L-Università ta' Malta

IL-BORD TAL-MATRIKOLA U
TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
SESSJONI PRINĊIPALI 2018

SUĠĠETT:	**Etika**
KARTA NUMRU:	IIA
DATA:	8 ta' Mejju 2018
ĦIN:	9:00 a.m. sal-11:05 a.m.

Din il-karta għandha 40% tal-marka globali tal-eżami. Tista' twieġeb **JEW** bil-Malti **JEW** bl-Ingliż.

TAQSIMA A

Wieġeb l-ewwel Mistoqsija u t-tieni Mistoqsija. Aqra s-silta u wieġeb il-mistoqsijiet KOLLHA. Kull mistoqsija għandha 20 marka.

1. *Case-study*: Inġabru 'l fuq minn €6 miljuni għal L-Istrina, tikser ir-rekords.

Inġabru aktar minn €6 miljuni għall-karità matul l-edizzjoni ta' L-Istrina ta' nhar it-Tlieta.
Ir-rekord tas-sena l-oħra ta' €5,562,000 inkiser fil-11.25 p.m. nhar it-Tlieta, meta l-avveniment kien għad fadallu nofs siegħa biex jintemm. L-ammont finali li nġabar kien ta' 'l fuq minn €6.04 miljuni.
Fl-aħħar tal-avveniment, il-President Marie-Louise Coleiro Preca rringrazzjat lin-nies: "Inħossni kburija li jiena Maltija."
L-avveniment seħħ fl-isports complex ta' Ħal Kirkop biex jinġabru fondi għall-Community Chest Fund Foundation.

(Adattata minn: https://www.timesofmalta.com/articles/view/20171226/local/l-istrina-under-way.666533)

a) Taqbel li għandna responsabilità morali biex ngħinu lil ħaddieħor? Spjega t-tweġiba tiegħek f'madwar 40 kelma. (5)
b) Fil-fehma tiegħek, min għandu jibbenefika mid-donazzjonijiet għall-karità, bħal dawk li ssemmew fl-eżempju ta' hawn fuq? Min m'għandux jibbenefika? Wieġeb f'madwar 40 kelma. (5)
c) Agħti **ŻEWĠ** eżempji, minbarra d-donazzjonijiet finanzjarji, ta' kif inti tista' tikkontribwixxi biex tgħin lil membri vulnerabbli oħra tal-komunità. (4)
d) Spjega għala għandna nissapportjaw u ngħinu lin-nies li għandhom xi forma ta' bżonn speċjali. Iddiskuti f'madwar 80 kelma. (6)

(Total: 20 marka)

Jekk jogħġbok aqleb wara.

© Il-Bord tal-Eżamijiet tal-MATSEC jirriżerva kull dritt fuq il-mistoqsijiet u l-karti tal-eżamijiet tiegħu.

2. *Case study*: Tweġġa' lilha nnifisha

Amanda (dan mhuwiex isimha propju) kienet mimlija ħsibijiet. Il-ġenituri tagħha kienu ppreokkupati bi ħsibijiet finanzjarji. L-għalliema tagħha kienet tatha ħafna homework x'tagħmel, u l-akbar ħabiba tagħha ma kinitx qed tkellimha għax kienu ġġieldu xi jiem qabel. Amanda ħassitha waħidha u mbeżżgħa. Wara eżami kemxejn tqil, ħasset li d-dinja tagħha kienet qed titfarrak. Ġriet lejn it-tojlit tal-bniet, xammret il-komma, u qatgħat bis-saħħa tagħha kollha driegħha x-xellugi b'difrejha. Ħarġilha d-demm, imma baqgħet tigref u taqta'. F'moħħha, li tweġġa' lilha nnifisha kien l-uniku mezz li bih setgħet tiddilja ma' dak l-istress li kellha.

Wara xi minuti, id-disperazzjoni tagħha ttaffiet. Li tweġġa' lilha nnifisha gradwalment ġie ritwal: kull darba li Amanda kienet tkun f'xi sitwazzjoni ta' stress jew ta' skumdità, kienet "teħles" minn dawk l-emozzjonijiet ħżiena billi taqta' drieigħha x-xellugi b'difrejha jew anki b'xi xafra tal-leħja. Kienet taħbi b'attenzjoni l-marki tal-grieħi biex tevita l-mistoqsijiet tal-ħbieb u tal-familja.

