



SUĖĠETT:	Studji Soċjali
KARTA NUMRU:	I
DATA:	24 ta' Mejju 2022
FIN:	mill-4:00 p.m. sas-6:05 p.m.

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

TAQSIMA A

Aqra t-test u wieġeb il-mistoqsijiet **KOLLHA**.

Fis-sena 2014 tnediet l-istrategija għall-Edukazzjoni ta' Malta (2014–2024) bl-għan li tindirizza l-livelli kollha edukattivi mis-snin bikrija sat-tagħlim fost l-adulti. Din l-istrategija qed tipproponi edukazzjoni ta' kwalità aktar ġusta li tohloq legat mal-passat, taddatta għall-prezent, u tipprova tantiċipa sfidi u opportunitajiet futuri **f'dinja globalizzata**.

Din l-istrategija hija impenn li tipprovdi opportunitajiet biex jiġu żviluppati l-valuri, il-ħiliet, u l-attitudnijiet meħtieġa għal ċittadinanza attiva u l-impjegabbiltà, billi dejjem jitnaqqas id-distakk bejn id-dinja tal-edukazzjoni u d-dinja tax-xogħol. Il-programmi ta' tagħlim ta' kwalità għal edukazzjoni obligatorja huma mibnija fuq il-valuri tal-**inklużjoni**, il-ġustizzja soċjali, l-ekwità u d-**diversità**. L-erba' miri ewlenin tal-Qafas huma: li jitnaqqas id-distakk fir-riżultati edukattivi bejn is-subien u l-bniet u fost l-istudenti li jattendu skejjel differenti, u jgħollu l-istandards fil-litteriżmu, in-numri, u l-kompetenza fix-xjenza u t-teknoloġija; li tappoġġja l-kisba edukattiva ta' tfa' l-riskju ta' faqar u minn sfond soċjoekonomiku baxx u tnaqqas dawk li jtilqu mill-iskola kmieni; li tiżdied il-partecipazzjoni fit-**tagħlim tul il-ħajja** (Lifelong learning) u fit-tagħlim fost l-adulti; u li jgħollu l-livelli ta' kisba u taħriġ ulterjuri, vokazzjonali u **edukazzjoni terzjarja**.

(Adattat minn: education for all - Special Needs and Inclusive Education in Malta - 2014)

- Agħti definizzjoni għat-termini li ġejjin:
 - Dinja globalizzata; (2)
 - L-inklużjoni; (2)
 - Id-diversità; (2)
 - Tagħlim tul il-ħajja; (2)
 - Edukazzjoni terzjarja. (2)
- Spjega għaliex l-edukazzjoni hija meqjusa bħala dritt bażiku tal-bniedem. (10)
- X'nifhem b'edukazzjoni inklussiva? (6)
 - Semmi **ŻEWĠ** eżempji ta' inklussività fl-iskejjel. (4)
- Semmi **ŻEWĠ** raġunijiet għaliex partecipazzjoni akbar fit-tagħlim tul il-ħajja hija meqjusa meħtieġa. Sostni r-raġunijiet tiegħek b'eżempji. (10)
- Spjega għaliex edukazzjoni ta' kwalità tajba hija importanti ħafna biex tnejni lill-istudenti għad-dinja tax-xogħol. (10)

(Total: 50 marka)

Jekk jogħġbok aqleb il-paġna.

TAQSIMA B

Aqra t-test u wieġeb il-mistoqsijiet KOLLHA.

Kważi ħmistax-il sena ilu, ġew maqbula l-Għanijiet tal-Żvilupp tal-Millennju. Dawn stabbilixxew qafas importanti għall-iżvilupp u sar progress sinifikanti f'numru ta' oqsma. Izda dan il-progress kien irregolari, b'mod partikolari fil-**pajjiżi bi dħul baxx** u fil-**pajjiżi bi dħul għoli**. Is-17-il Għan ta' Żvilupp Sostenibbli (SDGs) jfittxu li jibnu fuq l-Għanijiet tal-Żvilupp tal-Millennju b'għan li jiffinalizzaw dak li ma ġiex miksub. L-SDGs huma sejha urġenti għal azzjoni lill-pajjiżi kollha, żviluppanti u dawk li qed jiżviluppaw. Dawn jirrikonoxxu li t-tmiem tal-faqar u ta' nuqqasijiet oħra jrid imur id f'id ma' strateġiji li jtejbu s-saħħa u l-edukazzjoni, inaqqsu l-inugwaljanza, u jixprunaw it-tkabbir ekonomiku, filwaqt li jindirizzaw it-**tibdil fil-klima** u jaħdmu sabiex jipproteġu d-dinja tagħna. L-għanijiet huma integrati u ma jmorru mingħajr xulxin u jibbilanċjaw it-tliet dimensjonijiet tal-**iżvilupp sostenibbli**: dak ekonomiku, soċjali u ambjentali.

