

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2015 SESSION**

SUBJECT:	Social Studies
PAPER NUMBER:	I
DATE:	26 th May 2015
TIME:	4:00 p.m. to 6:00 p.m.

ANSWER ALL THE QUESTIONS FROM BOTH SECTIONS.

SECTION A

Read the text and answer ALL the questions.

In recent decades, **transformations in family life** have generated controversy, with supporters of **traditional family values** engaged in a heated debate with supporters of **new family forms** and greater personal choice. Regardless of which position one takes the current evidence points to a number of future trends in relation to family life in the twenty-first century.

Separation and divorce rates are likely to remain high, even if family breakdown can be a painful experience. Statistics for family breakdown have seriously weakened the idea that marriage is a lifetime commitment. Nowadays more couples are *choosing* to end marriages that fail to live up to their expectations. One major reason for this is that increasing numbers of women are able to support themselves financially. At the same time, the rates of remarriage indicate that marriage is far from losing its importance. We are also noting an increasing number of **cohabiting couples**, **single-parent families**, gay and lesbian families and blended or reconstituted families. Most families may still be based on marriage and most couples still have children. However, the variety of family forms observed today indicates new attitudes towards family life.

Another trend is that men are more likely to play a more active role in child-rearing. For much of the nineteenth and early twentieth century, men played very limited roles in the raising of children. Nowadays, especially with the increase in dual earner families and the rise of the “new man”, this may be changing slowly. At the same time, the increase in family breakdown and in single motherhood means that more children are growing up with weaker ties to their fathers. Finally, the use of new reproductive technologies is also gaining ground. While ethical concerns will surely slow these developments, new methods of reproduction will continue to change the traditional meanings of parenthood.

[Adapted from: J.J.Macionis and K. Plummer (2008), *Sociology*. (4th edition), Prentice Hall]

1. Briefly define the following concepts:
 - (a) transformations in family life (2)
 - (b) traditional family values (2)
 - (c) new family forms (2)
 - (d) cohabiting couples (2)
 - (e) single-parent families (2)

2. In a paragraph of about 60 words discuss some of the social changes which have led to the formation of different family types. (10)
3. Discuss in about 60 words the advantages that result when fathers take a more active role in the raising of their children. (10)
4. Nowadays there are more families where both partners have a full-time job. How does this affect families in today's society? Explain in a paragraph of about 60 words. (10)
5. Write a paragraph of about 60 words outlining different types of family-friendly measures. (10)

[TOTAL: 50 marks]

SECTION B

Read the text and answer ALL the questions.

According to many conservative groups, the **media** are responsible for social problems such as family breakdown, crime, abortion, underage sex and even homosexuality. However, it is not just conservative groups who are concerned about media messages. For example, Feminists have argued that the media may encourage male violence against women, while Marxists claim that various forms of the media make users **passive consumers**.

Most ideas about media effects look at the relationship between the media and their audience. There are those who consider the media to be so powerful, that they could directly “inject” messages into their passive audience. People are continually bombarded by the media from every direction that it becomes difficult to retain a critical viewpoint. Although this model is highly criticised, it is not surprising that there is a high level of public concern about various forms of media including the Internet. The Internet is expanding rapidly as millions go “on line” each day to access and exchange a vast amount of uncontrolled and **uncensored information**. A particular concern is that **vulnerable groups**, especially children, can be the target of abuse.

However, there are others who claim that the media are far less influential and recognise that media audiences can be very diverse. People have considerable choice in the way they use and interpret the media. Media messages are filtered by the audience. Some get through, while others are ignored or rejected. There are those who believe that people get what they want from the media. For example, old people may watch soap operas for companionship, while young people may watch them for advice about relationships or to have something to talk about at school. Another view suggests that the way people interpret media messages differs according to their social class, age, gender, ethnic group and other sources of identity.

