



L-Università
ta' Malta

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

**LIVELL TAČ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
SECONDARY EDUCATION CERTIFICATE LEVEL
SESSJONI PRINCIPALI 2026/2026 MAIN SESSION**

SUĠĠETT/SUBJECT: **IT-TAGHLIM RELIĠJUŻ/RELIGIOUS KNOWLEDGE**
KARTA NUMRU/PAPER NUMBER: I – Livell 1-2-3/I – Level 1-2-3
DATA/DATE: 23 ta' Mejju 2026/23rd May 2026
TUL TA' HIN/DURATION: Sagħtejn u 5 minuti/2 hours 5 minutes

Wieġeb il-mistoqsijiet KOLLHA.

Answer ALL questions.

1. a. Aghmel lista ta' xi wħud mill-mistoqsijiet eżistenzjali importanti li bniedem jistaqsi matul ħajtu.

List some of the important existential questions one asks during their life.

i. _____ (1)

ii. _____ (1)

iii. _____ (1)

iv. _____ (1)

- b. Semmi d-dokument li jitkellem dwar ir-relazzjoni tal-Knisja mar-reliġjonijiet mhux Insara.
Name the church document which speaks of the relation of the Church to Non-Christian Religions.

_____ (1)

- c. Semmi l-kotba sagri ewlenin tal-Lhud.
Name the main Jewish sacred writings.

i. _____ (1)

ii. _____ (1)

- d. Semmi **WIEHED** mit-testi sagri ewlenin tal-Iżlam.
Mention **ONE** main sacred text of Islam.

_____ (1)

- e. Iddeskrivi **ŻEWĠ** ġrajjet ewlenin fl-istorja tal-Iżlam.
Outline **TWO** main events of the history of Islam.

i. _____ (2)

ii. _____ (2)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- f. Permezz ta' eżempju mill-Evangēlju, iddeskrivi l-messaġġ ta' Ġesù dwar l-imħabba t'Alla lejn kulhadd.

By using an example from the Gospel, describe Jesus' message of God's love to everyone.

(3)

- g. F'madwar 100 kelma, iddeskrivi **HAMES** okkażjonijiet meta n-nies jistgħu jhossu hom partikolarment qrib iew 'il boqħod minn Alla.

In about 100 words, describe **FIVE** occasions when people may feel particularly close or distant from God.

(10)

(Total: 25 marka / Total: 25 marks)

2. a. Agħti t-tifsira tat-terminu martirju.
Define martyrdom.

(1)

- b. Ikteb **TLIET** forom differenti ta' faqar esperjenzati fid-dinja.
List **THREE** different forms of poverty experienced in the world.

- i. _____ (1)

- ii. _____ (1)

- iii. _____ (1)

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- c. Semmi **ŻEWĠ** attivitajiet ewlenin tal-Knisja sabiex tilhaq lill-foqra u lill-batuti.
Identify **TWO** main activities of the Church in reaching out to the poor and frail.

i. _____ (1)

ii. _____ (1)

- d. Agħti t-tifsira tat-terminu virtù.
Define virtue.

_____ (1)

- e. Iddeskrivi fil-qosor l-ewwel indirizz ta' San Pietru lill-ewwel Insara.
Outline St Peter's first address to the first Christians.

_____ (3)

- f. Spjega l-ħajja ta' Oscar Romero **JEW** Rutilio Grande, żewġ persuni virtużi li seffqu wiċċhom ma' sfidi fil-ħajja u għelbuhom permezz tal-virtujiet tagħhom.
Explain the life of Oscar Romero **OR** Rutilio Grande, two virtuous persons who faced challenges in life and overcame them through their virtues.

_____ (5)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- g. Irrelata l-virtujiet kardinali mal-ħajja ta' kuljum.
Relate the cardinal virtues to daily life.

[illegible]

(Total: 25 marka / Total: 25 marks)

3. a. Agħti t-tifsira tat-terminu moralità.
Define morality.

(1

- b. Semmi **ERBA'** esperjenzi mill-ħajja ta' kuljum li jistgħu jikkontribwixxu għall-maturità tal-persuna.
List **FOUR** daily experiences that may contribute to one's maturity.

- i. _____ (1)
- ii. _____ (1)
- iii. _____ (1)
- iv. _____ (1)

- c. Agħti t-tifsira tat-terminu sesswalità.
Define sexuality.

- d. Għaliex il-ħajja hija rigal mingħand Alla?
Why is life a gift from God?

_____. (1)

- e. Humane Vitae u Evangelium Vitae huma dokumenti Insara li jikkellmu dwar kwistjonijiet favur il-ħajja. Spjega t-tagħlim ewlieni li nsibu fihom.
Humane Vitae and Evangelium Vitae are Catholic documents on pro-life issues. Explain the teachings found in these documents.

