

**LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA**

**SESSJONI MEJJU 2012**

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SUĠĠETT:	<b>Studji Soċjali</b>
KARTA NUMRU:	I
DATA:	3 ta' Mejju 2012
HIN:	mill-4:00 p.m. sas-6:00 p.m.

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**WIEĠEB IL-MISTOQSIJET KOLLHA MIŻ-ŻEWĠ TAQSIMIET.**

**Taqsim A**

**Aqra din is-silta u wieġeb il-mistoqsijiet KOLLHA. Ikteb madwar 50 kelma ghal kull twegiba li taghti.**

“Quddiem sfidi kompetittivi godda Malta tikber ekonomikament biss jekk is-sistema edukattiva tagħha turi r-rieda u kapaċità li tista’ tinbidel.” Strument b’saħħtu għal din il-bidla hu l-**kurrikulu** li jiffoka fuq programmi ta’ studju li l-mira tagħhom hu r-rwol ta’ **teknoloġiji godda, il-globalizzazzjoni** u stili ta’ ħajja sostenibbli, kif ukoll fuq “il-bżonn li niżviluppaw id-drawwiet mentali meħtieġa għas-seklu 21.” Biex tilqa’ tajjeb dawn l-isfidi, il-komunità lokali teħtieġ taċċetta u tippromwovi l-importanza tat-tagħlim matul il-ħajja. L-istess komunità lokali u s-soċjetà kollha kemm hi għandha wkoll l-isfida li “toħloq opportunitajiet għal daww kollha li jiġu f’kuntatt mal-iskola li jhallu impatt fuq it-tagħlim u jibdlu l-iskejjel f’komunitajiet ta’ tagħlim” fejn l-istudenti jizviluppaw il-hila li “jgħixu ħajja aktar impenjata” u, bħala ċittadini attivi, “ihallu impatt dejjiemi li jagħmel din id-dinja waħda aħjar biex tgħix fiha”. Sistema edukattiva mġedda għandha tfitx li teduka l-istudenti f’attitudnijiet pożittivi lejn it-tagħlim li “jisfida modi stabbiliti ta’ kif naħsbu u kif nagħxu”. Għandha tfitx ukoll li tippromwovi **interazzjoni soċjali** li hi mibnija fuq perspettivi differenti u li toħloq ambjent li jirrispetta d-diversità tal-kulturi u ideat. Dan hu l-mod kif l-edukazzjoni bħala waħda mill-istituzzjonijiet ewlenin tas-soċjetà tista’ tiffunzjona f’ordni soċjali għdid fejn iċ-ċittadini, waqt li jaħdmu sfiq għal-libertà individwali, jibqgħu juru x-xewqa għall-interdipendenza f’dinja globalizzata.

(Ref: *Lejn Edukazzjoni ta’ Kwalità Għal Kulhadd: Il-Qafas tal-Kurrikulu Nazzjonali, 2011, Dokument Konsultattiv 2, b’modifika*)

- Semmi s-setturi differenti tas-sistema edukattiva Maltija. (4)
  - Semmi u ddeskrivi **żewġ** riformi riċenti fis-Sistema Edukattiva Maltija. (4)
- Fisser dawn it-termini:
  - kurrikulu (3)
  - teknoloġiji godda (3)
  - globalizzazzjoni (3)
  - interazzjoni soċjali (3)
- X’jifhem wieħed b’ “tagħlim tul il-ħajja”? (2)
  - Identifika **tlit** opportunitajiet ta’ tagħlim tul il-ħajja f’Malta jew barra minn Malta. (6)

4. Spjega kif l-iskejjel jistgħu ikunu 'komunitajiet ta' tagħlim'. (8)
5. (a) Identifika **żewġ** sfidi li qed tiffaċċja Malta bhalissa, u fisser fil-qosor kull sfida. (4)  
(b) Ikteb paragrafu ta' bejn 8 u 10 linji biex turi kif l-edukazzjoni hija thejjija tajba għall-hajja. (10)