[Adapted from: S.Moore, D.Aiken and S. Chapman (2005). *Sociology AS for OCR*. Collins]

1. Define the following terms:
 - (a) media (2)
 - (b) passive consumers (2)
 - (c) uncensored information (2)
 - (d) vulnerable groups (2)

2. Give three (3) examples in which vulnerable groups, especially children, can be the target of abuse through the Internet. (6)
3. Briefly explain in a paragraph of about 60 words how media audiences can be “injected” with different messages. Give examples to illustrate your answer. (10)
4. Briefly explain the following sentence: “People may interpret media messages according to gender”. (5)
5. (a) Elaborate on the different forms of media communication. (6)
(b) Write a paragraph of about 80 words to explain how new media forms have replaced old forms of communication in today’s society, especially among young people. (15)

[TOTAL: 50 marks]

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	Social Studies
PAPER NUMBER:	IIA
DATE:	27 th May 2015
TIME:	4:00 p.m. to 6:00 p.m.

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

SECTION I

1. In every society there are different types of groups. Give a definition of **group** and elaborate on the roles of such groups in society.
2. Define **culture** and describe the main elements that identify Maltese culture.

SECTION II

3. Discuss the characteristics of **democracy** and explain how far they are reflected in Malta's political system.
4. Conditions of work can be better improved through the participation of all social partners. Discuss.

SECTION III

5. Young people encounter various challenges in today's society. Discuss.
6. Discuss the main reasons for the setting up of the welfare state.

SECTION IV

7. When one speaks of sustainability one has to consider different types of development. Evaluate this statement and explain with examples.
8. Malta is a typical case of the effects of population density on the general environment. Elaborate.

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SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2015 SESSION

SUBJECT:	Social Studies
PAPER NUMBER:	IIB
DATE:	27 th May 2015
TIME:	4:00 p.m. to 6:00 p.m.

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

SECTION I

1. Human relations are influenced by different types of groups.
 - (a) Explain the term **pressure groups**. (6)
 - (b) Give three examples of Maltese pressure groups. (3)
 - (c) What are **ethnic groups**? (6)
 - (d) Describe in about 60 words the advantages of participating in a group. (10)

2. Culture is transmitted from one generation to another.
 - (a) What do you understand by **culture**? (5)
 - (b) What is **sub-culture**? (5)
 - (c) Write a paragraph of about 80 words to explain how Maltese culture changed during these last fifty years. (15)

SECTION II

3. Different states have different forms of government and not all are democratic.
 - (a) Define the term **State**. (5)
 - (b) Describe the general functions of the **State**. (5)
 - (c) Write a paragraph of about 80 words to describe Malta's system of government. (15)

4. Industrial relations help workers and employers avoid industrial conflict.
 - (a) Name the three social partners involved in industrial relations. (3)
 - (b) Name the four sectors of the economy and give an example of each. (4)
 - (c) Name three Maltese trade unions. (3)
 - (d) Write a paragraph of about 80 words about the role and function of trade unions in Malta. (15)

SECTION III

5. Today's youth engage in different forms of leisure activities.
 - (a) Identify and describe two forms of youth leisure activities. (2+2)
 - (b) How can participation in youth leisure lead to more healthy lifestyles? (6)
 - (c) Describe in about 80 words the controls that may be enforced to reduce the risks which may be associated with youth entertainment. (15)

6. The social exclusion of vulnerable groups in society can be reduced by the welfare state and welfare society.
 - (a) Explain what is meant by (i) **welfare state** (2) and (ii) **welfare society**. (2)
 - (b) Mention (i) three forms of welfare and (ii) give three examples of groups who are at risk of poverty. (6)
 - (c) In a paragraph of about 80 words explain how social benefits can help people who are at risk of poverty be more socially included. (15)

SECTION IV

7. Education campaigns on waste management in schools and for the general public will eventually have positive effects on the environment, human health and the economy.
 - (a) Name and describe three methods of **waste management**. (3+3)
 - (b) Give one example of a school activity on waste management and comment on its effects on the general school environment. (4)
 - (c) Write a short paragraph of about 80 words to explain the positive effects of waste management on human health and the environment. (15)

8. The latest censuses in Malta have shown a consistent growth in the population, particularly in elderly people. Such a population growth has consequences on society.
 - (a) Identify three factors that may lead to **population growth** and elaborate on them. (3+3)
 - (b) Give two reasons for increasing elderly population and explain them. (4)
 - (c) In about 80 words, explain the positive and negative consequences of population growth on society. (15)

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2015

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	I
DATA:	26 ta' Mejju 2015
HIN:	mill-4:00 p.m. sas-6:00 p.m.

