



L-Università
ta' Malta

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 2019/2019 MAIN SESSION**

SUĠĠETT/SUBJECT: **IT-TAGHLIM RELIĠJUŻ/RELIGIOUS KNOWLEDGE**
KARTA NUMRU/PAPER NUMBER: I
DATA/DATE: 1 ta' Ġunju 2019/1st June 2019
HIN/TIME: mid-9:00 a.m. sal-11:05 a.m./9:00 a.m. to 11:05 a.m.

Din il-karta għandha 40% tal-marki kollha tal-eżami.

Sezzjoni A: Wieġeb dawn il-mistoqsijiet KOLLHA. Tista' twieġeb bil-Malti JEW bl-Ingliż. Il-marki jidhru wara kull mistoqsija. Din is-sezzjoni għandha 50 marka.

This paper carries 40% of the global marks of the exam.

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

1. X'mistoqsijiet jippruvaw iwieġbu r-religjonijiet il-kbar kollha? (1)
What questions do the main religions try to address? (1)

2. Liema dokument tal-Konċilju Vatikan it-Tieni jiffoka fuq ir-rispett lejn kull religjon? (1)
Which Second Vatican Council document focuses on respect towards all religions? (1)

3. Liema hu l-ktieb sagru tal-Iżlam? (1)
Which is the sacred book of Islam? (1)

4. Semmi **ŻEWĠ** ġrajjet ewlenin li seħhew fl-Istorja tas-Salvazzjoni li nsibu r-rakkontati fil-Bibbja. (2)
*Mention **TWO** main events that occurred in the History of Salvation which are narrated in the Bible.* (2)

i. _____

ii. _____

5. Ikteb l-isem ta' **ŻEWĠ** personaġġi storiċi li nsibu fit-Testment il-Qadim. (2)
*Write the names of **TWO** historical figures found in the Old Testament.* (2)

i. _____

ii. _____

Jekk joghġbok aqleb wara. / Please turn the page.

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6. Għaliex m'hemmx kontradizzjoni bejn dak li tgħid il-Bibbja u dak li tiddikjara x-xjenza? (2)
Why is there no contradiction between what the Bible says and what science declares? (2)
-

7. Il-forma letterarja tal-ktieb tal-Eżodu tissejjaħ 'saga'. X'inhil 'saga reliġjuża'? (2)
The literary form of the book of the Exodus is called 'saga'. What is a 'religious saga'? (2)
-

8. Agħti **ŻEWĠ** eżempji biex turi li Ġesù kellu sentimenti tassew umani. (2)
*Give **TWO** examples to show that Jesus had real human feelings.* (2)

i. _____

ii. _____

9. Għalfejn il-Knisja hi:
Why is the Church:
- a) Qaddisa? (1)
a) Holy? (1)
-

b) Kattolika? (1)

b) Catholic? (1)

10. Permezz ta' min qed titkompli l-ħidma tal-Appostli fi ħdan il-Knisja llum? (1)
Who is continuing the work of the Apostles within the Church, nowadays? (1)
-

11. Semmi **ŻEWĠ** ħidmiet li twettaq il-Knisja. (2)
*Mention **TWO** tasks performed by the Church.* (2)

i. _____

ii. _____

12. "Il-Qrar ... hu bħal tieni Magħmudija li taħfrilna kolloxx u ddawwalna biex nimxu 'l quddiem bid-dawl tal-Mulej." (Papa Franġisku – Udjenza Ġenerali – 13 ta' Novembru, 2013)
Semmi **ŻEWĠ** affarijiet li n-Nisrani għandu jwettaq biex ikollu qrara tajba. (2)
"Confession ... is like a second Baptism that forgives us of everything and illuminates us to go forward with the light of the Lord." (Pope Francis – General Audience – 13th November, 2013)
Mention **TWO** requirements that the Christian has to follow to make a good confession. (2)

i. _____

ii. _____

13. Ikteb **ŻEWĠ** ħidmiet li n-Nisrani jista' jwettaq biex jgħix ħajtu aħjar wara li jkun qala' l-maħfra ta' dnuvietu. (2)
*Write **TWO** things that the Christian can do to live a better life after s/he obtains forgiveness for his/her sins.* (2)

i. _____

ii. _____

14. Liema hi:
Which is:
a) l-ogħla forma ta' talba liturgjika? (1)
a) *the highest liturgical prayer?* (1)

- b) l-akbar festa fis-sena liturgjika? (1)
b) *the main feast in the liturgical year?* (1)

15. L-attività politika tinqasam fi tliet istituzzjonijiet. Semmi **TNEJN** minnhom. (2)
*Political activity is divided into three institutions. Mention **TWO** of them.* (2)

i. _____

ii. _____

16. Fil-kuntest Nisrani, x'inhu il-ġid komuni? (2)
What is common good within a Christian context? (2)

Jekk jogħġbok aqleb wara. / Please turn the page.