_____. (4)

- f. Spjega l-għanijiet fundamentali tas-sess kondiviż minn koppja miżżewġa.
Explain the foundational aims of sex shared by a married couple.

_____. (4)

- g. Iddiskuti kif ix-xogħol huwa forma ta' grazzja li jippermetti l-għaqda u s-solidarjetà mal-oħrajn.
Discuss how work is a form of grace that allows unity and solidarity with others.

_____. (5)

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- h. Iddiskuti l-ingustizzja kkawżata minn atti vjolenti li jtemmu l-ħajja umana.
Discuss the injustice caused by exercising violent acts in terminating human life.

(Total: 25 marka / Total: 25 marks)

4. a. Identifika x-xogħol bħala parti integrali minn ħajjet il-bniedem kif insibuh fil-ktieb tal-Ġenesi, kapitlu 2.
Identify work as an integral part of being human in Genesis 2.

- b. Irrakonta l-ġrajja tal-Pentekoste.
Narrate the Pentecost event.

 (6)

- c. Iddeskrivi għaliex ħadd m'għandu d-dritt li jtemm il-ħajja tiegħu jew ta' ħaddieħor.
Describe why no one has the right to terminate their own or anyone else's life.

(3)

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- d. Iddekrivi l-verità permezz tal-virtujiet tal-onestà u l-integrità.
Describe truth through the virtues of honesty and integrity.

 (4)

- e. F'madwar 100 kelma, spjega għaliex il-martirju ta' Jose Sanchez del Rio **mhux** ħajja mohlja. In about 100 words, explain why the martyrdom of Jose Sanchez del Rio is **not** a waste of life.

[illegible]

(Total: 25 marka / Total: 25 marks)

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KARTA NUMRU/PAPER NUMBER:	II – Livell 1-2/II – Level 1-2
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TUL TA' HIN/DURATION:	Sagħtejn u 5 minuti/2 hours 5 minutes

Sezzjoni A – Wieġeb il-mistoqsijiet KOLLHA.

Section A – Answer ALL questions.

1. Agħti t-tifsira ta' djalogu interreligjuż. Define interreligious dialogue.

(2

2. Agħti t-tifsira ta' Tradizzjoni skont il-Knisja Kattolika.
Define Tradition according to the Catholic Church.

3. Semmi mod **WIEHED** kif in-Nisrani għandu jsegwi l-eżempju ta' Ġesù billi jgħin lill-oħrajn.
List **ONE** way how the Christian should follow the example of Jesus by helping others.

(1

4. Agħti t-tifsira tat-terminu talenti billi tagħti **ŻEWĠ** eżempji mill-ħajja tal-lum. Define talents by giving **TWO** examples from today's everyday life.

- i. _____ (1)
- ii. _____ (1)

Jekk jogħġbok aqleb il-paġna/Please turn the page.

-
5. Semmi **ŻEWĠ** karatteristiċi ewlenin tal-komunitajiet Insara tal-bidu li nsibu fl-Atti 2:44-47.
List **TWO** key characteristics of the early Christian communities found in Acts 2:44-47.
- i. _____ (1)
- ii. _____ (1)
6. Agħti t-tifsira tal-virtù tal-onestà.
Define the virtue of honesty.
- _____
- _____
- _____ (2)
7. Semmi **ŻEWĠ** inizjattivi li ħadet Santa Tereza ta' Kalkutta biex tgħin lill-foqra.
List **TWO** initiatives by St Teresa of Calcutta in reaching out to the poor.
- i. _____ (1)
- ii. _____ (1)
8. Agħti t-tifsira ta' rieda ħielsa bħala l-libertà li tagħzel.
Define free will, as the freedom to choose.
- _____
- _____
- _____ (2)
9. Semmi t-**TLIET** tipi ta' mħabba.
List the **THREE** types of love.
- i. _____ (1)
- ii. _____ (1)
- iii. _____ (1)
10. Agħti t-tifsira tat-terminu impenn f'relazzjoni ta' koppja miżżewġa.
Define commitment in a relationship of a married couple.
- _____
- _____
- _____ (2)

(Total: 20 marka / Total: 20 marks)

Sezzjoni B – Aghżel mistoqsija WAHDA biss.

Section B – Choose only ONE question.

JEW / EITHER

11. a. Ikteb il-ġrajja tal-ħolqien mill-ewwel kapitlu tal-Ġenesi.
Recall the story of creation from Genesis chapter one.