WIEĠEB IL-MISTOQSIJET KOLLHA MIŻ-ŻEWĠ TAQSIMIET.

TAQSIMA A

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

F'dawn l-aħħar deċenji, **it-trasformazzjonijiet fil-hajja tal-familja** ġabu kontroversja, b'dawk li jissapportjaw **il-valuri tal-familja tradizzjonali** mdaħħlin f'dibattitu jahraq mas-sapporters tal-**forom godda tal-familja** u ta' aktar għażliet personali. Hi liema hi l-pożizzjoni li wiehed jieħu f'din il-kontroversja, l-evidenza kurrenti turi għadd ta' xejriet futuri fejn għandha x'taqsam il-hajja tal-familja fis-seklu wiehed u għoxrin.

Ir-rati ta' separazzjonijiet u divorzji x'aktarx li se jibqgħu għoljin, avolja t-tkissir tal-familja jaf ikun esperjenza ta' wġiħ. L-istatistika għat-tkissir tal-familji dghajfet b'mod serju l-idea li ż-żwieġ huwa impenn għal għomrok. Illum il-ġurnata nsibu aktar koppji li qed *jagħzlu* li jtemmu żwiġijiet li ma jirnexxielhomx jilhq u l-istennijiet tagħhom. Raġuni ewlenija għal dan hija l-għadd ikbar ta' nisa li jistgħu jsostnu rwieħhom finanzjarjament. Fl-istess waqt, ir-rati ta' żwiġijiet mill-ġdid jindikaw li ż-żwieġ mhuwiex jitlef l-importanza tiegħu. Qed ninnutaw ukoll zieda fl-għadd ta' **koppji li jikkoabitaw, familji b'genitur wiehed**, familji *gay* u lesbjani, u familji mħallta jew irrikostitwiti. Il-biċċa l-kbira tal-familji jistgħu xorta jkunu bbażati fuq iż-żwieġ u l-biċċa l-kbira tal-koppji xorta għandhom it-tfal. Imma, il-varjetà tal-forom tal-familji li nosservaw illum tindika attitudnijiet godda lejn il-hajja tal-familja.

Xejra oħra hija li l-irġiel qegħdin x'aktarx jagħtu aktar sehem attiv fit-trobbija tat-tfal. Għall-hafna mis-seklu dsatax u mill-ewwel parti mis-seklu għoxrin, l-irġiel kellhom sehem limitat hafna fit-trobbija tat-tfal. Illum il-ġurnata, speċjalment b'aktar familji fejn it-tnejn ikunu qegħdin jaqilgħu l-flus u bil-qawmien tar-“raġel il-ġdid”, din tista' qed tinbidel bil-mod. Fl-istess waqt, iż-żieda fit-tkissir tal-familji u fl-għadd ta' ommijiet *single* tfisser li hawn aktar tfal li qed jitilgħu b'rabtiet dghajfin mal-missirijiet. Fl-aħħar nett, l-użu tat-teknoloġiji riproduttivi godda wkoll qiegħed jikber. Filwaqt li t-tfassis etiku żgur li jisslowja dawn l-iżviluppi, il-metodi godda ta' riproduzzjoni jibqgħu jibiddu t-tifsiriet tradizzjonali li tkun genitur.

