Planning and Writing an Assignment

Angelito Sciberras

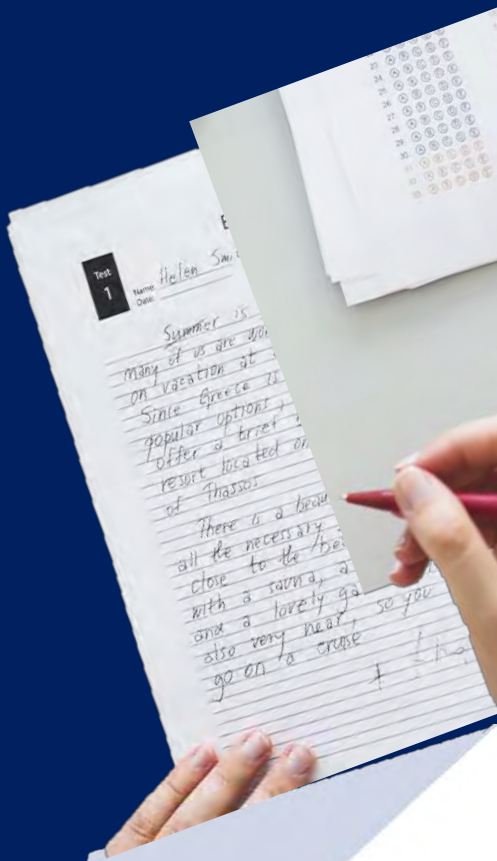
Date: 23 October 2026

"Assignments should align with intended learning outcomes to ensure that students demonstrate understanding in a way that reflects course goals."

- John Biggs 2011

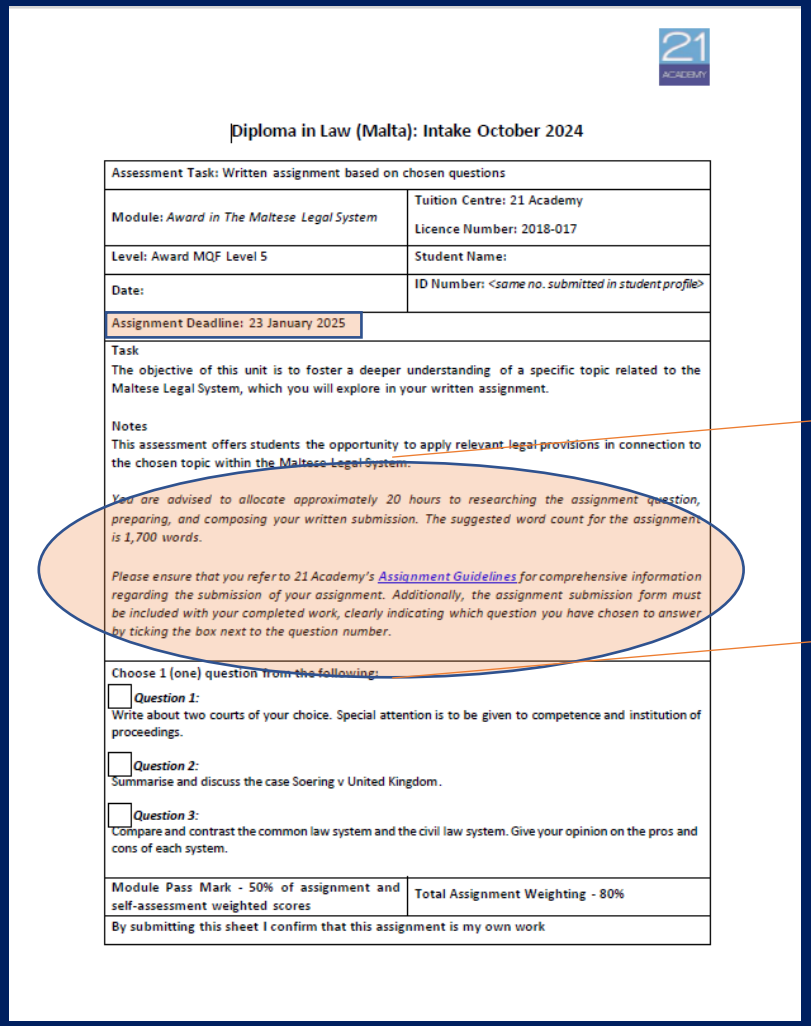
Assignment

- Student’s understanding of the subject
- Presentation
- Uniqueness (no plagiarism)
- No AI generated text
- Appropriate referencing



Assignment Submission Form

Assignment Submission Form



Diploma in Law (Malta): Intake October 2024

Assessment Task: Written assignment based on chosen questions	
Module: *Award in The Maltese Legal System*	Tuition Centre: 21 Academy Licence Number: 2018-017
Level: Award MQF Level 5	Student Name:
Date:	ID Number: *<same no. submitted in student profile>*
Assignment Deadline: 23 January 2025	

Task

The objective of this unit is to foster a deeper understanding of a specific topic related to the Maltese Legal System, which you will explore in your written assignment.

Notes

This assessment offers students the opportunity to apply relevant legal provisions in connection to the chosen topic within the Maltese Legal System.

You are advised to allocate approximately 20 hours to researching the assignment question, preparing, and composing your written submission. The suggested word count for the assignment is 1,700 words.

Please ensure that you refer to 21 Academy's Assignment Guidelines for comprehensive information regarding the submission of your assignment. Additionally, the assignment submission form must be included with your completed work, clearly indicating which question you have chosen to answer by ticking the box next to the question number.

Choose 1 (one) question from the following:

☐ ***Question 1:***
Write about two courts of your choice. Special attention is to be given to competence and institution of proceedings.

☐ ***Question 2:***
Summarise and discuss the case Soering v United Kingdom.

☐ ***Question 3:***
Compare and contrast the common law system and the civil law system. Give your opinion on the pros and cons of each system.

Module Pass Mark - 50% of assignment and self-assessment weighted scores	Total Assignment Weighting - 80%

By submitting this sheet I confirm that this assignment is my own work

- the due date
- the word limit

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Assignment Submission Form

Question 1:
You have been asked to deliver a keynote speech at a conference on a subject that is dear to your heart. What steps must you evaluate in order to provide a speech that is effective? If you plan to use any visual aids, please explain how.

Question 2:
A job posting piqued your friend's interest, so she decided to apply. She requested that you assist her. She is quite anxious about the job interview and has no idea how to prepare a curriculum vitae or a covering letter. What are the hints and techniques you have picked up from the lecture that will help you ace the job interview and send the curriculum vitae and cover letter?

Question 3:
You've been given the responsibility of planning an official company function. What actions should be taken to ensure its success?

- Choose which question to answer
- Read it well and understand it
- Identify keywords
- Discuss them with your lecturer/s

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Keywords

Keywords

- **Focus** - Identifying keywords helps you understand the main focus of the assignment question, ensuring you address the correct topic.
- **Research** - Keywords serve as a foundation for conducting effective research, allowing you to find relevant information and sources.
- **Relevance** - They help you stay aligned with the question's requirements, ensuring that your response is relevant and on-topic.
- **Prevents Misinterpretation** - Highlighting keywords reduces the risk of misunderstanding the question, leading to more accurate answers.
- **Structure** - Keywords can assist in structuring your response by outlining the key components that need to be addressed.

Keywords

Before reading the passage or doing the assignment, highlight verbs (e.g. *explain, compare, justify, analyze*), qualifiers (e.g. *only, mostly, partly*), limits (e.g. *in the context of X, between 1900–2000*). These are your keywords.

Keywords

Identify the key words in this assignment question?

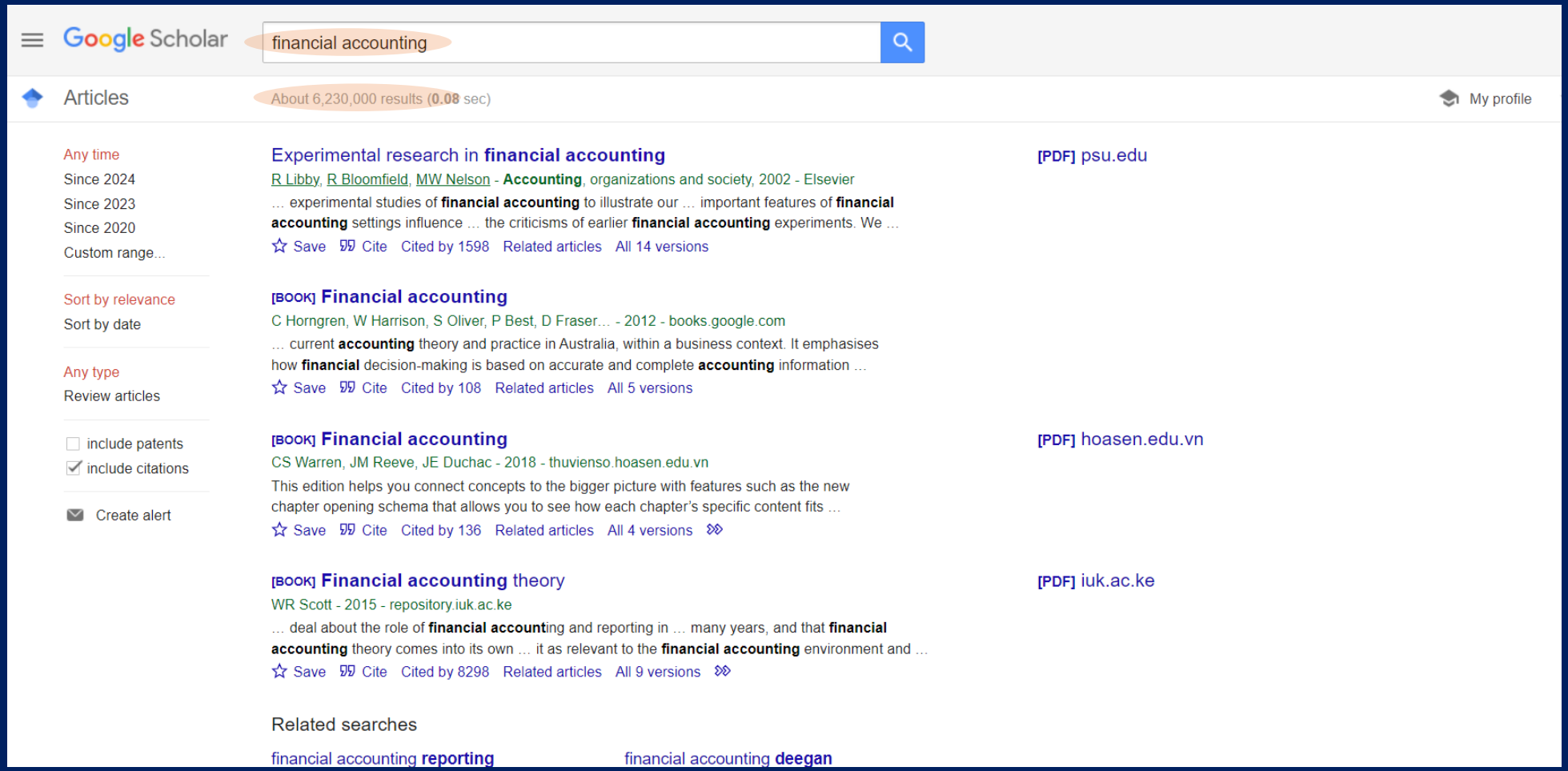
Explain the principles and concepts of Financial Accounting, giving details and examples of each; their relevance; and any limitations that the application of such principles and concepts have on businesses in today's world.

Keywords

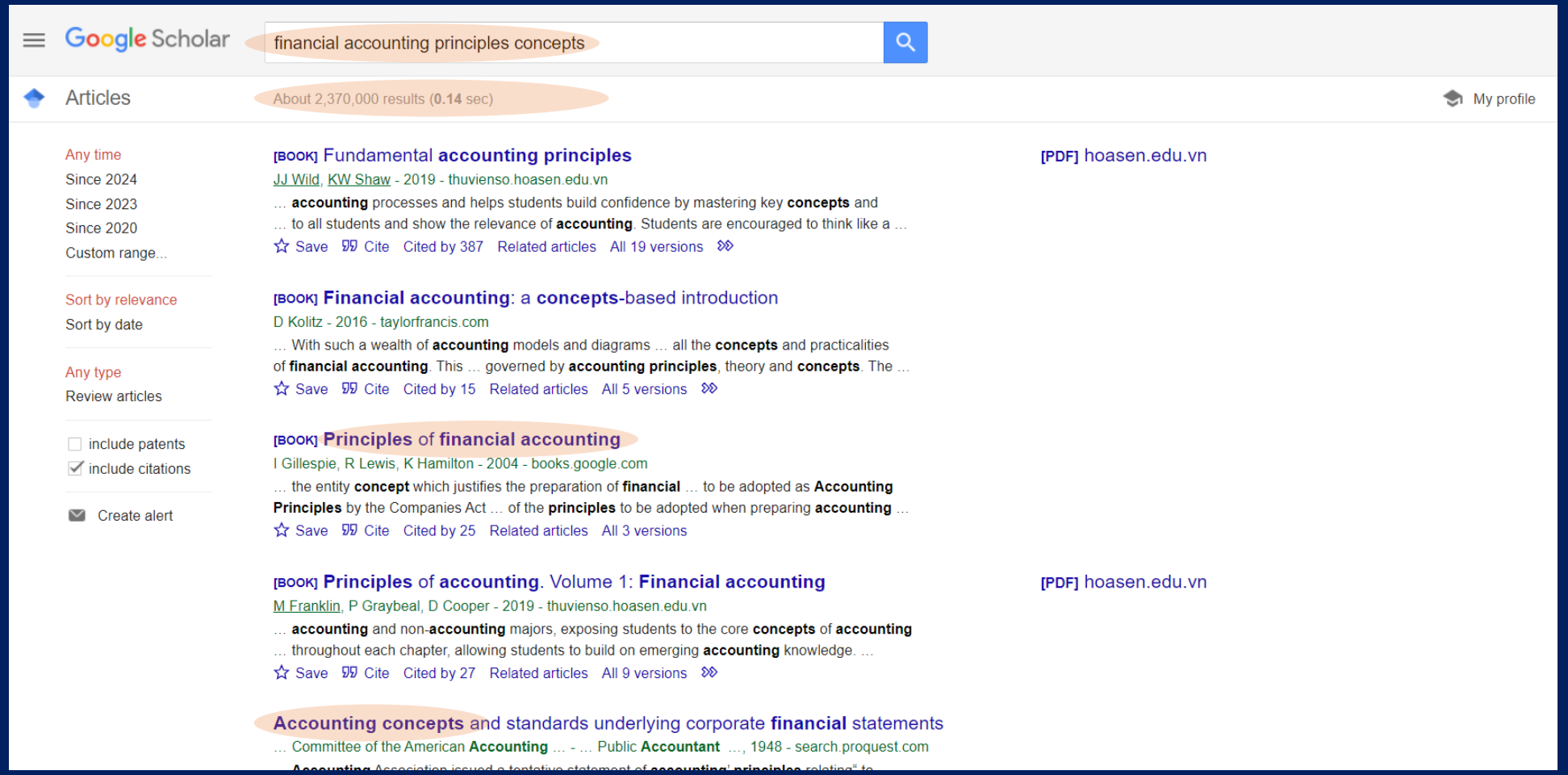
Identify the key words in this assignment question?

Explain the **principles and concepts** of **Financial Accounting**, giving **details** and **examples** of **each**; their **relevance**; and any **limitations** that the application of such principles and concepts have on businesses in **today's** world.

