

**LIVELL TAČ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA**

**SESSJONI MEJJU 2016**

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SUGĠETT:	<b>Studji Soċjali</b>
KARTA NUMRU:	I
DATA:	23 ta' Mejju 2016
HIN:	mill-4:00 p.m. sas-6:05 p.m.

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

**TAQSIMA A**

**Aqra din is-silta u wieġeb il-mistoqsijiet KOLLHA.**

It-terminu **kultura** jintuża biex jirreferi għal-lingwa, it-twelmin, il-valuri u n-**normi**, id-**drawwiet**, l-ilbies, id-dieta, ir-**rwoli**, l-għerf u l-hiliet, u l-affarijiet l-oħra kollha li n-nies jingħallmu biex isawru l-‘mod ta’ ħajja’ ta’ kwalunkwe soċjetà. Hemm differenzi kbar bejn il-kulturi ta’ soċjetajiet differenti. Il-kultura tgħaddi minn ġenerazzjoni għal oħra permezz ta’ proċess ta’ soċjalizzazzjoni u huwa permezz ta’ dan il-proċess li l-individwi jingħallmu jkunu parti mis-soċjetà fejn ikunu joqogħdu. F’dan is-sens, il-kultura torbot l-individwu mas-soċjetà.

Għalkemm hemm ħafna aspetti tal-ħajja ta’ kuljum li bosta membri ta’ soċjetà jaqsmu bejniethom, hemm aspetti differenti ta’ kultura. Il-kultura dominanti hija l-kultura ewlenija ta’ soċjetà li l-maġġoranza tan-nies jixxerjaw bejniethom f’dik l-istess soċjetà. Wieħed jista’ wkoll jittellem fuq sottokultura, kultura folk, **kultura popolari jew tal-massa**, kultura globali, kultura għolja, u kif ukoll kultura baxxa.

Waqt li s-soċjetajiet isiru aktar kumplessi, għadd ta’ gruppi iżgħar jistgħu jixirfu fi ħdan is-soċjetà aktar wiesgħa, bi ftit differenzi fit-twelmin, valuri, normi, u mod ta’ ħajja tagħhom. Dawn il-gruppi, li jissejju **sottokulturi**, mhux sempliċment jistgħu jkunu differenti mill-kultura dominanti, imma jistgħu jkunu wkoll f’oppożizzjoni attiva għaliha. F’dawn il-każijiet, nistgħu nirreferu għalihom bħala kontrokulturi. Wieħed mill-konsegwenzi tal-**globalizzazzjoni** kien it-tfaċċar ta’ kultura globali fejn prodotti kulturali, normi, valuri, u attitudnijiet u modi ta’ ħajja f’pajjiżi differenti tad-dinja ġew jinxtiebhu. Dan jista’ kultant jittqies theddida għall-kulturi lokali.

[Adattata minn: K. Browne. (2015). *Sociology for AQA Volume 1*. (5<sup>es</sup> edizzjoni). Oxford, UK: Polity Press]

1. Iddefinixxi fil-qosor dawn it-termini:

- (a) normi; (2)
- (b) rwoli; (2)
- (c) kultura popolari jew tal-massa; (2)
- (d) globalizzazzjoni. (2)

2. (a) Semmi **tliet** eżempji ta' diversità kulturali fis-soċjetà Maltija. (6)  
(b) Spjega t-terminu **drawwiet** u ddeskrivi **tliet** drawwiet karatteristiċi tal-kultura Maltija. (2 + 6)
3. Agħti eżempju ta' sottokultura fis-soċjetà Maltija u f'madwar 20 kelma uri kif inhi differenti mill-kultura ewlenija. (2 + 5)
4. Agħti **tliet** eżempji li juru kif il-kultura tagħna saret aktar globali. (2+2+2)
5. F'paragrafu ta' madwar 80 kelma, spjega kif "il-kultura taħdem bħala link bejn l-individwu u s-soċjetà". (15)

[TOTAL: 50 marka]