(Adattata minn: https://teens.webmd.com/)

a) Għaliex taħseb li xi wħud iweġġgħu lilhom infushom? (2)
b) Hemm xi differenza etika bejn "li tweġġa' lil ħaddieħor" u "li tweġġa' lilek innifsek"? Wieġeb f'madwar 40 kelma. (3)
c) Taħseb li jekk tiekol *junk food*, tpejjep, tixrob, u tieħu d-drogi huma atti ta' dannu għalik innifsek? Taħseb li għandhom ikunu illegali? Wieġeb f'madwar 40 kelma. (5)
d) Meta twaqqaf lil xi ħadd milli jweġġa' lilu nnifsu, b'hekk ma tkunx qed tillimitalu l-libertà tiegħu/tagħha? Iddiskuti f'madwar 80 kelma. (10)

(Total: 20 marka)

TAQSIMA B

Wieġeb TNEJN li trid minn dawn l-erba' mistoqsijiet billi tikteb esej ta' madwar 250 kelma fuq kull waħda. Kull misoqsija għandha 30 marka.

1. L-użu tal-midja soċjali jagħtina aktar opportunitajiet biex nikkomunikaw ma' ħaddieħor. Il-midja soċjali sservi wkoll bħala għodda qawwija għall-espressjoni tagħna nfusna. Xi wħud jagħmlu użu mill-midja soċjali b'mod tant effettiv li nikkonsidrawhom bħala 'dawk li jinfluwenzaw' u għalhekk għandhom il-ħila jinfluwenzaw 'lil dawk li jimxu warajhom (followers)' u 'lil ħbieb'. Iddiskuti din id-dikjarazzjoni b'referenza għall-mistoqsijiet li ġejjin:
   X'responsabilità lejn ħaddieħor għandna fil-mod kif nużaw il-midja soċjali? Għandu jkun hemm limitu għal x'għandhom in-nies itellgħu onlajn fuq il-midja soċjali? Agħti eżempju **WIEĦED** ta' influwenza pożittiva li l-midja soċjali jista' jkollha u eżempju **WIEĦED** ta' influwenza negattiva fejn il-limiti tar-rispett lejn ħaddieħor ikunu maqbuża.

2. Id-dritt għall-mewt f'termini tal-ewtanasja jew ta' suwiċidju assistit mit-tabib huwa dibattitu kontroversjali li huwa informat mhux biss mil-liġi, imma anki minn pożizzjonijiet u teoriji etiċi. Taqbel li n-nies għandhom jitħallew jagħżlu li jtemmu ħajjithom meta jkunu qed ibatu minn xi marda terminali jew diżabilità severa? Iddiskuti.

3. Għandna niġġudikaw il-valuri u t-twemmin personali tal-individwi mill-valuri u t-twemmin tal-komunità jew għandhom l-individwi jitħallew ikollhom il-valuri u t-twemmin tagħhom? Iddiskuti.

4. Taqbel li n-nies għandhom ifittxu l-hena tagħhom mingħajr limitazzjoni? Iddiskuti.

L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL
2018 MAIN SESSION

SUBJECT:	**Ethics**
PAPER NUMBER:	IIA
DATE:	8th May 2018
TIME:	9:00 a.m. to 11:05 a.m.

This paper carries 40% of the global mark of the exam. You can answer **EITHER** in English **OR** in Maltese.

SECTION A

Answer Question 1 and Question 2. Read the texts and answer ALL the questions. Each question carries 20 marks.

1. Case-study: Over €6 million raised for L-Istrina, breaks records.

More than €6 million was raised for charity during Tuesday's edition of L-Istrina.
Last year's record of €5,562,000 was broken at 11.25pm on Tuesday, with the event still having half an hour to come to an end. The final amount collected was over €6.04 million.
At the end of the event, President Marie-Louise Coleiro Preca thanked people: "I am proud to be Maltese".
The event was held at Kirkop sports complex to raise funds for the Community Chest Fund Foundation.

(Adapted from: https://www.timesofmalta.com/articles/view/20171226/local/l-istrina-under-way.666533)

a) Do you agree that we have a moral responsibility to help others? Explain your answer in about 40 words. (5)
b) In your opinion, who should benefit from donations to charity, such as those mentioned in the above example? Who should not benefit? Answer in about 40 words. (5)
c) Give **TWO** examples, excluding financial donations, of how you can contribute to helping other vulnerable members of the community. (4)
d) Explain why we should support and help people who have some form of special needs. Discuss in about 80 words. (6)

(Total: 20 marks)

Please turn the page.