[illegible]

- b. Ikteb il-parabbola tas-Samaritan it-Tajjeb. Recall the parable of the Good Samaritan.

(4

- c. Semmi **ERBA'** modi kif l-egoizmu uman jagħmel ħsara lill-ħolqien t'Alla.
List **FOUR** ways how human selfishness harms God's creation.

- i. _____ (1)
- ii. _____ (1)
- iii. _____ (1)
- iv. _____ (1)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- d. Iddeskrivi kif il-ħajja ta' **WIEHED** minn dawn (Massimiljano Kolbe, Pier Giorgio Frassati, Chiara Luce Badano) kienet don għall-oħrajn.
Describe how the life of **ONE** of these individuals (Maximilian Kolbe, Pier Giorgio Frassati, Chiara Luce Badano) was a gift to others.

(4)

- e. Iddeskrivi fil-qosor il-vjaġġi ta' Ġeremija **JEW** Ġob fit-tfittxija tagħhom t'Alla.
Outline the journeys of Jeremiah **OR** Job in their search for God.

(4)

(Total: 20 marka / Total: 20 marks)

JEW / OR

12. a. Iddeskrivi t-tagħlim li nistgħu nieħdu mill-ġrajja tal-ħolqien, minn Ġenesi kapitlu wieħed.
Describe the teachings that can be extracted from the creation narrative found in Genesis chapter one.

(5)

- b. Agħti t-tifsira ta' ħajja bħala don mogħti minn Alla.
Define life as a God-given gift.

(2)

- c. Agħti t-tifsira tat-terminu dixxerniment.
Define discernment.

(2)

- d. Semmi individwu **WIEHED** li ġie msejjaħ biex ibiddel l-istil tal-ħajja tiegħu.
Name **ONE** individual who was called to change their lifestyle.

(1)

- e. Identifika kliem Ġesù mill-Evangeliġu skont San Mattew kapitlu 25, vers 40 dwar l-imġiba tagħna lejn l-oħrajn.
Identify Jesus' words from Matthew chapter 25, verse 40 about our behaviour towards others.

(3)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

- f. Iddeskrivi **TLIET** modi kif l-individwi jistgħu jwettqu s-sejha Nisranija tagħhom.
Describe **THREE** ways how individuals can fulfil their Christian calling.

(3)

- g. Iddeskrivi l-attitudnijiet tal-irġiel li xtaqu jikkundannaw lill-mara adultera.
Describe the attitudes of the men who wished to condemn the Adulteress.

(4)

(Total: 20 marka / Total: 20 marks)

Sezzjoni Ċ – Wieġeb il-mistoqsijiet KOLLHA.

Section C – Answer ALL questions.

13. a. Iddeskrivi t-**TLIET** bidliet li jseħħu matul l-adolessenza.
Describe the **THREE** changes that occur during adolescence.

(6)

- b. Semmi episodju mill-ħajja ta' Ġesù adolessenti.
Mention an episode from the life of Jesus as an adolescent.

(2)

- c. Agħti t-tifsira ta' tbatija.
Define suffering.

(2)

- d. Iddeskrivi episodju mill-Iskrittura li jgħinna nirriflettu fuq it-tbatija.
Describe a scriptural episode that helps us to contemplate on suffering.

(4)

- e. Iddiskuti kif il-pożizzjoni tal-Knisja tista' tgħin lis-soċjetà tindirizza l-problemi soċjali tagħha.
Discuss how the position of the Church can help society address its social problems.

(4)

- f. Identifika **ŻEWĠ** istituzzjonijiet nazzjonali f'Malta li jhaddnu l-valuri Nsara.
Identify **TWO** national institutions in Malta that embrace Christian values.

i. _____ (1)

ii. _____ (1)

(Total: 20 marka / Total: 20 marks)

14. a. Aġmel lista ta' **ŻEWĠ** valuri li jinsabu fil-Bibbja.
List **TWO** values found in the Bible.

i. _____ (1)

ii. _____ (1)

- b. Aġti t-tifsira tat-terminu rispettt.
Define respect.

_____ (2)

- c. Iddeskrivi fil-qosor x'inhu rispettt permezz ta' **ŻEWĠ** eżempji mill-ħajja ta' kuljum.
Describe briefly what is respect by giving **TWO** examples from everyday life.

_____ (4)

- d. Iddeskrivi kif Ġesù ddefenda d-dinjità tan-nisa u t-tfal.
Describe how Jesus upholds women's and children's dignity.

_____ (4)

- e. Iddeskrivi **ŻEWĠ** episodji fejn Ġesù, kemm bl-għemil kif ukoll bil-kliem, wera rispettt għad-dinjità u l-libertà ta' kull bniedem.
Describe **TWO** episodes where Jesus, in both deed and word, showed respect for the dignity and freedom of every individual.

