Part 1: Statistical Information

A total number of 2075 candidates registered to sit for the examination indicating a decrease of 51 candidates over last year. There were 851 applicants for Paper A, i.e. 38 applicants less than last year and 1224 for Paper B (13 applicants less than last year). There were 4.67% absent.

Table 1: Distribution of grades for SEC Social Studies

<table>
<thead>
<tr>
<th>GRADE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>U</th>
<th>ABS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAPER A</td>
<td>12</td>
<td>73</td>
<td>96</td>
<td>129</td>
<td>284</td>
<td>245</td>
<td>12</td>
<td>851</td>
<td></td>
<td></td>
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<tr>
<td>PAPER B</td>
<td>333</td>
<td>168</td>
<td>120</td>
<td>151</td>
<td>367</td>
<td>85</td>
<td>1224</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td>73</td>
<td>96</td>
<td>462</td>
<td>452</td>
<td>120</td>
<td>151</td>
<td>612</td>
<td>97</td>
<td>2075</td>
</tr>
</tbody>
</table>

% OF TOTAL | 0.58 | 3.52 | 4.63 | 22.27 | 21.78 | 5.78 | 7.28 | 29.49 | 4.67 | 100 |

Part 2: Comments regarding candidates’ performance

In Paper I candidates had to answer all 5 questions both in Section A and Section B. Each question carries a maximum of 10 marks.

Among candidates taking Paper A, in Section A of Paper I Question number 1 on values, family and religion has the highest average (6.29) while Question number 4 on social mobility has the lowest average (4.44).

In Section B Question number 3 on development has the highest average (5.64) while Question number 2 on North-South Divide has the lowest average (4.52).

Table 2: Distribution of scores of Paper A (851) candidates by questions of Paper 1

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks</td>
<td>5279</td>
<td>4216</td>
<td>4956</td>
<td>3717</td>
<td>3976</td>
<td>4310</td>
<td>3790</td>
<td>4706</td>
<td>4008</td>
<td>4634</td>
</tr>
<tr>
<td>Average Mark</td>
<td>6.29</td>
<td>5.03</td>
<td>5.91</td>
<td>4.44</td>
<td>4.76</td>
<td>4.52</td>
<td>5.14</td>
<td>4.78</td>
<td>5.64</td>
<td>4.78</td>
</tr>
</tbody>
</table>

In the case of candidates taking Paper B, in Paper I Section A Question number 1 on values, the family and religion has the highest average (6.54). Question number 4 on social mobility has the lowest average (3.02).

In Section B Question number 3 on Development has the highest average (5.57). Question number 2 on North-South Divide has the lowest average (3.03).

Table 3: Distribution of scores of Paper B (1224) candidates by questions of Paper 1

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Marks</td>
<td>7423</td>
<td>6309</td>
<td>4945</td>
<td>3298</td>
<td>3657</td>
<td>4984</td>
<td>3437</td>
<td>5173</td>
<td>3750</td>
<td>5965</td>
</tr>
<tr>
<td>Average Mark</td>
<td>6.54</td>
<td>5.56</td>
<td>4.41</td>
<td>3.02</td>
<td>3.37</td>
<td>4.36</td>
<td>3.03</td>
<td>5.57</td>
<td>3.32</td>
<td>5.27</td>
</tr>
</tbody>
</table>
In Paper IIA each question carries a maximum of 25 marks. Question number 4 on the advantages and disadvantages of urbanisation was the most popular. Question number 2 on Trade Unions and Environmentalists bringing about social change has the highest average (11.58). Question number 6 on the role of public and private organisations in alleviating poverty and the situation of poor people has the lowest average (9.26). It may be noted that this year’s general average (10.20) is slightly lower than last year’s (10.30).