[Total: 50 marka]

### **Taqsim B**

**Aqra din is-silta u wieġeb il-mistoqsijiet KOLLHA. Ikteb madwar 50 kelma għal kull tweġiba.**

Parti kbira mill-politika dwar iż-żgħażaġh hija mibnija fuq **sterjotipi** negattivi taż-“żgħożija” li huma dejjem magħna. F'ċerti sezzjonijiet tal-midja, sikwit ikun hemm xi haġa sensazzjonali u kummenti li jmaqdru dwar il-**valuri** u l-imġiba taż-żgħażaġh. Bl-użu tat-terminu ġenerali “żgħożija”, liż-żgħażaġh jarawhom bhala grupp kulturalment omoġenju (simili), wiehed li huwa konsistentement problematizzat u anke kriminalizzat. Iż-żgħażaġh huma meqjusa bhala li ma ġewx issoċjalizzati kif jixraq jew li mhumiex kapaci jikkontrollaw lilhom infushom. Mil-lat edukattiv mhumiex jiksru dak li hu mixtieq biżżejjed u hafna drabi huma impingija bhala nies li jiksru l-liġi.

Aspett importanti tal-politika soċjali li għandha x'taqsam maż-żgħażaġh huwa l-proċess ta' bidla. Meta ġew biex ifasslu l-politika, il-gvernijiet intebħu li jeħtieġ jiffurmaw l-aspirazzjonijiet u l-aspettattivi taż-żgħażaġh. Iż-żgħażaġh iridu jkunu ppreparati għar-realtà tar-**rwoli** tal-adulti, b'mod partikolari rwoli tax-xogħol. Is-**soċjalizzazzjoni** li għandha x'taqsam ma' rwoli tax-xogħol tibqa' fattur ewlieni tal-**politika soċjali**. Il-qabża mill-bank tal-iskola għax-xogħol hi meqjusa bhala waħda mill-bidliet ewlenin li ż-żgħażaġh ikollhom jiffaċċjaw. Is-sinifikat partikolari tal-bidliet soċjali li jkollhom jgħaddu minnhom iż-żgħażaġh hu ta' thassib serju għal dawk li jfasslu l-politika. Dawn l-istadji marbutin mal-età jeħtieġ li jkunu mmaniġġjati tajjeb biex jinkisbu r-rizultati mixtieqa.

*(Adattata minn: “Seen but not heard: Young people in contemporary Britain” ta' John Astley. Sociology Review Volum 14, Numru 2, Novembru 2004)*

1. Fisser dawn it-termini fil-qosor:
  - (a) sterjotipi (2)
  - (b) valuri (2)
  - (ċ) rwoli (2)
  - (d) soċjalizzazzjoni (2)
  - (e) politika soċjali (2)
2. B'liema mod iż-żgħażaġh jistgħu jiġu ppreparati għar-realtà tar-**rwoli** tal-adulti? Spjega f'paragrafu qasir. (6)

3. (a) Semmi **żewġ** bidliet soċjali minbarra dik relatata max-xogħol li ż-żgħażaġh jgħaddu minnhom fis-soċjetà tagħna u aġhti xi eżempji. (5)  
(b) Spjega fil-qosor għaliex il-“bidliet soċjali li ż-żgħażaġh iridu jgħaddu minnhom huma ta’ tħassib serju għal dawk li jfasslu l-politika soċjali”. (8)
4. Semmi **tliet** fatturi li jistgħu jikkontribwixxu għall-impresjoni li jista’ jkollha s-soċjetà li ż-żgħażaġh jiksru l-liġi. (6)
5. Iddiskuti l-karatteristiċi ewlenin ta’ kultura taż-żgħażaġh u aġhti ftit eżempji mis-soċjetà Maltija. (15)

**[Total: 50 marka]**

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	I
DATE:	3 <sup>rd</sup> May 2012
TIME:	4:00 p.m. to 6:00 p.m.

