Index Number: ______________ IM32.A.22s **A**

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

L-Università ta' Malta

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
IT-TIENI SESSJONI 2022/2022 SECOND SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	29th August 2022 / Id-29 ta' Awwissu 2022
TIME / ĦIN:	4:00 p.m. to 7:05 p.m. / mill-4:00 p.m. sas-7:05 p.m.

You should have **FOUR** write-on scripts – **ONE** for **each** section. You may answer either in English or Maltese. Each question carries 25 marks.

*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal **kull** taqsima. Tista' twieġeb jew bl-Ingliż jew bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION A: Answer ONE question from this section.
TAQSIMA A: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

A1 The bedrock of democracy is "freedom of expression". This includes free speech, freedom of the press, the right to petition the government, and freedom of political association. Discuss the importance of freedom of expression by referring to **TWO** of the above-mentioned freedoms, using a 'real life' example for **each** to support your argument. In your discussion, explore whether limits to freedom of expression should be maintained and why.

*A1 "Il-libertà tal-espressjoni" hija s-sisien tad-demokrazija. Din tinkludi l-libertà tal-kelma, il-libertà tal-istampa, id-dritt li tressaq petizzjoni lill-gvern, u l-libertà fl-għażla politika. Iddiskuti l-importanza tal-libertà tal-espressjoni billi tirreferi għal **ŻEWĠ** libertajiet imsemmija hawn fuq. Uża eżempju 'reali' għal **kull** waħda minn dawn iż-żewġ libertajiet sabiex issaħħaħ l-argument tiegħek. Fid-diskussjoni tiegħek, semmi jekk għandux ikun hemm limiti għal-libertà tal-espressjoni, u għid għaliex.*

OR/JEW

A2 What are human rights? Are human rights universal, or do they depend on culture? Should human rights be protected by democratic governments at all costs? Discuss, by making reference to **TWO** examples of human rights to support your answer.

*A2 X'inhuma d-drittijiet tal-bniedem? Id-drittijiet tal-bniedem huma universali, jew jiddependu mill-kultura? Id-drittijiet tal-bniedem għandhom ikunu mħarsa mill-gvernijiet demokratiċi akkost ta' kollox? Iddiskuti u saħħaħ it-tweġiba tiegħek billi tirreferi għall-**ŻEWĠ** eżempji ta' drittijiet tal-bniedem.*

OR/JEW

© The MATSEC Examinations Board reserves all rights on the examination questions in all examination papers set by the said Board.

A3 Should the State seek a more diverse representation in positions of power and authority? Are diversity quotas justified to support the promotion of representation? Use **TWO** examples to support your arguments.

A3 L-iStat għandu jfittex rappreżentanza aktar diversa f'pożizzjonijiet ta' poter u awtorità? Il-kwoti fuq bażi tad-diversità huma ġustifikati sabiex isostnu l-promozzjoni tar-rappreżentanza? Uża ***ŻEWĠ*** *eżempji biex issaħħaħ it-tweġiba tiegħek.*

DO NOT WRITE ABOVE THIS LINE

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

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
IT-TIENI SESSJONI 2022/2022 SECOND SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	29th August 2022 / id-29 ta' Awwissu 2022
TIME / ĦIN:	4:00 p.m. to 7:05 p.m. / mill-4:00 p.m. sas-7:05 p.m.

You should have **FOUR** write-on scripts – **ONE** for **each** section. You may answer either in English or Maltese. Each question carries 25 marks.

*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal **kull** taqsima. Tista' twieġeb jew bl-Ingliż jew bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION B: Answer ONE question from this section.
TAQSIMA B: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

B1 What is the moral status of art and should artists be held accountable for the morality of the works of art that they produce? Use **TWO** works of art to illustrate your arguments.

*B1 X'inhu l-istatus morali tal-arti u l-artisti għandhom jinżammu responsabbli għall-moralità tax-xogħlijiet tal-arti li jipproduċu? Uża **ŻEWĠ** xogħlijiet tal-arti biex issaħħaħ it-tweġiba tiegħek.*

OR/JEW

B2 One of the meetings during the Council of Trent discussed the role of art, and how religious works of art could propagate the teachings of the Catholic Church. Discuss the relationship between art and religion, showing how art can communicate religious teachings and faith. Use **TWO** works of art to support your arguments.