## **TAQSIMA B**

### **Aqra din is-silta u wieġeb il-mistoqsijiet KOLLHA.**

Żvilupp jista' jfisser affarijiet differenti għal nies differenti. Spiss ikun assoċjat ma' progress ekonomiku u jitkejjel billi jintuza l-**Prodott Gross Domestiku (PGD)** ta' pajjiżi differenti. Imma li nikkonsidraw l-iżvilupp biss mill-perspettiva ekonomika ma jagħtix stampa sħiħa ta' xi jfisser żvilupp. Il-PGD u l-Prodott Gross Nazzjonali (PGN) jistgħu jgħidulna kemm tkun kbira l-ekonomija ta' pajjiż, imma ma jurunex kif jitqassam il-gid. Għalhekk irridu nħarsu lejn fatturi oħra li jintużaw ukoll biex ikejlu l-iżvilupp. Nistgħu nħarsu lejn fatturi politiċi, ambjentali, u kulturali sabiex ikollna indikazzjoni aħjar tal-istat tajjeb ta' pajjiż. Il-livell edukattiv tan-nies, l-istandards tas-saħħa u l-indaġġa, l-aċċess għall-ikel u l-ilma, il-harsien tad-**drittijiet umani** u ċivili, u l-istat tal-ambjent huma fost il-fatturi li jagħtuna indikazzjoni aktar ċara tal-iżvilupp ta' nazzjon.

Skont ir-rebbieħ Indjan tal-Premju Nobel għall-ekonomija, Amartya Sen, l-iżvilupp huwa proċess li jespandi l-helsien veru li jgawdu n-nies. L-iżvilupp għandu x'jaqsam mal-possibilità ta' **għajxien fil-libertà**, mingħajr repressjoni u **intolleranza**. Għandu x'jaqsam mad-dritt u l-opportunità li wieħed jista' jkollu biex jiehu sehem fl-aspetti kollha tal-ħajja, bla ma jagħti kas ta' razza, **gender**, abilità, età, reliġjon, u orjentazzjoni sesswali.

Fl-1990, il-Programm tal-Iżvilupp tan-Nazzjonijiet Uniti (UNDP) ipprova jhejji **klassifikazzjoni holistika tal-iżvilupp**. Ir-rizultat kien l-Indiċi tal-Iżvilupp Uman (HDI). Kull sena din l-organizzazzjoni globali tippubblica rapport iddettaljat li jqabbel l-istati membri kollha fuq kif ikunu sejrjn f'oqsma differenti tal-iżvilupp. L-HDI għal bosta pajjiżi tjejb matul is-snin, imma xi pajjiżi, speċjalment fil-Lvant tal-Afrika u fil-Paċifiku, irreġistraw ftit li xejn progress. Skont ir-Rapport tal-Iżvilupp Uman 2014, Malta kklassifikat fis-37 post fost il-pajjiżi b'livell għoli ħafna tal-iżvilupp uman.

[Adattata minn: N. Agius. (2009). "Global Development and Malta". Pp. 329-349 f'J. Cutajar u G. Cassar (ed.). *Social Transitions in Maltese Society*. Malta: Agenda].

1. Iddefinixxi fil-qosor dawn it-termini:

- (a) drittijiet umani; (3)
- (b) intolleranza; (3)
- (c) gender. (3)

2. F'paragrafu ta' madwar 60 kelma, spjega x'tifhem b'“għajxien fil-libertà”? (10)
3. Spjega għala l-PGD biss mhuwiex biżżejjed biex jindika l-iżvilupp ta' pajjiż. (6)
4. F'mhux aktar minn 60 kelma, elabora fuq il-“klassifikazzjoni ħolistika tal-iżvilupp” tal-UNDP. (10)
5. L-HDI iqabbel pajjiżi madwar id-dinja skont is-sitwazzjoni tal-iżvilupp tagħhom. Ikteb paragrafu ta' madwar 80 kelma biex tqabbel pajjiżi b'livell għoli ta' żvilupp ma' dawk li għandhom livell baxx ta' żvilupp. (15)

**[TOTAL: 50 marka]**

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KARTA NUMRU:	IIA
DATA:	24 ta' Mejju 2016
HIN:	mill-4:00 p.m. sas-6:05 p.m.