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**ANSWER ALL QUESTIONS FROM BOTH SECTIONS.**

**SECTION A**

**Read the text and answer ALL the questions. Write around 50 words for each answer.**

“In the face of new competitive challenges, Malta will thrive economically only if our education system is willing and able to change.” A powerful instrument of this change is the **curriculum** with a focus on programmes of study that address the role of **new technologies, globalisation** and sustainable life styles as well as “the need to develop a habit of mind required for the 21<sup>st</sup> century”. In order to meet this challenge adequately, the local community needs to accept and promote the importance of life-long learning. The local community and society as a whole has also the challenge to “create opportunities for all those who come in contact with the school to leave an impact on learning and to turn schools into communities of learning” where learners are enabled to “lead more engaging lives” and, as active citizens, “have a lasting impact on making this a better world to live in”. A renewed education system should seek to educate students in positive attitudes to learning that “challenges set modes of thinking and doing”. It should also seek to promote **social interaction** based on different perspectives and create an environment that respects diversity of cultures and ideas. This is how education as one of the main institutions of society can function in a new social order where citizens strive for individual liberty but still yearn for interdependence in a globalised world.

*(Ref: Towards a Quality Education for All, The National Curriculum Framework, 2011, Draft Consultation Document 2, pp. 11-12, adapted)*

- Name the different sectors of the Maltese education system. (4)
  - Name and describe **two** recent reforms in the Maltese Education System. (4)
- Explain the terms:  

(i) curriculum	(3)	(ii) new technologies	(3)
(iii) globalisation	(3)	(iv) social interaction	(3)
- What is meant by ‘life-long learning’? (2)
  - Identify **three** opportunities of life-long learning in Malta or abroad. (6)

4. Explain how schools can become 'communities of learning'. (8)
5. (a) Identify **two** challenges Malta is facing at present, and explain briefly each challenge. (4)  
(b) Write a paragraph of 8 to 10 lines to show how education can be a good preparation for life. (10)

[Total: 50 marks]

## **SECTION B**

**Read the text and answer ALL the questions, using around 50 words for each answer.**

A good deal of youth policy is built on the negative **stereotypes** of 'youth' that are always with us. In certain sections of the media, there is usually something sensational and hard-hitting comments are made about young people's **values** and behaviour. By using the catch-all term 'youth', young people are seen as a culturally homogeneous (similar) group, one that is consistently problematised and even criminalised. The young are viewed as not being properly socialised or as unable to operate appropriate self-control. They do not achieve enough educationally and they are often portrayed as rule breakers.

An important aspect of social policy with regard to young people is the process of transition. In making policy, governments realised that they need to shape young people's aspirations and expectations. The young have to be prepared for the reality of adult **roles**, particularly work roles. Work role **socialisation** remains a key aspect of **social policy**. The transition from school to work is considered to be one of the main changes which young people have to face. The particular significance of social transitions experienced by young people is very much a concern of social policy makers. These age-related stages have to be well managed in order to achieve the desired outcomes.

*(Adapted from: "Seen but not heard: Young people in contemporary Britain" by John Astley. Sociology Review Volume 14, Number 2, November 2004)*

1. Define briefly the following terms:
  - (a) stereotypes (2)
  - (b) values (2)
  - (c) roles (2)
  - (d) socialisation (2)
  - (e) social policy (2)
2. In what way may the young be prepared for the reality of adult roles? Explain in a short paragraph. (6)

3. (a) Mention **two** social transitions besides work which are experienced by young people in our society, giving examples. (5)  
(b) Briefly explain why “social transitions experienced by young people is very much a concern of social policy makers”. (8)
4. Name **three** factors which may contribute to the impression that society may have of young people as rule breakers. (6)
5. Discuss the main characteristics of a youth culture giving some examples from Maltese society. (15)

**[Total 50 marks]**

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SUGĠETT:	<b>Studji Soċjali</b>
KARTA NUMRU:	IIA
DATA:	5 ta' Mejju 2012
HIN:	mill-4:00 p.m. sas-6:00 p.m.