Table 4: Paper IIA – Average mark per question

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of candidates</td>
<td>740</td>
<td>97</td>
<td>55</td>
<td>782</td>
<td>572</td>
<td>263</td>
<td>399</td>
<td>437</td>
</tr>
<tr>
<td>Total Marks</td>
<td>7805</td>
<td>1123</td>
<td>558</td>
<td>8055</td>
<td>5681</td>
<td>2435</td>
<td>4050</td>
<td>4233</td>
</tr>
<tr>
<td>Average Mark</td>
<td>10.55</td>
<td>11.58</td>
<td>10.15</td>
<td>10.30</td>
<td>9.93</td>
<td>9.26</td>
<td>10.15</td>
<td>9.69</td>
</tr>
</tbody>
</table>

In Paper IIB, each question carries a maximum of 25 marks. Question number 1 on social movements and trade unions was the most popular. Question number 8 on migration has the highest average (13.21). Question number 6 on welfare and social justice has the lowest average (9.46). Here the general average (11.60) is higher than that of last year’s (11.01)

Table 5: Paper IIB – Average mark per question

<table>
<thead>
<tr>
<th></th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
<th>Q6</th>
<th>Q7</th>
<th>Q8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of candidates</td>
<td>1069</td>
<td>74</td>
<td>346</td>
<td>792</td>
<td>970</td>
<td>147</td>
<td>525</td>
<td>792</td>
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<tr>
<td>Total Marks</td>
<td>11822</td>
<td>817</td>
<td>3963</td>
<td>8843</td>
<td>12282</td>
<td>1390</td>
<td>6671</td>
<td>17823</td>
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<tr>
<td>Average Mark</td>
<td>11.06</td>
<td>11.04</td>
<td>11.45</td>
<td>11.17</td>
<td>12.66</td>
<td>9.46</td>
<td>12.71</td>
<td>13.21</td>
</tr>
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</table>

There was a 3% decrease of candidates who opted to answer in English. The number of candidates opting to do so remains low.

Candidates opting to answer in English

<table>
<thead>
<tr>
<th>Paper A (851 candidates)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Paper IA:</td>
<td>57 candidates – 6.70%</td>
<td></td>
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<td></td>
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<tr>
<td>Paper IIA:</td>
<td>117 candidates - 13.75%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper B (1224 candidates)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Paper IB:</td>
<td>94 candidates – 7.68%</td>
<td></td>
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</tr>
<tr>
<td>Paper IIB:</td>
<td>73 candidates - 5.96%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>All candidates (2075)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Paper IA and Paper IB :</td>
<td>151 candidates – 7.28%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper IIA and Paper IIB :</td>
<td>190 candidates - 9.16%</td>
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</tr>
</tbody>
</table>

General Comments

1. Many candidates still lack knowledge of basic concepts. They find it difficult to explain or define or comment upon any given term. They do not know how to apply concepts to real life situations. Candidates are still reproducing the memorized notes given by teachers.
2. Candidates still need further training and explanation to learn how to develop analytical skills
3. Many still need to be aware of the fact that the passage is there to help them and not to transcribe passages/sentences to produce answers.
4. Candidates need to know that each question has to be answered on its own. There were Candidates who simply picked up parts of an answer and added them to the next answer.
5. Candidates seem to economize in their writing – often producing passages of less than 50-40 words. There were candidates who produced pigeon English or worse. Others wrote in Maltese but they also need to improve their spelling, sentence construction, syntax and idiomatic expression. Some other candidates, on the other hand, gave exceedingly lengthy answers. Should be penalize such situations in the future?

6. It is sad to note that there were candidates who inserted vulgar expressions to explain their ideas! (5455, 5772)

7. Quite an alarming number of candidates failed to enter the numbers of questions answered in the space provided on the front cover of the answer booklet. Candidates are also instructed to write legibly in dark blue/black ink or biro. Some scripts were quasi illegible because candidates used a very light blue biro/ink.

