a wish in the students to further their studies in Health Care, Child Care or Social and Psychological Courses.

Topics studied:
Unit 1 - Effective Communication, Human Development & Holistic Care
Unit 2 - Anatomy, Physiology, Health and Safety in Health & Social Care
Unit 3 - Equality, Diversity and Quality Care

Class activities involved:
Lessons include research work, discussions, presentations, experiments, role plays, team work and games.
Real life scenarios are constantly presented to students so that all knowledge and comprehension will be applied to Health Care or Social care situations.

Homework assigned:
Homework is aimed at completing assignments. Some tasks might include research, written work, devising a leaflet or a poster or even preparing power point presentations. Other tasks might include interviewing a person, planning a health care plan for an individual, carrying out a risk assessment and even practice some skills which will be assessed in a practical in school.

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:
- Communication skills
- Caring for babies and the elderly
- Interviewing skills
- Carrying out a risk assessment
- First Aid Skills

Skills required to study the subject:
- Caring attitude
- Interest in medical and health care.
- Interest in Social Care
- Good command of the English Language

This subject can lead you to the following Career Paths:			
Nurse	Physiotherapist	Care Assistant	Elderly Carer
Nutritionist	Social Worker	LSE	Health Promotion Officer

VET Hospitality

General introduction to the subject:
Students are exposed to different aspects within the Hospitality and Tourism industry and will be able to explore different culinary and non-culinary departments. The students investigate different job roles within the industry and will be able to learn proper communication and customer service. The hotel operations will be explored. Students learn by doing things and research on the topics discussed during lessons.

Topics studied:
- Different types of tourists and tourism
- Factors effecting tourism and local economy
- Job roles and duties within the hospitality industry
- Communication and customer care
- Basic nutrition
- Food hygiene at the workplace
- Preparing and cooking different food commodities
- The pastry department
- Restaurant service
- Hotel operations

Class activities involved:
Class activities are various according to the topic being covered. Role plays, presentations, experiments, interviews, video recording, cooking demonstration, guest speakers, coffee making and non-alcoholic drink-making are some of the activities that are done during Hospitality lessons.

Homework assigned:
Usually homework takes place in the form of research and preparation for upcoming lessons and event planning. Preparation for practical tasks like sitting for an interview or cooking sessions are to be practiced at home before the actual practical task assessment at school. Most of the assigned work for assessment are to be completed at home. The teacher can decide to give weekly homework.

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:
- Communication skills
- Customer care skills
- Culinary skills
- Food and Beverage preperation and serving skills
- Language skills
- Writing skills
- Social skills
- Research skills

Skills required to study the subject:
- Good Level of English if taking VET Hospitality
- Good ICT skills for VET Hospitality
- Being able to work in a team
- Taking part in school activities in which Hospitality students will be hosting events
- Interest in the field of study (Hospitality and Tourism)

This subject can lead you to the following Career Paths:			
Receptionist	Customer Care agent	Cabin Crew	Events Planner
Tourist Guide	Chef	Housekeeper	Restaurant Manager

VET Media Literacy

General introduction to the subject:
The aim of the vocational programme in Media Literacy Education is to provide students with the knowledge related to basic Media aspects, namely the Printed Media (articles, adverts, websites), the Visual Media (photography), and the Moving Image (filming). By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills in a learning environment.

Topics studied:
Unit 1 - The Media and "Me"
Unit 2 - Communicating "Me"
Unit 3 - Creative and Collaborative "Me"

Class activities involved:
- Hands-on activities related to photography, moving images and printing media.
- Presentations
- Group work
- Research tasks
- Class discussions

Homework assigned:
- Consolidation exercises and research work
- Preparation tasks such as preparing for a pitch and research
- Continuation of some assignment tasks

Assessment given:
Assessment is formative and summative. Throughout the three-year course, students are assessed through a hands-on practical approach, homework, and an annual examination. At the end of the three-year course, final assessment includes:
- 30% School-Based Assessment*
- 30% Portfolio*
- 40% Controlled Assessment (exam) in Year 11.

* The 30% SBA and the 30% Portfolio marks are accumulated during the three years.