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**Wieġeb ERBA' mistoqsijiet, WAHDA minn KULL Taqsima.**  
**Kull mistoqsija għandha 25 marka.**

**TAQSIMA I**

1. *L-interazzjonijiet umani huma l-essenza tal-ħajja soċjali u l-bażi tas-soċjetà.*  
Iddiskuti din is-sentenza.
2. *L-inugwaljanza fis-soċjetà hija forma oħra ta' ingustizzja soċjali.*  
Analizza din is-sentenza, u ssuġġerixxi modi kif l-eżempji ta' inugwaljanzi li tidentifika fit-twegħiba tiegħek jistgħu jiġu megħluba.

**TAQSIMA II**

3. *Ħafna drabi ż-żgħażaġħ ifittxu li jasserixxu l-identità u l-awtonomija tagħhom.*  
Għid kif din il-mentalità taffettwa r-relazzjonijiet tagħhom fil-familja. Aġhti eżempji biex turi dan.
4. Semmi u iddiskuti xejriet fis-soċjetà Maltija li jistgħu jindikaw proċess ta' sekularizzazzjoni.

**TASQIMA III**

5. Meta tqis il-progress li sar fejn tidhol l-ugwaljanza bejn is-sessi, għalfejn il-Feministi għadhom iqisu s-soċjetà bhala wahda patrijarkali?
6. X'differenza hemm bejn faqar u esklużjoni soċjali? Iddiskuti billi tagħmel referenza għal forom differenti ta' faqar u esklużjoni soċjali li persuna tista' tgħaddi minnhom.

**TAQSIMA IV**

7. X'inhuma l-konsegwenzi ekonomiċi u soċjali ta' suq internazzjonali ddominat minn kumpaniji multinazzjonali?
8. Spjega għalfejn il-proċess ta' urbanizzazzjoni jista' jkollu effetti pożittivi kif ukoll negattivi.

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2012 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	IIA
DATE:	5 <sup>th</sup> May 2012
TIME:	4:00 p.m. to 6:00 p.m.

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**Answer FOUR questions, ONE from EACH Section.  
Each question carries 25 marks.**

**SECTION I**

1. *Human interactions are the essence of social life and the bedrock of society.*  
Discuss the statement.
2. *Inequality in society is another form of social injustice.*  
Analyse the statement and suggest ways of overcoming the examples of inequality identified in your answer.

**SECTION II**

3. *Young people often seek to assert their identity and autonomy.*  
How does this mentality affect their relationship within the family? Illustrate your answer with examples.
4. Mention and discuss trends in Maltese society which may indicate a process of secularisation.

**SECTION III**

5. Considering the progress that has been made as regards gender equality, why do Feminists still regard our society as patriarchal?
6. What is the difference between poverty and social exclusion? Discuss with reference to the different forms of poverty and social exclusion that one may experience.

**SECTION IV**

7. What are the economic and social consequences of having the international market dominated by multinational corporations?
8. Explain why the process of urbanisation may have both negative and positive effects.



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**Wieġeb ERBA' mistoqsijiet, WAHDA minn KULL Taqsima.**  
**Kull mistoqsija għandha 25 marka.**

**TAQSIMA I**

1. *Huwa ġeneralment rikonoxxut li l-aqwa u l-aktar forma b'saħħitha ta' soċjalizzazzjoni hija dik li sseħħ fil-familja. Kemm fil-familja kif ukoll barra l-familja, is-soċjalizzazzjoni hi msahħa permezz ta' sanzjonijiet.*

- (a) Identifika **żewġ** aġenziji oħra ta' soċjalizzazzjoni minbarra l-familja u fisser ir-rwol tagħhom fil-proċess ta' soċjalizzazzjoni. (2+4)
- (b) Agħti definizzjoni ta' 'sanzjonijiet' u fisser ir-relazzjoni li dawn għandhom mas-soċjalizzazzjoni. (3+6)
- (c) F'paragrafu ta' bejn 10 u 12-il vers spjega l-proċess ta' soċjalizzazzjoni li jseħħ fil-familja. (10)