2.1 Comments regarding Paper 1

Section A

Question A1
a) Values: many mixed up values with norms or talents, produced vague explanations or defined values as traditions. One candidate described them as “vizzji tajbin”. (201) Some candidates even wrote of “valuri hziena”.

b) Family: there was a substantial number of candidates who found it difficult to define ‘family’ though there were quite a few who produced a good factual description of the various types of ‘families’ in modern society. But note “l-ewwel socjeta’ li jhabbat wiccu maghha l-bniedem”. (462) Others limited themselves to the traditional nuclear family.

c) Religion: very few candidates could give a definition of religion. At the most, they indicated that it has to do with belief and concern with after life, mostly limiting themselves to Catholic beliefs. Some candidates viewed religion as some sort of tradition. Few referred to such aspects as monotheism, the supernatural, rules of faith, practice and symbol, communities and temples.

Question A2
Tradition was often defined through examples solely as an activity passed down from one generation to another. Few referred to ideas, customs, mentality, belief, stories, identity, and attitudes. Many could not understand what ‘traditional values’ mean or imply and simply dismissed them as ‘habits’. Others limited themselves to purely family non Maltese traditions such as eating turkey at Christmas lunch.

Question A3
For many candidates ‘democracy’ simply implies the presence of many political parties and voting in national/local elections. Few indicated the basic principle ‘rule by the people’ or to the citizens’ right to participate in political decision-making, to pluralism, to liberty, freedom of expression and the principles of equality and freedom and free elections. It is also apparent that many candidates do not know what ‘sovereign states’ mean.

Question A4
Social Mobility: though many candidates indicated that they know what this term means, there were quite a few who wrote about social stratification and freedom of movement. Some Candidates produced good answers indicating how education, power, wealth, and
employment could affect one’s lifestyle and social mobility, how it can be achieved or ascribed. A few indicated awareness of theories advanced by Weber and Marx. There were some candidates who interpreted mobility in terms of migration referring particularly to illegal immigrants arriving on Maltese shores.

**Question A5**
Candidates had to name two Maltese environmentalist movements and explain their role. The most popular were Bird Life Malta, Din l’Art Helwa, Fondazzjoni Wirt Artna, Nature Trust, Greenpeace and Flimkien Ghal Ambjent Ahjar. But there were many candidates who are totally ignorant of what the role of such movements is supposed to be. Many do not know the difference between a movement (an NGO) and an agency, a foundation, a project, a campaign, a sponsored programme or a government entity. In this regard, there were candidates who referred to MEPA and to the Ministry of Resources. There were instances where candidates simply invented names or came up with quite amusing spelling such as “Green Peas” (374) and “essac” for “as such”. Some candidates completely misunderstood question and referred to such agencies as Caritas and Sedqa.

**Section B**

**Question B1**
Quite a few candidates must have misunderstood the question: they either limited their answer to local issues or produced incoherent paragraphs and some did not even indicate the ‘problems’ they were supposed to explain. Candidates listed the following as ‘problems of development’: technology, construction, pollution, global warming, child labour, migration, industrialization, illiteracy, health issues such as AIDS and wars. There were candidates who used the answer for question 1 to answer also question 2, especially where they made the distinction between the rich US and the poor Africa or South America.

**Question B2**
Many defined the phrase ‘North-South divide’ in terms of the Maltese islands or Italy and indicated that they are totally ignorant of world affairs and they had not even understood the passage. There were answers which reflect cheap media influence and prejudice and some did not even provide references to countries and situations to substantiate their answers. Though there were some good answers, the extreme ‘tan-north puliti tas-south hamalli’ (5767) is typical of some candidates’ ingrained concepts.

**Question B3**
Few understood the statement or what ‘pro-women’ implies. Many wrote about women’s place in society before emancipation came about and quite a few tied up their answer with the 1993 (Malta) Legislation. Others use the word ‘stereotype’ without even knowing its meaning or simply referred to some civic rights which Maltese women have gained. There were candidates who wrote about the lack of women’s emancipation because of religion and/or dictatorial government. Some of these answers seemed based on prejudice.

**Question B4**
Marginalization of the poor: the explanation of the term was often limited to ‘exclusion because they are poor’. They interpreted this concept in terms of personal and/or social poverty within a country showing lack of knowledge of international affairs.