_____ (4)

- f. Permezz ta' **ŻEWĠ** eżempji minn ħajjithom, spjega kif missjunarji bħal Matteo Ricci **JEW** San Franġisk Saverju taw xhieda tar-rispett għad-diversità.
Explain, with the use of **TWO** examples from their life, in what ways missionaries like Matteo Ricci **OR** St Francis Xavier gave witness to respect for diversity.

(4)

(Total: 20 marka / Total: 20 marks)

15. a. Agħti t-tifsira tat-terminu dnuġ.
Define sin.

(2)

- b. Identifika d-dnuġ oriġinali.
Identify the original sin.

(2)

- c. Spjega d-differenza bejn dnuġ mejjet u dnuġ venjali.
Explain the difference between mortal sin and venial sin.

(4)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

- d. Spjega l-importanza tal-Ispirtu s-Santu bħala d-difensur biex jgħinna negħlbu s-seba' dhubiet il-mejta.

Explain the importance of the Holy Spirit as our defender in helping us to overcome the seven deadly sins.

(5)

- e. Iddeskrivi kif adult għandu jiggwida lil persuni iżgħar minnu mingħajr ma jeħdilhom ir-rieda ħielsa.

Describe how an adult is to guide someone younger than themselves without taking away their free will.

(4)

- f. Iddeskrivi l-importanza li persuna twettaq id-dmirijiet ta' kuljum b'responsabbiltà.

Describe the importance of carrying one's daily duties with responsibility.

(3)

(Total: 20 marka / Total: 20 marks)

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Sezzjoni A – Wieġeb il-mistoqsijiet KOLLHA.

Section A – Answer ALL questions.

1. Semmi **ŻEWĠ** reliġjonijiet politeisti.

List **TWO** polytheist religions.

i. _____ (1)

ii. _____ (1)

2. Spjega għaliex in-Nisrani għandu bżonn juri mħabba u rispett lejn it-twelmin ta' dawk li mhumix Insara.

Explain why a Christian needs to show love and respect towards the belief of those who are not Christians.

_____ (2)

3. Spjega kif l-għajjnuna lill-oħrajn hija importanti għall-ħajja Nisranija.

Explain how helping others is intrinsic to Christian life.

_____ (2)

4. Iddeskrivi r-Regola tad-Deheb bħala prinċipju universali.

Describe the Golden Rule as a universal principle.

_____ (2)

Jekk jogħġbok aqleb il-paġna/Please turn the page.

-
5. Spjega **ŻEWĠ** messagġi li xtaq iwassal Ġesù permezz tal-Parabbola tat-Talenti.
Explain **TWO** messages that Jesus wanted to convey in the Parable of the Talents.
- i. _____ (1)
- ii. _____ (1)
6. Semmi **ŻEWĠ** ġrajjet ewlenin li jissemnew fl-ewwel kapitlu tal-Atti tal-Appostli.
Mention **TWO** main events that are mentioned in the first chapter of Acts of the Apostles.
- i. _____ (1)
- ii. _____ (1)
7. Iddeskrivi kif Santa Tereża ta' Kalkutta bbażat il-missjoni tagħha fuq l-għażla preferenzjali tal-foqra.
Describe how St Teresa of Calcutta based her mission on the preferential option of the poor.
- _____
- _____
- _____ (2)
8. Iddeskrivi mod xieraq ta' kif għandek tiegħu deċiżjoni.
Describe a healthy approach in taking a decision.
- _____
- _____
- _____ (2)
9. Iddeskrivi **ŻEWĠ** drittijiet tal-ħaddiema fuq il-post tax-xogħol.
Describe **TWO** worker's rights.
- i. _____ (1)
- ii. _____ (1)
10. Spjega l-mod kif jiġi eżerċitat il-ġid komuni fis-soċjetà.
Explain the way how the common good is exercised in society.
- _____
- _____
- _____ (2)

(Total: 20 marka / Total: 20 marks)

Sezzjoni B – Aghżel mistoqsija WAĦDA biss.

Section B – Choose only ONE question.

JEW / EITHER

11. a. F'madwar 60 kelma, iddeskrivi t-tagħlimiet li nistgħu niehdu mill-ġrajja tal-ħolqien mill-Ġenesi, kapitlu 1.
In about 60 words, describe the teachings that can be extracted from the creation narrative in Genesis chapter 1.

(8)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- b. F'madwar 100 kelma, iddiskuti l-imġiba tan-nies li jqisu l-ħajja bħala don.
In about 100 words, discuss the way how people who view life as a gift behave and act.

