

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

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
SECONDARY EDUCATION CERTIFICATE LEVEL

SESSJONI MEJJU 2012/MAY 2012 SESSION

SUĠĠETT/SUBJECT: **IT-TAGHLIM RELIĠJUŻ/RELIGIOUS KNOWLEDGE**

KARTA NUMRU/PAPER NO.: I

DATA/DATE: 19 ta' Mejju 2012/19th May 2012

HIN/TIME: mid-9:00 a.m. sal-11:00 a.m./9.00 a.m. to 11.00 a.m.

**Sezzjoni A (50 marka): Wieġeb dawn il-mistoqsijiet KOLLHA. Tista' twieġeb bil-Malti
 JEW bl-Ingliż. Il-marki jidhru wara kull mistoqsija.**

*Section A (50 marks): Answer ALL the following questions. You can answer EITHER in
 English OR in Maltese. The marks are indicated at the end of each question.*

1. Għaliex ir-religjon hi mxebbha mal-pedament, ma' mappa, jew ma' boxxla? (marka)
Why is religion compared to the foundation, to a map, or to a compass? (1 mark)

2. Alla b'liema modi juri lill-bniedem xi jrid minnu fil-ħajja? (2 marki)
In what ways does God show a person what he wants from him/her in life? (2 marks)

3. Agħti **zewġ** ostakli għall-ħajja Nisranija li jiffaċċjaw iż-żgħażaġħ mill-ambjent ta'
 madwarhom. (2 marki)
*Give **two** obstacles that young people face in their Christian life from the environment
 they live in. (2 marks)*

(i) _____

(ii) _____

4. X'jemmnu dawn ir-religjonijiet li ġejjin dwar x'jiġri wara l-mewt?
*Religions have different beliefs about what happens after death. What are these different
 beliefs in:*
- a) L-Iżlam (marka)
a) Islam (1 mark)

b) Il-Buddiżmu (marka)
b) Buddhism (1 mark)

ċ) Il-Kristjaneżmu (marka)
c) *Christianity* (1 mark)

5. L-Insara m'għandhomx jemmnu fl-oroskopju. Għaliex? (marka)
Christians should not believe in the horoscope. Why? (1 mark)

6. Skont Ġesù, liema għandha tkun il-karatteristika ewlenija li tiddistingwi lil dawk li jemmnu fih minn dawk li ma jemmnu? (marka)
According to Jesus, which is the primary characteristic which distinguishes those who believe in him from those who don't? (1 mark)

7. a) Liema wieħed minn ulied Ġakobb kien mibjugħ bħala lsir fl-Eġittu? (marka)
a) *Which one of Jacob's sons was sold as a slave in Egypt?* (1 mark)

b) Ikteb **żewġ** sentenzi dwar din il-ġrajja. (marka)
b) *Write two sentences about this event.* (1 mark)

8. X'isem nagħtu lit-tnebbih ta' Alla li bih ħajjar 'il-kittieba tal-Bibbja biex jiktbu? (marka)
What do we call the stimulation with which God encouraged the Biblical authors to write? (1 mark)

9. X'differenza hemm bejn l-Ezodu mill-Eġittu u l-Ezilju li jissemmew fit-Testment il-Qadim? (2 marki)
What is the difference between the Exodus from Egypt and the Exile mentioned in the Old Testament? (2 marks)

10. Fiex kien jikkonsisti l-Patt li Alla għamel mal-Poplu ta' Iżrael wara li ħelsu mill-jasar li kien waqa' fih fl-Eġittu? (2 marki)
What did the Covenant that God made with the People of Israel, after being freed from slavery in Egypt, consist in? (2 marks)

11. "La tersaqx 'l hawn. Neħhi l-qorq minn riġlejk għax il-post li inti fuqu hu art qaddisa" (Eżodu 3, 15).
"Come no nearer. Take off your sandals, for the place where you are standing is holy ground" (Exodus 3, 15).
- a) Min qal dan il-kliem? (marka)
a) Who said these words? (1 mark)

b) Lil min intqal? (marka)
b) To whom were they said? (1 mark)

ċ) X'intalab jagħmel? (marka)
c) What was he asked to do? (1 mark)

12. Għaliex il-Liġi ta' Alla mhix ta' tfixkil, anzi hi aktar ta' għajjnuna, għal-libertà vera? (2 marki)
Why is God's Law not an obstacle but more of a help to true freedom? (2 marks)

