

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2017

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	I
DATA:	29 ta' Mejju 2017
HIN:	mid-9:00 a.m. sal-11:05 a.m.

Wieġeb il-mistoqsijiet **KOLLHA** miż-żewġ taqsimiet.

TAQSIMA A

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

Minn mindu x-xjentisti soċjali bdew jistudjaw is-soċjetajiet, bdew jaraw is-sehem importanti li r-religjon għandha fis-soċjetà. Ir-**religjon** mhix ħafifa biex tiddefiniha speċjalment meta tqis il-bosta sistemi ta' twemmin li jeżistu f'kulturi differenti. Xi wħud ir-religjon iddefnewha f'termini tal-kontenuti tagħha jiġifieri skont l-**oġġetti u l-postijiet jew l-avvenimenti li jitqiesu sagri**, twemmin f'alla jew f'allat jew twemmin f'ħajja wara l-mewt. Ohrajn ir-religjon iddefnewha f'termini tal-funzjonijiet tagħha. **Ir-religjon twettaq għadd ta' funzjonijiet kemm għall-individwi u kemm għas-soċjetajiet** bħal meta tipprovdli solidarjetà soċjali u kontroll soċjali. Imma r-religjon tista' wkoll tkun sors ta' konflitt u tensjoni kif turi l-istorja. Illum il-ġurnata, fis-soċjetajiet kontemporanji tagħna kkaratterizzati mid-diversità, komunitajiet reliġjużi differenti li jeżistu fl-istess soċjetà jistgħu iwasslu għal intolleranza soċjali, diskriminazzjoni, u diviżjonijiet soċjali.

Hemm dawk li jqisu lilhom infushom reliġjużi imma mhuma qegħdin f'ebda organizzazzjoni. Però bosta nies jesprimu t-tweemmin reliġjuż tagħhom permezz ta' xi organizzazzjonijiet reliġjużi bħal knejjes, **setet**, denominazzjonijiet, **movimenti reliġjużi godda**, u kulturi. F'soċjetajiet tradizzjonali, in-nies għandhom tendenza li jkunu parti minn komunità jew organizzazzjoni reliġjuża. Imma, minhabba proċessi bħall-bidla soċjali u l-globalizzazzjoni, is-soċjetajiet illum x'aktarx li huma kkaratterizzati mid-**diversità reliġjuża** u l-**libertà reliġjuża**. Il-bidla soċjali wasslet ukoll għal sekularizzazzjoni jew tnaqqis mill-importanza tar-religjon, li **huwa rifless f'għadd ta' xejriet soċjali kontemporanji**.

1. Fisser fil-qosor dawn il-kunċetti:

- (a) Religjon; (2)
- (b) Kontroll soċjali; (2)
- (c) Setet; (2)
- (d) Diversità reliġjuża; (2)
- (e) Libertà reliġjuża. (2)

2. (a) Spjega din is-sentenza: “Ir-religjon twettaq għadd ta’ funzjonijiet kemm għall-individwi u kemm għas-soċjetajiet.” (4)
(b) Semmi **TLIET** funzjonijiet oħra tar-religjon minbarra dawk li ssemmew fis-silta. (6)
3. Agħti definizzjoni ta’ “sagru”. Semmi **ŻEWĠ** eżempji ta’ “oġġetti” u “postijiet” u **ŻEWĠ** eżempji ta’ “avvenimenti li jitqiesu sagri” f’xi religjon li trid int. (10)
4. X’tifhem b’“movimenti religjużi godda”? Semmi eżempju **WIEHED** ta’ moviment religjuż ġdid. (5)
5. Ikteb paragrafu ta’ xi 80 kelma biex tiddiskuti kif is-sekularizzazzjoni hija riflessa f’għadd ta’ xejriet soċjali kontemporanji. (15)

(Total: 50 marka)

TAQSIMA B

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

Mill-aħħar tat-Tmeninijiet (1980s), il-populazzjoni Maltija żviluppat mill-għamla tradizzjonali ta’ piramida għal mudell ta’ distribuzzjoni aktar indaqs ta’ gruppi ta’ etajiet differenti, hliet għal dawk tal-quċċata. Il-figuri tal-Uffiċċju Nazzjonali tal-Istatistika (NSO) juru li fl-aħħar tal-2013, 105,069 persuna jew 24.6% tal-populazzjoni totali kienu qabżu s-60 sena.