Skills acquired while studying the subject:
- Ability to work as an individual or in a group.
- Ability to perform research and make the necessary references.
- Communication and team work.
- Ability to care for equipment
- Ability to produce creative work both individually and as a team.
- Analytical and research skills
- Planning skills
- Time management skills
- Reflective thinking skills
- Problem-solving skills

Skills required to study the subject:
- Good level of English.
- Writing, reading and presenting skills.
- Organisational skills
- Research skills
- Willingness to learn, research and carry out hands-on activities
- Work both independently and in a team

This subject can lead you to the following Career Paths:

Photographer	Videographer	Journalist	Web Designer
Camera person	TV Director	Sound Technician	Film Editor

APPLIED SUBJECTS

Applied Agribusiness

General introduction to the subject:
Plant and Animal Science are applied into plant, animal and fish husbandry producing a sound basis for learners who are interested in the Agricultural, Aquatic, Pet, Veterinarian and Environmental conservation sectors. Most of the learning is done with a hands-on approach within the following settings: open fields, science labs, fish rooms, greenhouses, rabbitries and other farms, fish hatcheries, plant nurseries and much more.

Topics studied:

- Introduction to Agribusiness - consists introductory plant and crop production. Basic fish and pet care. This unit also takes into consideration health and safety.
- Gardens and animal care - consists of basic gardening and landscaping. Work on animal health and grooming is done together with basic aquascaping. Students will be introduced to animal husbandry and apiculture.
- Agricultural production and processing - here the subject focuses on the cottage industry as a result of activities done in fields, greenhouses, rabbitries, chicken coops and the apiary.

Class activities involved:
Work involved with farm animals, fish and plants. Processing and preparation of agricultural products. Caring and breeding of animals. Lots of group work. Presentations and discussions.

Homework assigned:
Consolidation exercises. Part of an assignment may be given as HW.

Assessment given:

- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Agribusiness Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:

- Ability to work as an individual or in a group.
- Confidence in rearing animals.
- Skills in horticulture, animal husbandry, aquaculture and environmental conservation.
- Ability to make educated judgements in relation to Agribusiness.
- Skills in garden management.
- Aquarist skills.

Skills required to study the subject:

- Comfortable to be working with your hands.
- Comfortable to be working with animals.
- Comfortable to be working within fields, nurseries and greenhouses.
- Willing to work outside the classroom and outdoors.
- Ability to make educated judgements.

This subject can lead you to the following Career Paths:			
Pet Shop Assistant	Landscaping Maintenance Worker/Gardener	Fish Farm Assistant	Vet Assistant
Plant Nursery Assistant	Animal Groomer	Aquarium Assistant	Farmer

Applied Engineering Technology

General introduction to the subject:
The aim of the applied programme in Engineering Technology is to provide learners with hands on experience related to the Industrial Environment. Throughout the programme, candidates are expected to apply skills, using tools / equipment and materials in order to gain knowledge on theoretical principals.

Topics studied:
- Manufacturing Processes
- Electrical and Electronics Systems
- Mechanical Systems

Class activities involved:
Applied exercises where students experiment and practice with tools, equipment and materials in order to understand concepts and systems.

Homework assigned:
Research work related to the work being covered during the lesson and in preparation for other lessons and / or assignments.

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Engineering Technology Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Demonstrate an understanding of Health and Safety practices while working in an engineering context.
- Make use of measuring and marking out tools on materials with specific properties.
- Make appropriate use of tools and equipment used for cutting materials.
- Make use of permanent and non-permanent joining processes.
- Finish a product according to set requirements.
- Manufacture different threads according to given specifications.
- Assemble pulleys and sprockets according to given ratios.
- Use 3D printers to construct gears and ratchets according to given specifications.
- Assemble cams and cranks according to given specifications.
- Use different sub-mechanical systems to construct a mechanical system.
- Demonstrate an understanding of the principles of electrical and electronic components.
- Manufacture a PCB.
- Construct electrical lighting circuits.
- Construct electrical power circuits.