13. Semmi **tlie** każi fejn Ġesù kiel flimkien mal-apostli, qabel jew wara li rxoxta. (3 marki)
*Mention **three** occasions when Jesus dined together with the apostles, before or after his resurrection.* (3 marks)

14. Semmi **tlie** okkażjonijiet mill-Evangelji li juru kemm Ġesù kellu tabilhaqq l-istess sentimenti umani tagħna l-bnedmin. Aqta' linja taht kull sentiment li ssemmi. (3 marki)
*Mention **three** instances from the Gospels which demonstrate that Jesus truly had the same human sentiments as we do. Draw a line under each sentiment you mention.*

(3 marks)

15. Alla kif hejja lil Marija biex tkun tista' tnissel lil Ibnu u tagħtih it-twelid? (marka)
How did God prepare Mary to be able to conceive his Son and give him birth? (1 mark)

16. Fisser kif Ġesù kompla bil-missjoni tiegħu ta' salvazzjoni wara li tela' s-sema. (marka)
Explain how Jesus continued his mission of salvation after he ascended to heaven.

(1 mark)

17. a) X'tissejjaħ il-festa li fiha niċcelebraw l-inżul tal-Ispirtu s-Santu fuq l-Appostli?

(marka)

a) What do we call the feast that celebrates the descent of the Holy Spirit upon the apostles?

(1 mark)

b) In-Nisrani meta jsir tempju tal-Ispirtu s-Santu?

(2 marki)

b) When does the Christian become a temple of the Holy Spirit?

(2 marks)

18. Il-Knisja, barra mis-Sagrament tal-Morda, b'liema **żewġ** sagramenti oħra tgħin lill-persuna marida? (2 marki)

*Besides the sacrament of the sick, through which other **two** sacraments does the Church assist the sick person?*

(2 marks)

19. X'għandu jkun għan-Nisrani l-Jum tal-Hadd biex l-għaqda ma' Alla u ma' ħutu, li jkun iċċelebra waqt il-Quddiesa, ikompli jgħixha tabilhaqq? (2 marki)
*During Sunday Mass Christians celebrate their unity with God and with their brethren.
How can they continue to live this unity in their daily life? (2 marks)*
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20. Ikteb **żewġ** argumenti li kull Nisrani għandu jqis kontra l-piena kapitali. (2 marki)
*Write **two** arguments against capital punishment which every Christian should consider.* (2 marks)
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21. Semmi **tliet** perikli serji għall-familja u għall-ħajja miżżewġa. (3 marki)
*Mention **three** serious threats for the family and for marital life.* (3 marks)
-
-
-

22. X'inhil d-differenza bejn divorzju u annullament taż-żwieġ? (2 marki)
What is the difference between divorce and annulment of marriage? (2 marks)
-
-
-

23. Għal liema kwalità ta' mħabba l-kelma Griega 'Agape' qed tirreferi? (marka)
To which type of love does the Greek word 'Agape' refer? (1 mark)
-
-
-

24. Meta l-bniedem jagħzel b'mod sħiħ li jwarrab 'l Alla u jwebbes lilu nnifsu fid-dnub, ikun għażel it-telfien ta' dejjem.
When a person chooses to totally reject God from his or her life and becomes hardened in sin, he/she would be choosing eternal perdition.

- a) Ikteb x'ifisser dan il-kliem? (2 marki)
a) Write the meaning of these words? (2 marks)
-
-

- b) X'taf iżjed dwar l-infern? (2 marki)

b) *What else do you know about hell?*

(2 marks)

25. Agħti raġuni **wahda** valida għaliex nemmnu f'haġġa wara l-mewt.

(marka)

*Give **one** valid reason why we believe in the afterlife.*

(1 mark)

Sezzjoni B (25 marka): Wieġeb dawn il-hames mistoqsijiet b'paragrafu fuq kull wahda. Tista' twieġeb bil-Malti **JEW** bl-Ingliż. Il-marki jidhru wara kull mistoqsija.

Section B (25 marks). Answer these five questions by writing a paragraph on each. You can answer **EITHER** in English **OR** in Maltese. The marks are indicated at the end of each question.