Mill-2019 'l hawn, Malta niżlet ħames postijiet fl-indiċi globali tal-Għanijiet tal-Żvilupp Sostenibbli. Filwaqt li l-punteġġ ta' 75.7 tal-pajjiż ma tantx inbidel fuq sentejn, Malta issa tinsab fit-33 post fl-isforz globali biex tilhaq dawn l-għanijiet. Skont l-aħħar rapport dwar l-iżvilupp sostenibbli, Malta kienet poġġiet fit-28 post fl-2019. Mill-banda l-oħra, il-pajjiż resaq lejn il-kisba ta' 11-il għan ieħor, l-aktar importanti minn dawn ikun 'zero hunger' (SDG2), li jwiegħed li jtemm il-ġuħ, jikseb is-sigurtà tal-provvista tal-ikel, itejjeb in-nutrizzjoni u jippromwovi **agrikoltura sostenibbli**. Malta tirrikonoxxi wkoll l-Aġenda 2030 bħala l-aktar pjan ta' żvilupp globali komprensiv u tirrikonoxxi l-fatt li l-kisba ta' dawn il-miri hija sfida għal kulhadd. Il-vjaġġ huwa twil u jehtieg l-isforzi kollettivi tal-partijiet konċernati kollha fi ħdan il-komunità internazzjonali. Malta tibqa' impenjata li tkompli f'dan il-vjaġġ ta' sostenibbiltà.

(Adattat minn: <https://sdgs.un.org/2030agenda>)

1. Spjega fil-qosor it-termini li ġejjin:
 - a) Pajjiżi bi dħul baxx; (2)
 - b) Pajjiżi bi dħul għoli; (2)
 - c) It-tibdil fil-klima; (2)
 - d) L-iżvilupp sostenibbli; (2)
 - e) L-agrikoltura sostenibbli. (2)
2. a) Iddeskrivi **ŻEWĠ** tipi ta' tniġġis. (4)
- b) Iddeskrivi fil-qosor **TLIET** effetti tat-tniġġis fuq is-saħħa tal-bniedem. (6)
3. a) Elenka t-**TLIET** 'R's, u spjega **WIEHED** minnhom. (5)
- b) Spjega kif it-3Rs joffru alternattivi favur l-ambjent biex jittrattaw ġenerazzjonijiet ta' skart li aktar ma jmur dejjem qed jikber. (3)
4. Identifika u spjega **TLIET** Għanijiet tal-Żvilupp tal-Millennju. (10)
5. F'paragrafu ta' madwar 80 kelma ddiskuti kif Malta appoġġjat il-Protokoll ta' Kyoto u ħadet il-miżuri meħtieġa biex tnaqqas l-emissjonijiet. (12)

(Total: 50 marka)



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

SECTION A

Read the text and answer ALL the questions.

An Education Strategy for Malta (2014–2024) was launched in 2014 aiming to address all levels of education from early years to adult learning. It is proposing a more equitable quality education that creates a legacy with the past, adapts to the present, and tries to anticipate future challenges and opportunities in a **globalised world**.

This strategy is a commitment to provide opportunities to develop the necessary values, skills, and attitudes for active citizenship and employability, by increasingly closing the gap between the world of education and the world of employment. The quality learning programmes for compulsory education is driven by values of **inclusion**, social justice, equity, and **diversity**. The four main targets of the Framework are: to reduce the gaps in educational outcomes between boys and girls and among learners attending different schools, and raise the standards in literacy, numeracy, and science and technology competence; to support the educational achievement of children at risk of poverty and from low socio-economic backgrounds and reduce early school-leavers; to increase participation in **lifelong learning** and adult learning; and to raise levels of attainment in further, vocational, and **tertiary education** and training.

