IL-BORD TAL-MATRIKOLA U
TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
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LIVELL TAĊ-ĊERTIFIKAT TAL-EDUKAZZJONI SEKONDARJA
SECONDARY EDUCATION CERTIFICATE LEVEL
SESSJONI PRINĊIPALI 2025/2025 MAIN SESSION

SUBJECT:	**Studji Soċjali/Social Studies**
PAPER NUMBER:	I – Livell 1-2-3/I – Level 1-2-3
DATE:	12 ta’ Mejju 2025/12th May 2025
DURATION:	sagħtejn u 5 minuti/2 hours 5 minutes

TAQSIMA A
SECTION A

Wieġeb il-mistoqsijiet **KOLLHA**.
Answer **ALL** questions.

1. Elabora fuq l-isfidi li għandu l-multikulturaliżmu għall-integrazzjoni soċjali.
   Elaborate on the challenges that multiculturalism has for social integration.

   ______________________________________ (3)

2. Identifika kuntesti soċjali li jinfluwenzaw il-kunċett tal-jien.
   Identify social contexts that influence the concept of self.

   ______________________________________ (3)

3. Agħti definizzjoni ta’ sterjotipi soċjali.
   Define social stereotypes.

   ______________________________________ (2)

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4. Iddistingwi bejn forom primarji u sekondarji ta' soċjalizzazzjoni.
   Distinguish between primary and secondary forms of socialisation.

   ____

   ____

   ____

   ____

   ____

   ____ (4)

5. Iddistingwi bejn l-elementi sagri u profani tar-reliġjon.
   Distinguish between the sacred and profane elements of religion.

   ____

   ____

   ____

   ____ (2)

6. Agħti definizzjoni ta' sekularizzazzjoni.
   Define secularisation.

   ____

   ____

   ____ (2)

7. Agħti definizzjoni ta' divertiment.
   Define leisure.

   ____

   ____

   ____ (2)

8. Elabora fuq l-istadji tat-trasformazzjoni tax-xogħol.
   Elaborate on the stages of the transformation of work.

   ____

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   ____ (6)

9. Agħti definizzjoni ta' relazzjonijiet industrijali.
   Define industrial relations.

   ____

   ____

   ____ (2)

10. Agħti definizzjoni ta' stil ta' ħajja b'saħħitha.
    Define healthy lifestyle.

    ____

    ____

    ____ (2)

11. Elabora dwar **ŻEWĠ** kawżi soċjali tal-mard.
    Elaborate on **TWO** social causes of illness.

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    ____ (4)

12. Agħti definizzjoni ta' stratifikazzjoni soċjali.
    Define social stratification.

    ____

    ____

    ____ (2)

13. Spjega **ŻEWĠ** tipi ta' stratifikazzjoni soċjali.
    Explain **TWO** types of social stratification.

    ____

    ____

    ____

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    ____

    ____ (4)

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

14. Agħti definizzjoni ta’ differenzjazzjoni tal-ġeneri.
    Define gender differentiation.

    ____

    ____

    ____ (2)

15. Spjega, billi tagħti **ŻEWĠ** eżempji, kif l-inugwaljanzi soċjali jistgħu jinfluwenzaw l-opportunitajiet fil-ħajja.
    Explain, by giving **TWO** examples, how social inequalities may influence life chances.

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    ____ (4)

16. Identifika miżura **WAĦDA** tal-politika soċjali mmirata biex tnaqqas l-inugwaljanzi soċjali.
    Identify **ONE** social policy measure aimed at reducing social inequalities.

    ____

    ____

    ____ (2)

17. Qabbel it-termini minn Kolonna A mat-tifsiriet rispettivi tagħhom fil-Kolonna B billi tikteb l-ittra (a-e) fl-ispazju provdut.
Pair the terms from Column A with their respective meanings in Column B by writing clearly the letter (a-e) in the space provided.