[Adattata minn: J.J.Macionis u K. Plummer (2008), *Sociology*. (4th edition), Prentice Hall]

1. Iddefinixxi fil-qosor dawn il-kunċetti:
 - (a) it-trasformazzjonijiet fil-hajja tal-familja (2)
 - (b) il-valuri tal-familja tradizzjonali (2)
 - (c) forom godda tal-familja (2)
 - (d) koppji li jikkoabitaw (2)
 - (e) familji b'genitur wiehed (2)

2. F'paragrafu ta' bejn wieħed u ieħor 60 kelma, iddiskuti xi wħud mill-bidliet soċjali li wasslu għall-formazzjoni ta' tipi differenti ta' familji. (10)
3. Iddiskuti, f'madwar 60 kelma, il-vantaġġi li jirriżultaw meta l-missirijiet jiehdu sehem aktar attiv fit-trobbija tat-tfal. (10)
4. Illum il-ġurnata hemm aktar familji fejn iż-żewġ partners għandhom xogħol full-time. Dan kif jaffettwa l-familji fis-soċjetà tal-lum? Spjega ruħek f'paragrafu ta' xi 60 kelma. (10)
5. Ikteb paragrafu ta' bejn wieħed u ieħor 60 kelma biex tispjega fil-qosor tipi differenti ta' mizuri li huma *family-friendly*. (10)

[TOTAL: 50 marks]

TAQSIMA B

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

Skont bosta gruppi konservattivi, il-**media** huma responsabbli għall-problemi soċjali bħal tkissir tal-familji, atti kriminali, abort, sess taħt l-età, u anki l-omosesswalità. Imma, mhumiex biss il-gruppi konservattivi li jiħassbu fuq il-messaġġi tal-*media*. Pereżempju, il-Femministi argumentaw li l-*media* tista' tinkuraġġixxi l-vjolenza tal-irġiel fuq in-nisa, filwaqt li l-Marxisti jsostnu li forom differenti tal-*media* jagħmlu lil min jużhom **konsumaturi passivi**.

Il-maġġoranza tal-ideat fuq l-effetti tal-*media* jharsu lejn ir-relazzjoni bejn il-*media* u l-udjenzi tagħhom. Hemm dawk li jikkonsidraw li l-*media* huma tant qawwijin li jistgħu b'mod dirett "jinjettaw" messaġġi fl-udjenza passiva tagħhom. In-nies qed jiġu kontinwament ibbumbardjati mill-*media* minn kull direzzjoni tant li qed tkun diffiċli żżomm opinjoni kritika. Għalkemm dan il-mudell huwa kkritikat ħafna, ma niskantawx li hemm livell għoli ta' thassib pubbliku dwar forom diversi ta' *media* li jinkludu l-Internet. L-Internet qed jespandi b'rata mgħaġġla hekk kif miljuni jmorru *on line* kuljum biex jaċċessaw u jpartu ammont vast ta' **informazzjoni bla ċensura** u bla kontroll. Thassib partikulari huwa li l-**gruppi vulnerabbli**, speċjalment it-tfal, jistgħu jkunu l-mira ta' abbuż.

Madankollu, hemm oħrajn li jsostnu li l-*media* mhumiex daqshekk influwenti u jagħrfu li l-udjenzi tal-*media* jistgħu jkunu diversi. In-nies għandhom għażla konsiderevoli fil-mod kif jużaw u jinterpretaw il-*media*. Il-messaġġi tal-*media* huma ffiltrati mill-udjenza. Xi wħud jgħaddu, filwaqt li oħrajn ikunu injorati jew miċhuda. Hemm dawk li jemmnu li n-nies jieħdu dak li jridu mill-*media*. Pereżempju, l-anzjani jaraw is-*soap operas* għall-kumpanija, filwaqt li ż-żgħażaġħ jarawhom għall-pariri dwar ir-relazzjonijiet jew biex ikollhom fuqieħ jitkellmu fl-iskola. Opinjoni oħra tissuggerixxi li l-mod kif in-nies jinterpretaw il-messaġġi tal-*media* jinbidel skont il-klassi soċjali, l-età, is-sess, il-grupp etniku, u sorsi oħra ta' identità.