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2. Case study: Self-Harm

Amanda (not her real name) was feeling overwhelmed. Her parents were preoccupied with financial worries. Her teacher had assigned a lot of homework, and her best friend was not speaking to her because of a fight they had had a couple of days earlier. Amanda felt alone and afraid. After a particularly tough examination, she felt her world was falling apart. She ran into the girls' bathroom, rolled up her sleeve, and cut her left arm as hard as she could with her nails. She drew blood, but she continued to scratch and cut. In her mind, self-injury was the only way she could deal with all the stress.

A few minutes later, her feelings of hopelessness subsided. Self-injury gradually became a ritual: every time Amanda was in a stressful or uncomfortable situation, she would "release" the bad feelings by cutting her left arm with her nails or even with a razor blade. She carefully concealed the scars to avoid questions from friends and family.

(Adapted from: https://teens.webmd.com/)

a) Why do you think some persons self-harm? (2)
b) Is there any ethical difference between "harm to others" and "self-harm"? Answer in about 40 words. (3)
c) Do you consider eating junk food, smoking, drinking and taking drugs to be acts of self-harm? Do you think they should be made illegal? Answer in about 40 words. (5)
d) In stopping someone from committing self-harm, is one at the same time limiting his or her freedom? Discuss in about 80 words. (10)

(Total: 20 marks)

SECTION B

Answer any TWO of the following four questions by writing an essay of about 250 words on each question. Each question carries 30 marks.

1. The use of social media allows for more opportunities to communicate with others. Social media also serves as a powerful tool for self-expression. Some individuals can use social media so effectively that they are considered to be 'influencers' and therefore have the ability to influence their 'followers' and 'friends'. Discuss this statement with particular reference to the following questions:
   What responsibility towards others do we have in the way we use social media? Should there be limits to what people can post on social media? Give **ONE** example of a positive influence that social media can have and **ONE** example of a negative influence where the boundaries of respect towards others have been crossed.

2. The right to die in terms of euthanasia or physician assisted suicide is a controversial debate which is informed not only by law, but also by ethical theories and positions. Do you agree that people should be allowed to choose to end their own life when suffering from terminal illness or severe disability? Discuss.

3. Should we judge persons' personal beliefs and values by the beliefs and values of the community or should people be allowed their own values and beliefs? Discuss.

4. Do you agree that people should pursue their own happiness without limitations? Discuss.

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(Adattata minn: https://www.timesofmalta.com/articles/view/20171226/local/l-istrina-under-way.666533)

a) X'tifhem bit-terminu "responsabilità morali"? Spjega t-tweġiba tiegħek f'madwar 30 kelma. (5)
b) Agħti **TLIET** eżempji ta' affarijiet li nisgħtu nagħtu bħala donazzjoni lil ħaddieħor. Min għandu jirċievi dawn id-donazzjonijiet? Wieġeb f'madwar 30 kelma. (5)
c) Agħti **ŻEWĠ** eżempji ta' kif int għent lil xi membri vulnerabbli fil-komunità tiegħek. F'madwar 80 kelma, spjega għaliex għenthom lil dawn in-nies. (10)

(Total: 20 marka)

Jekk jogħġbok aqleb wara.

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2. *Case study*: Tweġġa' lilha nnifisha.

Amanda (dan mhuwiex isimha propju) kienet mimlija ħsibijiet. Il-ġenituri tagħha kienu ppreokkupati bi ħsibijiet finanzjarji. L-għalliema tagħha kienet tatha ħafna homework x'tagħmel, u l-akbar ħabiba tagħha ma kinitx qed tkellimha għax kienu ġġieldu xi jiem qabel. Amanda ħassitha waħidha u mbeżżgħa. Wara eżami kemxejn tqil, ħasset li d-dinja tagħha kienet qed titfarrak. Ġriet lejn it-tojlit tal-bniet, xammret il-komma, u qatgħat bis-saħħa tagħha kollha driegħha x-xellugi b'difrejha. Ħarġilha d-demm, imma baqgħet tigref u taqta'. F'moħħha, li tweġġa' lilha nnifisha kien l-uniku mezz li bih setgħet tiddilja ma' dak l-istress li kellha.