KOLONNA A/COLUMN A			**KOLONNA B/COLUMN B**
a.	Kultura taż-żgħażagħ Youth culture		Id-differenza ta' opinjonijiet u prospetti bejn ġenerazzjoni u oħra. The difference of opinions and outlooks between one generation and another.
b.	Divertiment taż-żgħażagħ Youth leisure		Il-moviment tal-massa bbażat fuq il-perċezzjoni falza jew esaġerata li xi mġiba kulturali jew grupp ta' nies huma devjanti b'mod perikoluż u huma theddida għall-valuri u l-interessi tas-soċjetà. The mass movement based on the false or exaggerated perception that some cultural behaviour or group of people is dangerously deviant and poses a threat to society's values and interests.
c.	Gap fil-ġenerazzjoni Generation gap		Il-prattika kulturali tal-membri ta' din il-ġemgħa ta' nies ta' età partikolari li biha jesprimu l-identitajiet tagħhom u juru s-sens tagħhom ta' appartenenza għal grupp partikolari. The cultural practice of members of this age group by which they express their identities and demonstrate their sense of belonging to a particular group.
d.	Paniku morali Moral panic		Sistema governattiva li fiha ċ-ċittadini jeleġġu r-rappreżentanti f'parlament leġiżlattiv biex jagħmlu l-liġijiet meħtieġa. A system of government in which citizens elect representatives to a legislative parliament to make the necessary laws.
e.	Demokrazija parlamentari Parliamentary democracy		L-attivitajiet użati miż-żgħażagħ għad-divertiment, għar-rilassament u r-rikreazzjoni tagħhom. The activities used by young people for their leisure pursuits, for relaxation and recreation.

(10)

18. Identifika **ERBA'** setturi fl-istruttura tal-impjiegi.
Identify **FOUR** sectors of the employment structure.

____

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______________________________________ (4)

(Total: 60 marka) (Total: 60 marks)

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

TAQSIMA B
SECTION B

Wieġeb **ŻEWĠ** mistoqsijiet minn din it-taqsima u ikteb madwar 200 kelma għal **kull** mistoqsija li se tagħżel. Kull mistoqsija għandha 20 marka.
Answer any **TWO** questions from this section and write around 200 words for **each** question chosen. Each question carries 20 marks.

19. Iddiskuti kif il-movimenti tal-bidla qed jolqtu l-identità personali, soċjali u nazzjonali.
    Discuss how forces of change are impacting personal, social and national identity.

(20)

20. Iddiskuti kif ir-reliġjon tista' turi li hija funzjonali u mhux funzjonali għas-soċjetà.
Discuss how religion may prove to be functional and dysfunctional for society.

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

(20)

21. Iddiskuti kif is-saħħa tista' tiġi affettwata minn kundizzjonijiet soċjali.
Discuss how health may be affected by social conditions.

(20)

22. Elabora fuq il-fatturi marbuta mal-faqar u r-riskju tal-faqar f'Malta fis-seklu 21.
Elaborate on the factors linked to poverty and risk of poverty in 21st century Malta.

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

(20)

(Total: 40 marka) (Total: 40 marks)

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PAPER NUMBER:	II – Livell 1-2/II – Level 1-2
DATE:	12 ta' Mejju 2025/12th May 2025
DURATION:	sagħtejn u 5 minuti/2 hours 5 minutes

Wiegeb kull mistoqsija jew bil-Malti jew bl-Ingliz biss.
Answer each question either in Maltese or in English only.

TAQSIMA A
SECTION A

Wieġeb il-mistoqsijiet **KOLLHA**.
Answer **ALL** questions.

1. a. Imla l-vojt billi tagħżel il-**ĦAMES** kelmiet it-tajba mill-kaxxa. Kull sentenza għandha żewġ marki.
   a. Fill in the blanks by choosing the right **FIVE** words found in the word bank below. Each sentence carries two marks.

l-aġent agent	is-sottokultura subculture	in-norma norm
il-kultura culture	bniedem soċjali social being	soċjalizzazzjoni socialisation

i. ______________________ huwa l-mod ta' għajxien ta' ġemgħa ta' nies.

______________________ is the way of living of a group of people. (2)

ii. ____________________ huwa individwu li qed jgħix ma' ħaddieħor f'soċjetà b'regoli u responsabbiltajiet.

A ____________________ is a person who is living with others in a society with rules and responsibilities. (2)

iii. _____________________ huwa t-tagħlim tar-regoli, in-normi, il-lingwa u t-tradizzjonijiet minn ġenerazzjoni għal oħra.