Searching for Keywords



Searching for Keywords



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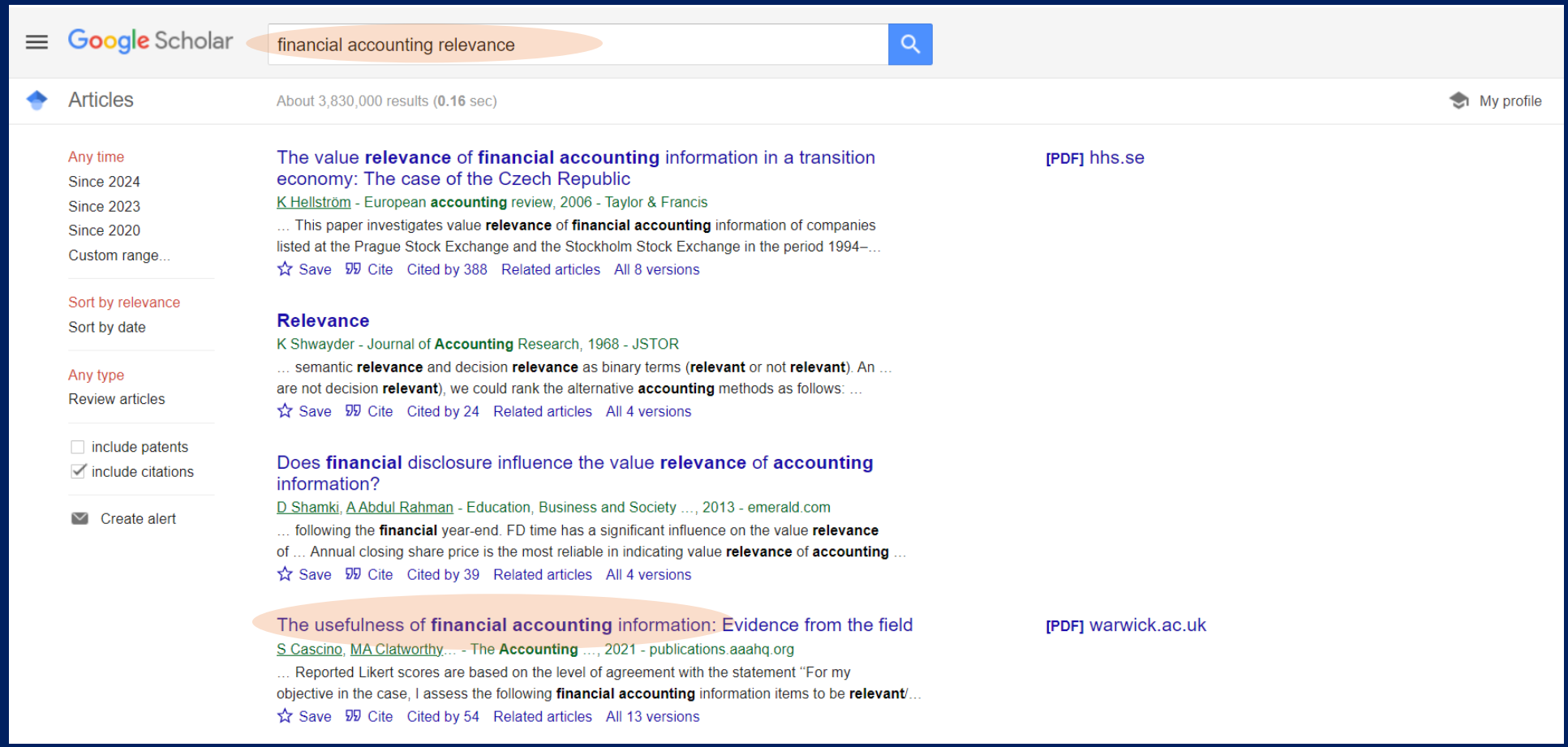

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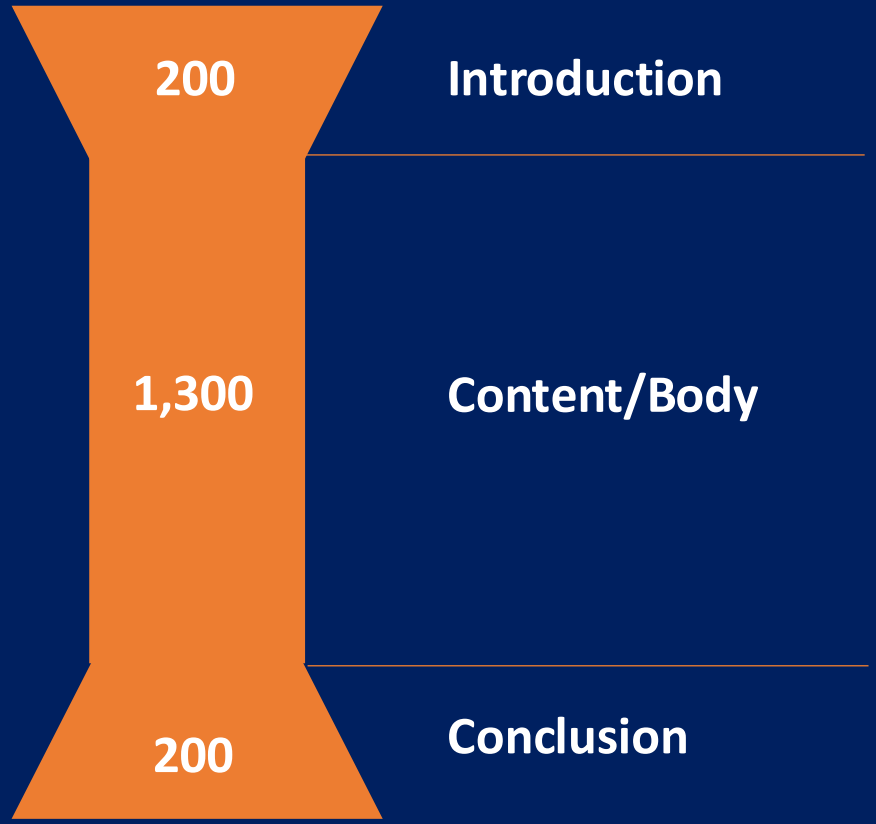
Planning the Assignment

Plan

- **Provides Clear Structure**: Planning the assignment ensures that your writing follows a logical flow, making it easier for the reader to understand your argument or analysis.
- **Helps Address All Aspects**: By organising the introduction, body, and conclusion, you ensure that each part of the question is addressed thoroughly and appropriately.
- **Strong Introduction**: A planned introduction outlines the main points and establishes the purpose of the assignment, giving the reader a clear understanding of what to expect.
- **Focus**: Planning the body helps keep the discussion focused on the key arguments or themes without veering off-topic.
- **Cohesive Argument**: Careful planning ensures that the argument flows logically from one point to the next, linking the sections of the body in a coherent manner.
- **Strong Conclusion**: Planning the conclusion allows you to summarise key points effectively and reinforce the main argument or findings, leaving a lasting impact on the reader.

Assignment Plan



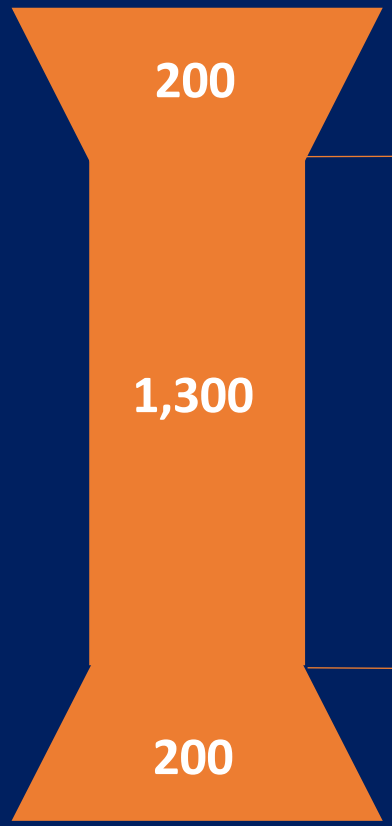
Choose 1 question ~~from the following~~:

Question 1:
Discuss the importance of the Constitution in the Maltese Legal system. Refer to the main principles enshrined in it.

Question 2:
What are the main sources of the Maltese legal system? Can it comfortably fit under one of the legal systems?

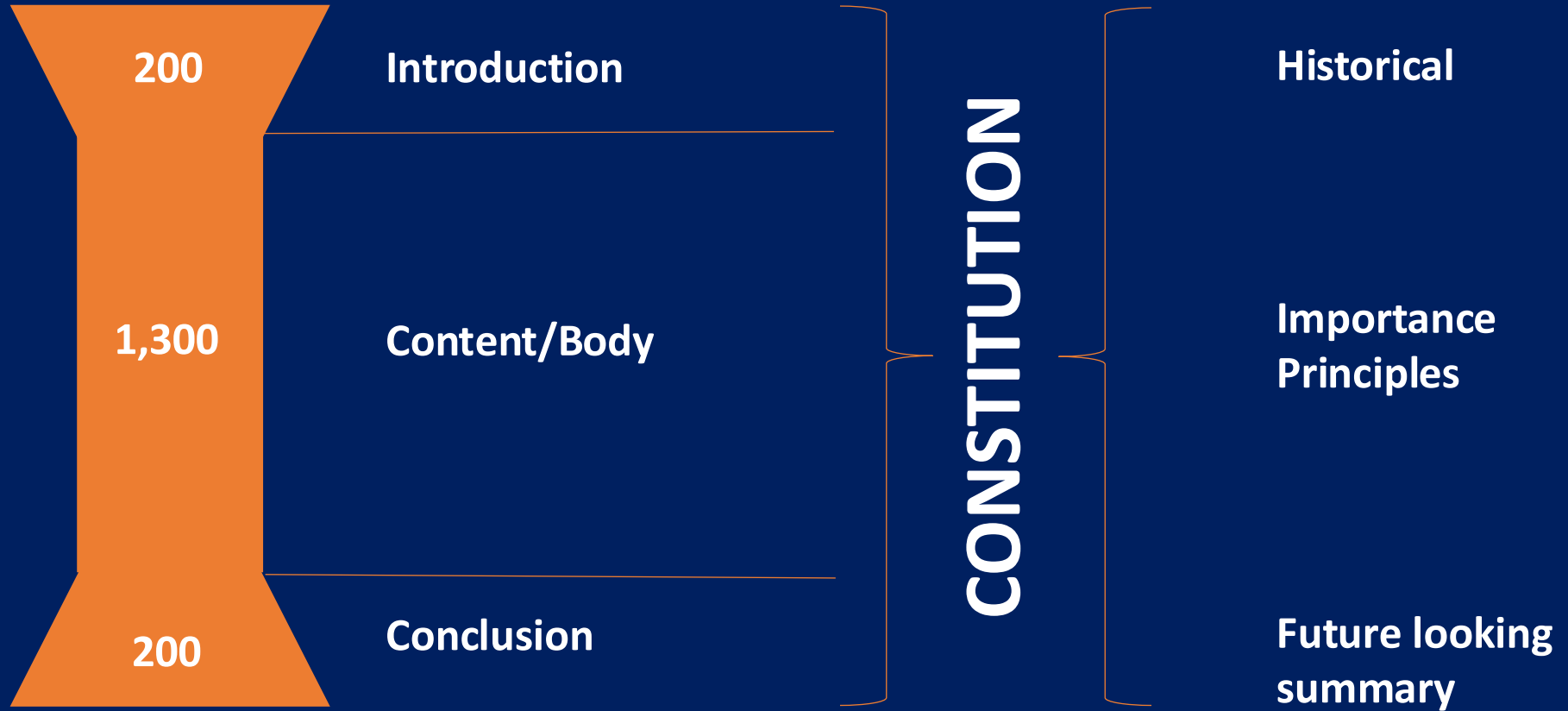
Question 3:
Who is empowered to legislate? Describe the legislative process? How does the Constitution provide to ensure that laws are in line with the Constitution?

Assignment Plan



Introduction	PAST	ASSERTIVE - Facts
Content/Body	PRESENT	DISCUSS - Research & Thoughts
Conclusion	FUTURE	SUGGEST - Closure

Assignment Plan



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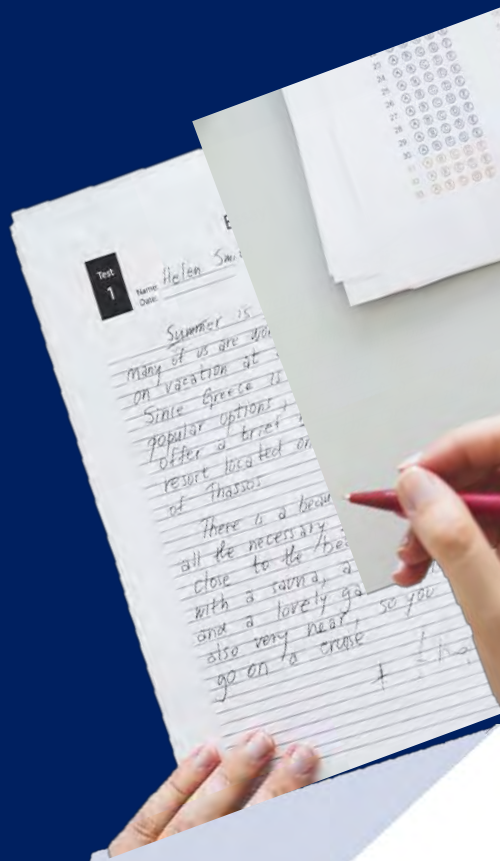
Research Sources

Sources

- Lecture Notes/Slides
- Books - suggested reading lists
- Online Tools



Lecture Notes/Slides

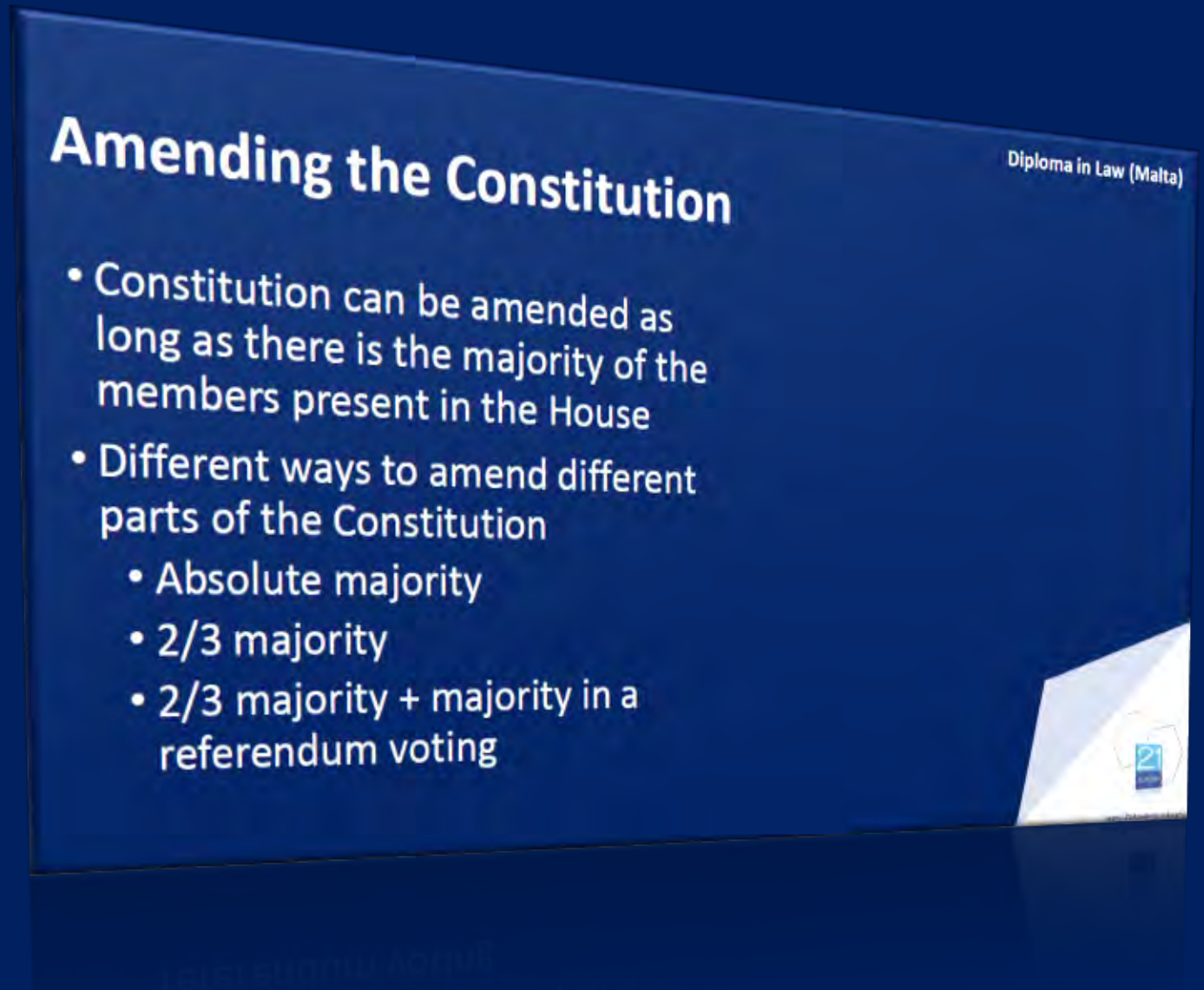
Lecture Notes/Slides

Overview

Lecture Notes/Slides

Principles

Lecture Notes/Slides



Future looking

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Books - suggested reading lists