1. Spjega l-**erba'** kwalitajiet kif jissemmew fil-Kredu ta' Niċea, u li juru l-vera Knisja ta' Kristu. (5 marki)

*Explain the **four** marks as mentioned in the Nicene Creed, which portray the true Church of Christ.* (5 marks)

2. X'inhi d-differenza bejn il-Patt ta' Alla mal-Poplu tiegħu fit-Testment il-Qadim u dak fit-Testment il-Ġdid? (5 marki)

What is the difference between God's Covenant with his People in the Old Testament and that in the New Testament? (5 marks)

3. Irrakkonta l-parabbola tas-Samaritan it-Tajjeb. X'inhu t-tagħlim ta' din il-parabbola dwar min hu l-proxxmu tagħna, li aħna msejħin biex inħobbu bħalna nfusna? (5 marki)
Narrate the parable of the Good Samaritan. What is the teaching of this parable about who is our neighbour, whom we are called to love as we do love ourselves? (5 marks)

4. Ġesù waqqaf l-Ewkaristija fl-Aħħar Ikla tiegħu mal-appostli. Ikteb paragrafu biex turi l-gid u s-sbuħija tal-Ewkaristija. (5 marki)
Jesus instituted the Eucharist during his Last Supper with his appostles. Write a paragraph to show the benefits and the beauty of the Eucharist. (5 marks)

The Church finds in the very first pages of the Book of Genesis the source of her conviction that work is a fundamental dimension of human existence on earth. An analysis of these texts makes us aware that they express – sometimes in an archaic way of manifesting thought – the fundamental truths about man, in the context of the mystery of creation itself. These truths are decisive for man from the very beginning, and at the same time they trace out the main lines of his earthly existence, both in the state of original justice and also after the breaking, caused by sin, of the Creator's original covenant with creation in man. When man, who had been created “in the image of God ... male and female”, hears the words: “Be fruitful and multiply, and fill the earth and subdue it”, even though these words do not refer directly and explicitly to work, beyond any doubt they indirectly indicate it as an activity for man to carry out in the world. Indeed, they show its very deepest essence. Man is the image of God partly through the mandate received from his Creator to subdue, to dominate, the earth. In carrying out this mandate, man, every human being, reflects the very action of the Creator of the universe. (Blessed John Paul II, Encyclical Letter about Human Work, Laborem Exercens, par. 4)

- a) B'liema modi x-xogħol jgħin lill-bniedem jilhaq l-iżvilupp sħiħ tiegħu? (2 marki)
a) *In what ways does work help man reach his full development?* (2 marks)

- b) Skont din is-silta, ix-xogħol hu waħda mir-ragunijiet tal-ħajja tiegħu fuq l-art. Kif jista' dan jidher mir-rakkont tal-ħolqien tal-bniedem fil-Ktieb tal-Ġenesi? (2 marki)
b) *According to the text, work is one of the main reasons of his life on earth. How can this be seen from the narrative of the creation of man in the Book of Genesis?* (2 marks)

- ċ) X'differenza dahlet fil-ħidma tal-bniedem bejn “meta kien għadu jgħix fil-grazzja qabel id-dnub” u “wara li bid-dnub inkiser l-ewwel patt li Alla għamel mal-ħolqien”? (2 marki)
c) *What difference infiltrated man's work between “the state of original justice” and “after the breaking, caused by sin, of the Creator's original covenant with creation”?* (2 marks)

- d) Bil-kelmiet “Imlew l-art u ahkmu fuqha”, Alla ma fehemx li l-bniedem seta’ jabbuza mill-holqien. Fisser sew x’ried ifisser Alla b’dawn il-kelmiet. (2 marki)
- d) *By the words “fill the earth and subdue it”, God did not mean that man could abuse of creation. Explain precisely what God meant with these words. (2 marks)*

- e) Fisser kif ix-xogħol, għax imfassal minn Alla, mhuwiex qabel kollox okkażjoni ta’ tbatija iżda mezz li permezz tiegħu “l-istess ħidma tal-Hallieq tad-dinja” tirrifletti fih. (2 marki)
- e) *Explain how work, being planned by God, is not primarily an occasion of suffering but a means through which “the very action of the Creator of the universe” is reflected in man. (2 marks)*

2. **“X’ghamilt?”**

“What have you done?”