_____________________ is the learning of rules, norms, language and traditions from one generation to another. (2)

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

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iv. ____________________ hija ġemgħa iżgħar ta' nies fi ħdan kultura akbar li tħaddan valuri, twemmin u mġiba partikolari li jagħmluhom differenti mill-bqija.

____________________ is a smaller group within a larger culture that shares distinct values, beliefs, and behavior that differentiate it from the mainstream. (2)

v. ____________________ huwa mod aċċettat verbalment ta' kif individwu jġib ruħu, jitkellem jew jaġixxi u li n-nies f'ġemgħa jew soċjetà jqisu normali jew xieraq.

A ____________________ is an unwritten and accepted way of behaving, speaking, or acting that most people in a group or society consider normal or appropriate. (2)

b. Agħti **ŻEWĠ** eżempji ta' differenzi bejn kultura reali u dik ideali.
b. Give **TWO** examples of differences between real and ideal culture.

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______________________________ (4)

c. Agħti d-definizzjoni tal-'Jien' b'referenza għal G.H. Mead.
c. Define the 'Self' with reference to G.H. Mead.

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______________________________ (4)

d. Spjega rwol **WIEĦED** tal-aġent ta' soċjalizzazzjoni.
d. Explain **ONE** role of a socialising agent.

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____ (4)

(Total: 22 marka) (Total: 22 marks)

2. a. Agħti d-differenza bejn sess u ġeneru.
   a. Distinguish between sex and gender.

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____ (3)

   b. Fil-qosor agħti d-definizzjoni ta' paga ugwali għal xogħol ugwali.
   b. Briefly define equal pay for equal work.

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____ (2)

   c. Fil-qosor elabora dwar l-iżvilupp tad-drittijiet tax-xogħol.
   c. Briefly elaborate on the development of labour rights.

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____ (4)

   d. Agħti d-definizzjoni ta' mobilità tax-xogħol.
   d. Define job mobility.

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____ (2)

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

e. Elabora dwar ir-rabta bejn il-mobilità tax-xogħol u l-progressjoni fil-karriera.
e. Elaborate on the link between job mobility and career progression.

(4)

f. Fil-qosor agħti d-definizzjoni ta' saħħa.
f. Briefly define health.

(2)

g. Fil-qosor agħti d-definizzjoni ta' saħħa mentali.
g. Briefly define mental health.

(2)

h. Semmi organizzazzjoni **WAĦDA** lokali u **WAĦDA** internazzjonali fil-qasam tas-saħħa.
h. Name **ONE** local and **ONE** international health organisation.

(2)

i. Fil-qosor iddeskrivi għajxien f'saħħtu.
i. Briefly describe healthy living.

(2)

(Total: 23 marka) (Total: 23 marks)

3. Qabbel it-termini minn Kolonna A mat-tifsiriet rispettivi tagħhom f'Kolonna B billi tikteb l-ittra (a-e) fl-ispazju provdut.
Pair the terms from Column A with their respective meanings in Column B by writing clearly the letter (a-e) in the space provided.

KOLONNA A / COLUMN A			KOLONNA B / COLUMN B
a.	Parteċipazzjoni taż-żgħażagħ Youth participation		Il-perjodu dinamiku tal-ħajja bejn l-istadji tat-tfulija u l-ħajja adulta. The dynamic period of life between childhood and adulthood.
b.	Bidla soċjali Social change		Iċ-ċertezza li l-vuċijiet, il-perspettivi u l-ideat differenti qed ikunu rappreżentati. Ensuring that diverse voices, perspectives, and ideas are represented.
c.	Globalizzazzjoni Globalisation		Iż-żgħażagħ jieħdu rwol attiv fil-komunitajiet. Young people taking an active role in communities.
d.	Iż-żgħożija Youth		Pajjiżi differenti li jinfluwenzaw, jgħinu, jagħmlu kummerċ flimkien u "jersqu viċin" xulxin. Different countries influencing, helping, doing trade and being "closer" together.
e.	Pluraliżmu fil-Midja Pluralism in the Media		Individwi jingħaqdu flimkien biex jibdlu s-sistemi kulturali, soċjali jew politiċi. People coming together to transform cultural, social, or political systems.