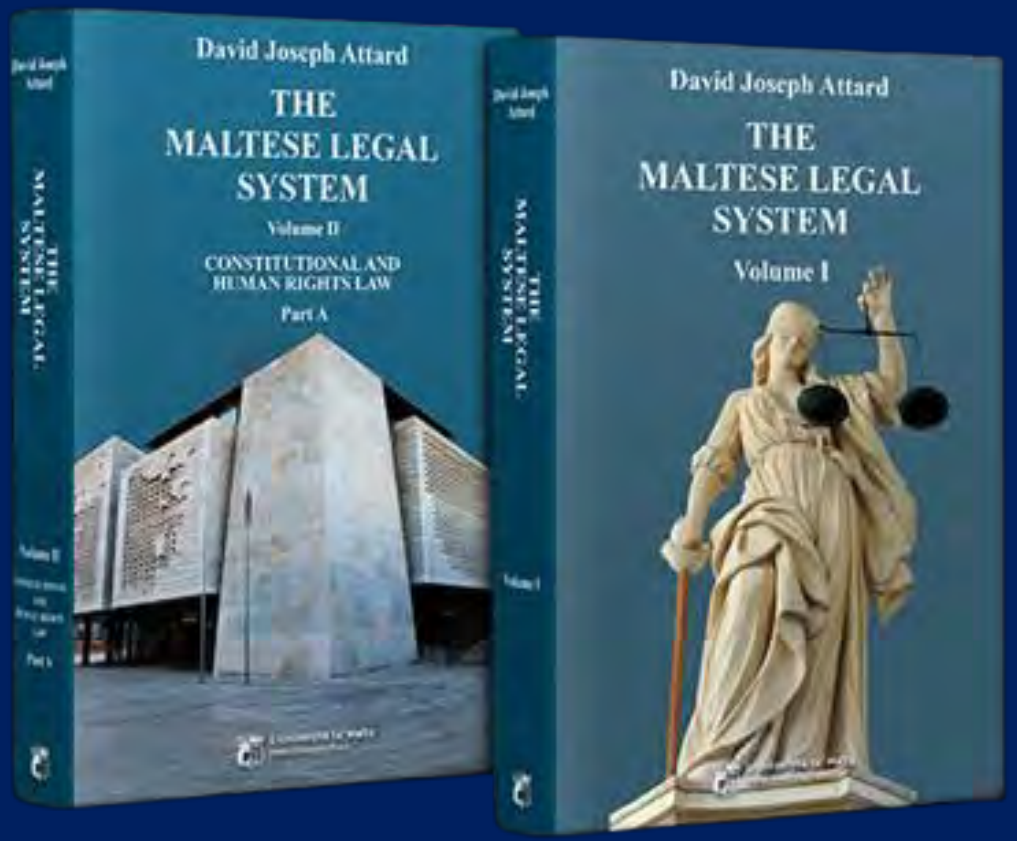
Lecture 1 - **Introduction to Payroll** - MR ANTOINE PORTELLI

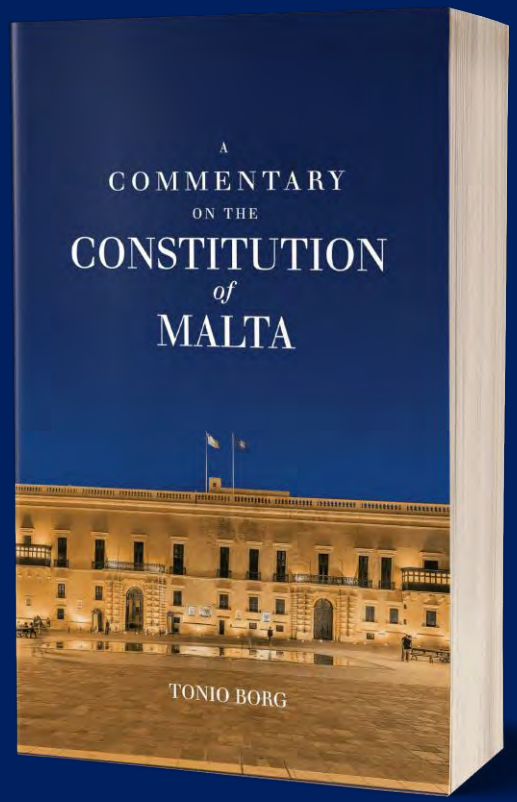
The first lecture will be an introduction to payroll, payroll processing overview, payroll systems, outsourcing , Maltese Legislating Payroll and sources of information relevant to payroll processing. The second part of the lecture will cover Tax, Final Settlement System, Tax Rates for Residents and Non-Residents, Social Security Contributions and Rates, Statutory Bonus, Weekly Allowance, Payslip Format, gathering employee information for payroll and FSS Forms.

Core Reading List

- Office of the Commissioner for Revenue available from: https://cfr.gov.mt/en/Pages/Home.aspx
- Department for Industrial and Employment Relations available from https://dier.gov.mt/en/Pages/home.aspx

Books - suggested reading lists





Text Scanner OCR

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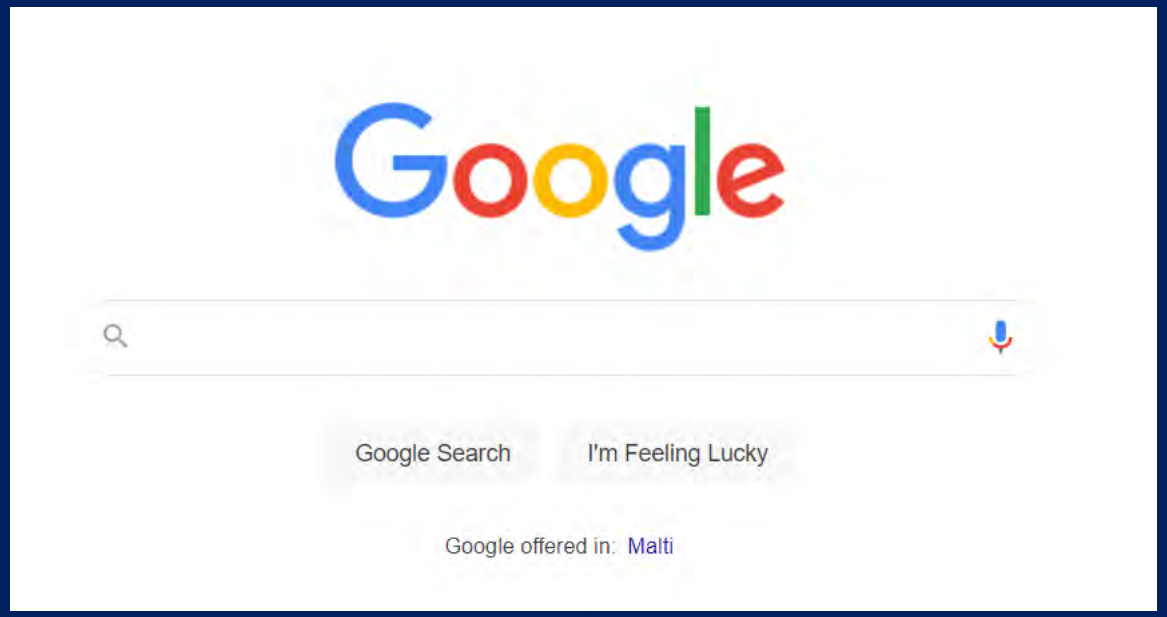
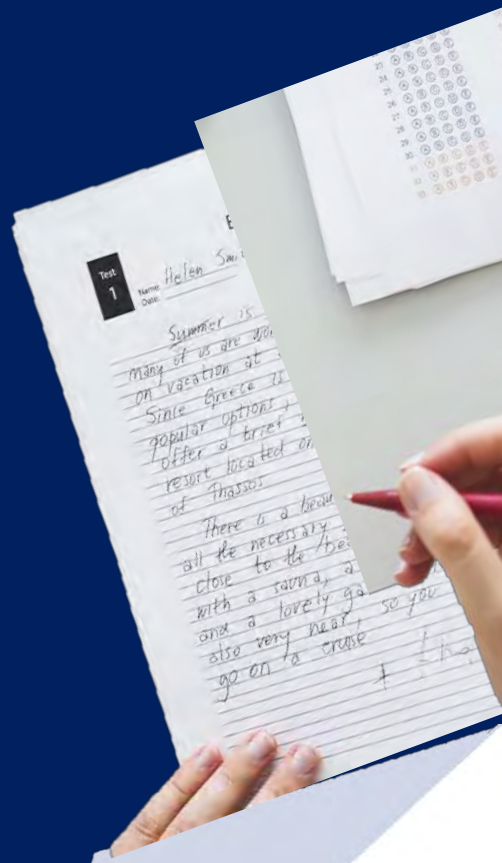
Online



Google Scholar

Online

- Check that sources are reliable
- European Qualification Framework 5
- Avoid Wikipedia
- Use keywords
- Use AI with caution



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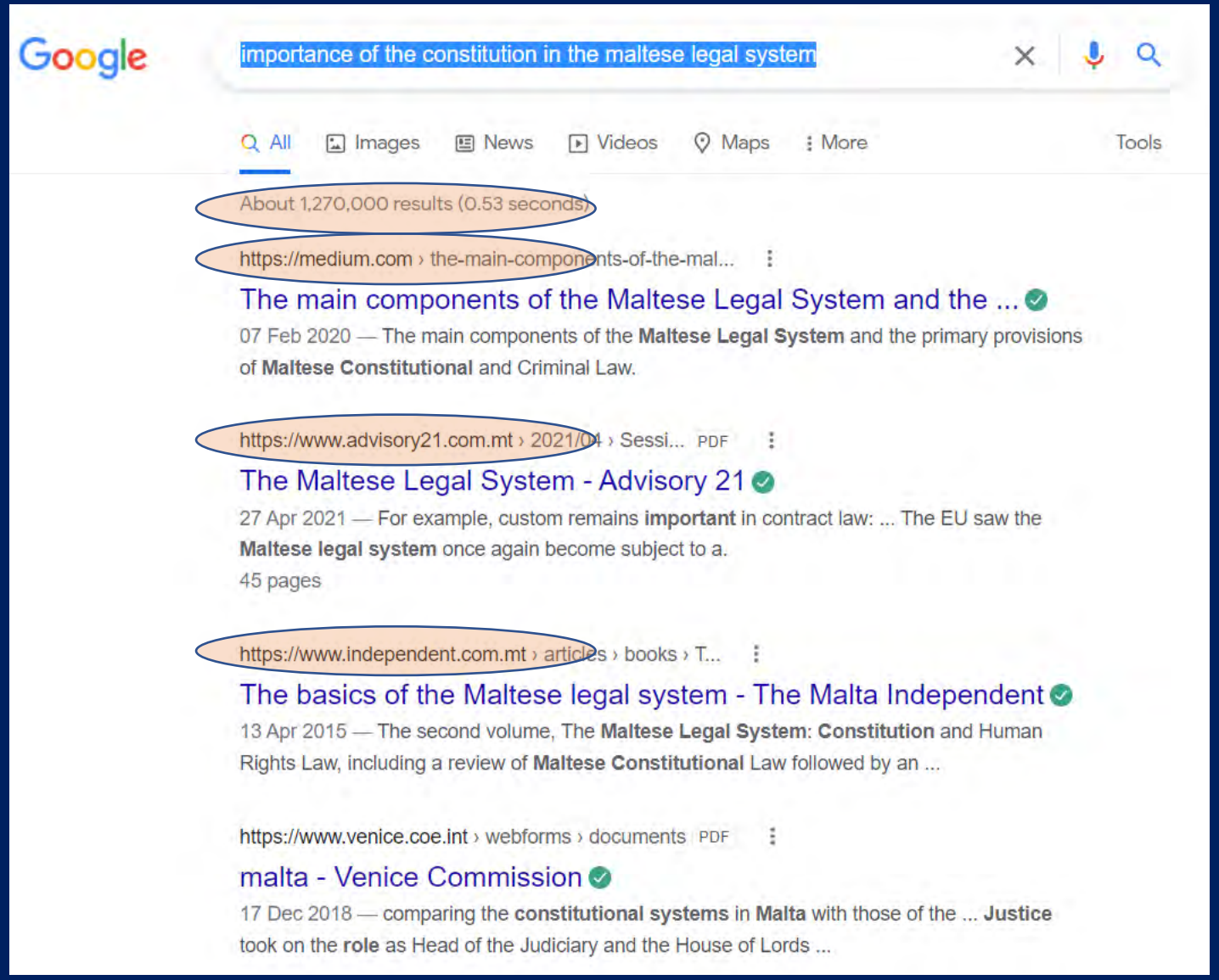
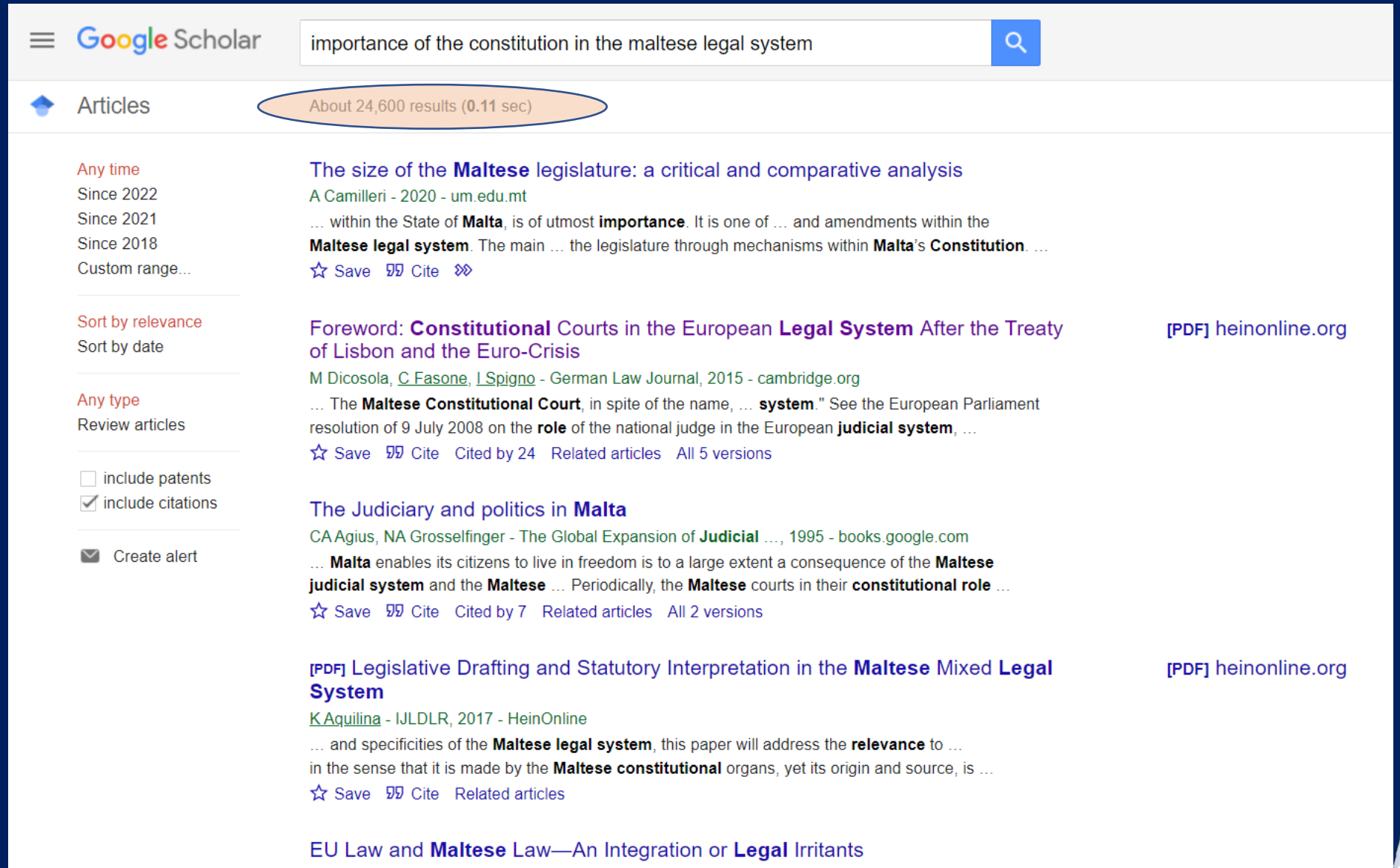

Google
importance of the constitution in the maltese legal system
All
Images
News
Videos
Maps
More
Tools
About 1,270,000 results (0.53 seconds)
https://medium.com › the-main-components-of-the-mal...
The main components of the Maltese Legal System and the ...
07 Feb 2020 — The main components of the Maltese Legal System and the primary provisions of Maltese Constitutional and Criminal Law.
https://www.advisory21.com.mt › 2021/04 › Sessi... PDF
The Maltese Legal System - Advisory 21
27 Apr 2021 — For example, custom remains important in contract law: ... The EU saw the Maltese legal system once again become subject to a.
45 pages
https://www.independent.com.mt › articles › books › T...
The basics of the Maltese legal system - The Malta Independent
13 Apr 2015 — The second volume, The Maltese Legal System: Constitution and Human Rights Law, including a review of Maltese Constitutional Law followed by an ...
https://www.venice.coe.int › webforms › documents PDF
malta - Venice Commission
17 Dec 2018 — comparing the constitutional systems in Malta with those of the ... Justice took on the role as Head of the Judiciary and the House of Lords ...

