Index Number: _____ IM32.A.19m A

IL-BORD TAL-MATRIKOLA U
TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
L-EWWEL SESSJONI 2019/2019 FIRST SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	26th April 2019 / is-26 ta' April 2019
TIME / ĦIN:	4:00 p.m. to 7:05 p.m. / mill-4:00 p.m. sas-7:05 p.m.

You should have **FOUR** write-on scripts – **ONE** for each section. You may answer either in English or Maltese. Each question carries 25 marks.

*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal kull taqsima. Tista' twieġeb kemm bl-Ingliż kif ukoll bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION A: Answer ONE question from this section.
TAQSIMA A: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

A1 What are human rights and what is their role in society? Why does an effective democracy require respect for human rights as one of its principles? Discuss these questions, then choose **TWO** human rights and explain why they are important for the protection of vulnerable people.

*A1 X'inhuma d-drittijiet tal-bniedem u x'inhu l-irwol tagħhom fis-soċjetà? Għaliex id-demokrazija effettiva teħtieġ ir-rispett għad-drittijiet tal-bniedem bħala wieħed mill-prinċipji tagħha? Iddiskuti dawn il-mistoqsijiet, imbagħad agħżel **ŻEWĠ** drittijiet tal-bniedem u spjega għaliex huma importanti għall-ħarsien ta' nies vulnerabbli.*

OR/JEW

A2 What are Non-Governmental Organisations (NGOs) and what role do they play in a democratic society? Refer to **TWO** NGOs, at least one of which must be based in Malta, and explain their main tasks and objectives.

*A2 X'inhuma Organizzazzjonijiet Mhux Governattivi (NGOs) u x'inhu l-irwol li għandhom f'soċjetà demokratika? Għamel referenza għal **ŻEWĠ** NGOs, li tal-inqas waħda minnhom hija bbażata f'Malta, u spjega x-xogħol u l-għanijiet ewlenin tagħhom.*

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Index Number: _____ IM32.B.19m **B**

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*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal kull taqsima. Tista' twieġeb kemm bl-Ingliż kif ukoll bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION B: Answer ONE question from this section.
TAQSIMA B: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

B1 "The uses of images in different periods as objects of devotion, or means of persuasion, of conveying information or giving pleasure, allows them to bear witness to past forms of religious knowledge, belief, delight and so on. Although texts also offer valuable clues, images themselves are the best guide to the power of visual representations in the religious and political life of past cultures."
(Peter Burke, Eyewitnessing: The Uses of Images as Historical Evidence, Reaktion Books Ltd, London, 2001, p.13)
Discuss the quote with reference to the religious and political context of **TWO** artistic periods (for example, the Renaissance and the Classical Roman Period) of your choice. Use at least **TWO** examples from each period to illustrate your argument.

B1 "L-użu ta' immaġini f'perjodi differenti bħala oġġetti ta' devozzjoni, jew mezz ta' persważjoni, sabiex tgħaddi informazzjoni jew tagħti pjaċir, jippermettilhom li jkunu xhieda ta' forom passati ta' għarfien reliġjuż, twemmin u pjaċir, eċċetra. Għalkemm it-testi joffru wkoll spunti ta' valur, l-immaġini nfushom huma l-aqwa gwida sabiex toħroġ is-saħħa tar-rappreżentazzjonijiet viżivi fil-ħajja reliġjuża u politika tal-kulturi passati."
(Peter Burke, Eyewitnessing: The Uses of Images as Historical Evidence, Reaktion Books Ltd, London, 2001, p.13)
*Iddiskuti din il-kwotazzjoni b'referenza għall-kuntest reliġjuż u politiku ta' **ŻEWĠ** perjodi artistiċi (pereżempju, ir-Rinaxximent u l-Perjodu Klassiku Ruman) tal-għażla tiegħek. Uża mill-inqas **ŻEWĠ** eżempji minn kull perjodu biex issaħħaħ l-argument tiegħek.*

OR/*JEW*

B2 Define the characteristics, purpose and style of **TWO** artistic periods (for example, Renaissance and the Classical Roman period) of your choice. Compare and contrast them with each other and highlight the aesthetic considerations and context they were created in through the use of at least **TWO** examples per period.