17. a) Agħti t-tifsira ta' dawn it-tlett simboli li jintużaw waqt is-Sagrament tal-Magħmudija:
a) Give the meaning of these three symbols used during the Sacrament of Baptism:

- (i) l-ilma (1)
(i) Water (1)

- (ii) il-blandun (1)
(ii) the Paschal candle (1)

- (iii) il-libsa l-bajda (1)
(iii) the white garment (1)

- b) Ikteb **ŻEWĠ** effetti tas-Sagrament tal-Magħmudija fuq min jirċevieh. (2)
b) Write **TWO** effects of the Sacrament of Baptism on those who receive it. (2)

i. _____

ii. _____

18. Għaliex min irid jilħaq is-suċċess veru fil-ħajja tiegħu għandu jimxi fuq il-kliem ta' Ġesù:
"Jien it-Triq, il-Verità u l-Ħajja"(Ġw 14, 6)? (2)
Why should anyone who wants to attain true success in life follow Jesus' words: "I am the
Way, Truth, and Life" (Jn 14, 6)? (2)

19. Semmi **ŻEWĠ** sitwazzjonijiet li fihom jiġi amministrat is-Sagrament tal-Grizma tal-Morda. (2)

Mention **TWO** situations when the Sacrament of the Anointing of the Sick is administered. (2)

i. _____

ii. _____

20. Skont it-tagħlim tal-Knisja, x'attitudni għandu jkollna lejn l-ambjent? (2)
According to the teaching of the Church, what attitude should one have towards the
environment? (2)

21. X'inhi 'Ittra Enciklika'? (2)
What is an 'Encyclical Letter'? (2)

22. Semmi **TLIET** għanjiet li għandu jilhaq ix-xogħol. (3)
*Mention **THREE** aims that must be attained by work.* (3)

i. _____

ii. _____

iii. _____

23. X'differenza hemm bejn żwieg ċivili u żwieg sagramentat? (2)
What is the difference between civil marriage and sacramental marriage? (2)

24. Mhux kulhadd huwa msejjaħ għaż-żwieg. Kif tista' persuna toffri ħajjitha għal Kristu meta tgħix iċ-ċelibat jew il-verġinità? (2)
Not everyone is called to a married life. How can a person offer their life to Christ through a life of celibacy or virginity? (2)

25. Ikteb **ŻEWĠ** valuri li għandu jhaddan n-Nisrani. (2)
*List **TWO** values which the Christian should embrace.* (2)

(Total: 50 marka) (Total: 50 marks)

Jekk jogħġbok aqleb wara. / Please turn the page.

Sezzjoni B: Wieġeb dawn il-FAMES mistoqsijiet billi tikteb paragrafu fuq kull waħda. Tista' twieġeb bil-Malti JEW bl-Ingliż. Il-marki jidhru wara kull mistoqsija. Din is-sezzjoni għandha 25 marka.

Section B: 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. This section carries 25 marks.

1. Għaliex is-Sagrament tal-Grizma tal-Isqof isaħħaħ is-Sagrament tal-Magħmudija? (5)
Why does the Sacrament of Confirmation strengthen the Sacrament of Baptism? (5)

2. Min huwa l-qaddis meqjus bħala l-ħabib kbir tal-annimali u tal-ħolqien? Spjega **ŻEWĠ** eżempji ta' kif l-Insara jistgħu jgibu rispett lejn l-annimali. (5)
Who is the saint considered to be the best friend of animals and creation? Explain TWO examples of how Christians should show respect towards animals. (5)

-
3. Għaliex il-Knisja hi meqjusa bħala l-Familja t'Alla? (5)
Why is the Church considered to be God's Family? (5)

4. Għaliex Ġesù kiseb għalina is-salvazzjoni bil-mewt u l-qawmien tiegħu? (5)
Why did Jesus attain salvation for us through his death and resurrection? (5)

5. X'titlob mingħand in-Nisrani l-attività politika? (5)
What does political activity demand from the Christian? (5)

(Total: 25 marka) (Total: 25 marks)

Jekk jogħġbok aqleb wara. / Please turn the page.

Sezzjoni Ċ: Aqra sew dawn is-siltiet u wieġeb il-mistoqsijiet KOLLHA li jsegwuhom. Tista' twieġeb bil-Malti JEW bl-Ingliż. Il-marki jidhru wara kull mistoqsija. Din is-sezzjoni għandha 25 marka.

Section C: Read these texts carefully and answer ALL the questions that follow. You can answer EITHER in English OR in Maltese. The marks are indicated at the end of each question. This section carries 25 marks.