Skills required to study the subject:

- Learns by doing
- ICT skills
- Being able to work in a team
- Good level of applied science
- Willing to carry out hands on activities related to the use of Engineering tools

This subject can lead you to the following Career Paths:			
Skilled Worker	Aircraft Junior Mechanic	Technician	Welding Tradesperson
Assistant Electrician	Assistant Mechanic	Machine Operator	Technical Operator

Applied Fashion and Textiles

General introduction to the subject:
The main aim of the applied programme for Fashion and Textiles is to provide students with relevant hands-on experience in the fascinating world of fashion and textiles. Throughout this programme, students develop a flair and ability to generate ideas and concepts to help customers make the right choice. It also helps students with the basics of sewing and related skills whilst developing a range of designing and sewing skills. Students will also learn basic skills in fashion design and will be able to use digital software to design fashionable garments. Fashionable clothing items and creative soft furnishings including curtains and cushions will be produced. Moreover, students will be equipped with the basic knowledge and confidence to undertake their own bespoke interiors for a living space.

Topics studied:

- positive attitude to provide best customer service in a work environment;
- exploring different fibres and fabrics, their properties, uses and care;
- fabric finishes;
- calculating fabric for different projects including soft furnishings;
- the use of sewing and design tools and equipment found in the fashion studio;
- the creation of creative items using different techniques and embellishments to enhance its appearance – such as tie-dye, batik, printing, patchwork and weaving;
- producing mood boards for various creative textile items;
- fashion sketching and drawing;
- using digital software to design an outfit;
- designing garments for different body shapes, age and occasions.
- pattern drawing and the use of digital software;
- the colour wheel;
- making different textile items using basic sewing skills;
- portfolio - including samples of work such as fashion drawings, pattern alterations, sewing and creative techniques, creative work, garments and soft furnishings.

Class activities involved:

Students are given the opportunity to experiment with fabrics, dyes, colours and using computer software whilst at the same time they practice with tools and equipment to help them understand concepts in the fashion and textiles industry. Individual work, group work and discussions are some of the ways that the students will be involved in when studying Fashion and Textiles. Other hands-on activities include, designing outfits, demonstrations of practical work and basic sewing techniques.

Homework assigned:

Homework is aimed at completing assignments. Some tasks may include research and written work, the creation of a mood board, sketching figure drawings, preparation for role play and practice some sewing skills in the school's fashion studio.

Assessment given:

- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Fashion studio Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:

- Communication skills
- Experimental and investigation
- Illustration techniques and sketching
- Measuring, pattern-cutting and draping techniques
- Sewing skills
- Appreciation of colour, texture and shape
- Ability to develop fashion trends
- Drawing skills
- The use of digital technology in fashion

Skills required to study the subject:

- Creativity
- Artistic aptitude
- Eye for detail
- Interest in meeting people.

This subject can lead you to the following Career Paths:			
Assistant in the Crafts Sector	Assistant Fashion Designer	Machine Operator	Junior Designer
Assistant Interior Designer	Assistant Seamstress	Shop Assistant	Laundry Worker

Applied Information Technology

General introduction to the subject:
Applied Information Technology exposes students to the world of IT in areas related to computer hardware installation, networking and mobile app development. Throughout this programme, the focus is on learning by doing. Hence, most of the learning will be done using a hands-on approach from which the necessary knowledge would be elicited.

Topics studied:
- Health and safety at the workplace
- Understanding different types of computer systems and peripheral devices
- Installation of internal hardware components and software
- Troubleshooting hardware problems
- Documenting installations
- Soldering techniques
- Setting up local area networks
- Sharing of data and resources over networks
- Securing networks from possible threats
- Developing basic mobile apps

Class activities involved:
- Hands-on activities
- Presentations
- Group work
- Research tasks
- Class discussions

Homework assigned:
- Consolidation exercises and research work
- Continuation of some assignment tasks

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Information Technology Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Ability to follow good health and safety practices on the workplace
- Skills related to installation of hardware and software, soldering, network setup and mobile app development
- Communication skills
- Teamwork skills
- Research skills
- Planning and time management skills
- Critical thinking and problem-solving skills

Skills required to study the subject:

- Willingness to learn and carry out hands-on activities
- Work both independently and in a team

This subject can lead you to the following Career Paths:			
IT Salesperson	Computer Technician	Technical Support Assistant	Assistant IT Administrator
Network Technician	Assistant Network Administrator	Quality Assurance Tester	Assistant Mobile App Developer

Applied Hairdressing and Beauty

General introduction to the subject:
Students taking the applied route will acquire skills that will give them an overview of the Hair & Beauty industry. They will learn how to communicate with clients and colleagues and basic Health and Safety measures. Students will also learn how to perform simple tasks on hair, face and nails. This will help them in furthering their studies in the hair and beauty sector.