Online - https://scholar.google.com



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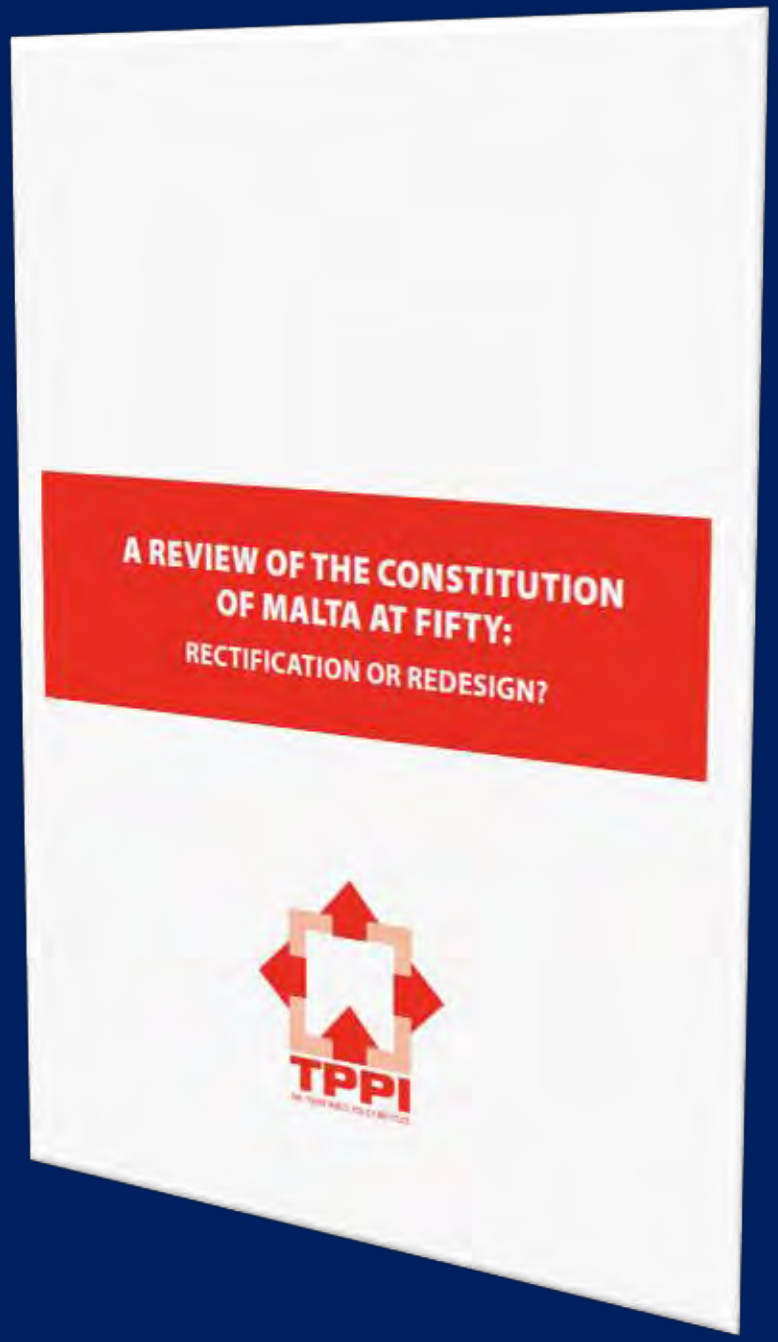
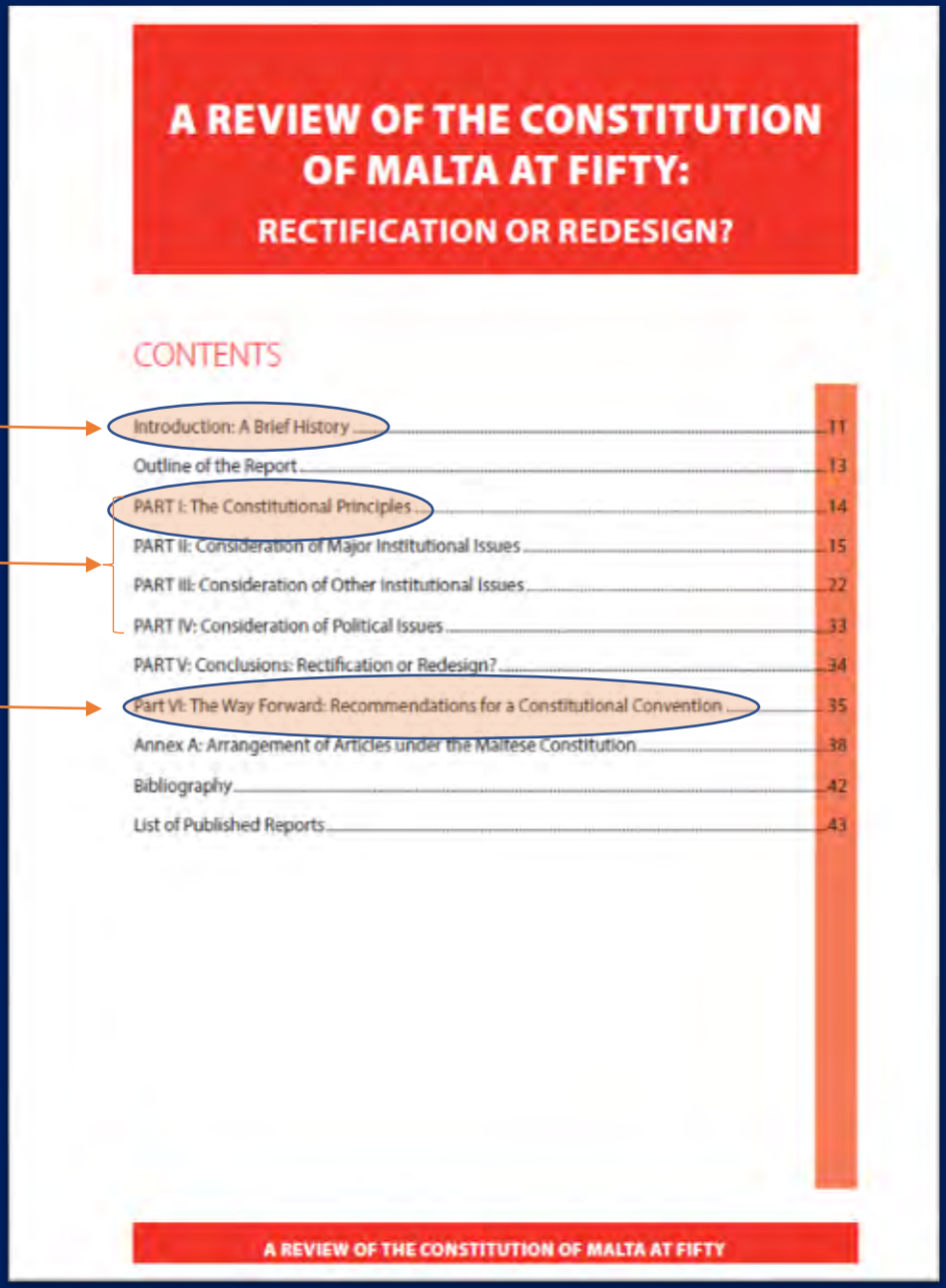

A REVIEW OF THE CONSTITUTION
OF MALTA AT FIFTY:
RECTIFICATION OR REDESIGN?
TPPI

Online

PAST

PRESENT

FUTURE



A REVIEW OF THE CONSTITUTION OF MALTA AT FIFTY:

RECTIFICATION OR REDESIGN?

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A REVIEW OF THE CONSTITUTION OF MALTA AT FIFTY

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Online

- Artificial Intelligence
  - ChatGPT
  - Quillbot
  - Claude

Online

When was Malta' first self government?

Malta's first instance of self-government was in **1921**. This occurred under the **Malta Constitution of 1921**, which was granted by the British colonial authorities. The constitution allowed Malta to have its own **bicameral legislature**, which included the **Senate** and the **Legislative Assembly**, giving the Maltese people a measure of control over domestic affairs, while Britain retained authority over foreign policy and military matters. This period of self-government was short-lived, as it was suspended in 1933 due to political instability and tensions with the British administration.

Online

AN

How is a law enacted in Malta?

In Malta, the process of enacting a law typically involves several stages, which may include the following steps:

1. Proposal: A bill may be proposed by a member of the Parliament, the government, or a committee.
2. First Reading: The bill is introduced to the House of Representatives for the first reading. This stage involves a general debate on the principles and objectives of the bill.
3. Committee Stage: The bill is referred to a parliamentary committee for further examination and discussion. During this stage, the committee reviews the bill in detail, often consulting with experts and stakeholders, and may propose amendments.
4. Second Reading: The bill is then debated again in the House of Representatives, with specific focus on the details and amendments suggested during the committee stage.
5. Consideration of Amendments: Any amendments proposed during the second reading are considered, and further discussions may take place to reach a consensus on the final version of the bill.
6. Third Reading: The final version of the bill is debated and voted on by the members of the House of Representatives.
7. Senate Review (if applicable): If the bill affects certain constitutional matters, it may be referred to the Senate for review and approval.
8. Presidential Assent: Once the bill is approved by both the House of Representatives and the Senate (if applicable), it is then presented to the President of Malta for assent. The President's assent is the final step in the legislative process, and upon receiving it, the bill becomes law.

This general process may vary slightly depending on the specific requirements and procedures outlined in the Maltese Constitution and parliamentary rules.

Regenerate

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Assignment Rubric

Rubric

- **Clarity of expectations**: A rubric clearly outlines what is required for each grade level.
- **Consistency in scoring**: Helps ensure all students are assessed using the same criteria.
- **Efficient feedback**: Allows assessors to provide targeted comments on particular aspects.
- **Reduces disputes**: Provides a transparent basis for grades, minimising disagreements.

The Rubric

Assignments Rubric

	5 marks	4 marks	3 marks	2 marks	0 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors	Evidence of four	Evidence of three	Evidence of two or less	No cover page
Citations	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident	Few cited works, both text and visual, are done in the correct format.	Not Applicable	No citations
Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.	Contains title page, table of contents	Poorly organized and difficult to read; lacking neatness.	No organization, missing significant criteria.	Absent structure and organization.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
	61 - 80 marks	**41 - 60 marks**	**21 - 40 marks**	**01 - 20 marks**	**0 marks**
Content	Excels in responding to the assignment question. Interesting, demonstrates sophistication of thought. Central idea is clearly communicated, worth developing; limited enough to be manageable. Assignment recognizes some complexity of the subject: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid assignment, responding appropriately to the question. Clearly states a central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment question. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment question. May be too vague or obvious to be developed effectively. Student may misunderstand sources.	Does not respond to the assignment question, lacks a central idea, and may neglect to use sources where necessary.

The Rubric

Assignments Rubric

	5 marks	4 marks	3 marks	2 marks	0 marks
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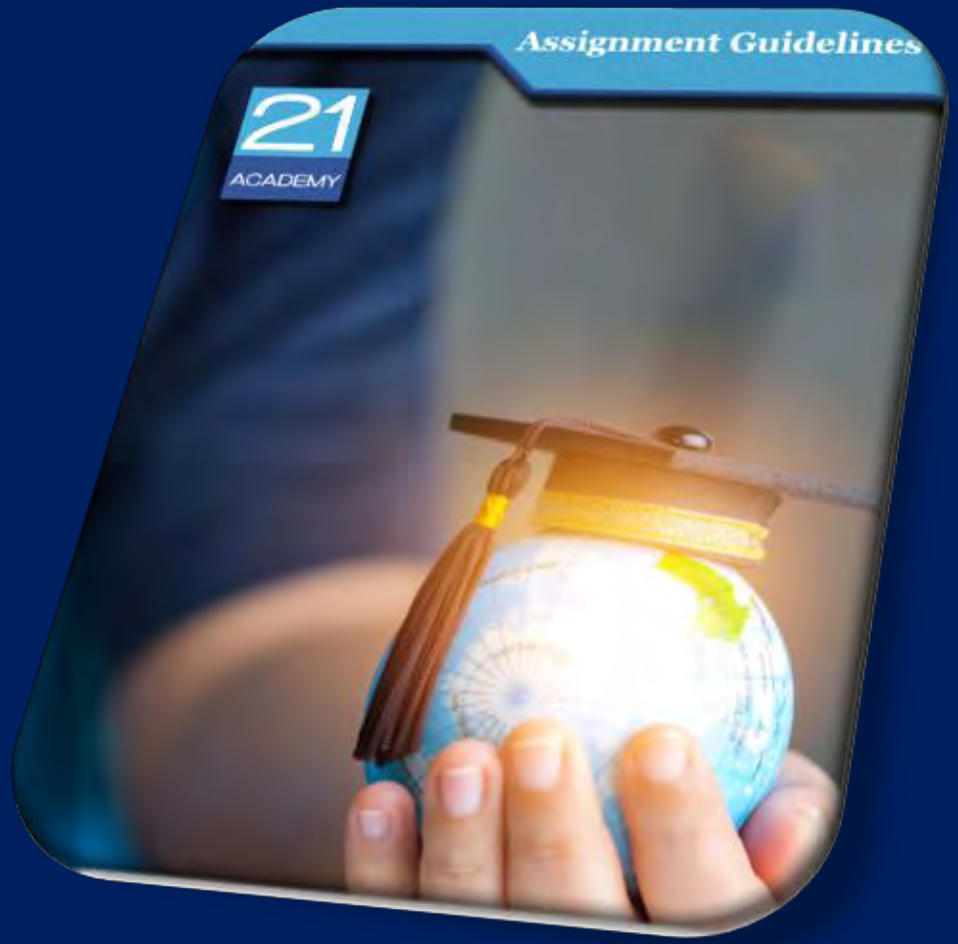
Assignment Guidelines



- Assignment Submission Form - indicate question you are answering
- Cover Page
- Contents Page
- Introduction - Body - Conclusion
- Reference List

- Styles
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  - Size 12, Normal - Text
  - Size 14, Bold - Titles
  - 1.5 line spacing
  - Justified