1. It-Talba tal-Mulej

Ġesù talab b'hegga f'waqtiet pubbliċi, issieheb fil-liturġija tal-poplu tiegħu, imma fittex ukoll postijiet imwarrba, 'l hemm mill-ħamba tad-dinja, postijiet li ppermettewlu li jidhol fis-satra ta' ruħu: huwa l-profeta li jagħraf il-ġebel tad-deżert u jitla' fuq qċaċet il-gholjiet. L-aħħar kliem ta' Ġesù, qabel ma radd ruħu fuq is-salib, huma kliem is-salmi, jiġifieri talb, mit-talb tal-Lhud: hu talab bit-talb li kienet għallmitu ommu.

Ġesù talab hekk kif jitlob kull bniedem fid-dinja. Madanakollu, il-mod tat-talb tiegħu kellu fih misteru, xi haġa li ċertament ma żgiccatx minn għajnejn id-dixxipli tiegħu, għaliex fl-Evangeliġi insibu dik il-petizzjoni tant sempliċi u immedjata: "Mulej, għallimna nitolbu." (Lq. 11. 1) Huma raw lil Ġesù jitlob u ġiehom ix-xenqa li jitgħallmu jitolbu: "Mulej, għallimna nitolbu." U Ġesù ma jiċhadhomx, hu mhux għajjur għall-intimità tiegħu mal-Missier, imma ġie preċiżament biex idahħalna f'din ir-relazzjoni mal-Missier. U għalhekk, isir għalliem tat-talb għad-dixxipli tiegħu, bħalma ċertament jixtieq li jkun għalina lkoll. Aħna wkoll għandna ngħidu, "Mulej, għallimni nitlob. Għallimni."

Anki jekk forsi ilna nitolbu għal ħafna snin, irridu dejjem nitgħallmu! It-talb tal-bniedem, din ix-xewqa li titwieled b'mod hekk naturali mir-ruħ tiegħu, hija forsi wieħed mill-misteri l-aktar profondi tal-univers. U ma nafux lanqas jekk it-talb li nindirizzaw lil Alla humiex fil-fatt dawk li hu jrid jisma'. Il-Bibbja tagħtina wkoll xhieda ta' talb mhux xieraq, li eventwalment jiġi miċħud minn Alla: ftakar biss il-parabbola tal-fariżew u l-pubblikan. Huwa biss dan tal-aħħar, il-pubblikan, li jirritorna d-dar mit-tempju ġġustifikat, minħabba li l-fariżew kien kburi u xtaq li nies jarawh jitlob u għamel tabirruħu li jitlob: il-qalb kienet bierda. U Ġesù jgħid: dan mhux iġġustifikat "għax kull min jitkabbar, jiċċekken; u min jiċċekken, jitkabbar." (Lq 18, 14) L-ewwel pass għat-talb huwa li tkun umli, tmur għand il-Missier u tgħid: "Hares lejja, jien midneb, jien dgħajjef, jien ħazin," kulhadd jaf x'għandu jgħid. Imma dejjem nibdew bl-umiltà, u l-Mulej jisma'. Il-Mulej jisma' t-talb umli.

(Papa Franġisku, Udjenza Ġenerali, Pjazza San Pietru, 5 ta' Diċembru 2018)

The Lord's Prayer

Jesus prayed with intensity in public moments, sharing the liturgy of his people, but also seeking withdrawn places, away from the turbulence of the world, places that allowed him to dwell in the privacy of his soul: he is the prophet who knows the stones of the desert and goes up high into the mountains. Jesus' last words before dying on the Cross are words from the psalms, that is, of prayer, the prayer of the Jews: he prayed with the prayers that his mother had taught him.

Jesus prayed like all men and women in the world pray. Yet his way of praying also contained a mystery, something that certainly did not escape the eyes of his disciples, since the Gospels contain that plea that was so simple and immediate: "Lord, teach us to pray" (Lk 11:1). They see Jesus praying and they want to learn how to pray: "Lord, teach us to pray". And Jesus does not refuse, he

is not possessive of his intimacy with the Father, but rather, he came precisely to introduce us to this relationship with the Father. And thus, he becomes the teacher of prayer to his disciples, as he undoubtedly wants to be so for all of us. We too should say: "Lord, teach me to pray. Teach me".

Even if we may have been praying for many years, we still have to learn! Man's prayer, this yearning which arises so naturally from his soul, is perhaps one of the deepest mysteries of the universe. And we do not even know whether the prayers that we address to God are effectively those that he wants to have addressed to him. The Bible also gives us testimonies of inappropriate prayers, which in the end are rejected by God: It is sufficient to recall the parable of the Pharisee and the tax collector. Only the latter, the publican, goes home from the Temple justified, because the Pharisee was proud and he liked people to see him praying and he feigned prayer: the heart was cold. And Jesus says: this is not justified, "for every one who exalts himself will be humbled, but he who humbles himself will be exalted" (Lk 18:14). The first step to prayer is to be humble, to go to the Father and to say: "Look at me, I am a sinner, I am weak, I am bad": each one knows what to say. But one always begins with humility, and the Lord listens. The Lord listens to humble prayer.