Dawn ix-xejriet **demografiċi** tal-populazzjoni Maltija li qed tixjieh wasslu għal **Politika (Policy) fuq l-Anzjanità** Maltija. L-aħħar *policy* ta’ din ix-xorta hija ‘Il-Politika (Policy) Strategika Nazzjonali għal-Anzjanità Attiva: Malta 2014-2020’ li għandha tliet temi wiesgħa: partċipazzjoni attiva fis-suq tax-xogħol, partċipazzjoni soċjali, u għajxien indipendenti. L-għan ewlieni tal-*policy* huwa li tagħmilha possibbli għal dawk il-persuni ’l fuq mill-età ta’ rtirar statutorja sabiex jibqgħu jew jergħu jidhlu f’impieg. Dan l-oġġettiv huwa neċessarju għas-soċjetà Maltija biex tikkumbatti **livelli li qed jaqgħu tal-populazzjoni li qieghda fl-età tax-xogħol** u tnaqqas l-impatt fuq in-nuqqasijiet ta’ hliet u *r-ratio* ta’ dipendenza ta’ gruppi soċjali vulnerabbli fuq is-**servizzi ta’ assistenza soċjali**. Timmira wkoll biex ikun hemm partċipazzjoni kontinwa ta’ persuni anzjani f’avvenimenti soċjali, ekonomiċi, u ċiviċi. Dawn l-istili ta’ hajja partċipatorja u attiva jgħinu lill-persuni anzjani sabiex jegħelbu l-ostakli strutturali li jistgħu jwasslu għal esperjenzi mhux mixtieqa ta’ esklużjoni materjali u soċjali.

Il-Politika (Policy) Strategika Nazzjonali kienet ikkomplementata b’miżuri oħra ta’ *policy* bħat-twaqqif ta’ *care-homes* u ċentri ta’ *day care* tal-gvern għall-anzjani. F’dawn iċ-ċentri jigu pprovduti *modules* ta’ tagħlim fuq teknoloġiji ta’ informazzjoni u komunikazzjoni flimkien ma’ sessjonijiet edukattivi fuq titjib kulturali.

Il-*policy* soċjali tal-anzjanità qiegħda fl-aħħar mill-aħħar tghin biex twassal lil persuni anzjani biex jibqgħu ċittadini attivi li jagħtu sehemhom fis-soċjetà, u b'hekk tbiddel il-perċezzjoni tas-soċjetà Maltija tal-anzjanità minn waħda ta' passività u dipendenza għal perċezzjoni ta' anzjanità attiva li jgħixuha b'mod dinjituż waqt li jikbru fl-età.

(Adattata minn: Marvin Formosa (2016): "Ageing" f'M. Briguglio & M. Brown (ed.), *Sociology of the Maltese Islands*)

1. Agħti definizzjoni qasira ta' dawn:
 - (a) Xejriet demografici; (2)
 - (b) Politika (*Policy*) fuq l-Anzjanità; (2)
 - (c) Servizzi ta' assistenza soċjali. (2)
2. Identifika **TLIET** konsegwenzi soċjali ta' "livelli li qed jaqgħu tal-populazzjoni li qiegħda fl-età tax-xogħol" u elabora fuq kull waħda. (9)
3. Spjega, f'madwar 50 kelma, għala l-grupp tax-xjuħija fil-populazzjoni Maltija kiber f'dawn l-aħħar deċennji. (10)
4. Iddeskrivi, f'madwar 50 kelma, miżuri kontemporanji ta' *policy* fis-soċjetà Maltija li l-għan tagħhom hu li jippromovu aktar għajxien indipendenti għall-anzjani. (10)
5. F'paragrafu ta' madwar 80 kelma, iddiskuti kif l-anzjani jistgħu jibqgħu attivi fil-komunità sabiex jegħelbu esperjenzi mhux mixtieqa ta' esklużjoni materjali u soċjali u jibqgħu integrati fil-komunità. (15)

(Total: 50 marka)

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD
UNIVERSITY OF MALTA, MSIDA**SECONDARY EDUCATION CERTIFICATE LEVEL****MAY 2017 SESSION**

SUBJECT:	Social Studies
PAPER NUMBER:	I
DATE:	29 th May 2017
TIME:	9:00 a.m. to 11:05 a.m.