Topics studied:
Unit 1 - Basic Hair and Beauty Services
Unit 2 - Hair Styling and Face Care
Unit 3 - Haircuts and Nail Care

Class activities involved:
Lessons include practical training on mannequin heads or on a client, discussions, role play and research work.

Homework assigned:
Homework will include practical tasks on mannequin heads or on a client, completing assignments and a portfolio.

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the Hairdressing and Beauty Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Client consultation and communication skills
- Workplace health and safety procedures
- Salon work practices and professional behaviour
- Effective teamwork and time management
- Basic Hairdressing techniques and beauty therapy skills, including basic hair styling, shampooing, cutting, makeup, facial treatments and manicures.

Skills required to study the subject:
- Interest in the hair and beauty area.
- Good communication skills.
- Basic level of English and/or Maltese.
- Teamwork skills.

This subject can lead you to the following Career Paths:			
Sales Representative	Make Up Artist	Assistant Nail technician	Beauty Specialist
Junior Hair Stylist	Shampooist	Receptionist in a beauty Parlour	Shop Assistant

Applied Health and Social Care

General introduction to the subject:
Students taking the applied route will learn skills needed to care for babies, children and elderly. These skills will help them understand the development and needs people of different ages may have. They will also learn communication skills which will prepare them to communicate with service users, colleagues and relatives. Another interesting topic that they learn is to create activities which they can use with different age groups.

Topics studied:
Unit 1 - Looking after Babies, Children and Adolescents
Unit 2 - Working with vulnerable adults
Unit 3 - Working in a Health and Social Care Environment

Class activities involved:
Lessons include practical skills in care, health and safety precautions, preparation for interview, discussions, presentations, role plays and team work.
Real life scenarios are constantly presented to students so that all skills learnt will be practiced while knowledge and comprehension can be achieved through such practices.

Homework assigned:
Homework is aimed at completing assignments. A number of tasks will be aimed at achieving skills Some tasks might include research, written work, devising a leaflet or a poster or even preparing power point presentations. Other tasks might include interviewing a person, planning and preparing a healthy plate for an individual, carrying out a risk assessment and even practice some skills which will be assessed in a practical in school.

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Health & Social Care Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Caring for babies, children and elderly people.
- Carrying out activities for different age groups
- Health and Safety procedures during practical skills
- First Aid Skills
- Communication skills
- Interviewing skills

Skills required to study the subject:
- Caring attitude
- Interest in medical and health care.
- Interest in Social Care

This subject can lead you to the following Career Paths:

Health Professional Assistant	Nursing aid	Elderly Carer	Care Assistant
Person with Disability Carer	Childcarer	Care Worker	

Applied Hospitality

General introduction to the subject:
Students are exposed to different aspects within the Hospitality and Tourism industry and will be able to explore different culinary and non-culinary departments each year. The students will have the opportunity to practice proper housekeeping of a hospitality business, learn proper communication to be used with guest, cook and finish different foods, and experience the proper way of giving waiting service to guests in food premises.

Topics studied:
- Upkeeping of the laundry area and proper use of supplies
- Preparing guest's room for occupancy including towel folding and room décor
- Cleaning rooms during occupancy
- Taking bookings and reservations
- Communication and customer care
- Preparing and cooking different food commodities
- Using of equipment and cooking methods in the kitchen
- Opening food premises
- Restaurant service and operations
- Preparing cold and warm drinks
- Sales techniques

Class activities involved:
Class activities are various according to the topic being covered. Role plays, presentations, experiments, interviews, video recording, cooking demonstrations, guest speakers, coffee making, and non-alcoholic drink-making are some of the activities that are done during Applied Hospitality lessons.