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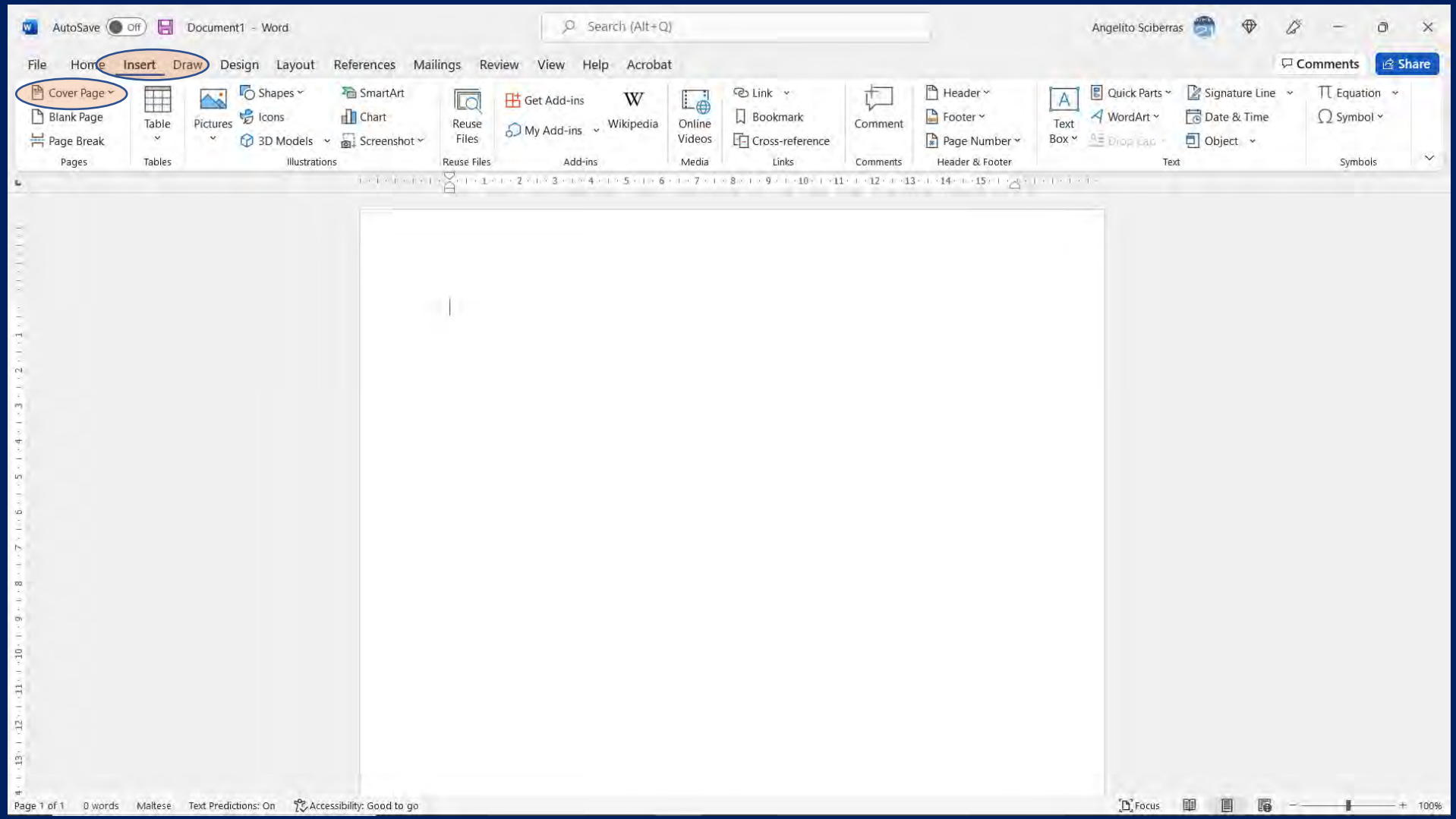
Cover Page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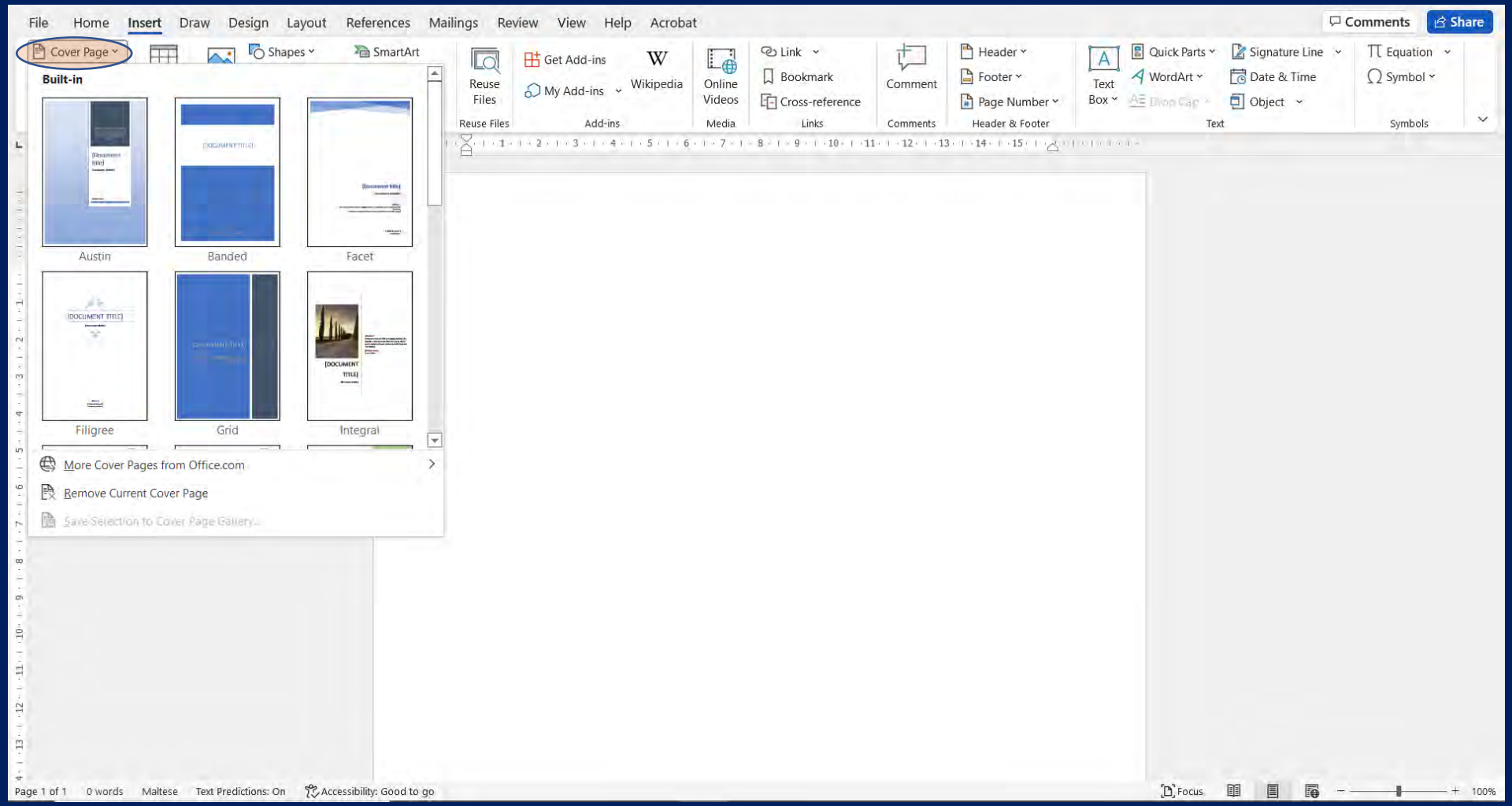
Cover Page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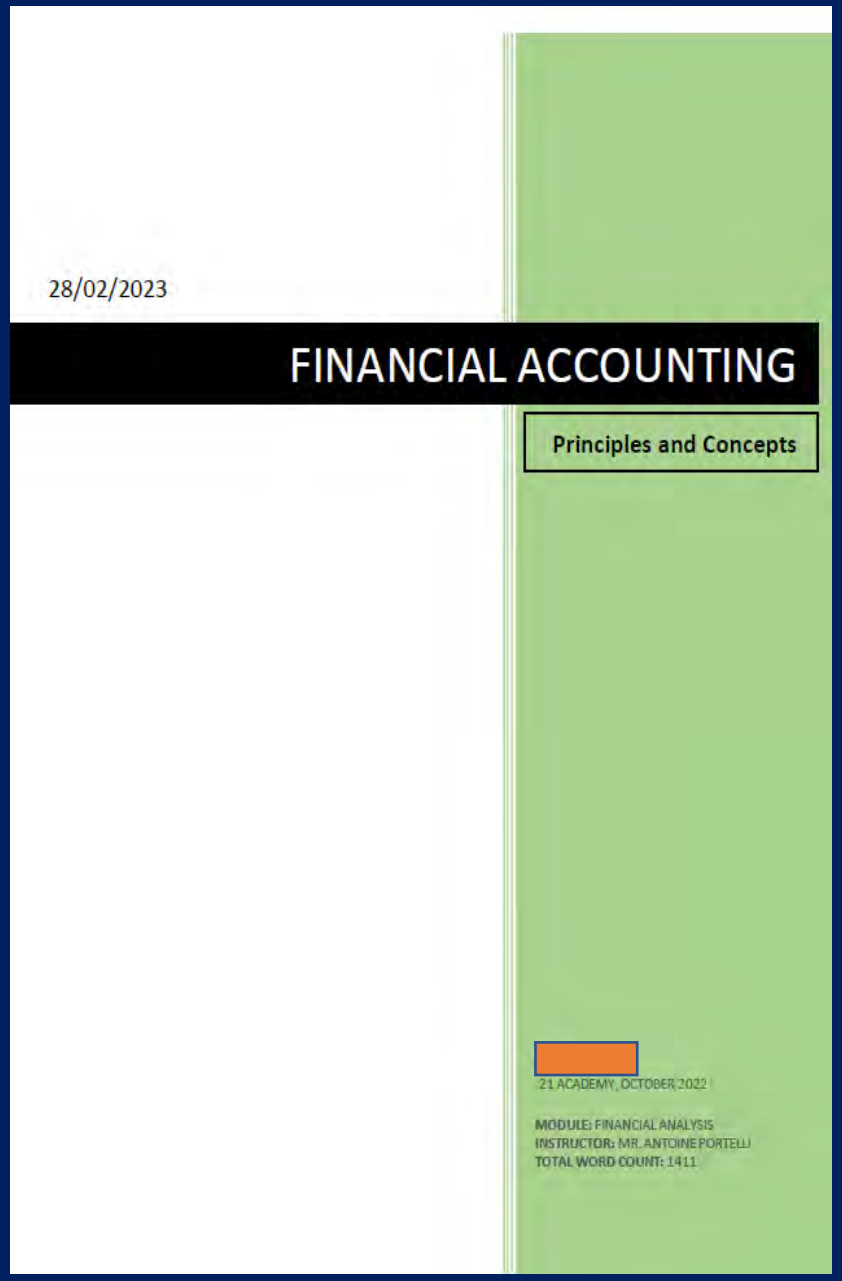
0 words
Maltese
Text Predictions: On
Accessibility: Good to go
Focus
100%

Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors

Cover Page

	5 marks
Cover Page	Title, Student's Name, Teacher's Name, Course Intake month and year, Submission Date, Neatly finished-no errors



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Referencing

In text

Citations	All cited works, both text and visual, are done in the correct format with no errors.

Referencing

- **Acknowledges intellectual property**: Referencing properly credits the original authors for their ideas, theories, and research, respecting intellectual property rights.

- **Demonstrates scholarship**: It shows that one has engaged with relevant literature and positioned their work within the broader academic discourse.

- **Supports arguments**: References provide evidence to bolster one's claims and arguments, lending credibility to the work.

- **Enables verification**: Readers can locate and examine the original sources, allowing for fact-checking and further exploration of the topic.

- **Avoids plagiarism**: Proper referencing distinguishes between one's own ideas and those borrowed from others, thus preventing unintentional academic misconduct.

- **Provides context**: References help readers understand the theoretical and empirical foundations upon which the current work is built.

Referencing

OSCOLA Referencing Style

- Diploma in Law (Malta)
- Undergraduate Certificate in Notarial Law Fundamentals for Office Assistants

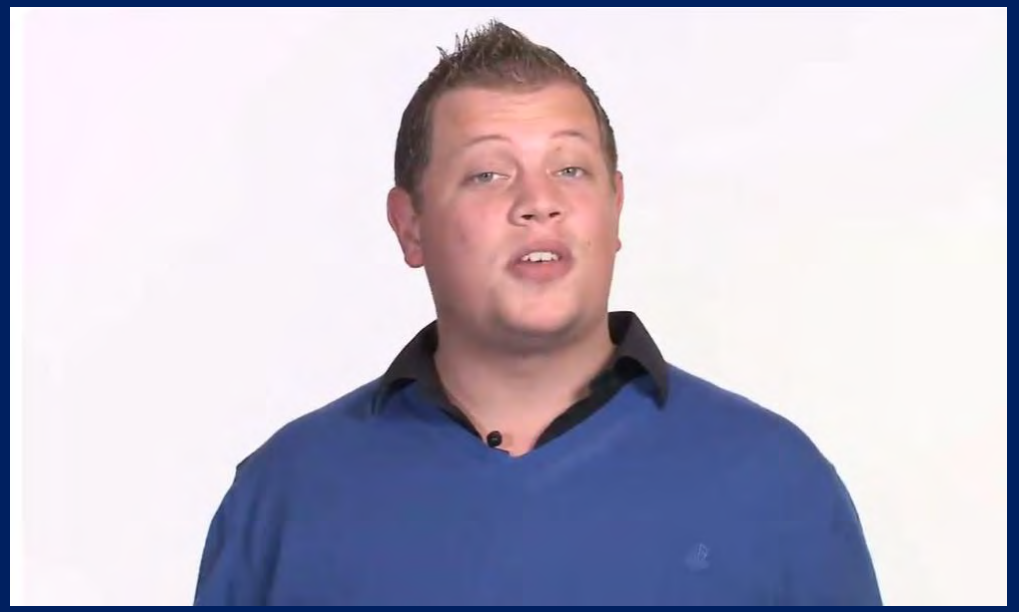
Harvard Referencing Style

- Undergraduate Diploma in Occupational Health & Safety
- Undergraduate Diploma Business Administration
- Undergraduate Diploma in Digital Marketing
- Award in Office Management and Administration Fundamentals
- Award in Payroll Fundamentals

Referencing

OSCOLA Referencing Style

Harvard Referencing Style



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While the direct effect principle is not included in the Treaties, the ground-breaking case, ***'Van Gend en Loos[1]'***, laid the foundations of the '*direct effect*' principle in which an EU Law provision converts into a primary source of law for the national court and public bodies when it grants individuals with rights that need to be upheld in the proceedings before national courts.[2] In other words, direct effect means that an EU law provision does not require transposition into the national law to have an effect and be implemented, as it is already a part of the said legal order.[3] Through the Van Gend decision, a bold but monumental step in differentiating EU law from any other international law as a legal order that is new and sovereign was taken by the Court of Justice of the European Union (CJEU) to make sure that the EU law was upheld by national courts. Furthermore, this case set out a number of conditions, namely, *clarity, unconditionality, and independency*, that help determine whether provisions of EU law should have a direct effect or otherwise.[4] In time, these conditions were further developed and turned into what is now known as the test of direct effect, which includes the following criteria - unconditionality, clarity, precision, independency *(regardless of the availability of any judicial remedies under national law*

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[1] *Rafal Manko, 60 Years of Van Gend & Loos, EPRS, 2023*
[2] *ibid.*
[3] *Alina Ireland, European Union Law, 4th Edition, Routledge, 2016*
[4] *Eur-Lex, The direct effect of European Union Law, accessed on 1 May 2023*

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Cases

- *Case 6-64, Flaminio Costa v E.N.E.L, [1964], ECLI:EU:C:1964:66*
- *Case 11/70, Internationale Handelsgesellschaft mbH v Einfuhr und Vorratsstelle fur Getreide und Futtermittel [1970], ECLI:EU:C:1970:114*
- *Case 43-75, Gabrielle Defrenne v Societe anonyme belge de navigation aerienne Sabena,[1976], ECLI:EU:C:1976:56*
- *Case 106/77, Amministrazione delle Finanze dello Stato v Simmenthal SpA, [1978], ECLI:EU:C:1978:49*

Referencing - Harvard

The Essay

After determining an essay's topic, a student will need to analyse the topic, find information, evaluate these resources and present the information in essay format (TAFE SA 2014a). Requirements for essays can vary, but will generally include an introduction, body, conclusion and reference list (TAFE SA 2013). The completed essay will then provide evidence to the assessor of the student's research and learning (Hill Campbell 2014).

The first step is to carefully analyse the topic in order to fully understand what is and is not required from the essay (Spurr n.d.). Usually a topic will be designed to give students an opportunity to develop an argument and the essay should generally agree or disagree with the central idea (Dawson 2013). Carrodus (2002) stresses to ensure relevance; 'answer the question, the whole question and nothing but the question'.

Next, resources on the topic should be gathered from a variety of sources such as websites, books, newspapers or journal articles (Summers & Smith 2010). Lecture notes should only be referred to with the agreement of the lecturer (TAFE SA 2014b) and need only be given an in-text citation as these are considered a personal communication (TAFE SA 2013). A quick evaluation of each resource should be undertaken to establish that the information is up-to-date, relevant, and from a reputable author (Dawson 2013). The student should question whether the author's points are backed up by adequate and convincing evidence and why the author might have published this work (Hill Campbell 2014).