*B2 Spjega l-karatteristiċi, l-iskop u l-istil ta' **ŻEWĠ** perjodi artistiċi (pereżempju, ir-Rinaxximent u l-Perjodu Klassiku Ruman) tal-għażla tiegħek. Iddistingwi bejniethom u qabbilhom flimkien u enfasizza l-kunsiderazzjonijiet estetiċi u l-kuntest li fihom inħolqu billi tuża mill-inqas **ŻEWĠ** eżempji għal kull perjodu.*

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Index Number: _____ IM32.C.19m **C**

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SECTION C: Answer ONE question from this section.
TAQSIMA C: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

C1 The 17 Sustainable Development Goals are an urgent call for action. The Goals also acknowledge the importance of ocean conservation.
Discuss how the marine environment can be conserved and sustainably used with a reference to **FOUR** specific examples of threats to the marine environment and how these can be mitigated or avoided.

C1 Is-17-il Għan għal Żvilupp Sostenibbli huma sejħa għal azzjoni urġenti. L-Għanijiet jirrikonoxxu wkoll l-importanza tal-ħarsien tal-oċeani.
*Iddiskuti kif l-ambjent tal-baħar jista' jiġi mħares u użat b'mod sostenibbli, billi tirreferi għal **ERBA'** eżempji speċifiċi ta' theddid għall-ambjent tal-baħar u kif dan it-theddid jista' jitnaqqas jew jiġi evitat.*

OR/*JEW*

C2 Waste management strategies can only be effective if stakeholders such as citizens, educators, environmental groups, government agencies, the local councils, the media and the private sector show responsible commitment.
Discuss the work of **FOUR** of the above mentioned stakeholders with reference to waste management in the Maltese Islands.

C2 L-istrateġiji tal-immaniġġjar tal-iskart jistgħu jkunu effettivi biss jekk il-partijiet interessati bħaċ-ċittadini, l-edukaturi, il-gruppi ambjentali, l-aġenziji governattivi, il-kunsilli lokali, il-midja u s-settur privat juru impenn responsabbli.
*Iddiskuti x-xogħol ta' **ERBA'** minn dawn il-partijiet interessati msemmija, b'referenza għall-immaniġġjar tal-iskart fil-Gżejjer Maltin.*

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Index Number: _____ IM32.D.19m **D**

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SECTION D: Answer ONE question from this section.
TAQSIMA D: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

D1 Positivism was rejected partly due to the work of scientists in the twentieth century. Discuss this statement by explaining positivism and post-positivism as the replacing system of thought. Use at least **THREE** points to compare positivism to post-positivism. You are also expected to use **TWO** examples of thinkers or theories to illustrate each system of thought.

*D1 Il-pożittiviżmu ġie miċħud, anki minħabba x-xogħol tax-xjentisti fis-seklu għoxrin. Iddiskuti din id-dikjarazzjoni billi tispjega l-pożittiviżmu u l-post-pożittiviżmu bħala s-sistema tal-ħsieb li daħlet minfloku. Uża mill-inqas **TLIET** punti biex tqabbel l-pożittiviżmu u l-post-pożittiviżmu. Int mistenni wkoll li tuża **ŻEWĠ** eżempji ta' ħassieba jew teoriji, biex tispjega ż-żewġ sistemi ta' ħsieb.*

OR/JEW

D2 Discuss the relationship between science and technology. Your answer should explore the differences between these two areas and their impact on each other. You are also expected to give **TWO** examples of prominent contributors to science and **TWO** examples of technology affecting society today.

*D2 Iddiskuti r-relazzjoni bejn ix-xjenza u t-teknoloġija. It-tweġiba tiegħek għandha tesplora d-differenzi bejn dawn iż-żewġ oqsma u l-impatt tagħhom fuq xulxin. Int mistenni wkoll li tagħti **ŻEWĠ** eżempji ta' persunaġġi prominenti fix-xjenza u **ŻEWĠ** eżempji teknoloġiċi li jaffettwaw is-soċjetà tal-lum.*

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