*B2 F'waħda mil-laqgħat tal-Konċilju ta' Trento, ġie diskuss l-irwol tal-arti, u l-modi kif xogħlijiet tal-arti reliġjużi jistgħu jxerrdu t-tagħlim tal-Knisja Kattolika. Iddiskuti r-relazzjoni bejn l-arti u r-reliġjon, billi tispjega kif l-arti tista' tikkomunika t-tagħlim reliġjuż u l-fidi. Uża **ŻEWĠ** xogħlijiet tal-arti biex issaħħaħ it-tweġiba tiegħek.*

OR/JEW

B3 "It seems to me that the modern painter cannot express this age, the airplane, the atom bomb, the radio, in the old forms of the Renaissance or of any other past culture. Each age finds its own technique". *(Jackson Pollock in an interview with William Wright)*
Discuss this statement with reference to **TWO** works of art. Your discussion should focus on comparing the traditional practices of the Renaissance with the new techniques of the Contemporary Period.

B3 "Jidhirli li l-pittur modern ma jistax jesprimi dawn iż-żminijiet, l-ajruplan, il-bomba atomika, ir-radju, fil-forom antiki tar-Rinaxximent jew ta' xi kultura oħra tal-passat. Kull żmien isib it-teknika tiegħu". (Jackson Pollock f'intervista ma' William Wright)
*Iddiskuti din l-istqarrija b'referenza għal **ŻEWĠ** xogħlijiet tal-arti. Id-diskussjoni tiegħek għandha tiffoka fuq paragun bejn il-prattiċi tradizzjonali tar-Rinaxximent mat-tekniki ġodda tal-Perjodu Kontemporanju.*

© The MATSEC Examinations Board reserves all rights on the examination questions in all examination papers set by the said Board.

DO NOT WRITE ABOVE THIS LINE

DO NOT WRITE ABOVE THIS LINE

DO NOT WRITE ABOVE THIS LINE

C

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

L-Università ta' Malta

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
IT-TIENI SESSJONI 2022/2022 SECOND SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	29th August 2022 / id-29 ta' Awwissu 2022
TIME / ĦIN:	4:00 p.m. to 7:05 p.m. / mill-4:00 p.m. sas-7:05 p.m.

You should have **FOUR** write-on scripts – **ONE** for **each** section. You may answer either in English or Maltese. Each question carries 25 marks.

*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal **kull** taqsima. Tista' twieġeb jew bl-Ingliż jew bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION C: Answer ONE question from this section.
TAQSIMA C: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

C1 "Biodiversity underpins a healthy and sustainable environment".

(Malta's National Biodiversity Strategy and Action Plan, 2012-2020)

Discuss the above statement, and illustrate by means of **TWO** examples, how biodiversity contributes to the nation's economy and the inhabitants' well-being. Explain why Malta needs a strategy and action plan for biodiversity.

C1 "Il-bijodiversità hija l-bażi ta' ambjent b'saħħtu u sostenibbli".

(Strateġija Nazzjonali tal-Bijodiversità u l-Pjan ta' Azzjoni ta' Malta, 2012-2020)

*Iddiskuti din l-istqarrija, u bl-użu ta' **ŻEWĠ** eżempji uri kif il-bijodiversità tikkontribwixxi għall-ekonomija tan-nazzjon u l-benesseri tal-abitanti. Spjega għaliex Malta teħtieġ strateġija u pjan ta' azzjoni għall-bijodiversità.*

OR/JEW

C2 Malta is a popular destination for tourists and this industry generates wealth and contributes to the economy. However, it also impacts the environment. Discuss, using **TWO** examples, the costs of tourism on the environment and the country's natural resources. State what is being done by the authorities to address the negative impact of tourism. Explain what can be done on an individual level to promote sustainability and mitigate environmental impacts when we visit other countries.

*C2 Malta hija destinazzjoni turistika popolari u din l-industrija toħloq il-ġid u tikkontribwixxi għall-ekonomija. Madanakollu, din taffettwa wkoll l-ambjent. Iddiskuti, billi tuża **ŻEWĠ** eżempji, l-piż tat-turiżmu fuq l-ambjent u r-riżorsi naturali tal-pajjiż. Semmi x'qed isir mill-awtoritajiet sabiex jindirizzaw l-impatt negattiv tat-turiżmu. Spjega x'jista' jsir fuq livell individwali biex nmexxu 'l quddiem is-sostenibbiltà u nnaqqsu l-impatti ambjentali meta nżuru pajjiżi oħra.*

OR/JEW

© The MATSEC Examinations Board reserves all rights on the examination questions in all examination papers set by the said Board.