Il-mistoqsija tal-Mulej: “X’ghamilt?” li minnha Kajjin ma setax jaħrab, qed jagħmilha wkoll lill-bniedem tal-lum biex dan jagħraf il-kobor u s-serjetà tal-attentati għall-ħajja li bihom qed tkun immarkata bla heda l-ġrajja tal-bniedem ... U kif tista’ ma taħsibx fil-vjolenza li qed issir lill-ħajja ta’ miljuni ta’ bnedmin, speċjalment tfal, li jkollhom jgħixu fil-miżerja, neqsin mill-meħtieġ għall-ħajja, u bil-ġuħ, u dan minhabba t-tqassim hażin tal-ġid fost il-popli u l-klassijiet soċjali? U xi ngħidu għall-vjolenza moħbija li, qabel ma stess turi ruhha fil-gwerer infushom, tinstab fil-kummerċ skandaluż tal-armi tal-gwerra, li tant jgħinu fit-tkattir ta’ ġlied bl-armi li qed iħammar id-dinja tagħna bid-dmija? Xi ngħidu għat-tixrid tal-mewt bit-tbagħbis bl-addoċ u bla ħsieb tal-ordni ekoloġiku, jew bit-tixrid kriminali tad-droga, jew bl-għajnuna biex jiġu ’l quddiem suriet ta’ sesswalità li, mhux talli ma jistgħux jiġu aċċettati moralment, imma jifflu l-bieb għal perikli serji għall-ħajja? Ma tistax issemmi b’mod sħiħ il-ħafna theddid li hawn kontra l-ħajja tal-bniedem, tant huma s-suriet, moħbija u le, li qed jidhru fi żmienna. (*Beatu Ġwanni Pawlu II, Ittra Enciklika dwar is-Siwi u l-Invjolatilità tal-Ħajja tal-Bniedem, Evangelium Vitae, par. 10*)

The Lord's question: “What have you done?” which Cain cannot escape, is addressed also to the people of today, to make them realise the extent and gravity of the attacks against life which continue to mark human history; ... how can we fail to consider the violence against life done to millions of human beings, especially children, who are forced into poverty, malnutrition and hunger because of an unjust distribution of resources between peoples and between social classes? And what of the violence inherent not only in wars as such but also in

the scandalous arms trade, which spawns the many armed conflicts which stain our world with blood? What of the spreading of death caused by reckless tampering with the world's ecological balance, by the criminal spread of drugs, or by the promotion of certain kinds of sexual activity which, besides being morally unacceptable, also involve grave risks to life? It is impossible to catalogue completely the vast array of threats to human life, so many are the forms, whether explicit or hidden, in which they appear today! (Blessed John Paul II, Encyclical Letter about the Value and Inviolability of Human Life, Evangelium Vitae, par. 10)

- a. i) X'wassal lil Kajjin biex joqtol lil huh Abel? (marka)
i) *What led Cain to kill his brother Abel?* (1 mark)

- ii) F'liema sens hi l-mistoqsija: "X'ghamilt?" indirizzata lill-bniedem tal-lum? (2 marki)
ii) *In what sense is the question: "What have you done?" addressed to contemporary man?* (2 marks)

- b. i) Id-dokument tal-Papa jsemmi l-attakki kontra l-ħajja fi żmienna. Liema eżempji jsemmi? (marka)
i) *The Papal document mentions the attacks against life today. Which examples does he mention?* (1 mark)

- ii) Taf b'xi eżempji oħrajn? Iktibhom. (2 marki)
ii) *Do you know about other examples? Write them down.* (2 marks)

- ċ. L-Enciklika ssemmi l-kummerċ iskandluż tal-armi. Ladarba l-armi tal-gwerra huma tant qerrieda, għaliex isir dan in-negozju? Liema huma l-kawżi? (3 marki)
c. *The Encyclical mentions the scandalous arms trade. Since war armaments cause so much destruction, why does the trade take place? Which are the causes?* (3 marks)

d) Għalfejn hu moralment inaċċettabbli li l-bniedem jabbuża mir-responsabbiltà mogħtija lilu minn Alla biex jieħu ħsieb l-art? (3 marki)

d) Why is it morally unacceptable that man abuses from the responsibility given to him by God to look after the earth? (3 marks)

e) X'riskji gravi jista' jkun hemm fuq il-ħajja minħabba "ċerti tipi ta' attività sesswali" u "abbuż bid-droga"? (3 marki)

e) What serious risks can there be to life due to "certain types of sexual activity" and "drug abuse"? (3 marks)

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KARTA NUMRU/PAPER NO.:	IIA
DATA/DATE:	19 ta' Mejju 2012/19 th May 2012
ĦIN/TIME:	mid-4:00 p.m. sas-6:00 p.m./4.00 p.m. to 6:00 p.m.