(a) Sustainable development: very few could give a satisfactory answer. There were even candidates who completely ignored the environmental preservation and
sustainability. Some referred to Malta and MEPA as the agency providing sustainable development.

(b) Fair trade: some candidates mixed this term with ‘trade fair’, others wrote about exploitation of the poor. Others interpreted concept in terms of consumer rights only.

Note: though the question was divided into three sections, there were candidates who produced a long or short sentence to explain the three terms, producing what may be described as a ‘looped answer’.

_Question B5_
How developed countries can assist development in poor countries: many candidates limited themselves to the charity concept (as typified in the Maltese mass media), missionary activities and fund raising. However there were some good answers with emphasis on the writing off of international debt of the poorest countries by the rich states (G8 countries).

2.2 Comments regarding Paper 2A

_General Comments_
Keeping in mind that the aim of Paper 2A is to provide an opportunity for candidates to deal with a number of areas in depth, one must conclude that most candidates’ papers were disappointing and off the mark expected in a SEC Social Studies examination.

Only a limited number of candidates sat for the Social Studies examination well prepared. These candidates not only studied intensively the various social concepts listed in the syllabus but were also well-disposed to engage such notions in rational and dialectical manner. Here it is positive to note that these limited number of Candidates demonstrated that they had engaged themselves in perusing publications other than the expected textbook materials leading to sociological arguments and evidence that were both intellectually challenging and refreshingly different. On the other hand, it was unfortunate to note that most candidates were not well-prepared and failed to achieve the level expected at a SEC level. Many erroneously assumed that they can do well by regurgitating memorised notes on the eve of the exam, or answering the listed question on the strength of common sense, general knowledge, and everyday social experience. Such an attitude is to be highly discouraged as it functions to take apart the social science status of the social studies discipline. Many candidates showed evidence of intensive memorisation of text-book material but subsequently approaching the exam with a well rehearsed answer but paying little attention to the main issue in the question. This indicated a very low level of intellectual and academic ability on their part - as if they neglected the subject for long periods of time but then tried to cram everything in a few days prior to the exam. Another disquieting point was that some answers’ introductions and conclusions were highly identical. This generated an impression that some teachers are providing model answers which are in turn memorized by the Candidates, or that student essays are circulating amongst prospective candidates. In the majority of cases, the scientific approach to the subject was rarely evident. In fact, many candidates gave superficial answers showing that no in-depth study of the subject was made prior to their sitting for the examination. The answers generally manifested a lack of knowledge of the basic terms or concepts, skills and attitudes. On many occasions candidates did not answer the set question and instead gave textbook answers on the subject matter regardless of the specific issues addressed in the examination question.
Specific Comments

Question 1
Apart that social mobility demonstrates that society is alive and dynamic rather than static, few candidates highlighted anything else of substance. Many overlooked how social mobility refers to the opportunity for individuals to move up or down the ladder of inequality. Few candidates submitted any valid sources of social mobility – e.g. educational achievement or financial capital – and many focused on global stratification by commenting on the quest of illegal immigrants to improve their social position.

Question 2
This was a very popular question although few highlighted any arguments in favour for the need of norms and values in society – e.g. that life rests on citizen’s rights and obligations, and that rights need to be protected by legislation – or against – e.g. that laws and regulations curtail individual freedom, and that individual’s needs should take precedence over the goals of society. Moreover, few provided examples of social facts showing the need for the law, and of situations where laws and norms are not needed.

Question 3
Very few candidates did well when answering this question. Indeed, many opted to reply to this question by simply stating how times are changing without offering any social studies concepts to back up and explain further their arguments. Few highlighted the increasing levels of secularisation as a result of individuals are giving greater importance to personal choices than to institutions, or spirituality whereby people are typified by a greater search for deep personal spiritual experience rather than institutionalise religion.

Question 4
This was a popular question. Many candidates providing various examples of factors leading to more women seeking paid employment outside the home such as more provision for parental leave established by the law and the changing roles of the women in the home. Yet, answers relating to the second part of the question were less valid as many candidates simply noted an increased financial income and more isolated children as the positive and negative effects of such a transition respectively.

