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L-Università ta' Malta

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

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
IT-TIENI SESSJONI 2023/2023 SECOND SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	30th August 2023 / It-30 ta' Awissu 2023
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 jew bl-Ingliż jew 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 In recent years, Maltese voters have consistently ensured that only two political parties are represented in Parliament.
Discuss the advantages and disadvantages of such a 'two-party' situation. Substantiate your discussion with examples.

A1 F'dawn l-aħħar snin, il-votanti Maltin b'mod konsistenti żammew biss żewġ partiti politiċi fil-Parlament.
Iddiskuti l-vantaġġi u l-iżvantaġġi ta' dan ix-xenarju politiku b'żewġ partiti'. Saħħaħ id-diskussjoni tiegħek b'eżempji.

OR/JEW

A2 What is the role of tolerance in a democratic society? How do human rights ensure tolerance and respect for diversity?
Discuss, using **TWO** examples of human rights to support your answer.

A2 X'inhu l-irwol tat-tolleranza f'soċjetà demokratika? Id-drittijiet tal-bniedem kif jiżguraw it-tolleranza u r-rispett għad-diversità?
*Iddiskuti, billi tuża **ŻEWĠ** eżempji ta' drittijiet tal-bniedem biex issaħħaħ it-tweġiba tiegħek.*

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

B1 Art has many functions including: educational, communicative, political, social and moral functions.
Discuss **TWO** of these functions and use **TWO** different artworks to support your argument.

B1 L-arti għandha ħafna funzjonijiet, fosthom: funzjonijiet edukattivi, komunikattivi, politiċi, soċjali u morali.
*Iddiskuti **ŻEWĠ** funzjonijiet minn dawn u uża **ŻEWĠ** xogħlijiet artistiċi differenti biex issostni l-argument tiegħek.*

OR/JEW

B2 "In an ensemble of artefacts any individual object can be made to be seen as symbolising a people or a place; as expressing or representing the totality of a society, nation, or culture" – Donald Preziosi.

Choose **TWO** works of art from **two** different artistic periods, and discuss their role as a representation of the time in which they were created.

B2 "F'ġabra ta' oġġetti artistiċi kull oġġett individwali jista' jitqies bħala simbolu li jissimbolizza poplu jew post; billi jesprimi jew jirrappreżenta t-totalità ta' soċjetà, nazzjon, jew kultura" – Donald Preziosi.

*Agħżel **ŻEWĠ** xogħlijiet artistiċi minn **żewġ** perjodi differenti u ddiskuti l-irwol tagħhom bħala rappreżentazzjoni taż-żmien li fih inħolqu.*

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

C1 "A healthy environment is both our duty and our right, and it is each and everyone's moral and legal obligation to contribute towards a sustainable future."
(Wellbeing first: A Vision for Malta's Environment. National Strategy for the Environment for 2025. ERA, 2020)

Discuss this statement and explain why there is an emphasis on duties, rights and morality, and suggest how we can fulfil, at least in part, our obligations towards sustainability in **THREE** ways. Substantiate your discussion with **TWO** real-life examples.

C1 "Ambjent nadif huwa kemm id-dmir tagħna kif ukoll id-dritt tagħna, u huwa l-obbligu morali u legali ta' kulħadd li jagħti sehmu lejn futur sostenibbli."
(Wellbeing first: A Vision for Malta's Environment. National Strategy for the Environment for 2025. ERA, 2020)

*Iddiskuti din l-istqarrija u spjega għaliex hemm enfasi fuq id-dmirijiet, id-drittijiet u l-moralità, u ssuġġerixxi kif nistgħu nwettqu, l-obbligi tagħna lejn is-sostenibbiltà bi **TLIET** modi. Saħħaħ id-diskussjoni tiegħek **b'ŻEWĠ** eżempji mill-ħajja ta' kuljum.*

OR/JEW

C2 Our environment affects our wellbeing and quality of life.

What constitutes our environment? Outline **THREE** environmental issues that are jeopardizing the wellbeing and quality of life of people living in Malta, and discuss the challenges directly related to the issues under review. Explain what needs to be done to mitigate and address these challenges.

C2 L-ambjent tagħna jaffettwa l-benesseri u l-kwalità ta' ħajjitna.

*Fiex jikkonsisti l-ambjent tagħna? Iddeskrivi **TLIET** kwistjonijiet ambjentali li qed jipperikolaw il-benesseri u l-kwalità tal-ħajja tan-nies li jgħixu f'Malta u ddiskuti l-isfidi relatati direttament mal-kwistjonijiet attwali. Spjega x'jeħtieġ li jsir biex jittaffew u jiġu indirizzati dawn l-isfidi.*

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

D1 Is technology designed to improve the standard of living and quality of life and in what ways?
Support your argument with **TWO** examples.

*D1 It-teknoloġija hija mfassla biex ittejjeb l-istandard tal-għejxien u l-kwalità tal-ħajja? Saħħaħ l-argument tiegħek b'**ŻEWĠ** eżempji.*

OR/JEW

D2 The positivist Auguste Comte and post-positivist Thomas S. Kuhn were thinkers who contributed to the development of science and its method, though they differed in their explanation of the process of growth of scientific knowledge.

Discuss whether the above-mentioned statement is correct and explain how the **TWO** thinkers differed in their methods and systems of thought.

D2 Il-pożittivist Auguste Comte u l-post-pożittivist Thomas S. Kuhn kienu ħassieba li kkontribwixxew għall-iżvilupp tax-xjenza u l-metodu tagħha. Madanakollu l-ispjegazzjoni tagħhom tal-proċess tat-tkabbir tal-għarfien xjentifiku hija differenti.

*Iddiskuti jekk din l-istqarrija msemmija hijiex korretta u spjega kif iż-**ŻEWĠ** ħassieba kienu differenti fil-metodi tagħhom u fi ħsibijiethom.*

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