(Adapted from: education for all - Special Needs and Inclusive Education in Malta - 2014)

- Define the following terms:
 - Globalised world; (2)
 - Inclusion; (2)
 - Diversity; (2)
 - Lifelong learning; (2)
 - Tertiary education. (2)
- Explain why education is considered a basic human right. (10)
- What do we mean by inclusive education? (6)
 - Name **TWO** examples of inclusion in schools (4)
- Mention **TWO** reasons why an increased participation in lifelong learning is considered necessary. Sustain your reasons with examples. (10)
- Explain why quality education is very important to prepare students for the world of employment. (10)

(Total: 50 marks)

Please turn the page.

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

Almost fifteen years ago, the Millennium Development Goals were agreed. These provided an important framework for development and significant progress has been made in a number of areas, but the progress has been uneven, particularly in, **low income countries** and **high income countries**. The 17 Sustainable Development Goals (SDGs) seek to build on the Millennium Development Goals and complete what these did not achieve. The SDGs are an urgent call for action for all countries, developed and developing ones. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling **climate change** and working to preserve our planet. They are integrated, indivisible and balance the three dimensions of **sustainable development**: the economic, social and environmental.

Malta has dropped five places in the global index of Sustainable Development Goals since 2019. While the country's score of 75.7 did not change much over two years, Malta now ranks 33rd in the global effort to hit these aims. It had placed 28th in 2019, according to the latest sustainable development report. On the other hand, the country has made strides towards achieving 11 other goals, most of all 'zero hunger' (SDG2), which pledges to end hunger, achieve food security, improve nutrition and promote **sustainable agriculture**. Malta also recognises the 2030 Agenda as the most comprehensive global development plan and acknowledges that reaching its goals is a challenge for all. The journey is long and requires the collective efforts of all stakeholders within the international community. Malta remains committed to continue on this journey of sustainability.

(Adapted from: <https://sdgs.un.org/2030agenda>)

1. Briefly explain the following terms:
 - a) Low income countries; (2)
 - b) High income countries; (2)
 - c) Climate change; (2)
 - d) Sustainable development; (2)
 - e) Sustainable agriculture; (2)
2.
 - a) Describe **TWO** types of pollution. (4)
 - b) Briefly describe **THREE** effects of pollution on people's health. (6)
3.
 - a) List the **THREE** 'R's, and explain **ONE** of them. (5)
 - b) Explain how the 3R's offer environmentally friendly alternatives to deal with growing generations of waste. (3)
4. Identify and explain **THREE** Millennium Development Goals objectives. (10)
5. In a paragraph of about 80 words discuss how Malta has supported the Kyoto Protocol and took the necessary measures to reduce emissions. (12)

(Total: 50 marks)



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

TAQSIMA I: L-INDIVIDWU U S-SOĊJETÀ

1. "Is-sbuhija tad-dinja tinsab fid-diversità tan-nies tagħha." Iddiskuti dan b'rabta ma' kif id-diversità kulturali hija ġeneralment ipperċepita f'Malta.
2. Iddiskuti b'mod kritiku l-irwol tal-familji, l-iskejjel, u l-midja tal-massa bħala aġenti ta' soċjalizzazzjoni.

TAQSIMA II: L-ISTITUZZJONIJIET SOĊJALI

3. "Id-demokrazija hija l-gvern tal-poplu, min-nies għan-nies." Iddiskuti dan billi tirreferi għad-diversi karatteristiċi tad-demokrazija.
4. Spjega kif l-industrijalizzazzjoni bidlet l-esperjenzi tax-xogħol tan-nies.

TAQSIMA III: IL-KWISTJONIJIET SOĊJALI

5. Il-vjolenza domestika f'relazzjoni intima tintuża sabiex jinkiseb jew jinżamm il-poter u l-kontroll fuq il-partner. Iddiskuti.
6. Iċ-ċirku vizzjuż tal-faqar (poverty trap) huwa mekkaniżmu li jagħmilha diffiċli ħafna għan-nies biex jeħilsu mill-faqar. Elabora fuq dan.

TAQSIMA IV: L-IŻVILUPP U L-BIDLA

7. Iddiskuti b'mod kritiku dwar kif l-avvanzi fit-trasport saħħew il-konnessjonijiet globali mad-dinja kollha.
8. Il-livell tal-għajxien għandu jkun aktar importanti mill-kwalità tal-ħajja meta nqisu l-iżvilupp? Iddiskuti.



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

SECTION I: THE INDIVIDUAL AND SOCIETY

1. "The beauty of the world lies in the diversity of its people." Discuss this in relation to how cultural diversity is generally perceived in Malta.
2. Discuss the role of families, schools, and the mass media as agents of socialisation.