Answer **ALL** the questions from both sections.

SECTION A

Read the text and answer ALL the questions.

From the time that social scientists started studying societies, they have recognised the important role that religion has in society. **Religion** is not easy to define especially considering the many belief systems which exist in different cultures. Some tended to define religion in terms of its contents, that is with regards to **objects and places or events which are considered sacred**, belief in a god or gods or belief in an afterlife. Others have defined religion in terms of its functions. **Religion performs a number of functions both for individuals and societies** such as providing social solidarity and social control. However, religion can also be a source of conflict and tension as history has shown. Nowadays, in our contemporary societies characterised by diversity, different religious communities existing in the same society may lead to social intolerance, discrimination and social divisions.

There are those who consider themselves to be religious but do not belong to any organisation. However, many people express their religious beliefs through religious organisations such as churches, **sects**, denominations, **new religious movements** and cults. In traditional societies, people tend to belong to one religious community or organisation. However, as a result of processes such as social change and globalisation, societies nowadays tend to be characterised by **religious diversity** and **religious freedom**. Social change has also led to secularisation or a decline in the importance of religion, which is **reflected in a number of contemporary social trends**.

1. Briefly define the following concepts:

- (a) Religion; (2)
- (b) Social control; (2)
- (c) Sects; (2)
- (d) Religious diversity; (2)
- (e) Religious freedom. (2)

2. (a) Explain the following sentence: “Religion performs a number of functions both for individuals and for societies”. (4)
(b) Mention **THREE** other functions of religion apart from those mentioned in the passage. (6)
3. Define the word “sacred”. Give **TWO** examples of “objects” and “places” and **TWO** examples of “events which are considered sacred” in any religion of your choice. (10)
4. What do you understand by “new religious movements”? Mention **ONE** example of a new religious movement. (5)
5. Write a paragraph of about 80 words to discuss how secularisation is reflected in a number of contemporary social trends. (15)

(Total: 50 marks)

SECTION B

Read the text and answer ALL the questions.

Since the late 1980s, the Maltese population has developed from the traditional shape of a pyramid to a more even distribution model of age groups, except those at the top. Figures by the National Statistics Office (NSO) show that at the end of 2013, 105,069 persons or 24.6% of the total population were more than 60 years old.

These **demographic trends** towards an ageing Maltese population gave rise to a Maltese **Ageing Policy**. The latest policy of this kind is the ‘National Strategic Policy for Active Ageing: Malta 2014-2020’ which targets three broad themes: active participation in the labour market, social participation, and independent living. The main aim of the policy is to enable persons above statutory retirement age to remain in or re-enter employment. This objective is necessary for Maltese society to combat **falling levels of the working age population** and to lessen the impact on skills shortages and dependency ratio of vulnerable social groups on **welfare services**. It also aims for continuous participation of older persons in social, economic, and civic affairs. Such active participative lifestyles help older persons to overcome structural barriers that may result in unwelcome experiences of material and social exclusion.

The National Strategic Policy was complemented by other policy measures such as the setting up of government-owned care homes and day care centres for elderly persons. Learning modules on information and communication technologies together with educational sessions on cultural enrichment are provided in these centres.

Ageing social policy is ultimately helping to empower older persons to remain active contributing citizens, thereby changing Maltese society's perception of old age from one of passivity and dependency to a perception of active ageing lived with dignity as the years advance.

(Adapted from: Marvin Formosa (2016): "Ageing" in M. Briguglio & M. Brown (eds.), *Sociology of the Maltese Islands*)

1. Briefly define the following:
 - (a) Demographic trends; (2)
 - (b) Ageing policy; (2)
 - (c) Welfare services. (2)
2. Identify **THREE** social consequences of the "falling levels of the working age population" and elaborate on each. (9)
3. Explain in about 50 words why the old age group in the Maltese population has increased in the last decades. (10)
4. Describe, in about 50 words, contemporary policy measures in Maltese society aimed at promoting more independent living for elderly persons. (10)
5. In a paragraph of about 80 words, discuss how elderly persons can remain active in the community so as to overcome unwelcome experiences of material and social exclusion and remain integrated in the community. (15)

(Total: 50 marks)

LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2017

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	IIA
DATA:	29 ta' Mejju 2017
HIN:	mill-4:00 p.m. sas-6:05 p.m.