Question 5
This question was answered by 310 Candidates or 36 per cent of those who sat for the exam. Many were not clear on the concept of deviant behaviour and mixed it up with criminality. The majority if not all gave limited the example of deviant behaviour to the use of drugs. Others mixed norms and values with laws. When it came to the second part of the question, the answers given were weak. Moreover, some even spoke of positive sanctions as a means of controlling deviant behaviour. This clear shows a lack of understanding of what sanctions really mean.

Question 6
This third most popular question answered by 564 Candidates or 65 per cent of those who sat for the exam dealt with the concept of retirement and how it creates social, economic and psychological problems both for the individual and the family. Many gave appropriate examples of social, economic and psychological consequences on the retiree while others also succeeded in showing how retirement affects the family. However, very few answered correctly the second part of the question namely how older persons are being helped to overcome such problems. A good number mentioned certain services which were out of
place. One also notes that the candidates did not know the age of retirement in Malta, the vast majority mentioning 65 while other said 60. Only a very limited number succeeded in showing that the retirement age for females is 60 while that for males is 61.

**Question 7**
The most popular question this year has been tackled by 90 per cent or 787 candidates. Many thought that this was an easy question. Very few gave the right definition of globalisation namely the development of social and economic relationships worldwide. However many did speak of the concept of the world as one village. Many answers mixed technological progress with the use of the internet. The majority mainly emphasised the economic aspect at the expense of the social relationships. Many did speak of exploitation and how it threatens employment opportunities, how a country’s autonomy is threatened, how globalisation can affect democracy and how free competition threatens social rights. When discussing the risks of globalisation that can cause poverty few did succeed in giving the right answers, some even went to the extreme of mentioning terrorism and wars. Almost no one mentioned how many aspects of people’s lives are influenced by organisations/networks situated thousands of miles away from the societies in which they live.

**Question 8**
Not a very popular question. In fact, only 78 candidates or 9 per cent of those who sat for the exam answered this question. However, a good number of those who attempted this question did succeed in giving the right answers clearly describing the restrictive role of governments in protectionism regulating imports and curtailing competition from abroad; this being done through imposing tariffs, quotas and exchange control. Answers would have been enhanced had candidates also discussed the risks and advantages of free enterprise.

2.3 Comments regarding Paper 2B

**General Comments**

1. The Paper had a fully comprehensive coverage of modules in the syllabus for 2008. Each section and topic was represented by the right choice of questions which were set in clear language in both the English and Maltese versions of the Paper. Rubrics were also set in an understandable and Candidate-friendly manner. Sequencing of questions reflected the syllabus outline, helping in this way candidates to proceed in a smooth manner in answering the questions. The structure and level of difficulty reflected the assessment objectives as set in the syllabus.

2. Maltese is the natural language choice for candidates for this examination as the great majority of responses have showed. There was, however, a rise in the number of English version Papers in this year’s examination when compare to previous years.

3. As usual the quality of answers was varied with some candidates giving a strong input of sociological concepts and demonstrating a fair knowledge of the subject content. Unfortunately there were also many others who resorted to common sense knowledge especially in questions 1 and 8. The most popular questions were (1), (4), (5) and (8) although question (7) was also chosen by a significant number of candidates and question (6) to a lesser extent. The least popular questions were (2) and (3).
4. Some candidates tend to ignore the number of marks allotted to questions, writing more at length where parts of the question carried less marks than other parts.

5. Candidates’ ideas shown in answers indicate that the human rights education programme, both as a cross-curricular area and in specific subjects like Social Studies, gradually taking ground in schools. Emphasis of the types of rights (fundamental human rights, social, economic, civil, political) is called for as part of citizenship and democracy education. Knowledge in this sense underpins the values of human solidarity and intercultural understanding.