(Total: 5 marki) (Total: 5 marks)

4. a. Elabora fil-qosor fuq il-karatteristiċi ewlenin tad-demokrazija liberali (agħmel referenza għal eżempji f'Malta).
   a. Briefly elaborate on the main characteristics of liberal democracy (refer to examples in Malta).

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____ (4)

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

b. Uri d-differenza bejn forom ta' diskriminazzjoni pożittivi u negattivi abbażi tal-ġeneru.
b. Distinguish between positive and negative forms of gender discrimination.

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____ (6)

(Total: 10 marki) (Total: 10 marks)

TAQSIMA B
SECTION B

Wieġeb il-mistoqsijiet **KOLLHA** li ġejjin.
Answer **ALL** of the following questions.

5. a. Agħti d-definizzjoni ta' kawżalità tar-reati.
a. Define crime causation.

____

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____ (3)

b. Elabora dwar l-irwol ta' **ŻEWĠ** komponenti ewlenin tas-sistema tal-ġustizzja kriminali.
b. Elaborate on the role of **TWO** main components of the criminal justice system.

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____ (6)

c. Spjega fil-qosor il-korrezzjonijiet ibbażati fil-komunità.
c. Briefly explain community-based corrections.

(3)

(Total: 12-il marka) (Total: 12 marks)

6. Iddeskrivi **TLIET** forom ta' tniġġis.
Describe **THREE** forms of pollution.

(6)

(Total: 6 marki) (Total: 6 marks)

7. Iddeskrivi **ŻEWĠ** push factors u **ŻEWĠ** pull factors tal-migrazzjoni.
Describe **TWO** push factors and **TWO** pull factors of migration.

(8)

(Total: 8 marki) (Total: 8 marks)

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

8. a. Agħti d-definizzjoni ta' gruppi soċjali.
   a. Define social groups.

(3)

b. Elabora fuq id-distinzjoni bejn peer groups u pressure groups.
b. Elaborate on the distinction between peer groups and pressure groups.

(4)

(Total: 7 marki) (Total: 7 marks)

9. Iddiskuti l-edukazzjoni bħala dritt bażiku tal-bniedem.
   Discuss education as a basic human right.

(7)

(Total: 7 marki) (Total: 7 marks)

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TAQSIMA A
SECTION A

Wieġeb il-mistoqsijiet **KOLLHA** minn din it-Taqsima.
Answer **ALL** questions from this section.

1. a. Semmi distinzjoni **WAĦDA** bejn sottokultura u kontrokultura.
   a. Mention **ONE** distinction between a subculture and a counterculture.

____

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____

____ (2)

   b. Iddiskuti fil-qosor strateġija **WAĦDA** li tista' tiġi adottata biex tnaqqas il-kunflitt kulturali.
   b. Briefly discuss **ONE** strategy which may be adopted to minimise cultural conflict.

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____ (4)

   c. Iddiskuti **ŻEWĠ** fatturi li jinfluwenzaw is-self-esteem b'mod pożittiv.
   c. Discuss **TWO** factors that influence self-esteem in a positive way.

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____ (6)

(Total: 12-il marka)(Total: 12 marks)

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

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2. L-istat tal-ambjent tagħna qed isir dejjem aktar fraġli, hemm bżonn azzjoni konkreta qabel ikun tard wisq.
   The state of our environment is in a fragile balance, demanding immediate action before nature's whispers turn to irreversible silence.

   a. It-tnaqqis tar-riżorsi naturali limitati għandu impatt fuq l-ekoloġija umana u naturali u ta' spiss iħalli effetti fit-tul u irriversibbli fuq il-ġenerazzjonijiet umani. Iddiskuti fil-qosor din id-dikjarazzjoni.
   a. The depletion of limited natural resources impacts human and natural ecology and leaves lasting, and often irreversible, effects on human generations. Briefly discuss this statement.

   ____ (8)

   b. Spjega kawża **WAĦDA** tat-tisħin globali.
   b. Explain **ONE** cause of global warming.

   ____ (3)

(Total: 11-il marka)(Total: 11 marks)

3. Iddeskrivi **ŻEWĠ** push factors u **ŻEWĠ** pull factors tal-migrazzjoni.
   Describe **TWO** push factors and **TWO** pull factors of migration.