[Addattat minn: S.Moore, D.Aiken, u S. Chapman (2005). *Sociology AS for OCR*. Collins]

1. Iddefinixxi dawn it-termini: (a) *media* (2)
(b) konsumaturi passivi (2)
(c) informazzjoni bla ċensura (2)
(d) gruppi vulnerabbli (2)

2. Agħti tliet (3) eżempji li fihom xi gruppi vulnerabbli, speċjalment it-tfal, jistgħu jkunu l-mira ta' abbuż permezz tal-Internet. (6)
3. F'paragrafu ta' madwar 60 kelma, spjega fil-qosor kif l-udjenzi tal-*media* jistgħu jkunu "injettati" b'messaġġi differenti. Agħti xi eżempji biex tiċċara t-twegiba tiegħek. (10)
4. Spjega fil-qosor din is-sentenza: "In-nies jistgħu jinterpretaw il-messaġġi tal-*media* skont il-gender." (5)
5. (a) Elabora fuq il-forom differenti ta' komunikazzjoni tal-*media*. (6)
(b) Ikteb paragrafu ta' madwar 80 kelma biex tispjega kif il-forom godda tal-*media* ħadu post il-forom qodma ta' komunikazzjoni fis-soċjetà tal-lum, speċjalment fost iż-żgħażaġh. (15)

[TOTAL: 50 marka]

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2015

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	IIA
DATA:	27 ta' Mejju 2015
HIN:	mill-4:00 p.m. sas-6:00 p.m.

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

TAQSIMA I

1. F'kull soċjetà nsibu tipi differenti ta' gruppi. Aġti definizzjoni ta' **grupp** u elabora fuq ir-rwol ta' dawn il-gruppi fis-soċjetà.
2. Iddefinixxi **kultura** u ddeskrivi l-elementi ewlenin li jidentifikaw il-kultura Maltija.

TAQSIMA II

3. Iddiskuti l-karatteristiċi tad-**demokrazija** u spjega kemm is-sistema politika ta' Malta qed tirriflettihom.
4. Il-kondizzjonijiet tax-xogħol jistgħu jitjiebu aktar permezz tal-partiċipazzjoni tas-sieħba soċjali kollha. Iddiskuti.

TAQSIMA III

5. Iz-żgħażaġh jiltaqgħu ma' diversi sfidi fis-soċjetà tal-lum. Iddiskuti.
6. Iddiskuti r-raġunijiet ewlenin għat-twaqqif tal-*welfare state*.

TAQSIMA IV

7. Meta wiehed jitkellem fuq sostenibilità jrid jikkonsidra tipi differenti ta' żvilupp. Evalwa din is-sentenza u spjega bl-użu ta' eżempji.
8. Malta hija każ tipiku tal-effetti tad-densità tal-populazzjoni fuq l-ambjent generali. Elabora.

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2015

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	IIB
DATA:	27 ta' Mejju 2015
HIN:	mill-4:00 p.m. sas-6:00 p.m.

Wieġeb ERBA' mistoqsijiet, WAHDA minn KULL taqsima.

Kull mistoqsija fiha 25 marka.

TAQSIMA I

1. Ir-relazzjonijiet umani huma influwenzati minn tipi differenti ta' gruppi.
 - (a) Spjega t-terminu *pressure groups*. (6)
 - (b) Agħti tliet eżempji ta' *pressure groups* Maltin. (3)
 - (c) X'inhuma **gruppi etniċi**? (6)
 - (d) Iddeskrivi f' madwar 60 kelma l-vantaġġi ta' partċipazzjoni fi grupp. (10)
2. Il-kultura hija mgħoddija minn generazzjoni għall-oħra.
 - (a) X'tifhem b' **kultura**? (5)
 - (b) X'inhom **sottokultura**? (5)
 - (c) Ikteb paragrafu ta' madwar 80 kelma biex tispjega kif il-kultura Maltija inbidlet matul dawn l-aħħar hamsin sena. (15)