Homework assigned:
- Usually homework takes place in the form of research and preparation for upcoming lessons and event planning
- Preparation for practical tasks like cooking sessions are to be practiced at home before the actual practical task assessment at school

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Hospitality Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Communication skills
- Customer care skills
- Culinary skills
- Food and Beverage preparation and serving skills
- Language skills
- Writing skills
- Social skills
- Research skills

Skills required to study the subject:
- Being able to work in a team
- Taking part in school activities in which Hospitality students will be hosting events
- Interest in the field of study (Hospitality and Tourism)
- Being ready to complete tasks including applied hands-on tasks
- Basic level of English and/or Maltese and ICT

This subject can lead you to the following Career Paths:			
Tourist Information Clerk	Room Attendant	Commis Chef	Waiter
Tour Operator Airport Handler	Kitchen Porter	Porter	Linen Attendant

Applied Creative Media

General introduction to the subject:
The aim of the applied programme in Media Literacy Education is to provide students with the knowledge, competencies, and skills related to basic Media aspects, namely Photography, Moving Image (filming), Sound design and Printed Media. By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills in a learning environment. Great emphasis is placed on practical, hands-on work that is made both in class and outside.

Topics studied:
Unit 1 - An Introduction to Still Photography
Unit 2 - An Introduction to Moving Image
Unit 3 - Creating a Short Fiction Film

Class activities involved:
- Hands-on activities such as photography, moving images and printing media
- Presentations
- Group work
- Research tasks
- Class discussions

Homework assigned:
- Consolidation exercises and research work
- Continuation of some assignment tasks

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the VET Creative Media Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Ability to work as an individual or in a group
- Ability to perform research and make the necessary references
- Communication and team work
- Ability to care for equipment
- Ability to produce creative work both individually and as a team
- Ability to follow good health and safety practices on the workplace

Skills required to study the subject:
- Basic level of English, Maltese and Mathematics
- Basic writing, reading, and presenting skills
- Organisational skills
- Research skills
- Communication and team work
- Ability to care for equipment

This subject can lead you to the following Career Paths:			
Production Office Assistant	Photography Assistant	Assistant TV Producer	Boom Operator
Camera Person	Pre-Press Operator	Studio Assistant	Assistant Video Editor

Applied Retail Essentials

General introduction to the subject:
The aim of the vocational programme in Retail is to provide students with the knowledge related to basic retail operations. Retail is the process of selling consumer goods or services to customers through multiple channels of distribution to earn a profit. Retailers satisfy demand identified through a supply chain. By the end of the programme, students are expected to have gained sufficient skills and should be able to apply knowledge and skills in a learning environment. A lot of emphasis is placed on practical, hands-on work in real live scenarios created in the school.

Topics studied:
Unit 1 - Retail Essentials
Unit 2 - Practical Merchandising
Unit 3 - Retail Front Line

Class activities involved:
Group activities and individual work, discussions and hands-on activities. Students gain basic skills in retailing together with communication and customer care. Students will have the opportunity to practice in a market and dresswear environment, applying practices of goods storage and display.

Homework assigned:
2 assignments per year, together with research projects and preparatory and consolidation work.

Assessment given:
- Throughout the 3 years (Year 9 to Year 11), students will be assessed through different modes of assessment, which are mainly based on practical tasks carried out in the Retail Essentials Lab.
- Assessment can take different forms including coursework (assignment briefs), controlled assessment, Social Responsibility Project and a Portfolio which includes a showcase of students work and self-reflections.
- The marks obtained during the 3 years (Year 9 to Year 11) will amount to the final Applied Vocational Certificate (AVC) result.

Skills acquired while studying the subject:
- Ability to work as an individual or in a group
- Ability to perform research and make the necessary references
- Communication and team work
- Ability to organise and make attractive a place of work
- Ability to use appropriate Healthy and Safety equipment
- Ability to issue and follow directions

Skills required to study the subject:
- Prioritising skills
- Organisational skills
- Basic Mathematics, English and Maltese

This subject can lead you to the following Career Paths:			
Stacker	Customer Care Assistant	Shop Assistant	Store Assistant
Packer	Merchandiser Assistant	Assistant Store Keeper	Office Assistant

Sport Career Development Programme (SCDP)

General introduction to the subject:
Learners in Year 7 may choose SCDP instead of Art, Design & Technology, Home Economics and Music while learners in Year 9 may choose it as an option subject. In both cases, subject includes four weekly lessons over and above the provision of Physical Education lessons allocated. Learners must undergo a practical assessment in their preferred discipline prior to be selected.