(Pope Francis, General Audience, St Peter's Square, 5 December 2018)

- a) Min għallem lil Ġesù jitlob? (1)
a) *Who taught Jesus how to pray?* (1)

- b) Meta d-dixxipli talbu lil Ġesù biex jgħallimhom jitlobu, hu għallimhom il-talba tal-Mulej. Liema hi din it-talba? (2)
b) *When the disciples asked Jesus to teach them how to pray, he taught them the Lord's prayer. Which is this prayer?* (2)

- c) Għaliex aħna wkoll għandna ngħidulu: "Mulej, għallimna nitlobu"? (3)
c) *Why should we also ask him: "Lord, teach us how to pray"?* (3)

- d) Ġesù faħħar il-mod kif il-pubblikan kien jitlob. Kif kien jitlob dan il-pubblikan? (2)
d) *Jesus praised the way the publican prayed. How did this publican pray?* (2)

- e) B'liema kliem Ġesù wera liema hi l-attitudni li għandu jkollu n-Nisrani lejn it-talb? (2)
e) *In which words did Jesus indicate the attitude that the Christian should have towards prayer?* (2)

(Total: 10 marki) (Total: 10 marks)

2. L-Imħabba ta' Alla

"Jekk tħobbuni, ħarsu l-kmandamenti tiegħi. U jiena nitlob lill-Missier, u hu jagħtikom Difensur ieħor biex jibqa' magħkom għal dejjem, l-Ispirtu tal-verità, li d-dinja ma tistax tirċevih, għax hija la tarah u lanqas tagħrfu. Izda intom tagħrfuh, għaliex jgħammar magħkom, u huwa fikom".

"Ma nħallikomx iltiema. Nerga' niġi għandkom. Ftit ieħor, u d-dinja ma taranix aktar. Izda intom għad tarawni, għax jiena ngħix, u intom ukoll għad tgħixu. F'dak il-jum intom tagħrfu li jiena f'Missieri, u intom fija u jiena fikom. Min iżomm il-kmandamenti tiegħi u jħarishom, dak hu li jħobbni; u min iħobb lili, iħobbu wkoll il-Missier, u jiena wkoll iħobbu u nurih lili nnifsi." Ġuda l-ieħor, mhux l-Iskarjota - qal lil Ġesù: "Mulej, din kif inhi li inti se turi ruġek lilna u mhux lid-dinja?" Ġesù wiegħbu: "Jekk xi ħadd iħobbni, iħares kelmti, u Missieri jħobbu, u aħna niġu u ngħammru għandu. Min ma jħobbnix ma jħarisx kliemi. U l-kelma li qegħdin tisimgħu m'hijjex tiegħi, imma tal-Missier li bagħatni".

"Għedtilkom dan meta għadni magħkom. Imma d-Difensur, l-Ispirtu s-Santu, li l-Missier jibgħat f'ismi, jgħallimkom kollox u jfakkarkom dak kollu li għedtilkom. Jiena nħallikom is-sliem; nagħtikom is-sliem tiegħi; ma nagħtihulkomx kif tagħtih id-dinja. Thallux qalbkom titħawwad u anqas titbeżża'. Smajtu x'għedtilkom: jiena sejjer u nerga' niġi għandkom. Kieku kontu tħobbuni, kontu tiferħu li sejjer għand il-Missier, għax il-Missier hu akbar minni. U għedtilkom dan minn issa qabel ma jseħħ, biex meta jseħħ temmnu. M'iniex se nkellimkom iżjed fit-tul, għax il-Prinċep tad-dinja ġej. Kontra tiegħi xejn ma jista' jagħmel; izda ħalli d-dinja tagħraf li jiena nħobb lill-Missier u li nagħmel kif ordnali l-Missier. Qumu! Ejjew nitilqu minn hawn!"

(Ġw 14, 15-31)

The Love of God

"If you love me, keep my commands. And I will ask the Father, and he will give you another Advocate to help you and be with you forever—the Spirit of truth. The world cannot accept him, because it neither sees him nor knows him. But you know him, for he lives with you and will be in you".

"I will not leave you as orphans; I will come to you. Before long, the world will not see me anymore, but you will see me. Because I live, you also will live. On that day you will realise that I am in my Father, and you are in me, and I am in you. Whoever has my commands and keeps them is the one who loves me. The one who loves me will be loved by my Father, and I too will love them and show myself to them." Then Judas (not Judas Iscariot) said, "But, Lord, why do you intend to show yourself to us and not to the world?" Jesus replied, "Anyone who loves me will obey my teaching. My Father will love them, and we will come to them and make our home with them. Anyone who does not love me will not obey my teaching. These words you hear are not my own; they belong to the Father who sent me".