[illegible]

(Total: 20 marka / Total: 20 marks)

JEW / OR

12. a. F'madwar 60 kelma, iddeskrivi **ŻEWĠ** modi kif l-individwi jistgħu jwettqu s-sejha Nisranija tagħhom.
In about 60 words, describe **TWO** ways how individuals can fulfill their Christian calling.

[illegible]

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- b. F'madwar 100 kelma, iddiskuti r-rakkont tas-Samaritan it-Tajjeb billi tirrifletti fuq it-tagħlim li Ġesù ried iwassal dwar il-mod kif wieħed japprezza u jiġġudika lill-oħrajn.
In about 100 words, discuss the narrative of the Good Samaritan by reflecting on the teaching that Jesus wanted to convey about how one appreciates and judges others.

(12)

(Total: 20 marka / Total: 20 marks)

Sezzjoni Ċ – Wieġeb il-mistoqsijiet KOLLHA.

Section C – Answer ALL questions.

13. a. Iddeskrivi għaliex huwa importanti li nħobbu lilna nfusna u lill-oħrajn bil-mod kif ħabb Kristu.
Describe why it is important to love ourselves and others in the way that Christ loved.

(4)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

- b. Semmi **ŻEWĠ** opri tal-ħniena li jmissu r-ruħ u ddiskuti kif jistgħu jiġu applikati fil-ħajja ta' kuljum.

Name **TWO** spiritual works of mercy and discuss how they can be applied in everyday life.

(6)

- c. Iddiskuti dak li jgħid Ġesù dwar ir-relazzjoni tiegħu mal-Missier fl-Evangeli ta' San Ġwann meta jgħid: "Jiena u l-Missier ħaġa waħda."

Discuss what Jesus says about his relationship with the Father in John's Gospel when he says: "I and the Father are One."

(4)

- d. Spjega dak li jifhmu u għal min ikunu qed jirreferu l-Insara meta jgħidu "Adam il-Ġdid" u "Eva l-Ġdida."

Explain what Christians understand and whom they are referring to when they say the "New Adam" and the "New Eve".

(6)

(Total: 20 marka / Total: 20 marks)

14. a. Iddeskrivi fil-qosor l-espansjoni tal-Kristjaneżmu speċjalment fil-Kristjaneżmu tal-bidu.
Outline the expansion of Christianity especially in Early Christianity.

(4)

- b. Iddiskuti kif il-kuxjenza Nisranija tista' tikber u tkun imħarsa.
Discuss how the Christian conscience can be safeguarded and matured.

(4)

- c. Evalwa l-kontribut ta' **ŻEWĠ** organizzazzjonijiet fi ħdan il-Knisja ta' Malta.
Evaluate the contribution of **TWO** Church organisations in Malta.

(6)

Din il-mistoqsija tkompli fuq il-paġna li jmiss/This question continues on next page.

- d. Spjega kif ir-relazzjoni ta' persuna m'Alla tgħin sabiex jissawwar il-mod kif l-istess persuna tagħraf ir-realtà u l-ħajja nnifisha.

Explain how one's relationship with God helps transform the way we perceive reality and life itself.

(6)

(Total: 20 marka / Total: 20 marks)

15. a. Iddeskrivi fil-qosor **ŻEWĠ** rakkonti mill-ħajja ta' Ġesù Kristu li juru l-valur tal-paċi.
Outline **TWO** narratives from the life of Jesus Christ illustrating the value of peace.

(4)

- b. Iddiskuti kif il-ħsieb u l-azzjonijiet ta' Ġesù kienu kkunsidrati bħala rivoluzzjonarji fis-soċjetà ta' żmienu.

Discuss how Jesus' thoughts and actions were considered revolutionary by his society.

(5)

TIKTIBX F'DAN L-ISPAZJU/DO NOT WRITE ABOVE THIS LINE

- c. Spjega kif Matteo Ricci **JEW** San Frangisk Saverju, bħala missjunarji, għandhom ikunu nies ta' eżempju għall-Insara li jixtiequ jirrispettaw id-diversità.
Explain how Matteo Ricci **OR** St Francis Xavier, as missionaries, can be models for Christians who wish to respect diversity.

(6)

- d. Iddiskuti kif in-Nisrani għandu jipprepara lilu nnifsu sabiex jirċievi s-Sagrament tar-Rikonċiljazzjoni sabiex jerga' jingħaqad ma' Alla u mal-komunità Nisranija.
Discuss how the Christian is to prepare oneself to receive the Sacrament of Reconciliation to be reunited with God and the Christian community.

(5)

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