2. *Jidher li f'kull soċjetà teżisti xi forma ta' stratifikazzjoni.*

- (a) Fisser it-termini: (i) stratifikazzjoni (3)  
(ii) mobilità soċjali (3)
- (b) Agħti **tliet** tipi ta' stratifikazzjoni soċjali u fisser fil-qosor **wieħed** minnhom. (3+6)
- (c) Iddeskrivi fil-qosor b'eżempji kif tista' sseħħ il-mobilità soċjali. (10)

**TAQSIMA II**

3. *Is-sekularizzazzjoni taffettwa l-attitudni tal-individwu lejn ir-religjon u l-Knisja.*

- (a) Agħti d-definizzjoni ta' 'sekularizzazzjoni'. (2)  
Semmi **erba'** karatteristiċi tas-sekularizzazzjoni. (4)
- (b) Fisser id-differenza bejn 'religjon' u 'knisja'. (9)
- (c) F'paragrafu ta' bejn 10 u 15-il vers, ikkummenta dwar kif ir-religjon hija manifestata fis-soċjetà. (10)

4. *Id-demokrazija vera teżisti meta s-separazzjoni tal-poter u l-pluralizmu jkunu garantiti mill-komunità politika.*

- (a) Semmi t-tliet ferġat tal-poter f'demokrazija. (3)  
Ikteb sentenza fuq kull ferġa biex tiddeskrivi r-rwoli rispettivi tagħhom. (3)

*Din il-mistoqsija tkompli fil-paġna li jmiss.*

- (b) Aġhti d-definizzjoni ta' 'pluraliżmu'. (3)  
Aġhti **tliet** eżempji ta' kif il-pluraliżmu jista' jiġi pprattikat fis-soċjetà. (6)
- (ċ) Ikteb paragrafu ta' bejn 10 u 15-il vers biex tfigħer kif id-demokrazija tissaħħaħ permezz tal-pluraliżmu. (10)

### **TAQSIMA III**

5. *Illum il-ġurnata iż-żgħażaġh għandhom aktar opportunitajiet milli kellhom fil-passat imma għandhom ukoll sfidi akbar.*

- (a) Semmi **zewġ** opportunitajiet ta' attivitajiet għal waqt il-ħin hieles li għandhom iż-żgħażaġh illum.(4)
  - (b) B'liema mod jistgħu jkunu żvantaġġati iż-żgħażaġh fis-soċjetà minhabba l-età tagħhom? (6)
  - (ċ) Spjega għalfejn iż-żgħażaġh hija kemm żmien ta' kriżi kif ukoll żmien ta' opportunità. (15)
6. *L-istat soċjali ('welfare state') għandu rwol importanti biex itejjeb il-ħajja ta' dawk li jinsabu fil-qiegħ tal-istruttura soċjali.*
- (a) X'tifhem bit-terminu "stat soċjali"? (5)
  - (b) Semmi **zewġ** setturi ohra li jipprovdu servizzi soċjali ('welfare') minbarra l-istat. (4)
  - (ċ) F'paragrafu qasir spjega min huma "dawk li jinsabu fil-qiegħ tal-istruttura soċjali". (6)
  - (d) B'liema mod jista' l-istat soċjali jikkontribwixxi biex itejjeb il-ħajja ta' dawn in-nies? (10)

### **TAQSIMA IV**

7. *Il-konsum sostenibbli jinvolvi t-tnaqqis tal-problemi soċjali u ambjentali li aħna noħolqu bħala konsumaturi.*