Topics studied:
Main sport chosen* (to choose ONE from Athletics, Basketball, Dance, Football, Gymnastics, Hockey, Judo, Shooting, Swimming) and Fitness, and Rules & Officiating. Other optional modules include Nutrition, Sports Media, Sports Photography, Sports Administration, Anti-Doping Education, Match Fixing Awareness and Sports Knowledge amongst others.

*The sports available differ from one college to another. If the minimum number of successful applicants is not reached, the sport will not be offered.

Class activities involved:
Most lessons are dedicated to the main sport selected by learner. All other areas are carried out in a practical, hands-on manner. Limited theoretical components are also included.

Homework assigned:
Mainly remote preparation as research and preparation ahead of the upcoming lessons.

Assessment given:
Majority is based on technical capability as demonstrated during practical session in main sport while other areas are assessed through ongoing assessment in the form of a portfolio.

Skills acquired while studying the subject:
- A passion for sport
- A desire to take on a sport related full-time job (playing or administrative)
- Correct aptitude in participating in moderate to vigorous physical activity

Skills required to study the subject:
- A pass in the Practical Assessment

This subject can lead you to the following Career Paths:			
Fitness Instructor	Coach	Gym Attendant	Personal Trainer
Sports Photographer	Sports Journalist	Assistant Coach	Sports Policy Coordinator

King's Trust International (KTI) Achieve

General introduction to the subject:
KTI Achieve aims to enhance the personal development and employability skills for students, emphasizing on careers and preparation for work with opportunities to link up with employers. The KTI Achieve Programme provides young people with the space and attention they need to learn skills, develop confidence, raise aspirations and improve their attitude to learning as well as to form a sense of ownership of their work and development. The students are empowered to make decisions and develop leadership skills and to prepare themselves for progression into further education programmes or into the world of employment. Students participating in the programme have a wide range of topics to choose from and, also, the choice to work towards different qualifications at different levels (MQF Level 1, MQF Level 2, and MQF Level 3). KTI Achieve complements all other subjects in the Vocational and Applied route.

Topics studied:
- Career Planning
- Community Impact
- Customer Experience
- Digital Skills
- Experiencing the World of Work
- Managing Money
- Personal Development
- Preparing for the World of Work
- Presentation Skills
- Project-based learning
- Sustainability
- Teamwork Skills
- Undertaking an Enterprise Project
- Wellbeing
- Wellbeing - Healthy Eating
- Wellbeing - Physical Activity

Class activities involved:
KTI Achieve uses a flexible, modular and engaging relevant curriculum with a wide range of activities, tailored to the needs of the students. Activities include teamwork, discussions, hands-on practical activities and outdoor activities.

Homework assigned:
Since KTI Achieve is assessed through ongoing assessment all tasks related to it are carried out in class.

Assessment given:
There are no annual exams related to KTI Achieve and all work related to all levels (MQF Level 1, MQF Level 2 and MQF Level 3) are assessed through a portfolio (or e-portfolio) of evidence done in class throughout the scholastic year. Students' evidence can be in various formats such as written, digital, audio, video and visual and can be both in Maltese and/or English.

Skills acquired while studying the subject:

- Develop their own personal growth and engagement in and through learning.
- Engage in learning that is relevant to them and support their development of personal skills and attributes that are essential for working life and employment.
- Prepare themselves for progression into further education programmes and work-based learning.
- Teamwork skills and individual skills
- Communication and presentation skills
- Employment related skills
- Leadership Skills
- Digital Skills
- Interpersonal Skills

Skills required to study the subject:

None

This subject can lead you to the following Career Paths:

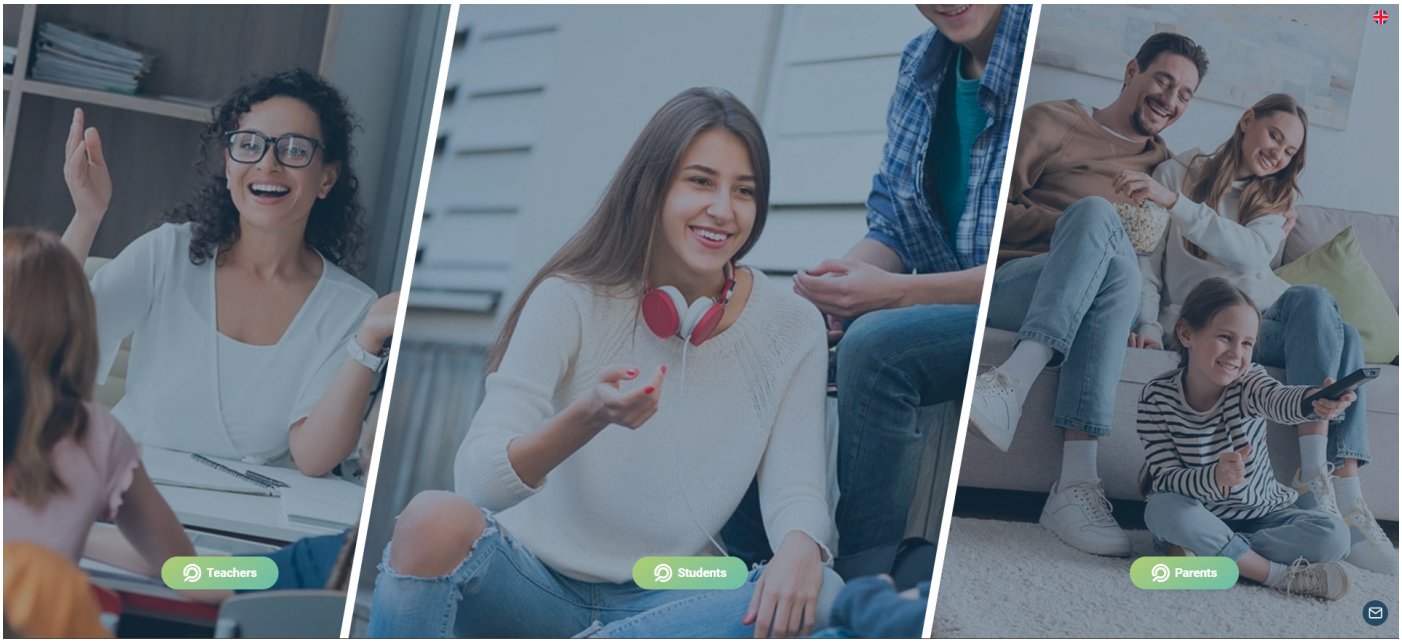
KTI Achieve gives you and enhances the necessary skills needed for various career paths.

Conclusion

We hope that you have found the information within this booklet interesting and useful.

Should you need any further assistance you can:

- Contact a **guidance teacher** within your school
- Ask a member of the **School Administration** to guide you
- Call at your respective College and ask for the **Career Advisor**
- Request a one-to-one session with the **career advisor** or with **another career guidance practitioner**
- Call at the **National Students' Wellbeing Services (NSWS), Wellbeing Services** on 2598 3488 and speak to a Career Guidance Teacher
- Have a look at the post-secondary institutions listed at the end of the booklet to see the courses they offer
- Access the following website: http://exploremoreproject.eu



We hope you make a good choice and wish you the best in your educational path!

Post-secondary Institutions one can attend after Year 11

Giovanni Curmi Higher Secondary School	https://gchss.edu.mt
Sir M.A. Refalo Sixth Form	http://smarsf.edu.mt
Junior College	https://www.jc.um.edu.mt
Institute of Tourism Studies	https://its.edu.mt
Malta College of Arts, Science and Technology	https://www.mcast.edu.mt
University of Malta	https://www.um.edu.mt
Aġenzija Żgħażagħ - Youth.Inc	https://youth.gov.mt

GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION,
SPORT, YOUTH, RESEARCH
AND INNOVATION

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