"All this I have spoken while still with you. But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you. Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid. "You heard me say, 'I am going away and I am coming back to you.' If you loved me, you would be glad that I am going to the Father, for the Father is greater than I. I have told you now before it happens, so that when it does happen you will believe. I will not say much more to you, for the Prince of this world is coming. He has no hold over me, but he comes so that the world may learn that I love the Father and do exactly what my Father has commanded me. "Come now; let us leave."

(Jn 14, 15-31)

-
- a) Ġesù wiegħed lill-Appostli li se jibgħat fuqhom Difensur. Min hu dan id-Difensur? (3)
a) *Jesus promised the Apostles that he would send an Advocate upon them. Who is this Advocate?* (3)
-

- b) F'liema ġrajja nsibu li dan id-Difensur ġie għand l-Appostli? (3)
b) *In what event do we find this Advocate going to the Apostles?* (3)
-

- c) "Imma d-Difensur ... li l-Missier jibgħat f'ismi, hu jgħallimkom kollox u jfakkarkom kull ma għidtilkom." (Ġw. 14:26)
X'inhi l-missjoni ta' dan id-Difensur? (3)
c) *"But the Advocate ... whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you." (Jn 14:26)*
What is the mission of this Advocate? (3)
-

- d) F'din il-ġrajja, Ġesù jgħid li mhux se jibqa' mal-Appostli. Għaliex? (3)
d) *In this story, Jesus says that he is not going to remain with the Apostles. Why?* (3)
-

- e) Ġesù jagħmel referenza għall-"Prinċep tad-dinja" (Ġw. 14:29). Min hu dan il-prinċep? Għaliex sejjahlu hekk? (3)
e) *Jesus refers to "the Prince of this world" (Jn 14:29). Who is this Prince? Why did he refer to him like this?* (3)
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(Total: 15-il marka) (Total: 15 marks)

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TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
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**LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
SECONDARY EDUCATION CERTIFICATE LEVEL
SESSJONI MEJJU 2019/2019 MAIN SESSION**

SUĠĠETT/SUBJECT:	IT-TAGHLIM RELIĠJUŻ/RELIGIOUS KNOWLEDGE
KARTA NUMRU/PAPER NUMBER:	IIA
DATA/DATE:	1 ta' Ġunju 2019/1st June 2019
HIN/TIME:	mill-4:00 p.m. sas-6:05 p.m./4:00 p.m. to 6:05 p.m.

Din il-karta għandha 60% tal-marki kollha tal-eżami. Tista' twieġeb bil-Malti JEW bl-Ingliż. Wieġeb TLIETA minn dawn il-ħames mistoqsijiet f'forma ta' esej. Kull mistoqsija għandha 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 form. Each question carries 50 marks out of a total of 150.

1. "Billi Alla fl-Iskrittura Mqaddsa tkellem permezz ta' bnedmin u bi kliem il-bnedmin, min ifisser l-Iskrittura Mqaddsa, biex jifhem sewwa dak li Alla ried jgħarrafna, għandu jfittex b'attenzjoni x'riedu jfissru l-kittieba u x'ried Alla jgħarrafna bi kliemhom". (*Dei Verbum*, 12)
 - a) (i) Fil-kuntest tal-Kotba Mqaddsa, xi tfisser il-kelma 'ispirazzjoni'? (10)
 - (ii) Spjega l-**ERBA'** regoli li għandna nżommu f'moħħna meta ninterpretaw il-Kotba Mqaddsa. (20)
 - b) Wieħed mill-personaġġi li nsibu fl-Istorja tas-Salvazzjoni hu s-Sultan David. Spjega għaliex dan baqa' magħruf bħala l-akbar sultan tal-Poplu Lhudi. (14)
 - c) Ikteb dwar **ŻEWĠ** okkażjonijiet jew sitwazzjonijiet meta l-Insara jistgħu jużaw il-Bibbja. (6)

"Since God speaks in Sacred Scripture through men in human fashion, the interpreter of Sacred Scripture, in order to see clearly what God wanted to communicate to us, should carefully investigate what meaning the sacred writers really intended, and what God wanted to manifest by means of their words." (*Dei Verbum*, 12)

- a) (i) *In the context of the Sacred Scripture, what is the meaning of 'inspiration'?* (10)
- (ii) *Explain the **FOUR** rules we have to keep in mind when interpreting the Sacred Scripture.* (20)
- b) *One of the people we find in the History of Salvation is King David. Explain why he remained renowned as the greatest king of the Jewish People.* (14)
- c) *Write about **TWO** occasions or situations when Christians can use the Bible.* (6)

(Total: 50 marka) (Total: 50 marks)

Jekk jogħġbok aqleb wara. / Please turn the page.