C3 The 2018 State of the Environment Report identifies a number of emerging issues in Malta that require continued efforts and attention. This is cited again in ERA's 'Recognizing Malta's Environmental Challenges' published in 2020. *(https://era.org.mt/)*
Discuss **TWO** environmental issues that require continued attention. Explain why they constitute a problem for the State and how they affect the natural environment and the human population. What is being done by decision-makers to address the issues and what more can be done? Explain how, on an individual level, each person can make a difference by leading a responsible lifestyle.

C3 Ir-Rapport tal-2018 dwar l-qagħda tal-Ambjent jidentifika għadd ta' kwistjonijiet emerġenti f'Malta li jeħtieġu sforzi u attenzjoni kontinwa. Dan jerġa' jiġi kkwotat fir-'Recognizing Malta's Environmental Challenges' tal-ERA ppubblikat fl-2020. (https://era.org.mt/)
Iddiskuti ***ŻEWĠ*** *kwistjonijiet ambjentali li jeħtieġu attenzjoni kontinwa. Spjega għaliex dawn il-kwistjonijiet jirriżultaw kemm fi problema għall-iStat u kif ukoll jaffettwaw l-ambjent naturali u l-popolazzjoni umana. X'qed isir minn min jieħu d-deċiżjonijiet sabiex jindirizza dawn il-kwistjonijiet u x'jista' jsir aktar? Spjega kif, fuq livell individwali, kull persuna tista' tagħmel differenza billi taddotta stil ta' ħajja responsabbli.*

DO NOT WRITE ABOVE THIS LINE

DO NOT WRITE ABOVE THIS LINE

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

LIVELL INTERMEDJU TAL-MATRIKOLA
INTERMEDIATE MATRICULATION LEVEL
IT-TIENI SESSJONI 2022/2022 SECOND SESSION

SUBJECT / SUĠĠETT:	**Systems Of Knowledge / L-Oqsma Tal-Għerf**
DATE / DATA:	29th Augustl 2022 / id-29 ta' Awwissu 2022
TIME / ĦIN:	4:00 p.m. to 7:05 p.m. / mill-4:00 p.m. sas-7:05 p.m.

You should have **FOUR** write-on scripts – **ONE** for **each** section. You may answer either in English or Maltese. Each question carries 25 marks.

*Għandu jkollok **ERBA'** skripts fejn tikteb għal dan l-eżami – **WIEĦED** għal **kull** taqsima. Tista' twieġeb jew bl-Ingliż jew bil-Malti. Kull mistoqsija fiha 25 marka.*

SECTION D: Answer ONE question from this section.
TAQSIMA D: Wieġeb mistoqsija WAĦDA minn din it-taqsima.

D1 Researchers investigate and address research questions through a combination of methods to ensure a more comprehensive understanding of the issue under investigation. Discuss how scientific research is conducted through the deductive method, the inductive method or a combination of both. Provide **TWO** examples of scientific research to show how these work.

*D1 Ir-riċerkaturi jinvestigaw u jindirizzaw mistoqsijiet ta' riċerka permezz ta' taħlita ta' metodi sabiex jiżguraw ftehim aktar komprensiv fuq il-kwistjoni li qed tiġi investigata. Iddiskuti kif ir-riċerka xjentifika titmexxa permezz tal-metodu deduttiv, il-metodu induttiv jew taħlita tat-tnejn. Agħti **ŻEWĠ** eżempji ta' riċerka xjentifika sabiex turi kif dawn jaħdmu.*

OR/JEW

D2 Compare and contrast positivism with post-positivism. Your answer must include **ONE** example of **each** to support your argument.

*D2 Qabbel u kuntrasta l-pożittiviżmu mal-post-pożittiviżmu. It-tweġiba tiegħek trid tinkludi eżempju ta' **kull** wieħed biex issostni t-tweġiba tiegħek.*

OR/JEW

D3 Discuss the importance of scientific research and scientific facts in the shaping of public policy and policy measures. Use **TWO** real life examples to support your arguments.

*D3 Iddiskuti l-importanza tar-riċerka xjentifika u l-fatti xjentifiċi fit-tfassil ta' politika pubblika u miżuri ta' politika. Uża **ŻEWĠ** eżempji mill-ħajja reali sabiex issaħħaħ l-argumenti tiegħek.*

© The MATSEC Examinations Board reserves all rights on the examination questions in all examination papers set by the said Board.

DO NOT WRITE ABOVE THIS LINE

DO NOT WRITE ABOVE THIS LINE

DO NOT WRITE ABOVE THIS LINE