Din il-karta tiswa 60% tal-marki kollha tal-eżami. Tista' twieġeb bil-Malti JEW bl-Ingliż. Wieġeb TLIETA minn dawn il-hames mistoqsijiet f'forma ta' esej. Kull mistoqsija tiswa 50 marka minn total ta' 150.

This paper carries 60% of the global mark of the exam. You can answer EITHER in English OR in Maltese. Answer THREE of these five questions in essay format. Each question carries 50 marks out of a total of 150.

1. Is-siwi tar-religjon għall-bniedem

The value of religion for man

- “Ir-Religjonijiet kollha jfittxu li jagħtu tweġiba bis-sens għall-mistoqsijiet fundamentali li jagħmel kull bniedem.” Spjega liema huma dawn il-mistoqsijiet il-kbar u agħti xi eżempji.
“All Religions endeavour to give a sensible answer to the fundamental questions asked by man.” Explain which are these fundamental questions and give some examples.
- Billi tirreferi għal dak li taf dwar ir-Religjonijiet il-kbar mhux Insara uri li dawn ukoll ifittxu li jwieġbu l-mistoqsijiet tal-bniedem dwar id-destin aħhari tiegħu.
By referring to your knowledge about the main non-Christian Religions show that they also seek to answer man’s questions about his final destiny.
- Fisser kif il-Knisja Kattolika thares lejn ir-Religjonijiet mhux Insara.
Explain how the Catholic Church looks at non-Christian Religions.

2. Nghixu l-Magħmudija u l-Grizma tal-Isqof

Living Baptism and Confirmation

- Għaliex nemmnu li n-Nisrani, permezz tal-Magħmudija, jissieheb fil-mewt ta' Ġesù u fil-Qawmien tiegħu mill-mewt?
Why do we believe that the Christian, through Baptism, participates in Jesus’ death and Resurrection?
- Uri kif nistgħu nghixu l-Magħmudija u l-Grizma tal-Isqof fil-ħajja tagħna ta' kuljum. B'mod speċjali, iddiskuti kif nghixu s-sejħa għall-qdusija, li hi sejħa indirizzata lil kulhadd.
Show how we are expected to live Baptism and Confirmation in our daily lives. Particularly, discuss how we live the call to holiness, which is a call addressed to all.
- X'inhu l-proġett li għandu Alla għal kull bniedem? Fisser kemm hi grazzja kbira għalina li Alla ħalaqna, li għamilna xbieha tiegħu, u li jkun jgħix fina bil-grazzja tiegħu.
What is God’s project for every man? Explain how great a blessing it is for us to be created by God, that He created us in his image, and that He lives in us through his grace.

3. **“Fil-Kotba Mqaddsa, il-Missier li hu fis-smewwiet jiltaqa’ b’imhabba kbira ma’ wliedu, u jidhol f’konversazzjoni magghom” (Dei Verbum, 21)**
“In Holy Scripture, the Father who is in heaven meets his children with great love, and speaks to them” (Dei Verbum, 21)
- a) fl-interpretazzjoni tal-Kotba Mqaddsa, għaliex hu importanti għalina li nkunu ggwidati mit-tagħlim tal-Knisja?
In the interpretation of Holy Scripture, why is it important for us to be guided by the teachings of the Church?
- b) “Il-qari tal-Iskrittura Mqaddsa għandu jkun imsieheb bit-talb” (Dei Verbum, 25). Ikteb għaliex.
“The reading of Holy Scripture must also be accompanied by prayer” (Dei Verbum, 25). State why.
- ċ) X’għandu jsir sabiex il-Bibbja ssir il-ktieb tal-familja Maltija?
What must be done so that the Bible becomes the Maltese family book?
4. **“Iż-żwieġ u l-familja huma l-qafas naturali mehtieġ, kemm biex persuna tghix u tikber f’ambjent ta’ mhabba ġenwina, kif ukoll għall-binja ta’ soċjetà b’saħħitha.” (Ittra Pastorali tal-Isqfijiet Maltin, Mejju 2011)**
“Marriage and family are the natural framework required, both for the person to live and grow up in an environment of genuine love, as well as for the building of a healthy society.” (Pastoral Letter of the Maltese Bishops, May 2011)
- a) X’għandna nifhemu meta jingħad li fis-Sagrament taż-Żwieġ isseħh għaqda li tibqa’ bejn raġel wieħed u mara waħda?
What should we understand when it is said that in the Sacrament of Marriage an everlasting union between one man and one woman takes place?
- b) Uri kif il-koabitazzjoni u ż-‘żwiġijiet bi prova’ ma humiex kompatibbli mal-karatteristiċi ta’ żwieġ Nisrani.
Show how cohabitation and ‘trial marriages’ are incompatible with the characteristics of Christian marriage.
- ċ) X’irid ifisser il-Konċilju Vatikan II meta jsejjaħ il-familja “il-Knisja tad-dar”? (Lumen Gentium, 11)
What does the Second Vatican Council want to convey when it calls the family “The domestic Church”? (Lumen Gentium, 11)
5. **Is-Sagrament ta’ Qawmien, Ferħ u Rikonċiljazzjoni**
The Sacrament of Resurrection, Joy and Reconciliation
- a) Billi tirreferi għall-Evangelji, uri kif Ġesù ġie fid-dinja biex jgħaqqad lill-bnedmin ma’ Alla.
By referring to the Gospels, show how Jesus came on earth to unite humanity with God.
- b) Is-Sagrament tal-Qrar għandu jitqies bħala “sagrament ta’ Qawmien, Ferħ u Rikonċiljazzjoni”. Għaliex?
The Sacrament of Confession should be regarded as “a sacrament of Resurrection, Joy and Reconciliation”. Why?
- ċ) B’liema atteggiament għandna nersqu lejn is-Sagrament tar-Rikonċiljazzjoni biex il-qrara tagħna sservi ta’ ġid għal hajjitna?
With what attitude are we to approach the Sacrament of Reconciliation so that our confession may be beneficial to our lives?