TAQSIMA II

3. Stati differenti għandhom forom differenti ta' gvern u mhux kollha huma demokratiċi.
 - (a) Iddefinixxi t-terminu **Stat**. (5)
 - (b) Iddeskrivi l-funzjonijiet ġenerali tal-**Istat**. (5)
 - (c) Ikteb paragrafu ta' madwar 80 kelma biex tiddeskrivi s-sistema Maltija ta' gvern. (15)
4. Ir-relazzjonijiet industrijali jgħinu lill-ħaddiema u lil min jimpjegahom biex jevitaw l-konflitt industrijali.
 - (a) Semmi t-tliet sieħba soċjali involuti fir-relazzjonijiet industrijali. (3)
 - (b) Semmi l-erba' setturi tal-ekonomija u agħti eżempji ta' kull wieħed. (4)
 - (c) Semmi tliet *trade unions* Maltin. (3)
 - (d) Ikteb paragrafu ta' madwar 80 kelma fuq ir-rwol u l-funzjoni tat-*trade unions* f' Malta. (15)

TAQSIMA III

5. Iż-żgħażaġh tal-lum jieħdu sehem f'forom differenti ta' attivitajiet fil-ħin liberu tagħhom.
 - (a) Identifika u ddeskrivi żewġ forom ta' attivitajiet li ż-żgħażaġh jistgħu jagħmlu fil-ħin liberu tagħhom. (2+2)
 - (b) Kif tista' l-partiċipazzjoni taż-żgħażaġh f'attivitajiet fil-ħin liberu tagħhom twassal għal stili ta' ħajja aktar f'saħħithom? (6)
 - (c) Iddeskrivi f'madwar 80 kelma x'kontrolli jista' jkunu infurzati biex jitnaqqsu r-riskji li jistgħu jkunu assoċjati mad-divertiment taż-żgħażaġh. (15)

6. L-esklużjoni soċjali tal-gruppi vulnerabbli fis-soċjetà tista' titnaqqas bil-*welfare state* u bil-*welfare society*.
 - (a) Spjega x'nifhem b'(i) *welfare state* (2) u (ii) *welfare society*. (2)
 - (b) Semmi (i) tliet forom ta' *welfare* u (ii) aġti tliet eżempji ta' gruppi li jinsabu f'riskju ta' faqar. (6)
 - (c) F'paragrafu ta' madwar 80 kelma spjega kif il-benefiċċji soċjali jistgħu jgħinu lin-nies li huma f'riskju ta' faqar biex ikunu aktar inklużi soċjalment. (15)

TAQSIMA IV

7. Il-kampanji tal-edukazzjoni fuq l-immaniġġjar tal-iskart fl-iskejjel u għall-pubbliku ġenerali eventwalment ikollhom effetti pożittivi fuq l-ambjent, is-saħħa umana, u l-ekonomija.
 - (a) Semmi u ddeskrivi tliet metodi ta' **maniġġjar tal-iskart**. (3+3)
 - (b) Aġti eżempju ta' attività tal-iskola fuq l-immaniġġjar tal-iskart u kkummenta fuq l-effetti tagħha fuq l-ambjent ġenerali tal-iskola. (4)
 - (c) Ikteb paragrafu qasir ta' madwar 80 kelma biex tispjega l-effetti pożittivi tal-immaniġġjar tal-iskart fuq is-saħħa umana u l-ambjent. (15)

8. L-aħħar ċensimenti f'Malta wrew żieda konsistenti fil-populazzjoni, l-aktar fl-anzjani. Din iż-żieda fil-populazzjoni għandha l-konsegwenzi tagħha fuq is-soċjetà.
 - (a) Identifika tliet fatturi li jistgħu jwasslu għal **żieda fil-populazzjoni** u elabora fuqhom. (3+3)
 - (b) Aġti żewġ raġunijiet għaliex il-populazzjoni anzjana qed tiżdied u spjegahom. (4)
 - (c) F'madwar 80 kelma, spjega l-konsegwenzi pożittivi u negattivi taż-żieda fil-populazzjoni fuq is-soċjetà. (15)