SECTION II: SOCIAL INSTITUTIONS

3. "Democracy is the government of the people, by the people for the people." Discuss this by referring to the various characteristics of democracy.
4. Explain how industrialisation transformed people's experiences of work.

SECTION III: SOCIAL ISSUES

5. Domestic violence in an intimate relationship, can be used to gain or maintain power and control over partner. Discuss.
6. A poverty trap is a mechanism that makes it very difficult for people to escape poverty. Discuss.

SECTION IV: DEVELOPMENT AND CHANGE

7. Critically discuss how advancements in transport have deepened global connections worldwide.
8. Should standard of living be more important than quality of life in assessing development? Discuss.



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

TAQSIMA I: L-INDIVIDWU U S-SOĊJETÀ

1. "Is-sbuħija tad-dinja qiegħda fid-diversità tan-nies tagħha."
 - a) Spjega t-terminu 'diversità kulturali'. (4)
 - b) Semmi **TLIET** eżempji ta' diversità kulturali li nistgħu nosservaw fil-ħajja Maltija ta' kuljum. (6)
 - ċ) F'paragrafu ta' madwar 80 kelma ddiskuti kif id-diversità kulturali hija ġeneralment ipperċepita mill-Maltin. (15)

(Total: 25 marka)

2. Il-Familji, l-iskejjel, u l-midja tal-massa huma eżempji ta' aġenti ta' soċjalizzazzjoni.
 - a) Spjega l-funzjonijiet tal-aġenti tas-soċjalizzazzjoni. (4)
 - b) Iddistingwi bejn is-soċjalizzazzjoni primarja u sekondarja. (6)
 - ċ) F'paragrafu ta' madwar 80 kelma, spjega kif l-aġenti ta' soċjalizzazzjoni msemija jinfluwenzaw il-ħajja ta' bniedem. (15)

(Total: 25 marka)

TAQSIMA II: L-ISTITUZZJONIJIET SOĊJALI

3. "Id-demokrazija hija l-gvern tal-poplu, min-nies għan-nies."
 - a) Spjega t-terminu 'demokrazija'. (4)
 - b) Spjega fil-qosor **TLIET** karatteristiċi tad-demokrazija. (6)
 - ċ) F'madwar 80 kelma ddiskuti l-kwotazzjoni li għadek kemm qrajt billi tirreferi għall-mod kif taħdem id-demokrazija rappreżentattiva f'Malta. (15)

(Total: 25 marka)

4. Il-proċess ta' industrijalizzazzjoni biddel l-esperjenzi tax-xogħol tan-nies.
 - a) Spjega xi jfisser xogħol. (4)
 - b) Iddeskrivi fil-qosor l-esperjenzi tax-xogħol tan-nies fi żminijiet preindustrijali. (6)
 - ċ) F'madwar 80 kelma ddeskrivi l-bidliet ewlenin li ġab il-proċess tal-industrijalizzazzjoni. (15)

(Total: 25 marka)

Jekk jogħġbok aqleb il-paġna.

TAQSIMA III: KWISTJONIJIET SOĊJALI

5. Il-vjolenza domestika hija problema soċjali serja b'impatti negattivi sinifikanti fuq l-individwi u l-komunitajiet tagħna.
- a) Iddefinixxi t-terminu vjolenza domestika. (4)
 - b) Semmi **TLIET** forom ta' vjolenza domestika u spjega fil-qosor **kull** waħda. (6)
 - ċ) Ikteb paragrafu ta' madwar 80 kelma kif teqred il-vjolenza domestika mis-soċjetà. (15)

(Total: 25 marka)

6. Iċ-ċirku vizzjuż tal-faqar (poverty trap) jeżisti f'kull soċjetà u jista' jkun mhux intenzjonat. Jista' jaffettwa partijiet kbar tal-popolazzjoni, bħall-anzjani, il-persuni b'diżabilità u l-persuni bla xogħol.
- a) Spjega x'inhu ċirku vizzju tal-faqar (poverty trap) u agħti **ŻEWĠ** eżempji. (4)
 - b) Spjega għaliex individwi li jaqgħu f'ċirku vizzjuż tal-faqar (Poverty trap), jistgħu jispicċaw fil-kriminalità. (6)
 - ċ) Ikteb paragrafu ta' madwar 80 kelma li jiddistingwi bejn welfare state u welfare society. Saħħaħ it-twegibiet tiegħek billi tipprovdi **ŻEWĠ** eżempji minn **kull** wieħed. (15)

(Total: 25 marka)