After reading these resources, the student can form an educated opinion and begin to plan the flow of their essay (Jackson et al. 2000). The essay should be typed and include any specified formatting such as page numbering, appropriate headers, footers and a cover sheet (Spurr n.d.). Points made should be supported with quotes, statistics or records from the time (Carrodus 2002), which according to copyright law must all be referenced (*Commonwealth Amendment (Moral Rights) Act 2000*, Dawson 2013, p. 106). At TAFE SA the Harvard system of referencing is required (TAFE SA 2014b).

The introduction should comprise about 10% of the essay's word count (TAFE SA 2014a) to establish an overall point and provide any background information.

The body of the essay will contain several paragraphs, each paragraph dedicated to an argument or fact, and each subsequent paragraph building support for the point of view being suggested (Levin 2004). This section should take about 80% of the word count (TAFE SA 2013).

The essay should end with a clear and concise statement (Dawson 2013) that sums up the argument and matches the point of view expressed in the introduction (TAFE SA 2014a).

On completion of the draft essay, a student should proofread their work for spelling and grammar (Jackson et al. 2000) and re-read the topic to double check that the essay has not strayed from the points being assessed (Carrodus 2002).

An appropriately formatted and well-researched essay serves not only as a tool for learning assessment, but develops ability to build an educated argument in a strong form of communication essential in many careers (Summers & Smith 2010).

In-text citations

Citations - Harvard

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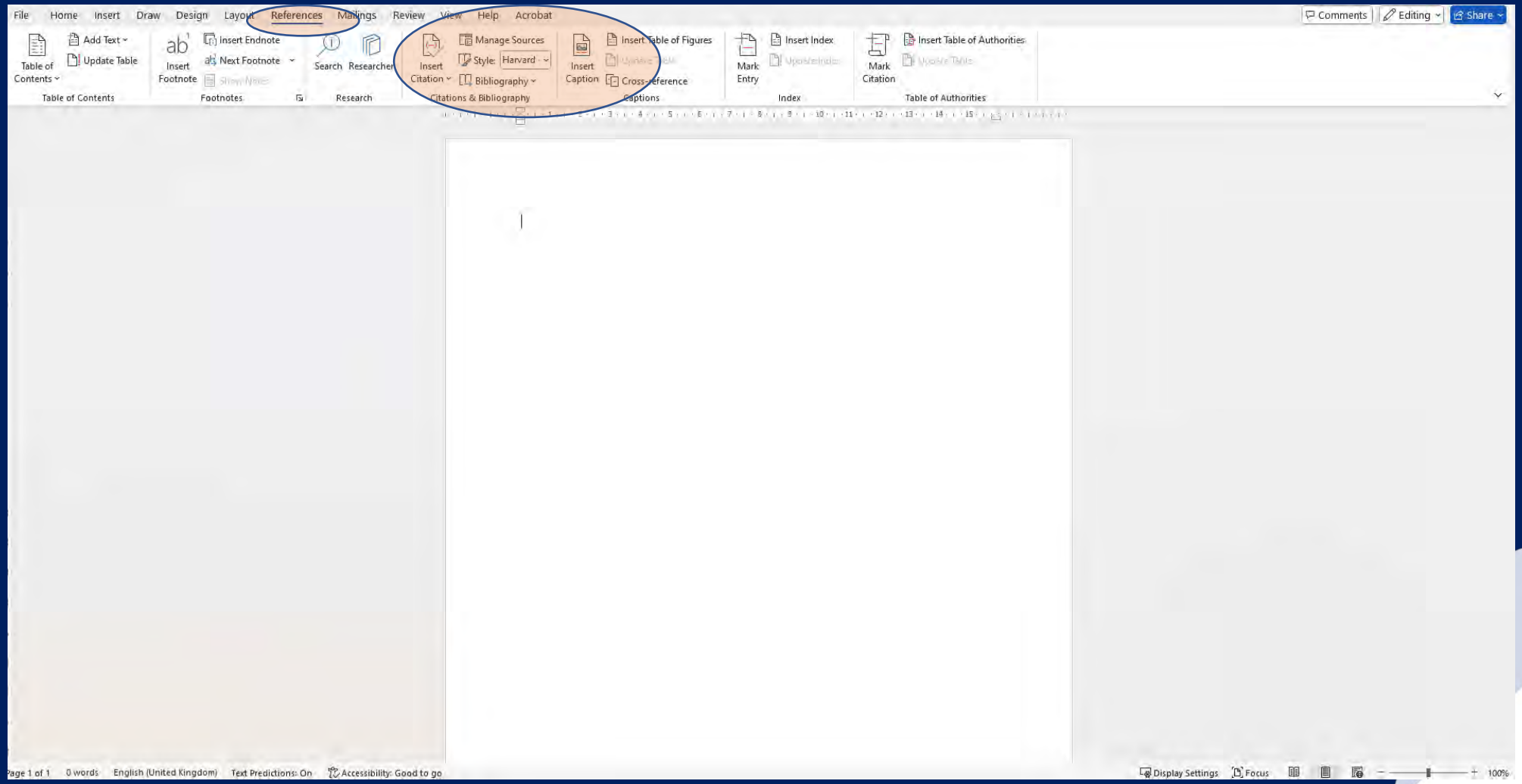
TAFE SA 2014b, *Essay writing: study guide*, TAFE SA, Adelaide.

End-text citations in a reference list

Referencing - Microsoft Word



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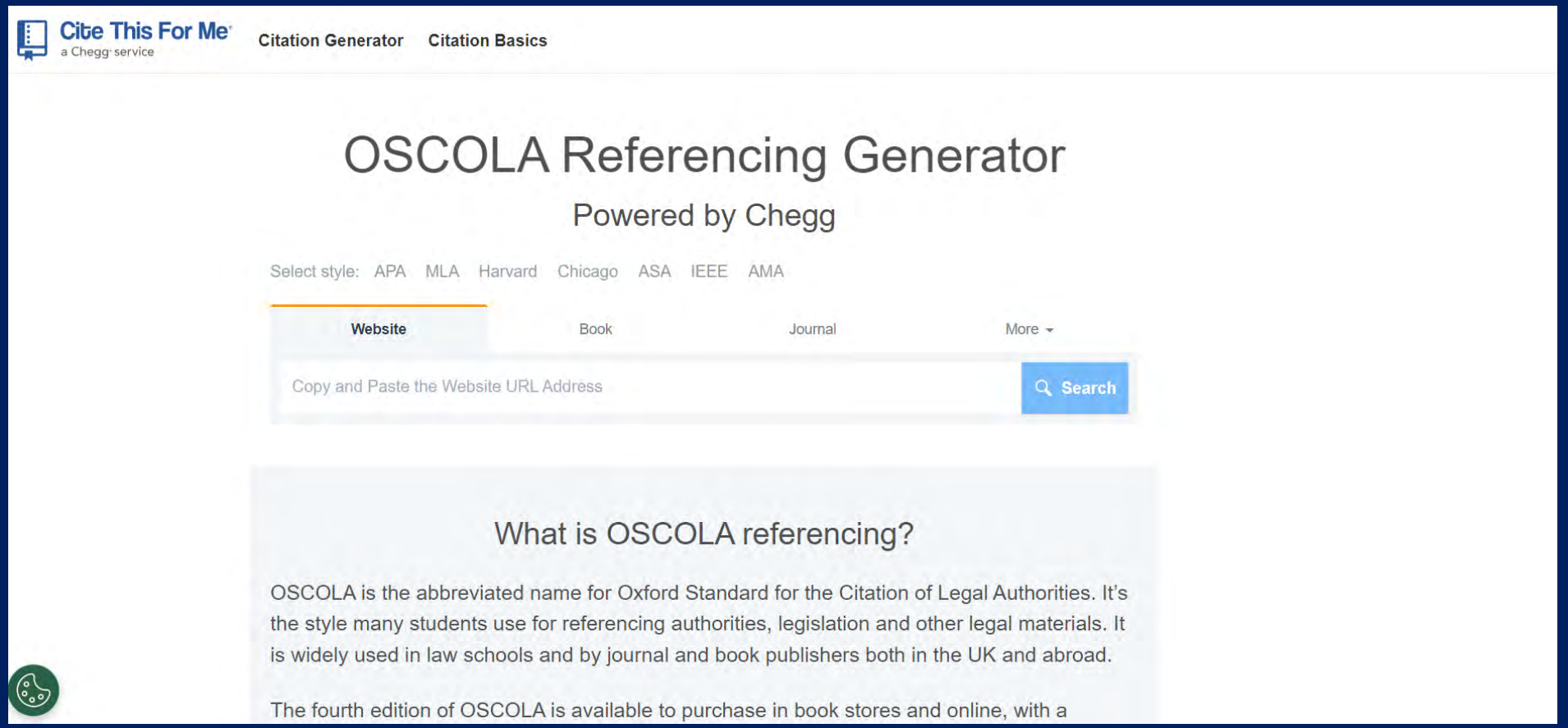

Referencing

Reference List & Bibliography

Reference List

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PUBLIC

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Appearance

Appearance	Creative and attractive cover, clear organization, readable and neat, title page, table of contents.

- Assignment Submission Form - indicate question you are answering
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- Styles
  - Times New Roman
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  - 1.5 line spacing
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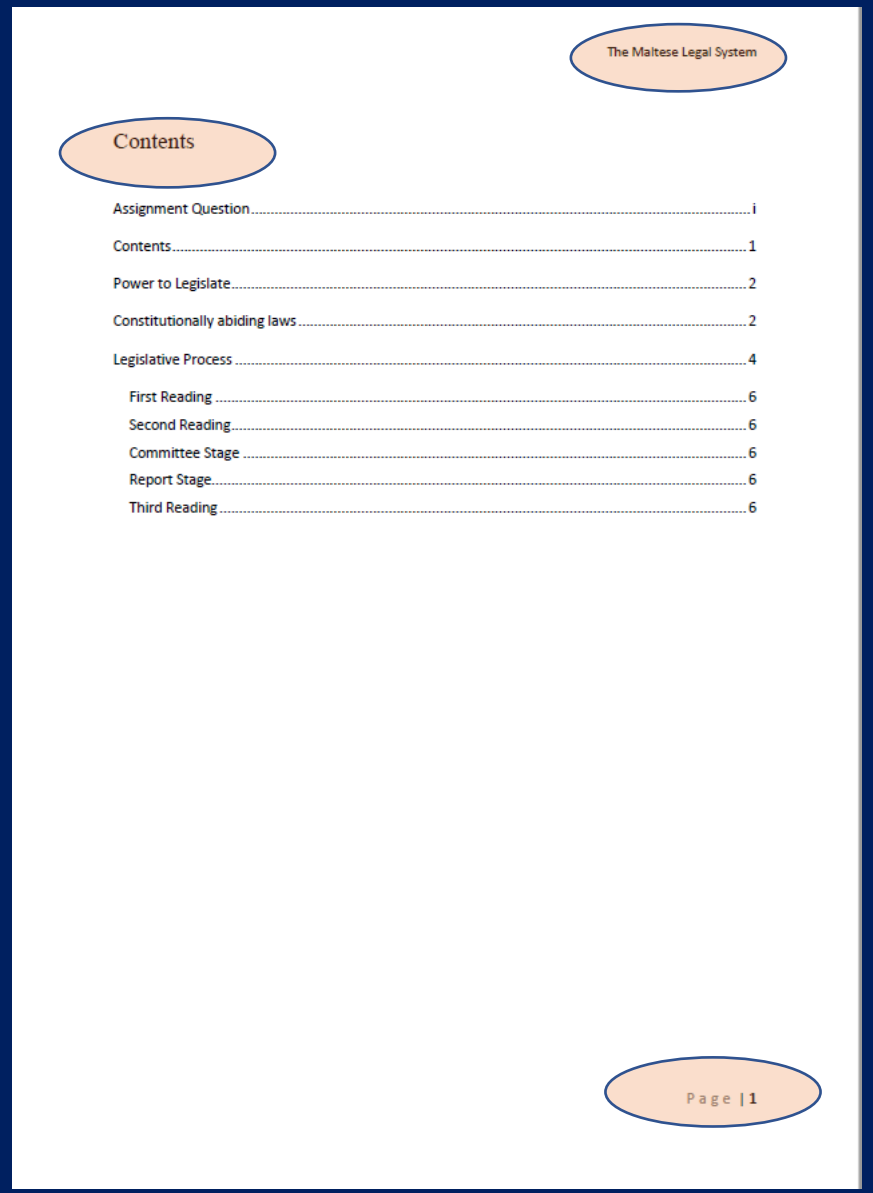

The Maltese Legal System

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Assignment Question i

Contents 1

Power to Legislate 2

Constitutionally abiding laws 2

Legislative Process 4

First Reading 6

Second Reading 6

Committee Stage 6

Report Stage 6

Third Reading 6

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2

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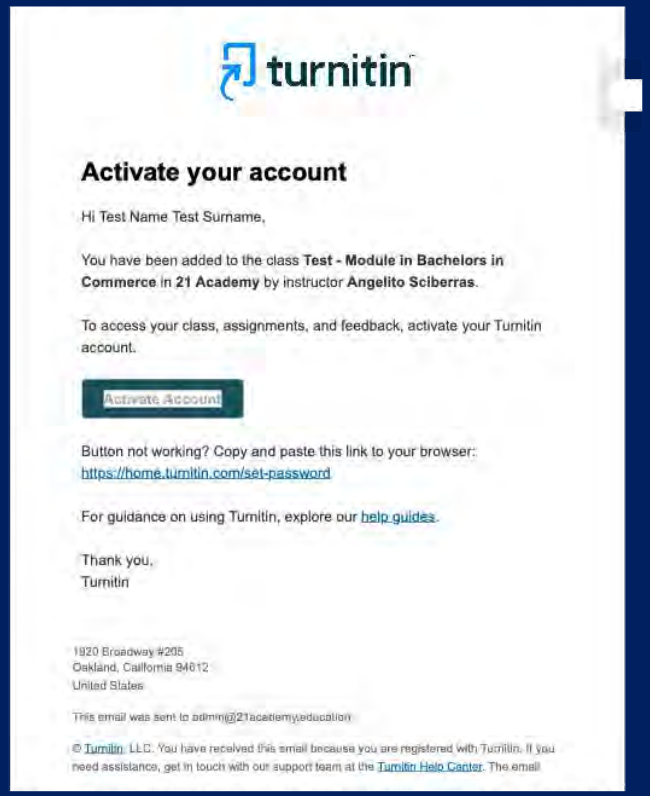
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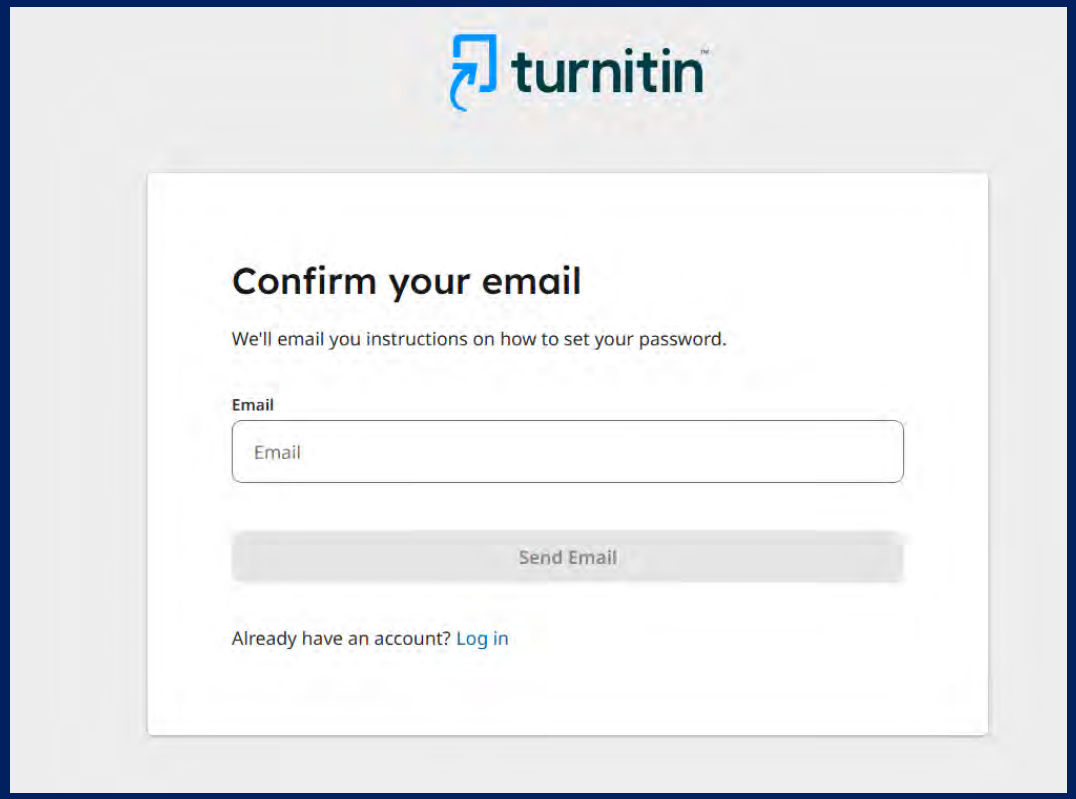
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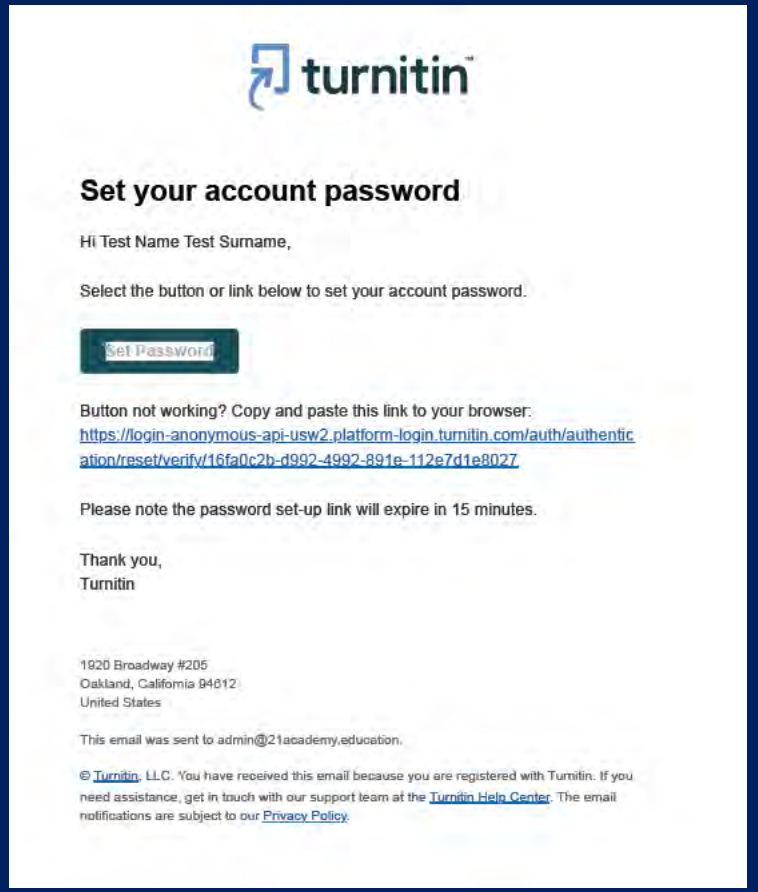