2. Il-Faragħun, imbagħad ordna lin-nies kollha tiegħu u qalilhom: 'Hallu l-bniet jgħixu, u ixħtu fix-xmara s-subien li jitwiellu.'" (Eż 1, 22)

- a) Għalkemm il-Faragħun ried jeqred is-subien kollha, kien hemm wieħed li salva, tifel li, meta kiber, kellu jehles l-Poplu Lhudi mill-Egittu. (2)
- (i) Min kien dan it-tifel? (4)
- (ii) Irrakkonta fi kliemk il-ġrajja kif hu ġie msejjaħ minn Alla biex isalva lil poplu Lhudi. (10)
- (iii) Irrakkonta fi kliemk il-ġrajja kif salva lill-Poplu Lhudi. (10)
- b) Wara li l-Poplu Lhudi nħeles mill-Egittu, ġie ssiġillat Patt bejnu u bejn Alla. Spjega fiex kien jikkonsisti dan il-Patt u b'liema rit sar. (18)
- ċ) Fil-ħajja tagħna rridu nsegwu l-liġi t'Alla għax din inqabbluha ma' boxxla f'idejn min jaqsam id-deżert. F'liema sens nistgħu nqabblu l-liġi t'Alla ma' boxxla? Agħti wkoll eżempju prattiku ta' kif in-Nisrani jista' jġib ruħu b'mod tajjeb fil-ħajja nisranija li jħaddan. (16)

"Then Pharaoh commanded all his people: 'Every son that is born you shall throw into the Nile, but you shall let every daughter live.'" (Ex 1, 22)

- a) *Although Pharaoh wanted to kill all the boys, there was one that was saved, a boy who had to set free the Hebrew People from Egypt when he grew up.* (2)
- (i) *Who was this boy?* (4)
- (ii) *Narrate in your own words the story of how he was called by God to save the Hebrew People.* (10)
- (iii) *Narrate in your own words the story of how he saved the Hebrew People.* (10)
- b) *After the Hebrew People were set free from Egypt, a Covenant was sealed between them and God. Explain what this covenant consisted of and what rite was followed.* (18)
- c) *In our life we have to follow God's law because this can be compared to the compass that a person holds in his/her hand when crossing the desert. In what sense can we compare God's Law to a compass? Give a practical example of how a Christian can behave well in the Christian life he/she embraces.* (16)

(Total: 50 marka) (Total: 50 marks)

3. "U jien inqajjem mibegħda bejneq u bejn il-mara, bejn nislek u nisilha, u hu jishaqlek rasek int u tħebb għal għarqubu." (Ġen 3, 15)

- a) Min qal dan il-kliem, u lil min? Ma' liema domma tal-fidi Marjana nassoċjaw din l-istqarrija? Agħti t-tifsira tagħha. (16)
- b) Għaliex Marija hija eżempju ċar ta' kif wieħed jista' jikseb il-qdusija? Irrakkonta x'għamlet speċjali biex il-Knisja tqisha bħala l-akbar fost il-qaddisin kollha. (18)
- ċ) Bħala Insara, aħna imsejħin għall-qdusija. B'referenza għal Marija, spjega **ŻEWĠ** eżempji ta' kif persuna tista' tgħix il-qdusija f'ħajjitha. (16)

"I will put enmity between you and the woman, and between your seed and her seed; he shall bruise your head, and you shall bruise his heel." (Gen 3, 15)

- a) *Who uttered these words, and to whom? With which Marian dogma of faith do we associate this statement? Explain its meaning.* (16)
- b) *Why is Mary a clear example of how one can attain holiness? Narrate what she exceptionally did so that the Church considers her the greatest among all saints.* (18)
- c) *As Christians, we are called to holiness. With reference to Mary, explain **TWO** examples of how a person can live a life of holiness in their life.* (16)

(Total: 50 marka) (Total: 50 marks)

4. "Dan hu ġismi li jingħata għalikom: aghmlu dan b'tifkira tiegħi ... dan huwa demmi, id-demmm tal-patt il-ġdid li jixxerrred għall-kotra għall-maħfra tad-dnubiet; aghmlu dan kull meta tixorbu b'tifkira tiegħi." (Mt 26, 26-29)
- a) (i) F'liema okkażjoni Ġesù qal dan il-kliem? (2)
(ii) Irrakkonta fi kliemek dak li ġara f'din l-okkażjoni. (4)
 - b) F'din il-ġrajja Ġesù jsemmi "id-demmm tal-Patt il-Ġdid". Fisser b'liema mod il-Patt il-Ġdid ħa post il-Patt il-Qadim. (10)
 - ċ) (i) Semmi ż-**ŻEWĠ** taqsimiet ewlenin tal-Quddiesa u spjega xi jkun qed isir waqt **KULL** waħda minnhom. L-ewwel taqsima, kif tfejji għat-tieni taqsima? (18)
(ii) Semmi **ŻEWĠ** modi u fid-dettal uri kif permezz tagħhom, in-Nisrani jista' jkompli jgħix il-quddiesa fil-ħajja tiegħu ta' kuljum. (16)