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

TAQSIMA I: L-INDIVIDWU U S-SOĊJETÀ

1. Fis-soċjetà hemm diversi fatturi ta' differenzjar soċjali bhall-generu, etniċità, u differenzi reliġjużi u reġjonali. Spjega din l-istqarrija u uri kif id-differenzjar soċjali jista' jwassal għall-konflitti.
2. Iddiskuti l-aġenti ewlenin tas-soċjalizzazzjoni sekondarja u kif dawn jiskuraġġixxu atti devjanti u jżommu l-kontroll soċjali fis-soċjetà.

TAQSIMA II: L-ISTITUZZJONIJIET SOĊJALI

3. Il-familja, kif giet affettwata mill-bosta bidliet li qed isehhu fis-soċjetà?
4. Iddiskuti l-kawzi ewlenin tal-qgħad u l-konsegwenzi li jista' jkollu fuq l-individwi u l-familji.

TAQSIMA III: KWISTJONIJIET SOĊJALI

5. Sehem in-nisa fil-politika Maltija mhuiwix daqs dak tal-irġiel. Ikkummenta.
6. Hemm diversi forom ta' esklużjoni soċjali. Iddiskuti din l-istqarrija u agħti xi eżempji mill-esperjenza Maltija.

TAQSIMA IV: L-IŻVILUPP U L-BIDLA

7. L-iżvilupp tal-art spiss iqajjem diskussjonijiet pubbliċi fuq kwistjonijiet ambjentali. Iddiskuti.
8. Iddiskuti l-effetti tal-urbanizzazzjoni fuq is-soċjetà. Dahhal xi eżempji mis-soċjetà Maltija fit-tweġiba tiegħek.

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	Social Studies
PAPER NUMBER:	IIA
DATE:	29 th May 2017
TIME:	4:00 p.m. to 6:05 p.m.

Answer **FOUR** questions, **ONE** from **EACH** section.

Each question carries 25 marks.

SECTION I: THE INDIVIDUAL AND SOCIETY

1. In society there are various factors of social differentiation such as gender, ethnicity, religious and regional differences. Explain this statement and show how social differentiation may lead to conflicts.
2. Discuss the main agents of secondary socialisation and how these discourage deviance and maintain social control in society.

SECTION II: SOCIAL INSTITUTIONS

3. How has the family been affected as a result of the many changes happening in society?
4. Discuss the main causes of unemployment and the consequences that it may have on individuals and families.

SECTION III: SOCIAL ISSUES

5. Women's role in Maltese politics does not equal that of men. Comment.
6. There are various forms of social exclusion. Discuss this statement and give examples from the Maltese experience.

SECTION IV: DEVELOPMENT AND CHANGE

7. Land development frequently gives rise to public discussions on environmental issues. Discuss.
8. Discuss the effects of urbanisation on society. Include examples in Maltese society in your answer.

LIVELL TAČ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA

SESSJONI MEJJU 2017

SUGĠETT:	Studji Soċjali
KARTA NUMRU:	IIB
DATA:	29 ta' Mejju 2017
HIN:	mill-4:00 p.m. sas-6:05 p.m.

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

TAQSIMA I: L-INDIVIDWU U S-SOĊJETÀ

- Il-mobilità soċjali tista' tkun vertikali jew orizzontali u tista' tiġi minn fatturi diversi.
 - Iddefinixxi t-terminu "mobilità soċjali". (2)
 - Spjega d-differenza bejn mobilità soċjali "vertikali" u "orizzontali", u aġhti xi eżempji biex tfisser l-argument tiegħek. (8)
 - F'paragrafu ta' madwar 80 kelma, iddiskuti l-fatturi li jistgħu jwasslu għall-mobilità soċjali. (15)