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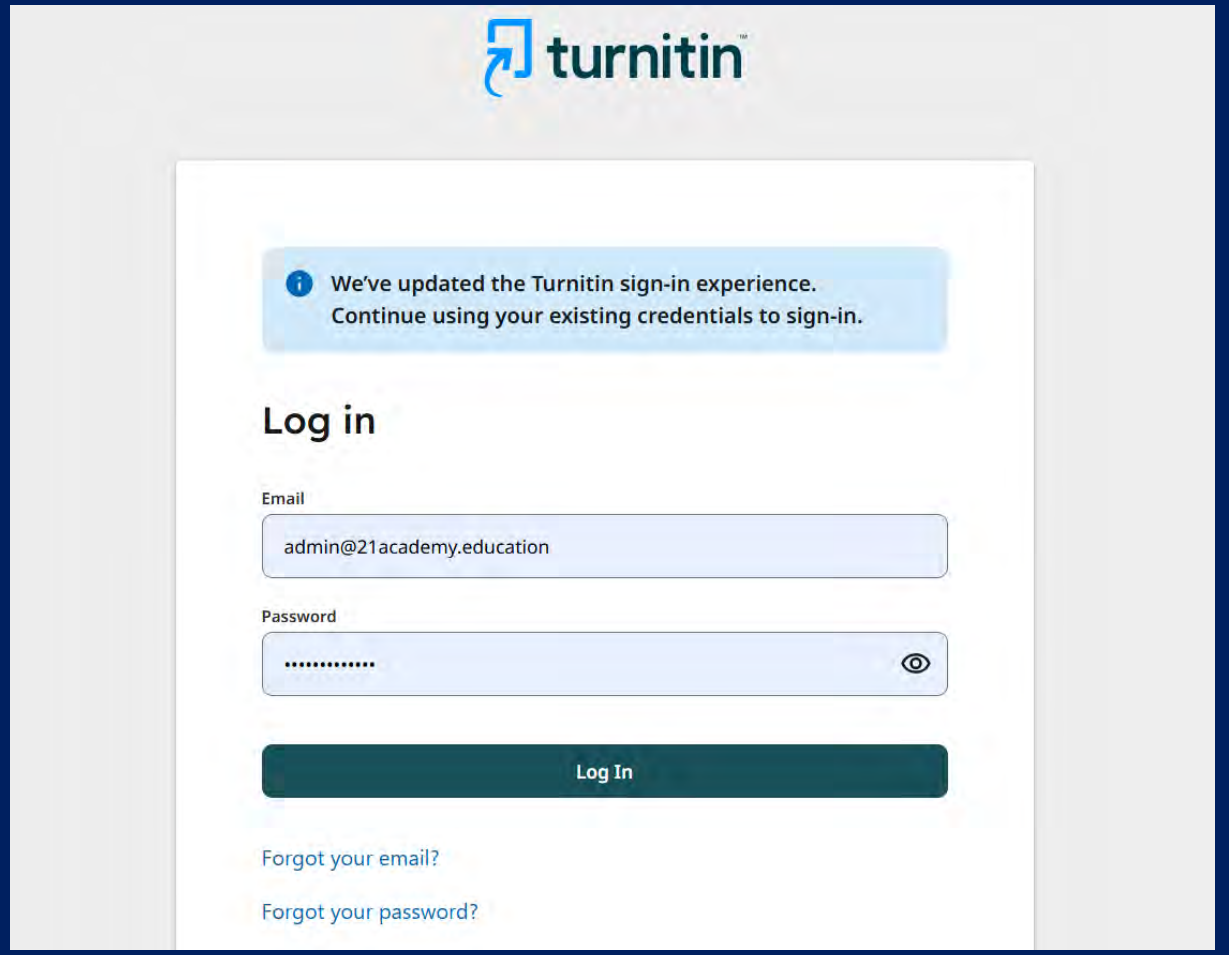

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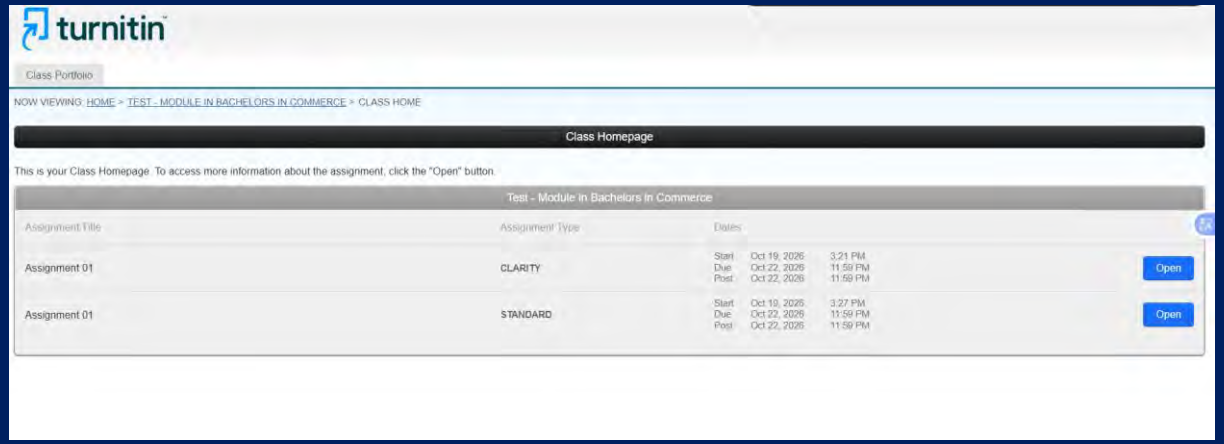

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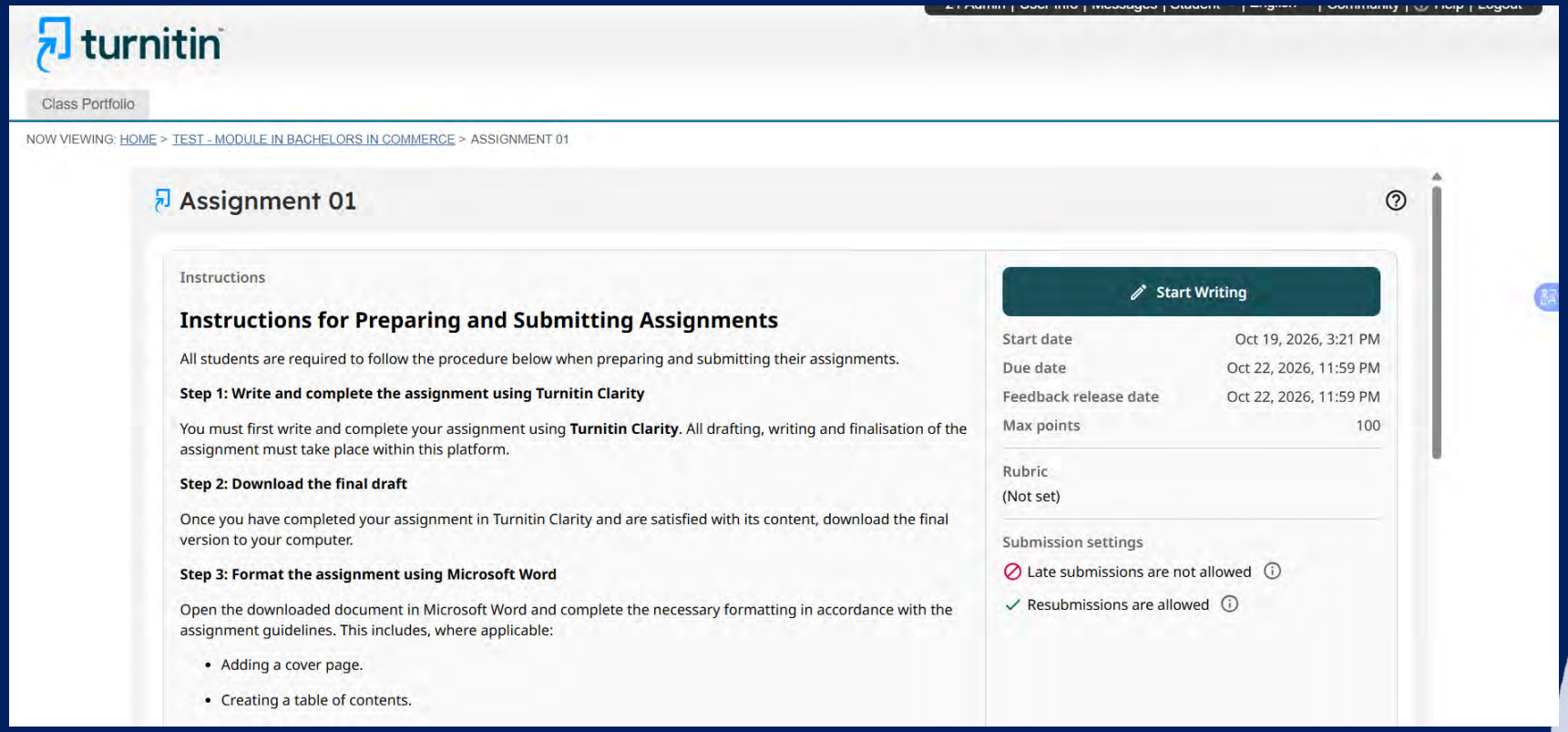

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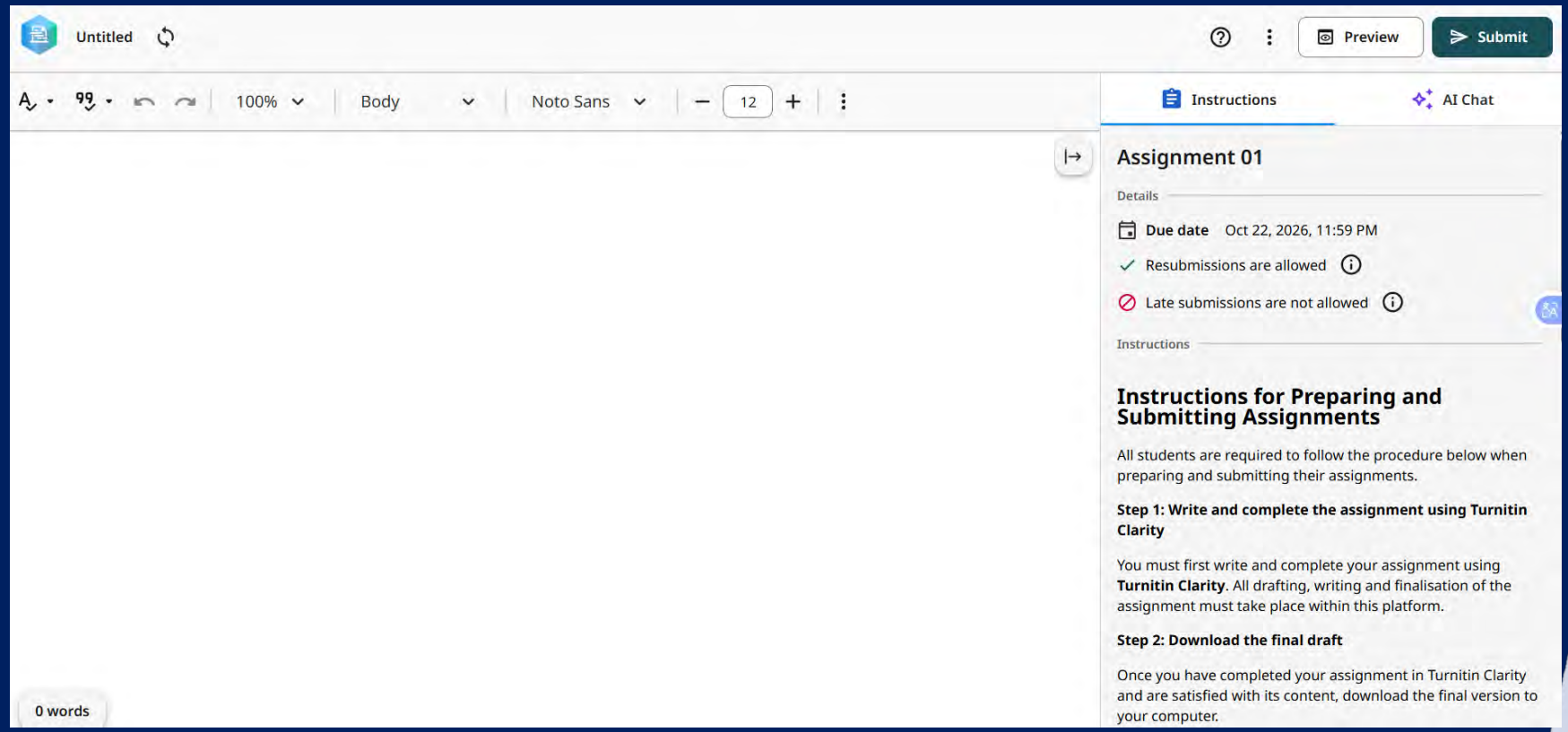


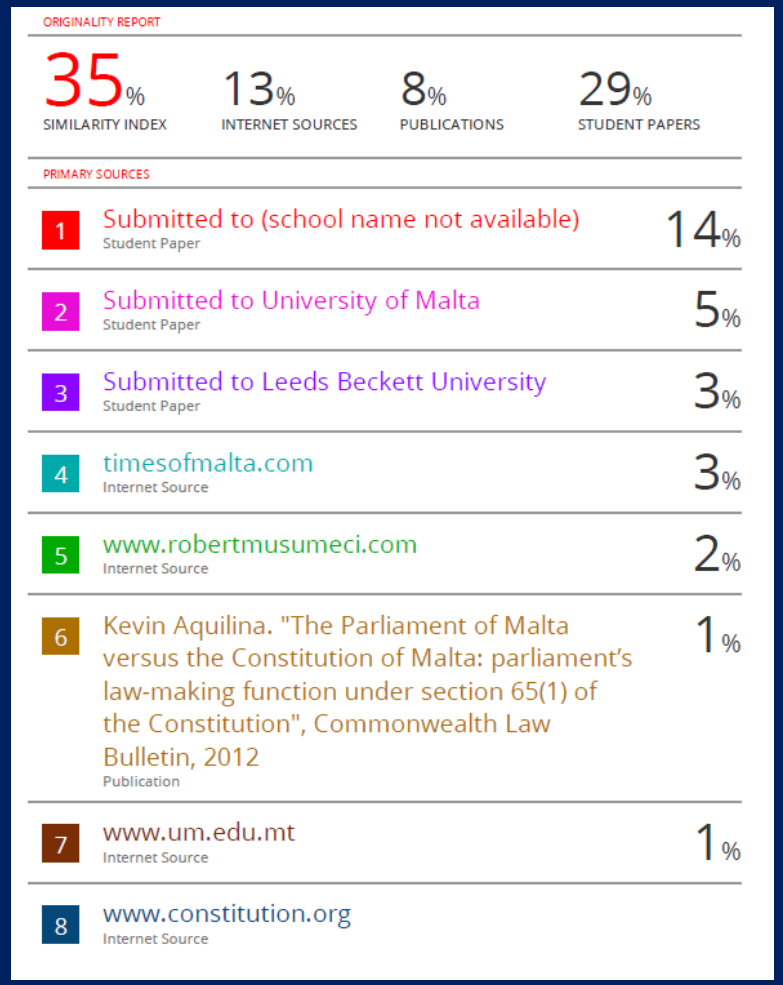
Step 11: Reading the Similarity report

Article 11(1) of the Interpretation Act states that any *"Act of Parliament or other Act passed by the Legislature of Malta or an Ordinance confers power to make rules or regulations or other subsidiary legislation of a like nature"* is to be placed on the table of the House of Representatives. There is then a period of twenty eight days during which the House is able to resolve whether it is to be withdrawn or altered in anyway. This will not take away any legality from enforcements coming from this act during the period before which the change or withdrawal is made.[6]

This means that there is a chance that new subsidiary legislation is passed and not opposed or debated because no member of the House of Representatives comes across it and asks for withdrawal or amendments.