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**Wieġeb ERBA' mistqosijiet, WAHDA minn KULL taqsima.  
Kull mistoqsija fiha 25 marka.**

**TAQSIMA I**

1. "L-ebda bniedem mhu gżira." Spjega kif ir-relazzjonijiet soċjali li nibnu f'ħajjita jgħinuna biex insiru hlejjaq soċjali.
2. Diversi fatturi jaffettwaw il-mobilità soċjali tagħna. Iddiskuti.

**TAQSIMA II**

3. X'funzjonijiet twettaq ir-religjon fis-soċjetà tal-lum?
4. Bidliet fil-*patterns* tal-ħin ħieles matul dawn l-aħħar ħames deċenji hallew impatt fuq is-soċjetà Maltija. Iddiskuti.

**TAQSIMA III**

5. Id-diskriminazzjoni tal-gender tista' tiegħu bosta għamliet. Iddiskuti.
6. Elabora fuq il-benefiċċji tal-partiċipazzjoni taż-żgħażaġh f'organizzazzjonijiet lokali u nazzjonali f'Malta.

**TAQSIMA IV**

7. Spjega l-għamliet differenti ta' migrazzjoni u ddiskuti l-influwenza tagħhom fuq il-bidla fil-populazzjoni.
8. Ikkummenta fuq l-effetti pożittivi u negattivi tal-globalizzazzjoni.

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SUGĠETT:	<b>Studji Soċjali</b>
KARTA NUMRU:	IIB
DATA:	24 ta' Mejju 2016
HIN:	mill-4:00 p.m. sas-6:05 p.m.

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**Wieġeb ERBA' mistoqsijiet, WAHDA minn KULL taqsima.**

**Kull mistoqsija fiha 25 marka.**

**TAQSIMA I**

1. Ir-relazzjonijiet soċjali huma kruċjali għas-soċjetà.

- (a) X'inhi **soċjetà**? (5)
- (b) Spjega t-terminu **relazzjonijiet soċjali**. (5)
- (c) Iddeskrivi f'madwar 80 kelma kif issir l-interazzjoni soċjali. (15)

2. Karl Marx u Max Weber taw interpretazzjonijiet differenti tal-istratifikazzjoni soċjali.

- (a) Semmi u ddefinixxi **ż-żewġ** klassijiet soċjali li Karl Marx identifika. (4)
- (b) Iddefinixxi **stratifikazzjoni soċjali**. (6)
- (c) Spjega fi 80 kelma s-sistemi diversi tal-istratifikazzjoni soċjali. (15)

**TAQSIMA II**

3. Matul is-sekli religjonijiet differenti originaw f'postijiet differenti.

- (a) Semmi **erba'** religjonijiet dinjin. (4)
- (b) Xi jfissru t-termini **setta** u **knisja**? (3+3)
- (c) F'paragrafu ta' madwar 80 kelma, ikteb dwar it-tkabbir tas-sekularizzazzjoni f'Malta. (15)

4. Il-bidliet reċenti fil-kondizzjonijiet tax-xogħol għamluha possibbli għal bosta nies biex ikollhom aktar hin hieles.

- (a) X'tifhem bit-terminu **hin hieles**? (6)
- (b) Semmi **erba'** attivitajiet ta' sports li jintlagħbu bit-timijiet u li huma popolari ħafna f'Malta. (4)
- (c) Ikteb paragrafu ta' madwar 80 kelma dwar il-bidliet fil-*patterns* tal-*hin hieles* f'Malta. (15)