TAQSIMA IV: L-IŻVILUPP U L-BIDLA

7. Il-globalizzazzjoni qed tikkontribwixxi għall-aċċessibiltà ta' postijiet differenti, il-paċi fid-dinja u qed tgħin lid-dinja tagħna ssir villaġġ globali.
- a) Iddefinixxi t-termini globalizzazzjoni u villaġġ globali. (4)
 - b) Spjega **TLIET** effetti tal-globalizzazzjoni fuq il-kultura. (6)
 - ċ) F'paragrafu ta' madwar 80 kelma, spjega kif l-ekonomija tal-gżejjer Maltin qed tibbenefika mill-effetti tal-Globalizzazzjoni. (15)

(Total: 25 marka)

8. L-aktar metodu konvenzjonali ta' kif titkejjel l-ekonomija huwa bil-Prodott Gross Domestiku (PGD); madanakollu l-Indiċi tal-Iżvilupp Uman (HDI) għandu enfasi akbar u jitqies important wkoll.
- a) Iddefinixxi t-termini prodott gross domestiku u indiċi tal-iżvilupp uman. (4)
 - b) Iddiskuti **TLIET** effetti negattivi tal-iżvilupp fuq is-soċjetajiet. (6)
 - ċ) F'paragrafu ta' madwar 80 kelma spjega l-problemi li dejjem qed jikbru li l-urbanizzazzjoni għandha fuq l-ambjent Malti. (15)

(Total: 25 marka)



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

SECTION I: THE INDIVIDUAL AND SOCIETY

1. "The beauty of the world lies in the diversity of its people."
- Explain the term cultural diversity. (4)
 - Mention **THREE** examples of cultural diversity we can observe in Maltese everyday life. (6)
 - In a paragraph of about 80 words, discuss how cultural diversity is generally perceived by Maltese people. (15)

(Total: 25 marks)

2. Families, schools, and the mass media are examples of agents of socialisation.
- Explain the functions of the agents of socialisation. (4)
 - Distinguish between primary and secondary socialisation. (6)
 - In a paragraph of about 80 words, explain how the above agents of socialisation influence a person's life. (15)

(Total: 25 marks)

SECTION II: SOCIAL INSTITUTIONS

3. "Democracy is the government of the people, by the people for the people."
- Explain the term democracy. (4)
 - Briefly explain **THREE** of the characteristics of democracy. (6)
 - In about 80 words discuss the quote above by referring to the way representative democracy works in Malta. (15)

(Total: 25 marks)

4. The process of industrialisation transformed people's experiences of work.
- Explain what is meant by work. (4)
 - Briefly describe people's experiences of work in pre-industrial times. (6)
 - In about 80 words describe the main changes brought about by the process of industrialisation. (15)

(Total: 25 marks)

Please turn the page.

SECTION III: SOCIAL ISSUES

5. Domestic violence is a serious social problem with significant negative impacts on individuals and our communities.
- a) Define the term domestic violence. (4)
 - b) List **THREE** forms of domestic violence and briefly explain **each** form. (6)
 - c) Write a paragraph of about 80 words how to eliminate domestic violence from society. (15)

(Total: 25 marks)

6. Poverty trap exists in every society and may be unintentional. It may affect large segments of the population, such as the elderly, the disabled and the unemployed.
- (a) Explain what is poverty trap and give **TWO** examples. (4)
 - (b) Explain why falling into a poverty trap, might lead individuals into crime. (6)
 - (c) Write a paragraph of about 80 words differentiating between the welfare state and welfare society. Support your answers by providing **TWO** examples from **each**. (15)

(Total: 25 marks)

SECTION IV: DEVELOPMENT AND CHANGE

7. Globalisation is contributing to the accessibility of different locations, world peace and is helping our world becoming a global village.
- (a) Define the terms globalisation and global village. (4)
 - (b) Explain **THREE** effects of globalisation on culture. (6)
 - (c) In a paragraph of about 80 words, explain how the economy of the Maltese islands is benefiting from the effects of Globalisation. (15)

(Total: 25 marks)

8. The most conventional method of measuring an economy is by Gross Domestic Product (GDP); however the Human Development Index (HDI) has greater emphasis and is considered important as well.
- (a) Define the terms gross domestic product and human development index. (4)
 - (b) Discuss **THREE** negative effects of development on societies. (6)
 - (c) In a paragraph of about 80 words explain the rising problems urbanisation has on the Maltese environment. (15)

(Total: 25 marks)