It is important to note that Subsidiary Legislation cannot in any way contradict Primary Legislation. In his article 'When a subsidiary law breaches a primary law', Kevin Aquilina discusses a private members Motion that was tabled by two opposition MPs (Motion No. 66), to amend Legal Notice 156 of 2017 (Medically Assisted Procreation National Standard Order). The motion requested that a definition of the term 'prospective parents' be defined in terms of the Embryo Protection act (chapter 542 of the laws of Malta). This Primary law had a different

Step 12: At the end of the downloaded document, you will be able to identify the sources that the similar sections relate to



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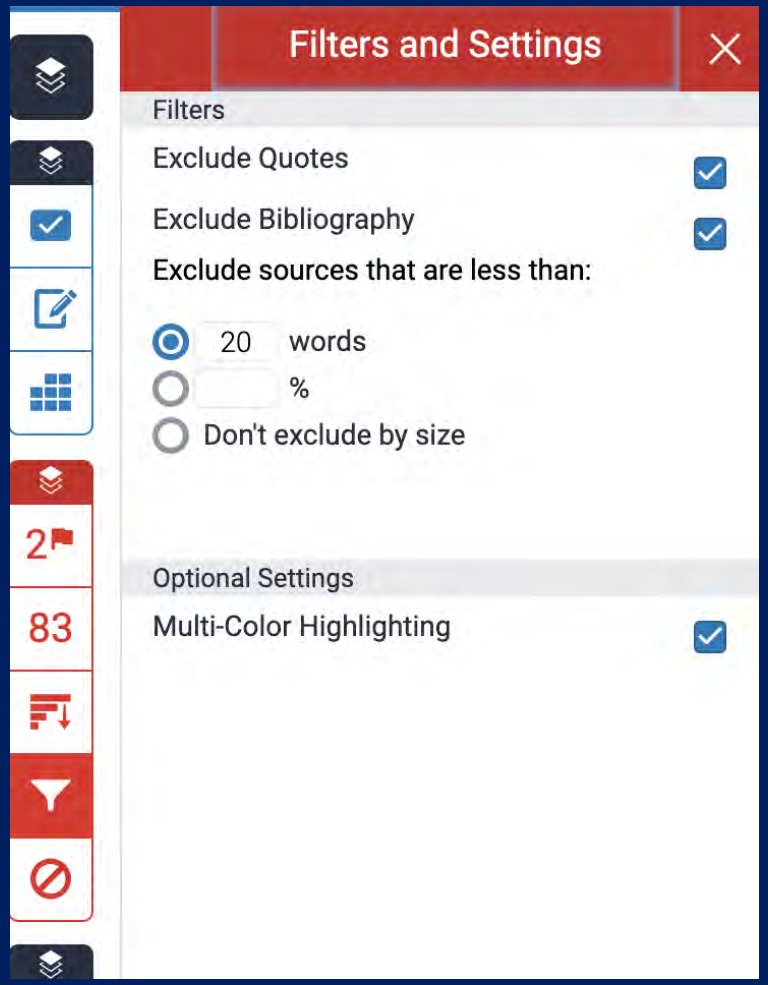

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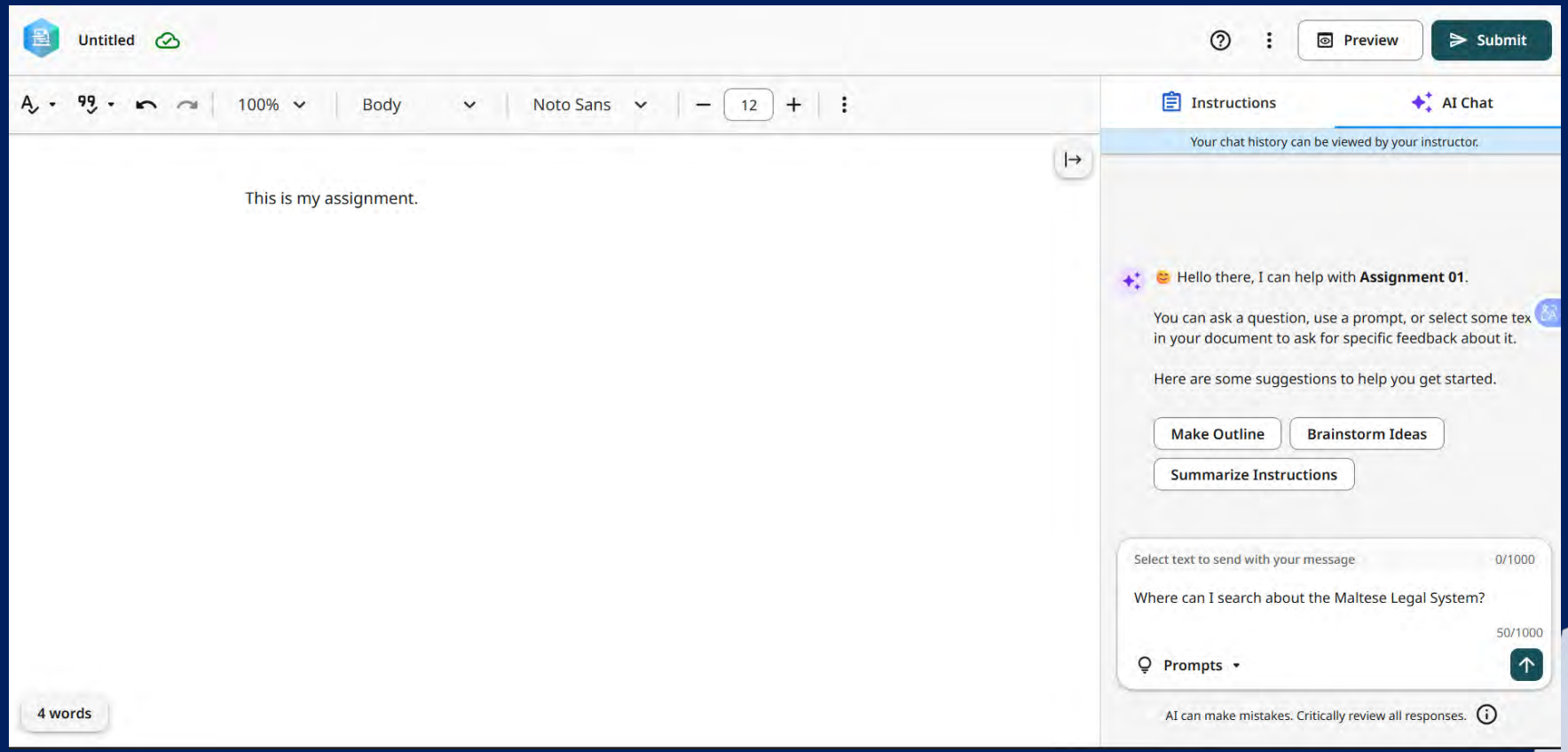

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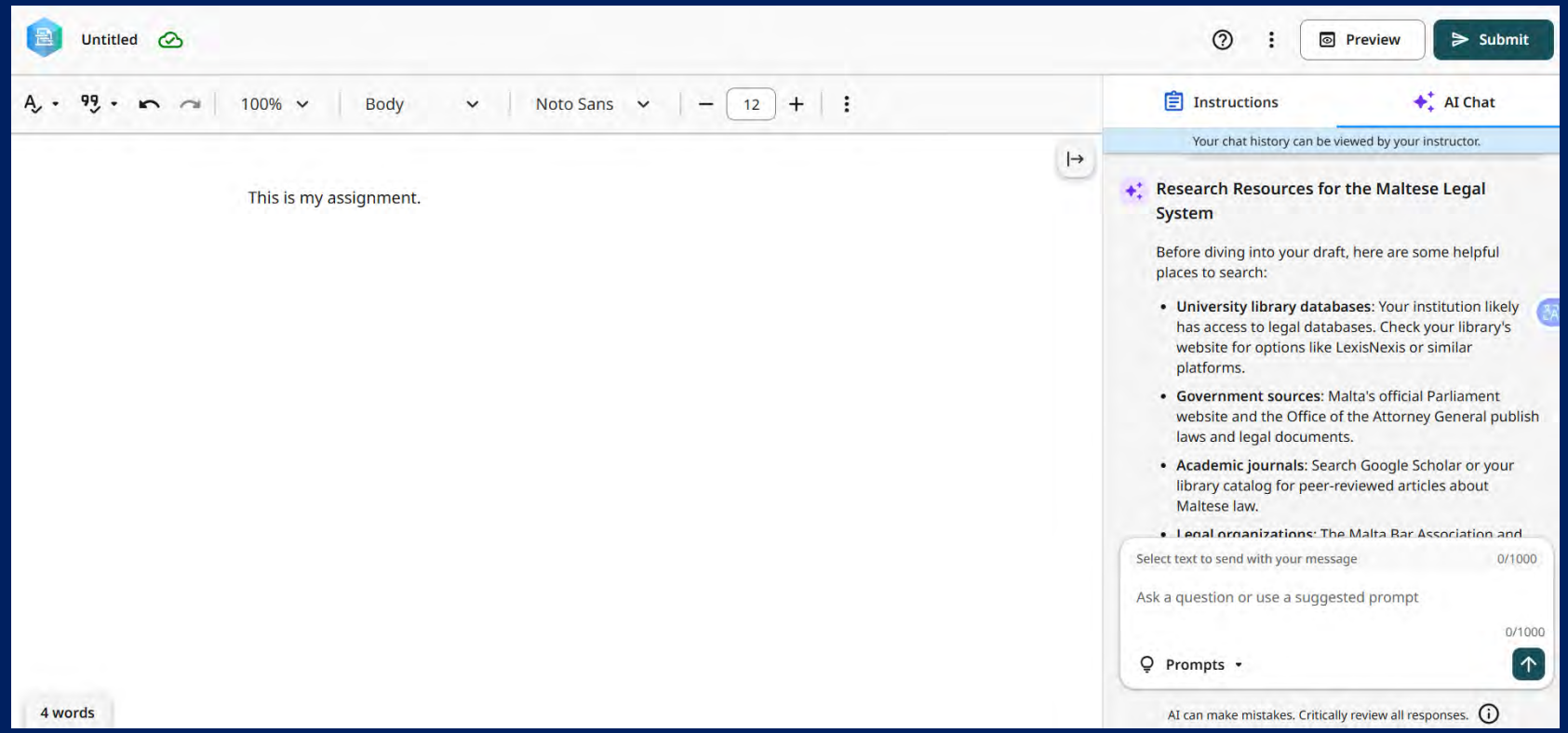

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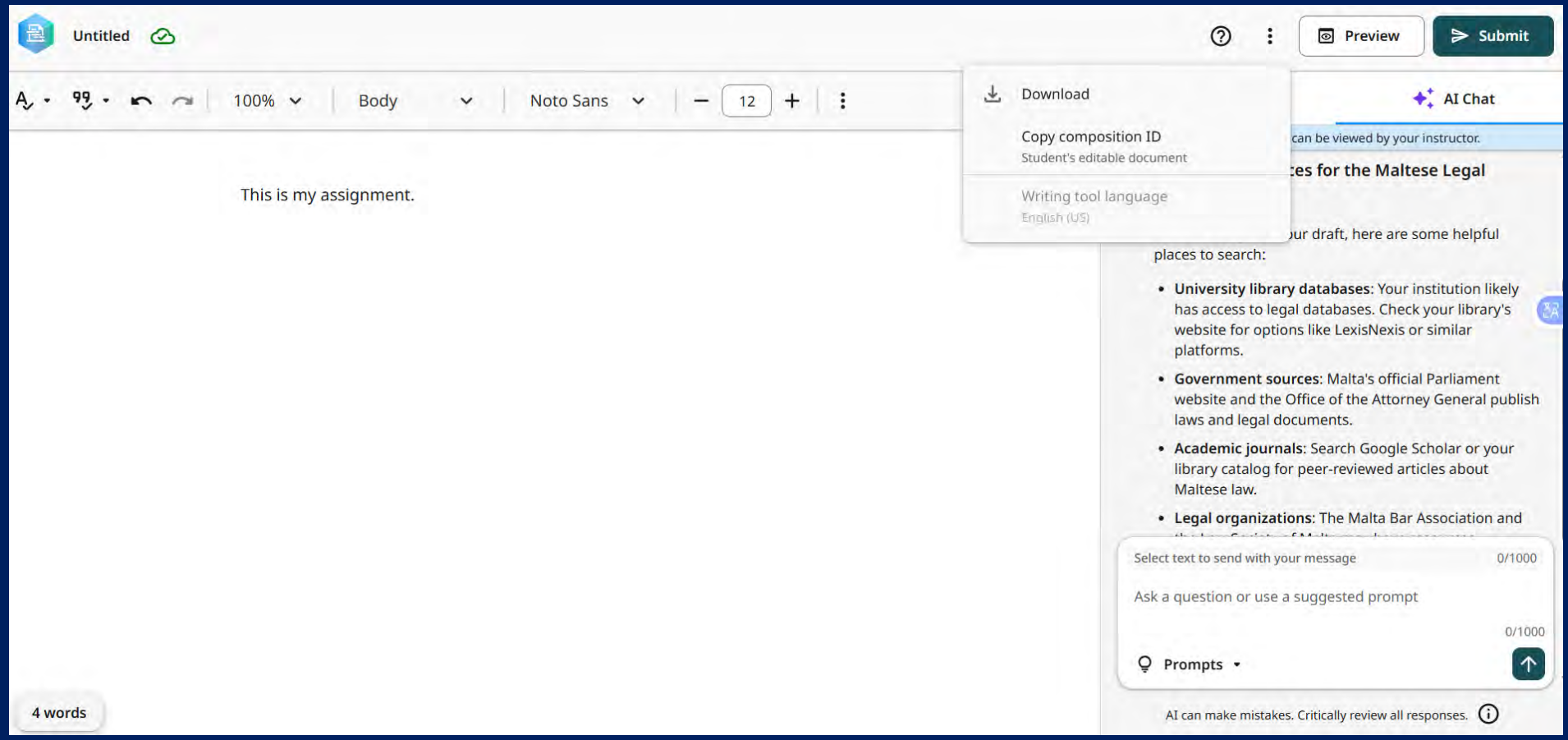

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Planning and Writing an Assignment

Angelito Sciberras

Date: 23 October 2026