### TAQSIMA III

5. Il-ligi Maltija fuq l-ugwaljanza bejn l-irġiel u n-nisa tassigura li “s-soċjetà Maltija hija hielsa minn kull forma ta’ diskriminazzjoni”. (Kapitlu 456, Il-Ligijiet ta’ Malta)
- (a) (i) Spjega l-frazi **ugwaljanza bejn l-irġiel u n-nisa** u (ii) agħti eżempju ta’ diskriminazzjoni **pożittiva** bbażata fuq il-ġender u eżempju ta’ diskriminazzjoni **negattiva** bbażata fuq il-ġender. (2+2)
  - (b) Semmi eżempju **wiehed** ta’ organizzazzjoni lokali jew internazzjonali li tipprovdi support għan-nisa u ddeskrivi r-rwol tagħha. (3+3)
  - (c) F’madwar 80 kelma, iddeskrivi l-miżuri fis-soċjetà Maltija li jippromovu l-ugwaljanza bejn l-irġiel u n-nisa. (15)
6. Iż-żgħożija hija żmien ta’ “avventura, eċitament, u komprensioni” meta ż-żgħażaġh ifittxu “sens ta’ *“belonging”* u “aċċettazzjoni” minn oħrajn sinifikanti. (Baldacchino, 2000: 343-344).
- (a) (i) Iddefinixxi t-terminu **oħrajn sinifikanti** u (ii) agħti **żewġ** eżempji ta’ oħrajn sinifikanti għaż-żgħażaġh. (2+2)
  - (b) Semmi **żewġ** organizzazzjonijiet taż-żgħażaġh f’Malta u kkummenta fuq il-benefiċċji tal-partiċipazzjoni taż-żgħażaġh f’organizzazzjonijiet lokali u nazzjonali. (2+4)
  - (c) Ikteb paragrafu ta’ madwar 80 kelma biex tispjega l-opportunitajiet li ż-żgħażaġh Maltin jistgħu jibbenefikaw minnhom għall-iżvilupp personali u soċjali tagħhom. (15)

### TAQSIMA IV

7. Il-partiċipanti tal-Valletta Summit fuq il-Migrazzjoni f’Novembru 2015 iddiskutew modi kif tiżviluppa u tippromovi migrazzjoni esterna u interna sostenibbli “fi hdan u bejn l-Ewropa u l-Afrika”. (Id-Dikjarazzjoni Politika, Valletta Summit, 11-12 Novembru, 2015).
- (a) Iddistingwi bejn **migrazzjoni esterna** u **interna** u agħti eżempju għal kull waħda. (2+2)
  - (b) (i) Xi tfisser **migrazzjoni legali**? (ii) Semmi u spjega **żewġ** miżuri li jiżviluppaw u jippromovu l-migrazzjoni legali. (2+2+2)
  - (c) Ikteb paragrafu ta’ madwar 80 kelma biex tispjega kif l-immigranti f’Malta jistgħu jkunu aktar integrati effettivament fis-soċjetà Maltija. (15)
8. Minbarra li tgħin l-iżvilupp soċjoekonomiku, il-partiċipazzjoni ta’ Malta f’organizzazzjonijiet internazzjonali tgħin sabiex tippromovi l-paċi u s-solidarjetà internazzjonali.
- (a) Spjega (i) **żvilupp soċjoekonomiku** u (ii) **solidarjetà internazzjonali**. (2+2)
  - (b) Semmi **żewġ** organizzazzjonijiet dinjin li tagħhom Malta hija stat membru, u fil-qosor iddeskrivi l-funzjoni rispettiva tagħhom. (2+2+2)
  - (c) F’paragrafu ta’ madwar 80 kelma, spjega kif Malta, bhala stat membru ta’ komunità internazzjonali, tista’ tikkontribwixxi għall-paċi u s-solidarjetà internazzjonali. (15)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD  
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2016 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	I
DATE:	23 <sup>rd</sup> May 2016
TIME:	4:00 p.m. to 6:05 p.m.

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**ANSWER ALL THE QUESTIONS FROM BOTH SECTIONS.**

**SECTION A**

**Read the text and answer ALL the questions.**

The term **culture** is used to refer to the language, beliefs, values and **norms, customs**, dress, diet, **roles**, knowledge and skills, and all the other things that people learn that make up the 'way of life' of any society. There are wide differences between the cultures of different societies. Culture is passed on from one generation to the next through the process of socialisation and it is through this process that individuals learn to fit into the society in which they live. In this sense, culture acts as a link between the individual and society.