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ĦIN/TIME:	mid-4:00 a.m. sas-6:00 p.m./4.00 a.m. to 6:00 p.m.

Din il-karta tiswa 60% tal-marki kollha tal-eżami. Tista' twieġeb bil-Malti JEW bl-Ingliż. Wieġeb GĦAXRA minn dawn l-14-il mistoqsija f'forma ta' paragrafu. Kull mistoqsija tiswa 15-il marka minn total ta' 150.

This paper carries 60% of the global mark of the exam. You can answer EITHER in English OR in Maltese. Answer TEN from these fourteen questions in paragraph format. Each question carries 15 marks out of a total of 150.

1. Għaliex il-Bibbja għadha tisseejjah sal-lum "il-Kelma ta' Alla"? B'liema mod Alla għadu jitkellem mal-bniedem tal-lum permezz tal-Bibbja meta din inkitbet tant snin ilu?
Why is the Bible still called to this day "the Word of God"? In what way does God still speak to contemporary man through the Bible when this was written so many years ago?
 2. L-ewwel kapitli tal-Ktieb tal-Ġenesi juru li l-bniedem sa mill-bidu ma obdiex lil Alla. Irrakkonta l-ġrajja tal-ewwel dnuq tal-bniedem, u uri x'qed tghallimna l-Bibbja permezz ta' din il-ġrajja.
The first chapters of the Book of Genesis show that man disobeyed God from the very beginning. Narrate the story of man's first sin, and show what the Bible is teaching us through this narrative.
 3. Billi tagħti eżempji, kemm mill-Bibbja kif ukoll mill-ħajja ta' kuljum, uri kif Alla li jħobb tant lill-bnedmin jirrimedja għall-iżbalji tagħhom.
By giving examples, both from the Bible and from everyday life, show how God so much in love with man resolves human mistakes.
 4. It-tfajjel Samwel qal lil Alla: "Tkellem Mulej, għax il-qaddej tiegħek qiegħed jisma" (1 Sam 3,10). Aħna meta nkunu qed nisimgħu lil Alla bħal Samwel? Fisser dak li tikteb b'xi eżempji.
The boy Samuel said to God: "Speak Lord, for your servant is listening" (1 Sam 3,10). When do we listen to God like Samuel? Explain your answer with examples.
 5. Għalliem ta lill-istudenti tiegħu xogħol għad-dar. "Sib fjura minn hdejn id-dar tiegħek li aktarx tikber fejn ma jaraha hadd u studjaha tajjeb. Osserva l-petali tagħha sew, il-lewn u s-sura li għandhom. Imbagħad aqlibha u araha minn taht ukoll, u fl-istess ħin ftakar li dil-fjura setgħet tmut bla ma japprezzaha hadd li kieku ma tkunx sibtha u apprezzajtha inti."
A teacher set an assignment to his students. "Find a flower which usually grows unnoticed around your home and study it. Observe its petals well, their colours and shape. Then turn it over and look at its underside, remembering that it might have died totally unappreciated had you not found and appreciated it."
- F'liema sens kull bniedem huwa uniku, bħal din il-fjura? Għaliex kull persuna tista' tkun kapolavur ta' Alla? B'liema talenti Alla żejtinlek ħajtek?
In what sense is every person unique like this flower? Why could every person be God's masterpiece? With what talents has God endowed your life?