(Total: 25 marka)
- Id-diversità kulturali tista' tagħmel lis-soċjetà aktar għanja imma wkoll tista' tkun sors ta' konflitt.
 - Iddefinixxi t-terminu "diversità kulturali", u aġhti **ŻEWĠ** eżempji mis-soċjetà Maltija. (6)
 - Semmi **ŻEWĠ** fatturi li jistgħu jwasslu għad-diversità kulturali f'soċjetà. (4)
 - Ikteb paragrafu ta' madwar 80 kelma biex tispjega kif id-diversità kulturali tista' taffettwa lis-soċjetà. (15)

(Total: 25 marka)

TAQSIMA II: L-ISTITUZZJONIJIET SOĊJALI

- Ix-xogħol ifisser hwejjeġ differenti għal nies differenti.
 - Semmi **TLIET** modi li fihom ix-xogħol jista' jaffettwa lin-nies fil-ħajja ta' kuljum tagħhom. (6)
 - Iddiskuti **ŻEWĠ** effetti negattivi li l-qgħad jista' jkollu fuq individwu. (4)
 - F'paragrafu ta' madwar 80 kelma, iddiskuti kif fatturi bħall-generu, etniċità, diżabilità, u età jistgħu jinfluwenzaw l-esperjenza tan-nies fis-suq tax-xogħol. (15)

(Total: 25 marka)
- L-edukazzjoni hija dritt uman bażiku li għadu mhuiwix aċċessibbli għal miljuni ta' tfal madwar id-dinja.
 - Aġhti **TLIET** raġunijiet għala taħseb li l-edukazzjoni titqies bħala dritt uman bażiku. (6)
 - Spjega d-differenza bejn edukazzjoni u *learning*. (4)
 - Iddefinixxi t-terminu "edukazzjoni inklużiva" u spjega għala hija importanti fl-iskejjel tagħna. (5)
 - F'paragrafu ta' madwar 60 kelma, iddiskuti l-vantaġġi li tistudja barra minn Malta. (10)

(Total: 25 marka)

TAQSIMA III: KWISTJONIJIET SOĊJALI

5. Malta għandha waħda mill-aktar rati baxxi ta' qgħad fl-Unjoni Ewropea, imma waħda mill-aktar rati baxxi ta' impjiegi fejn għandhom x'jaqsmu l-haddiema nisa.
- (a) Spjega xi tfisser "l-aktar rata baxxa ta' qgħad". (4)
 - (b) Identifika **TLIET** fatturi li jwasslu għall-partiċipazzjoni baxxa tan-nisa fl-impjieg u elabora fuq kull wieħed. (6)
 - (c) Ikteb paragrafu ta' madwar 80 kelma fuq xi miżuri li qed jittieħdu f'Malta biex tizzied il-partiċipazzjoni tan-nisa fl-impjieg. (15)
- (Total: 25 marka)**
6. Forom differenti ta' faqar qed ikollhom effetti serji fuq is-soċjetà kollha.
- (a) Semmi **ERBA'** forom ta' faqar u fil-qosor spjega kull forma. (6)
 - (b) Identifika u ddeskrivi **ŻEWĠ** effetti ta' faqar fuq is-soċjetà. (4)
 - (c) Spjega, f'madwar 80 kelma, kif is-soċjetà qed tikkumbatti l-effetti tal-faqar. (15)
- (Total: 25 marka)**

TAQSIMA IV: L-IŻVILUPP U L-BIDLA

7. Il-pajjiżi fl-Ewropa qed jesperjenzaw tnaqqis fir-rata tat-twelid, imma wkoll zieda fl-aspettattivi tat-tul tal-ħajja tal-anzjani u fil-mobilità tal-popolazzjoni.
- (a) Spjega (i) "ir-rata tat-twelid"; (2)
(ii) "il-mobilità tal-popolazzjoni". (2)
 - (b) Identifika **TLIET** fatturi li qed jikkontribwixxu għall-mobilità tal-popolazzjoni, u ddeskrivi kull fattur. (3+3)
 - (c) Ikteb paragrafu, ta' madwar 80 kelma, biex tispjega l-effetti tat-tnaqqis tar-rati tat-twelid fuq il-popolazzjoni. (15)
- (Total: 25 marka)**
8. Il-vantaġġi u l-iżvantaġġi tal-iżvilupp urban ġabu bidla fil-kwalità ta' ħajja tal-popolazzjoni.
- (a) Spjega xi nfissru meta ngħidu "kwalità ta' ħajja tal-popolazzjoni". (4)
 - (b) Spjega l-proċess ta' tferrix urban (*urban sprawl*) b'eżempji minn Malta. (6)
 - (c) Identifika u kkummenta fil-qosor fuq il-vantaġġi u l-iżvantaġġi tal-urbanizzazzjoni. (15)
- (Total: 25 marka)**