Although there are many aspects of everyday life that are shared by most members of society, there are different aspects of culture. The dominant culture is the main culture of a society that is shared by the majority of people in that same society. One can also speak of subculture, folk culture, **popular or mass culture**, global culture, high culture as well as low culture.

As societies become more complex, a number of smaller groups may emerge within the larger society, with some differences in their beliefs, values, norms and way of life. These groups, which are called **subcultures**, may not simply be different from the dominant culture, but may also be in active opposition to it. In these cases, we might refer to them as countercultures. One of the consequences of **globalisation** has been the emergence of a global culture where cultural products, norms, values and attitudes and ways of life in different countries of the world have become more alike. This may at times be seen as a threat to local cultures.

[Adapted from: K. Browne. (2015). *Sociology for AQA Volume 1*. (5<sup>th</sup> edition). Oxford, UK: Polity Press]

1. Briefly define the following terms:

- (a) norms; (2)
- (b) roles; (2)
- (c) popular or mass culture; (2)
- (d) globalisation. (2)

2. (a) Mention **three** examples of cultural diversity in Maltese society. (6)  
(b) Explain the term **customs** and describe **three** customs characteristic of Maltese culture. (2 + 6)
3. Give an example of a subculture in Maltese society and in about 20 words show how it is different from the main culture. (2 + 5)
4. Give **three** examples which show how our culture has become more global. (2+2+2)
5. In a paragraph of about 80 words, explain how “culture acts as a link between the individual and society”. (15)

[TOTAL: 50 marks]

## **SECTION B**

**Read the text and answer ALL the questions.**

Development can mean different things to different people. It is often associated with economic progress and measured using the **Gross Domestic Product (GDP)** of different countries. However, considering development simply from an economic perspective does not give a complete picture of what development means. GDP and Gross National Product (GNP) can tell us how big the economy of a country is but they do not show us how wealth is distributed. Therefore we must look at other factors which are also used to measure development. We can look at cultural, environmental and political factors to have a better indication of a country’s well-being. The educational level of the people, standards of health and hygiene, access to food and water, protection of civil and **human rights** and the state of the environment are among the factors which give us a clearer indication of the development of a nation.

According to the Indian Nobel Prize winner for economics, Amartya Sen, development is a process of expanding the real freedom enjoyed by the people. Development is about the possibility of **living in freedom**, without repression and **intolerance**. It is about having the right and opportunity to take part in all facets of life, regardless of race, **gender**, ability, age, religion and sexual orientation.

In 1990, the United Nations Development Programme (UNDP) attempted to draw up a **holistic classification of development**. The result was the Human Development Index (HDI). Every year this global organisation publishes a detailed report which compares all member states on how they are doing in different areas of development. The HDI for many countries has improved over the years, but some countries, especially in east Africa and the Pacific, have recorded very little, if any, progress. According to the 2014 Human Development Report, Malta is ranked in the 37<sup>th</sup> place among the countries with a very high level of human development.

[Adapted from: N. Agius. (2009). “Global Development and Malta”. Pp. 329-349 in J. Cutajar and G. Cassar (eds.). *Social Transitions in Maltese Society*. Malta: Agenda].

1. Briefly define the following terms:
  - (a) human rights; (3)
  - (b) intolerance; (3)
  - (c) gender. (3)



2. In a paragraph of about 60 words explain what do you understand by “living in freedom”? (10)
3. Explain why GDP alone is not enough to indicate the development of a country. (6)
4. In not more than 60 words, elaborate on the UNDP’s “holistic classification of development”. (10)
5. The HDI compares countries across the world in terms of their development situation. Write a paragraph of about 80 words to compare countries with a high level of development to those with a low level of development. (15)

**[TOTAL: 50 marks]**

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2016 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	IIA
DATE:	24 <sup>th</sup> May 2016
TIME:	4:00 p.m. to 6:05 p.m.