(8)

(Total: 8 marki)(Total: 8 marks)

4. L-edukazzjoni madwar id-dinja tinsab f'salib it-toroq: filwaqt li għandha s-setgħa li tgħaqqad il-firdiet u ssaħħaħ il-futur, għadha mhux ugwali, mingħajr il-finanzjamenti neċessarji, u inaċċessibbli għal ħafna.
   Education worldwide stands at a crossroads: while it holds the power to bridge divides and empower futures, it remains unequal, underfunded, and inaccessible to many.

   Iddiskuti l-edukazzjoni bħala dritt bażiku tal-bniedem.
   Discuss education as a basic human right.

(7)

(Total: 7 marki)(Total: 7 marks)

5. a.Iddeskrivi **TLIET** ostakoli li jesperjenzaw it-tfal madwar id-dinja fl-edukazzjoni.
   a. Describe **THREE** barriers to education experienced by children across the globe.

(6)

Il-mistoqsijiet ikomplu fil-paġna li jmiss/Questions continue on the next page.

b. Elabora fil-qosor dwar il-benefiċċji tal-istudenti Maltin li jistudjaw barra.
b. Briefly elaborate on the benefits of Maltese students studying abroad.

(6)

(Total: 12-il marka)(Total: 12 marks)

6. a. Elabora fil-qosor dwar l-oriġini tas-sistema tal-ġustizzja tal-minorenni, u l-prinċipji filosofiċi li għenu għat-tkabbir ta' din is-sistema.
a. Briefly elaborate on the origins of the juvenile justice system, and the philosophical precepts that led to its rise.

(4)

b. Iddiskuti fil-qosor l-irwol tal-midja fl-amplifikazzjoni tal-kriminalità u d-devjazzjoni.
b. Briefly discuss the media's role in the amplification of crime and deviance.

(6)

(Total: 10 marki)(Total: 10 marks)

TAQSIMA B
SECTION B

Wieġeb **ŻEWĠ** mistoqsijiet minn din it-taqsima (Żewġ mistoqsijiet sħaħ 7, 8, 9 jew 10). Kull mistoqsija għandha total ta' 20 marka.
Answer any **TWO** questions from this section (Two whole questions 7, 8, 9 or 10). Each question carries a total of 20 marks.

7. a. Identifika **ŻEWĠ** kooperattivi jew intrapriżi żgħar u medji (SMEs) f'Malta u l-irwol tagħhom fl-ekonomija.
   a. Identify **TWO** cooperatives or small and medium-sized enterprises (SMEs) in Malta and their role in the economy.

(10)

   b. Iddeskrivi **ŻEWĠ** modi kif tista' tinċentiva l-kooperattivi jew l-SMEs.
   b. Describe **TWO** ways to incentivise cooperatives or SMEs.

Il-mistoqsija tkompli fil-paġna li jmiss/Question continues on the next page.

(10)

(Total: 20 marka)(Total: 20 marks)

8. a. Elabora dwar ir-rabta bejn il-ġeneri u l-faqar.
   a. Elaborate on the link between gender and poverty.

(10)

b. Iddiskuti kif il-femminiżmu u l-moviment femminista tejbu d-drittijiet tan-nisa madwar id-dinja.
b. Discuss how feminism and the feminist movement have advanced women's rights worldwide.

(10)

(Total: 20 marka)(Total: 20 marks)

9. a. Iddeskrivi **ĦAMES** funzjonijiet differenti tal-midja tal-massa.
   a. Describe **FIVE** different functions of mass media.

(10)

b. Elabora dwar l-irwol tal-ġurnaliżmu fis-soċjetà moderna.
b. Elaborate on the role of journalism in modern society.

(10)

(Total: 20 marka)(Total: 20 marks)

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

10. a. B'użu ta' eżempji ddistingwi bejn id-drittijiet ċivili u l-obbligi.
a. By using examples, distinguish between civic rights and obligations.

(10)

b. Iddiskuti l-kunċett ta' ċittadinanza attiva billi tagħmel referenza għall-irwol taż-żgħażagħ fis-soċjetà.
b. Discuss the concept of active citizenship by making reference to the role of young people in society.

(10)

(Total: 20 marka)(Total: 20 marks)