6. Barra minn dokumenti Nsara, liema dokumenti storiċi oħra juru li Ġesù eżista tassew u għex fid-dinja? Imbagħad fisser ukoll għaliex il-Vangeli huma ta' valur speċjali, iktar minn kull ktieb ieħor.

Apart from Christian documents, which other historical documents show that Jesus truly lived and dwelled amongst us? Then also explain why the Gospels are of a more special value than any other book.

7. Semmi xi espressjonijiet li Ġesù qal fuqu nnifsu, u uri x'ried ifisser kull darba Ġesù.

Mention expressions Jesus said about himself, and explain what he meant in each case.

8. Il-maħfra hija waħda mill-isbaħ rigali li joffrilna t-twemmin Nisrani. X'inhu mehtieg biex niksbu l-maħfra mingħand Alla, u għaliex għandna wkoll maħfru lil xulxin?

Forgiveness is one of the most wonderful gifts offered to us by the Christian faith. What does one require to achieve forgiveness from God, and why are we also duty in bound to forgive one another?

9. Għalkemm ma jkunux jidhru, il-Magħmudija thalli effetti importanti fuq il-persuna li titgħammed. Ikteb u fisser liema huma l-effetti ta' dan is-Sagrament.

Although not visible, Baptism bestows important effects on the person being baptised. List and explain which the effects of this Sacrament are.

10. Marija tissejjaħ u hi tassew Omm Alla. Liema fatti jagħmluha tassew Omm Alla? Agħti wkoll xi vantaġġi għall-bnedmin mill-fatt li Marija hija Omm Alla.

Mary is called, and truly is, the Mother of God. What facts make her truly the Mother of God? Identify also some advantages for mankind from the fact that Mary is the Mother of God.

11. Tifel Afrikan u għadd ta' adulti mill-Punent baqgħu haġġin wara li waqa' l-ajruplan tagħhom fil-foresta. It-tifel qalilhom li t-triq kien jafha kif joħorġu mill-foresta, imma hafna mill-adulti injorawh. Dawn telqu għal triqthom, intilfu, u mietu kollha. It-tifel Afrikan u min kien miegħu kienu l-uniċi li salvaw.

An African boy and some Western adults survived a plane crash in the forest. The boy said he knew the way out of the forest, but most adults ignored him. They went their own way and got lost and perished. Only the African boy and the few who followed him survived.

Jekk nieħdu din il-ġrajja vera bħala parabola, lil min jista' jirrappreżenta dan it-tifel? F'liema sens jista' aħna wkoll jiġrilna bħan-nies li mietu mitlufa fil-foresta?

If this true story were taken as a parable, whom would this boy represent? In what sense could we too meet the same fate of those people who died in the forest?

12. La nafu li persuna titnissel minn persuni oħra, għaliex ngħidu li l-ħajja ġejja minn Alla, u li Alla huwa Sid il-ħajja? Liema konsegwenzi oħra joħorġu minn din il-verità?

Once we know that a person is conceived from other people, why do we say that life comes from God, and that God is the Lord of life? What other consequences arise from this truth?

13. X'titlob l-imħabba vera fi żwieġ b'saħħtu? Fisser ukoll x'nifhmu bi mħabba vera, u agħti eżempji ta' kif tista' tissaħħaħ l-imħabba vera bejn il-koppji mizzewġin.

What does true love demand in a healthy marriage? Explain also what is meant by true love, giving examples of how true love between married couples can be strengthened.

14. It-tnissil ta' tarbija oħra jgħib haġġa oħra fid-dinja, u għalhekk għandu jsir b'responsabbiltà. Liema doveri jkollha koppja ladarba jiġu l-ulied fil-familja?

Conceiving a new child brings a new life into the world, and therefore should be done with responsibility. What duties does a couple have once children arrive into the family?