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

**SECTION I**

1. “No man is an island”. Explain how the social relationships we build in our life help make us social beings.
2. Various factors affect our social mobility. Discuss.

**SECTION II**

3. What functions does religion fulfil in today’s society?
4. Changes in leisure patterns during these last five decades have left an impact on Maltese society. Discuss.

**SECTION III**

5. Gender discrimination may take various forms. Discuss.
6. Elaborate on the benefits of youth participation in local and national organisations in Malta.

**SECTION IV**

7. Explain the different forms of migration and discuss their influence on population change.
8. Comment on the positive and negative effects of globalisation.

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

**SECONDARY EDUCATION CERTIFICATE LEVEL**

**MAY 2016 SESSION**

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SUBJECT:	<b>Social Studies</b>
PAPER NUMBER:	IIB
DATE:	24 <sup>th</sup> May 2016
TIME:	4:00 p.m. to 6:05 p.m.

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

**SECTION I**

1. Social relationships are crucial for society.
  - (a) What is **society**? (5)
  - (b) Explain the term **social relationships**. (5)
  - (c) Describe in about 80 words how social interaction takes place. (15)
2. Karl Marx and Max Weber gave different interpretations of social stratification.
  - (a) Name and define the **two** social classes that Karl Marx identified. (4)
  - (b) Define **social stratification**. (6)
  - (c) Explain in about 80 words the various systems of social stratification. (15)

**SECTION II**

3. Throughout the centuries diverse religions originated in different places.
  - (a) Name **four** world religions. (4)
  - (b) What do the terms **sect** and **church** mean? (3+3)
  - (c) In a paragraph of about 80 words write about the growth of secularisation in Malta. (15)
4. Recent changes in working conditions have made it possible for many people to have more leisure time.
  - (a) What do you understand by the term **leisure time**? (6)
  - (b) Name **four** team sport activities which are very popular in Malta. (4)
  - (c) Write a paragraph of about 80 words about changing leisure patterns in Malta. (15)

### SECTION III

5. Maltese law on equality between men and women ensures that “Maltese society is free from any form of discrimination”. (Chapter 456, Laws of Malta).
- (a) (i) Explain the phrase **equality between men and women** and (ii) give an example of **positive** gender discrimination and an example of **negative** gender discrimination. (2+2)
  - (b) Mention **one** example of either a local or an international organisation that provides support to women and describe its role. (3+3)
  - (c) In about 80 words, describe measures in Maltese society which promote equality between men and women. (15)
6. Youth is a time of “adventure, excitement and understanding” when young people search “for a sense of belonging” and “acceptance” by significant others. (Baldacchino, 2000: 343-344).
- (a) (i) Define the term **significant others** and (ii) give **two** examples of significant others for young people. (2+2)
  - (b) Mention **two** youth organisations in Malta and comment on the benefits of young people’s participation in local and national organizations. (2+4)
  - (c) Write a paragraph of about 80 words to explain the opportunities that Maltese young people may benefit from for their personal and social development. (15)

### SECTION IV

7. Participants in the November 2015 Valletta Summit on Migration discussed ways of developing and promoting sustainable internal and external migration “within and between Europe and Africa”. (Political Declaration, Valletta Summit, 11-12 November, 2015).
- (a) Distinguish between **internal** and **external migration** and give an example of each. (2+2)
  - (b) (i) What is meant by **legal migration**? (ii) Mention and explain **two** measures for developing and promoting legal migration. (2+2+2)
  - (c) Write a paragraph of about 80 words to explain how migrants in Malta can be more effectively integrated in Maltese society. (15)
8. Besides assisting socio-economic development, Malta’s participation in international organisations, helps promote peace and international solidarity.
- (a) Explain (i) **socio-economic development** and (ii) **international solidarity**. (2+2)
  - (b) Mention **two** world organisations of which Malta is a member state, and briefly describe their respective function. (2+2+2)
  - (c) In a paragraph of about 80 words explain how Malta, as a member state of the international community, may contribute to international solidarity and peace. (15)