"This is my body: do it in remembrance of me ... this is my blood, the blood of the new covenant which is poured out for many for the forgiveness of sins; do this every time you drink in remembrance of me." (Mt 26, 26-29)

- a) (i) *On what occasion did Jesus say these words?* (2)
(ii) *Narrate in your own words what happened on this occasion.* (4)
- b) *In this event Jesus mentions "the blood of the New Covenant". Explain in what way the New Covenant replaced the Old Covenant.* (10)
- c) (i) *Mention the **TWO** main parts of the Mass and explain what happens during **EACH** one. How does the first part prepare for the second part?* (18)
(ii) *Mention **TWO** ways and in detail show how through them, the Christian may continue to live Mass in his daily life.* (16)

(Total: 50 marka) (Total: 50 marks)

5. Il-ħajja hija sabiħa; għixha u aqsamha ma' ħbieb li jistgħu jgħinuk tibni l-futur tiegħek.
- a) (i) X'inhu abort? Ikteb għaliex il-Knisja tqis dan l-att bħala dnub. (10)
(ii) X'inhu ewtanasje? Ikteb għaliex il-Knisja tqis dan l-att bħala dnub. (10)
 - b) Semmi **TLETT** perikli bla bżonn għall-ħajja tal-bniedem u spjega għaliex dawn huma ta' detriment għall-ħajja tal-bniedem fid-dawl tal-messaġġ Nisrani. (18)
 - ċ) Aħna bħala bnedmin obbligati nagħtu sehemna biex kull persuna jkollha dak li hu meħtieġ biex tgħix ħajja diċenti mit-tnissil sal-mewt naturali. Ikteb dwar **ŻEWĠ** modi kif għandna nimpnejaw ruħna biex isehħ dan. (12)

Life is beautiful; live it and share it with friends who can help you build your future.

- a) (i) *What is abortion? Write why the Church considers this act as a sin.* (10)
(ii) *What is euthanasia? Write why the Church considers this act as a sin.* (10)
- b) *Mention **THREE** unnecessary dangers to human life and explain why these are detrimental to human life in the light of the Christian message.* (18)
- c) *As human beings we are compelled to do our part so that every person can have what they need to live a decent life from conception till natural death. Explain **TWO** ways how we are to commit ourselves to make this happen.* (12)

(Total: 50 marka) (Total: 50 marks)



L-Università
ta' Malta

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 2019/2019 MAIN SESSION**

SUĠĠETT/SUBJECT: **IT-TAGHLIM RELIĠJUŻ/RELIGIOUS KNOWLEDGE**
KARTA NUMRU/PAPER NUMBER: IIB
DATA/DATE: 1 ta' Ġunju 2019/1st June 2019
HIN/TIME: mill-4:00 p.m. sas-6:05 p.m./4:00 p.m. to 6:05 p.m.

Din il-karta għandha 60% tal-marki kollha tal-eżami. Tista' twieġeb bil-Malti JEW bl-Ingliż. Wieġeb GħAXRA minn dawn l-erbatax-il mistoqsija f'forma ta' paragrafu. Kull mistoqsija għandha 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 form. Each question carries 15 marks out of a total of 150.

1. Ikteb dwar **TLIET** karatteristiċi tal-Buddiżmu **JEW** l-Induwizmu.
*Write about **THREE** characteristics of Buddhism **OR** Hinduism.*

2. "Ara Ron. X'int taqra sabiħ?" Ron minn taħt l-ilsien wieġeb lil John, "Qed naqra silta mill-Bibbja". Ron kien jieħu pjaċir isib ftit ħin għall-kwiet u jimmedita fuq il-Kelma t' Alla. "U dik mhux dejjem l-istess" insista John. Ron, bil-kalma kollha u tbissima ġentili, qallu "il-kliem li naqraw jista' jkun li hu dejjem l-istess, imma l-messaġġ tagħha huwa dejjem ġdid". "Jien ma nafx imma dejjem l-istess stejjer naqra, ma nara xejn ġdid" sostna John. "Ara, forsi int mhux se taqbel miegħi. Imma jien il-pedament ta' ħajti rrid li jkun mibni fuq il-Kelma ta' Ġesù li jagħtini fil-Bibbja" stqarr Ron.
Għaliex taħseb li Ron emmen li l-Bibbja huwa ktieb differenti minn kotba oħra?