- (a) X'tifhem bit-terminu "konsum"? (2)
  - (b) Semmi **erba'** modi kif il-konsum jista' jkun ta' ħsara għall-ambjent u għas-soċjetà. (8)
  - (ċ) Iddiskuti punti li jistgħu jiffurmaw parti minn programm li l-għan tiegħu huwa li jeduka lin-nies dwar il-konsum sostenibbli. (15)
8. *It-tniġġis tal-ambjent sar wieħed mill-akbar problemi li qiegħda tiffaċċja d-dinja bħalissa.*
- (a) Semmi **tliet** tipi ta' tniġġis. (6)
  - (b) Hemm sorsi differenti ta' tniġġis. Semmi **tliet** sorsi u aġhti tagħrif dwarhom. (3+6)
  - (ċ) Fisser x'nistgħu nagħmlu bħala soċjetà biex innaqqsu t-tniġġis ambjentali. (10)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
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**SECONDARY EDUCATION CERTIFICATE LEVEL**  
**MAY 2012 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	IIB
DATE:	5 <sup>th</sup> May 2012
TIME:	4:00 p.m. to 6:00 p.m.

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**Answer FOUR questions, ONE from EACH Section.**  
**Each question carries 25 marks.**

**SECTION I**

- It is generally acknowledged that the strongest and most powerful form of socialisation is that which occurs in the family. Whether in the family or outside the family, socialisation is enforced by sanctions.*
  - Identify **two** other agencies of socialisation besides the family and explain their role in the process of socialisation. (2+4)
  - Define ‘sanctions’ and explain their relation to socialisation. (3+6)
  - In a paragraph of 10-12 lines elaborate on the process of socialisation that takes place in the family. (10)
- It seems that in every society some form of stratification exists.*
  - Explain the terms (i) stratification (3)  
(ii) social mobility (3)
  - Give **three** types of social stratification.  
Explain briefly **one** of them. (3+6)
  - Describe briefly with examples how social mobility can be achieved. (10)

**SECTION II**

- Secularisation affects the individual’s attitude towards religion and the Church.*
  - Define ‘secularisation’. (2)  
Name **four** characteristics of secularisation. (4)
  - Explain the difference between ‘religion’ and ‘church’. (9)
  - In a 15-line paragraph, comment on how religion is manifested in society. (10)
- Real democracy exists when the separation of power and pluralism are guaranteed by the political community.*
  - Name the three branches of power in a democracy. (3)  
Write **one** sentence on each branch, describing their respective roles. (3)

*This question continues on the next page.*

- (b) Define 'pluralism'. (3)  
Give **three** examples of how pluralism can be practised in society. (6)
- (c) Write a paragraph of 10-15 lines to explain how democracy is strengthened by pluralism. (10)

### **SECTION III**

5. *Nowadays young people have more opportunities than they had in the past but they also face bigger challenges.*
- (a) Mention **two** leisure opportunities which young people have today. (4)
  - (b) In what way may young people be disadvantaged in society because of their age? (6)
  - (c) Explain why *youth* is both a time of crisis as well as a time of opportunity. (15)
6. *The welfare state has an important role in improving the life of those at the bottom of the social structure.*
- (a) What do you understand by the term "welfare state"? (5)
  - (b) Mention **two** other welfare providers besides the state. (4)
  - (c) In a short paragraph explain who are "those at the bottom of the social structure". (6)
  - (d) In what way does the welfare state contribute to improve the life of these people? (10)

### **SECTION IV**

7. *Sustainable consumption is about reducing the social and environmental problems that we create as consumers.*
- (a) What do you understand by the term "consumption"? (2)
  - (b) Mention **four** ways in which consumption can be harmful to the environment and society. (8)
  - (c) Discuss points which could be included in a programme aimed at teaching people about sustainable consumption. (15)
8. *Environmental pollution has become one of the biggest problems which the world is facing nowadays.*
- (a) Mention **three** types of pollution. (6)
  - (b) There are different sources of pollution. Mention **three** sources and give some information on each one of them. (3+6)
  - (c) Explain what we can do as a society to reduce environmental pollution. (10)