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

SECONDARY EDUCATION CERTIFICATE LEVEL

MAY 2017 SESSION

SUBJECT:	Social Studies
PAPER NUMBER:	IIB
DATE:	29 th May 2017
TIME:	4:00 p.m. to 6:05 p.m.

Answer **FOUR** questions, **ONE** from **EACH** section.

Each question carries 25 marks.

SECTION I: THE INDIVIDUAL AND SOCIETY

1. Social mobility may be vertical or horizontal and may be driven by various factors.
 - (a) Define the term “social mobility”. (2)
 - (b) Explain the difference between “vertical” and “horizontal” social mobility and give examples to illustrate your argument. (8)
 - (c) In a paragraph of about 80 words discuss the factors that may lead to social mobility. (15)

(Total: 25 marks)

2. Cultural diversity may enrich society but may also be a source of conflict.
 - (a) Define the term “cultural diversity” and give **TWO** examples from Maltese society. (6)
 - (b) Mention **TWO** factors that may lead to cultural diversity in a society. (4)
 - (c) Write a paragraph of about 80 words to explain how cultural diversity may affect society. (15)

(Total: 25 marks)

SECTION II: SOCIAL INSTITUTIONS

3. Work means different things to different people.
 - (a) Mention **THREE** ways in which work can affect people in their everyday lives. (6)
 - (b) Discuss **TWO** negative effects that unemployment can have on an individual. (4)
 - (c) In a paragraph of about 80 words discuss how factors such as gender, ethnicity, disability, and age may influence the experience of people in the labour market. (15)

(Total: 25 marks)

4. Education is a basic human right which is still not accessible to millions of children around the world.
 - (a) Give **THREE** reasons why you think that education is considered to be a basic human right. (6)
 - (b) Explain the difference between education and learning. (4)
 - (c) Define the term “inclusive education” and explain why it is important in our schools. (5)
 - (d) In a paragraph of about 60 words discuss the advantages of studying abroad. (10)

(Total: 25 marks)

SECTION III: SOCIAL ISSUES

5. Malta has one of the lowest unemployment rates in the European Union, but one of the lowest employment rates where female workers are concerned.
- (a) Explain what is meant by “the lowest unemployment rate”. (4)
 - (b) Identify **THREE** factors leading to low female participation in employment and elaborate on each. (6)
 - (c) Write a paragraph of about 80 words on measures being taken in Malta to raise female participation in employment. (15)
- (Total: 25 marks)**
6. Different forms of poverty are having serious effects on society as a whole.
- (a) Name **FOUR** forms of poverty and briefly explain each form. (6)
 - (b) Identify and describe **TWO** effects of poverty on society. (4)
 - (c) Explain in about 80 words how society is combating the effects of poverty. (15)
- (Total: 25 marks)**

SECTION IV: DEVELOPMENT AND CHANGE

7. Countries in Europe are experiencing a decline in birth rate, but also a rise in life expectancy of the elderly and in population mobility.
- (a) Explain (i) “birth rate”; (2)
(ii) “population mobility”. (2)
 - (b) Identify **THREE** factors which are contributing to population mobility and describe each factor. (6)
 - (c) Write a paragraph of about 80 words to explain the effects of declining birth rates on the population. (15)
- (Total: 25 marks)**
8. Advantages and disadvantages of urban development have brought about change in the quality of life of the population.
- (a) Explain what is meant by “quality of life of the population”. (4)
 - (b) Explain the process of urban sprawl with examples in Malta. (6)
 - (c) Identify and briefly comment on the advantages and disadvantages of urbanisation. (15)
- (Total: 25 marks)**