6. A marked improvement in the overall examination outcomes over the outcome of previous editions of this examination is evident. The level of the answers in a big number of cases shows that candidates were well prepared for the level of expectations of the SEC level in Social Studies. Results demonstrate that the level of the examination is gradually sending the right messages to schools and students who opt to sit for the examination.

Specific Comments

Question 1
Most candidates do not know what socialization is and as happened in previous years, many explained socialization in terms of communication or socializing with family and friends. Occasionally, the term was interchanged with behaviours and attitudes. The role of the family as an agent of socialization was explained in terms of character-building, giving love and giving children the basics of life. Many answers were more psychological than sociological. Similarly the role of the media as a socializing agent was not explained well, with many students focusing mainly on the media’s role in providing information and as a means of communication. There is an indication in all this for the need of a real understanding of socialization in sociological terms.

Question 2
This was not a popular choice. There were some candidates who knew what a social movement is although others mistook it for social changes or for trade unions. Most candidates could mention two trade unions in Section (b) and also its work in section (c) although many gave rather simplistic answers. Could it be that the question was demanding for this age group?

Question 3
Most candidates could not explain the term constitution well although many knew that it was the highest law of the country. Others mistook it for common legislation. Only a small number of candidates had a good idea of what civil and political rights, giving adequate examples to illustrate their answers. There seems to be the need of a better clarification in the distinction between fundamental human rights, civil, political and social rights in order to avoid putting all kinds of right in the same basket.

Question 4
In this question, candidates found rather hard to give a good explanation of the term ‘inclusive education’. This proved, in fact, to be the most difficult question for many candidates. Quite a few, however, managed to get close to the concept by referring to the inclusion of children with disability while expanding the concept to the inclusion of other groups such as those with different religious beliefs or culture and those coming from other countries. There was hardly any mention of the value of multiculturalism, and for most of
them the concept of inclusiveness largely involved accepting others and making them feel accepted. There was hardly any mention of e.g. an inclusive curriculum. Regarding the role of schools in socialization, the same observations in Question 1 also apply here. For many candidates secondary socialization is meeting new friends and learning new things although there were some who explained it quite well, giving relevant examples.

**Question 5**
This was one of the most common choices and also the question which most candidates were well prepared for. There were a few candidates who confused gender inequality with other forms of inequality and others who confused stereotypes with examples of practices such as discrimination. Others confused gender with sexual orientation and went completely out of point discussing homosexuals, transvestites and their rights. However, most candidates were familiar with the topic. In Section c most of the answers regarded what could be done in everyday life by the common people rather than what can be done on a political level, e.g. that men should help their wives more with the housework.

**Question 6**
This question was not chosen by the majority of candidates. Most of those who answered it had a general idea of what welfare is and less knowledge about social justice. There were a few who mistook welfare for a company which provides help to those in need but did not link the concept to the state and other agencies of welfare. There were quite a few who mistook social justice with court justice and consequently the answers in section c were quite weak. There were also the exceptional few who knew the distinction between ‘welfare state’ and ‘welfare society’.

**Question 7**
Most candidates had a general idea of what is meant by the phrase ‘a global village’. However, in the second part of the question there were many candidates who restricted the discussion to sending sms, talking on mobiles and telephones, sending emails etc. as well as retrieving information from the internet. Less candidates linked communication technology with global issues such as the global movements of goods, people and capital, multiculturalism and cultural diffusion, global crime, globalization of media content, and global coverage of news items – as suggested by the mark scheme.

**Question 8**
Migration was largely associated with immigrants coming to Malta from Africa by boat. Only a few candidates discussed the wider dimensions of migration to include emigration and immigration. In this question, common sense knowledge especially that tinged with racist overtones was highly evident. For many candidates the pitfalls of migration are that immigrants take our work, dominate our society, that their religion beliefs will become predominant, that they are aggressive, that they bring illnesses which will spread across Malta and other unfounded and un-sociological “facts”. Some candidates did however mention important facts such as brain and skill drain, advantages and disadvantages of population movements, multiculturalism, discrimination and similar ideas.

The Chairperson
Board of Examiners
May 2008