"Hi, Ron. What are you reading?" Ron whispered to John, "I'm reading a passage from the Bible." Ron enjoyed a few moments in silence meditating on the Word of God. "Oh, that's always the same," insisted John. Ron, calmly and with a gentle smile, told him: "The words we read may be always the same, but their message is always new." "I don't know but I always read the same thing, I see nothing new in them," insisted John. "Look, you might not agree with me. But I want the foundation of my life to be based on the Word of Jesus which he gives me in the Bible," declared Ron.

Why do you think that Ron believed that the Bible was a book different from other books?

3. Jekk Alla ħalaq kollija tajjeb, minn fejn ġej il-ħażen li naraw madwarna?
If all that God created is good, what is the source of the evil we experience around us?

4. Għaliex Mosè hu meqjus bħala figura daqshekk importanti fl-istorja tas-Salvazzjoni?
Why is Moses considered to be such an important figure in the history of Salvation?

5. Meta kien jgħix fostna, Ġesù wera li kien aktar minn bniedem. Ikteb dwar **TLIET** modi differenti kif hu għamel dan.
*When he lived among us, Jesus revealed himself to be more than just a man. Write about **THREE** different ways of how he did this.*

6. Ġesù xebbaħ il-Knisja ma' għalqa fejn wieħed isib il-qamħ u s-sikrana. Spjega x'ried ifisser. *Jesus compared the Church to a field where one finds wheat and weeds. Explain what he meant.*
7. Ġesù ħafer lill-mara adultera tal-ħażin kollu li kienet għamlet. X'messaġġ ried iwassal Ġesù bl-imġieba tiegħu lejn il-mara adultera? *Jesus forgave all the sins of the adulterous woman. What message did Jesus want to convey from the way he behaved with the adulterous woman?*
8. Għaliex il-Ħadd hu meqjus bħala Jum il-Mulej għall-Insara u kif għandu jiġi iċċelebrat? *Why is Sunday considered the Day of the Lord for Christians and how should it be celebrated?*
9. Irrakkonta il-parabbola tas-Samaritan it-Tajjeb. X'nitgħallmu minn din il-parabbola? *Narrate the parable of the Good Samaritan. What do we learn from this parable?*
10. X'ried ifisser San Pawl meta kiteb "ġisimkom hu Tempju tal-Ispirtu s-Santu, li jinsab fikom, li għandkom minn Alla" (1 Kor. 6,19)? *What did St Paul mean when he wrote "your body is a Temple of the Holy Spirit within you, which you have from God" (1 Cor. 6,19)?*
11. "Ħajti u saħħti huma tiegħi, u nagħmel bihom li rrid." Spjega għaliex din l-istqarrija tmur kontra t-tagħlim Nisrani. *"My life and my health are mine, and I do whatever I want with them." Explain why this statement goes against Christian teaching.*
12. Charlie kien dejjem igerger li fuq ix-xogħol mhuwiex stmat. Id-direttur jobbligahom li joqogħdu wara l-ħin bilfors għax l-intrapriża għadha kemm ħadet kuntratt li mhux ta' min jitolfu. Biex tgħaqqad kollox, kien hemm żewġ ħaddiema li ġimgħatejn ilu rriżenjaw mix-xogħol. Allura x-xogħol waqa' iktar fuq dawk il-ħaddiema li bħal Charlie dejjem qdew dmirhom u baqqu jaħdmu hemm. "Imma mhux sew li biex jiffranka żewġ pagi oħra ma jdaħħalx iktar ħaddiema magħna d-direttur" kien sikwiet jilmenta Charlie. Ikteb dwar **ŻEWĠ** drittijiet li l-ħaddiem għandu jisħaq li jkollu ma' min iħaddmu u **ŻEWĠ** dmirijiet li ħaddiem għandu fuq il-post tax-xogħol.

Charles always complained that at work he was not appreciated. The director orders them to work overtime because the enterprise had just had a contract that couldn't be lost. To make matters worse, there were two workers who resigned from work two weeks before. So the work load fell on those workers who like Charles always carried out their duty and remained working there. "It's not fair that the director is avoiding to pay two salaries instead of getting more workers to work with us," Charles often complained.

*Write about **TWO** rights that the worker should have from his employer and **TWO** duties that the worker has towards his place of work.*

13. Spjega **KULL WAHDA** minn dawn il-frażijiet li jintużaw waqt is-Sagrament taż-Żwieġ:
- "inżomm ruħi fidil/a lejki"
 - "m'għadhomx iżjed tnejn imma saru gisem wieħed"
 - "dak li jgħaqqad Alla m'għandux jifirdu l-bniedem".

*Explain **EACH ONE** of these extracts used during the Sacrament of Marriage:*

- "for better and for worse, in sickness and in health"*
 - "they are no longer two but one flesh"*
 - "what God had joined, men must not divide".*
14. X'tgħalliem il-Knisja dwar il-Ġenna u l-Inferru?
What does the Church teach about Heaven and Hell?