Wara xi minuti, id-disperazzjoni tagħha ttaffiet. Li tweġġa' lilha nnifisha gradwalment ġie ritwal: kull darba li Amanda kienet tkun f'xi sitwazzjoni ta' stress jew ta' skumdità, kienet "teħles" minn dawk l-emozzjonijiet ħżiena billi taqta' driegħha x-xellugi b'difrejha jew anki b'xi xafra tal-leħja. Kienet taħbi b'attenzjoni l-marki tal-ġrieħi biex tevita l-mistoqsijiet tal-ħbieb u tal-familja.

(Adattata minn: https://teens.webmd.com/)

a) Agħti eżempju **WIEĦED** ta' kif xi wħud iweġġgħu lilhom infushom. (2)

b) Għaliex hija ħaġa ħażina li n-nies iweġġgħu lilhom infushom? Wieġeb f'madwar 30 kelma. (3)

c) Agħti **ŻEWĠ** eżempji ta' kif persuni jistgħu jweġġgħu lilhom innifishom mhux għax iridu. X'inhi d-differenza bejn dawk li jweġġgħu lilhom innifishom apposta u dawk li jweġġgħu lilhom innifishom mhux għax iridu? Wieġeb il-mistoqsija f'madwar 30 kelma bl-użu tal-eżempji. (5)

d) Il-fatt li dan hu ġismi, ifisser li nista' nagħmel li rrid bih? Wieġeb f'madwar 80 kelma u agħti xi eżempji biex tispjega t-tweġibiet tiegħek. (10)

(Total: 20 marka)

TAQSIMA B

Wieġeb TNEJN li trid minn dawn l-erba' mistoqsijiet billi tikteb esej ta' madwar 250 kelma fuq kull waħda. Kull misoqsija għandha 30 marka.

1. L-użu tal-midja soċjali jagħtina aktar opportunitajiet biex nikkomunikaw ma' ħaddieħor. Il-midja soċjali sservi wkoll bħala għodda qawwija għall-espressjoni tagħna nfusna. Xi wħud jagħmlu użu mill-midja soċjali b'mod tant effettiv li nikkonsidrawhom bħala 'dawk li jinfluwenzaw' u għalhekk għandhom il-ħila jinfluwenzaw 'lil dawk li jimxu warajhom (followers)' u 'lil ħbieb'.

   a) X'responsabilità lejn ħaddieħor għandna fil-mod kif nużaw il-midja soċjali? Uri kif għandna naħsbu dwar il-bżonnijiet ta' ħaddieħor meta nużaw il-midja soċjali. (10)

   b) Għandu jkun hemm limiti fuq il-libertà tal-espressjoni tal-persuna u ta' dak li hi tista' ttella' onlajn biex ma ma jiġix injorat ir-rispett lejn ħaddieħor? (10)

   c) Agħti eżempju **WIEĦED** ta' influwenza pożittiva li l-midja soċjali jista' jkollha u eżempju **WIEĦED** ta' influwenza negattiva fejn il-limiti tar-rispett lejn ħaddieħor ikunu maqbuża. (10)

(Total: 30 marka)

2. Id-dritt għall-mewt f'termini tal-ewtanasja jew ta' suwiċidju assistit mit-tabib huwa dibattitu kontroversjali li huwa informat mhux biss mil-liġi, imma anki minn pożizzjonijiet u teoriji etiċi.
   a) X'inhi l-pożizzjoni ppreżentata bl-argument tas-santità tal-ħajja? X'inhi l-qagħda li tittieħed b'din l-attitudni morali? (10)
   b) Il-valur tal-ħajja jiddependi fuq l-kwalità tal-ħajja? Għandu individwu jingħata d-dritt li jagħżel li jmut jekk jaħseb li l-kwalità tal-ħajja hija batuta minħabba xi marda jew diżabilità? (10)
   c) X'inhi l-opinjoni personali tiegħek fuq id-dritt għall-mewt u jidhirlek li ewtanasja għandha tkun legalizzata? (10)

(Total: 30 marka)

3. a) Spjega x'inhi soċjetà bbażata fuq l-individwaliżmu. (10)
   b) Spjega x'inhi soċjetà komunitarja. (10)
   c) Għandna niġġudikaw il-valuri u t-twemmin personali tal-individwi mill-valuri u t-twemmin tal-komunità jew għandhom l-individwi jitħallew ikollhom il-valuri u t-twemmin tagħhom? Iddiskuti. (10)

(Total: 30 marka)

4. a) X'inhi l-hena vera u kif nistgħu niksbuha? (10)
   b) X'inhi d-differenza bejn ħajja moralment tajba ta' hena u ħajja li tfittex il-pjaċir? (10)
   c) Agħti eżempju **WIEĦED** ta' mġiba moralment tajba u eżempju **WIEĦED** ta' għemil li jfittex biss il-pjaċir. (10)

(Total: 30 marka)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL
2018 MAIN SESSION

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Answer Question 1 and Question 2. Read the text and answer ALL the questions. Each question carries 20 marks.

1. Case-study: Over €6 million raised for L-Istrina, breaks records.

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(Adapted from: https://www.timesofmalta.com/articles/view/20171226/local/l-istrina-under-way.666533)

a) What do you understand by the term "moral responsibility"? Explain your answer in about 30 words. (5)

b) Give examples of **THREE** things we should donate to others. Who should receive these donations? Answer in about 30 words. (5)

c) Give **TWO** examples of how you have helped vulnerable members in your community. In about 80 words, explain why you have helped these people. (10)

(Total: 20 marks)

Please turn the page.

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2. Case study: Self-Harm.

Amanda (not her real name) was feeling overwhelmed. Her parents were preoccupied with financial worries. Her teacher had assigned a lot of homework, and her best friend was not speaking to her because of a fight they had had a couple of days earlier. Amanda felt alone and afraid. After a particularly tough examination, she felt her world was falling apart. She ran into the girls' bathroom, rolled up her sleeve, and cut her left arm as hard as she could with her nails. She drew blood, but she continued to scratch and cut. In her mind, self-injury was the only way she could deal with all the stress.

A few minutes later, her feelings of hopelessness subsided. Self-injury gradually became a ritual: every time Amanda was in a stressful or uncomfortable situation, she would "release" the bad feelings by cutting her left arm with her nails or even with a razor blade. She carefully concealed the scars to avoid questions from friends and family.

(Adapted from: https://teens.webmd.com/)

a) Give **ONE** example of how some people self-harm. (2)

b) Why is it a bad thing for people to harm themselves? Answer in about 30 words. (3)

c) Give **TWO** examples of how persons can unintentionally harm themselves. What is the difference between intentional and unintentional self-harm? Answer the question in about 30 words using examples. (5)

d) Does the fact that this is my body mean that I can do with it as I will? Answer in about 80 words and use examples to illustrate your points. (10)

(Total: 20 marks)

SECTION B

Answer any TWO of the following four questions by writing an essay of about 250 words on each question. Each question carries 30 marks.

1. The use of social media allows for more opportunities to communicate with others. Social media also serves as a powerful tool for self-expression. Some individuals can use social media so effectively that they are considered to be 'influencers' and therefore have the ability to influence their 'followers' and 'friends'.

a) What responsibility towards others do we have in the way we use social media? Show how we should think of the needs of others when using social media. (10)

b) Should there be limits to the freedom of expression of the individual and to what he/she can post online, so that the care of others is not ignored? (10)

c) Give **ONE** example of a positive influence that social media can have and **ONE** example of a negative influence where the boundaries of respect towards others have been crossed. (10)

(Total: 30 marks)

2. The right to die in terms of euthanasia or physician assisted suicide is a controversial debate which is informed not only by legal considerations but also by ethical theories and positions.
   a) What is the position presented by the argument of the sanctity of life? What is the stand taken by this moral stance? (10)
   b) Does the value of life depend on the quality of life? Should an individual be given the right to choose to die if they deem their quality of life too poor because of illness or disability? (10)
   c) What is your personal opinion on the right to die and do you think euthanasia should be legalised? (10)

(Total: 30 marks)

3. a) What is a society based on individualism? Explain. (10)
   b) What is a communitarian view of society? Explain. (10)
   c) Should we judge persons' personal beliefs and values by the beliefs and values of the community or should people be allowed their own values and beliefs? Discuss. (10)

(Total: 30 marks)

4. a) What is true happiness and how can it be achieved? (10)
   b) What is the difference between a virtuous life of happiness and a life of seeking pleasure? (10)
   c) Give **ONE** example of acting in a virtuous way and **ONE** example of acting only to seek one's pleasure. (10)

(Total: 30 marks)