L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL
2025 MAIN SESSION

SUBJECT:	**Ethics**
PAPER NUMBER:	I – Level 1-2-3
DATE:	16th May 2025
DURATION:	2 hours 5 minutes

Wieġeb il-mistoqsijiet KOLLHA.
ALL questions are to be answered.

1. a. Identifika d-definizzjoni ta' 'role model' ħażina mis-silta li ġejja.
   a. Identify the definition of a negative role model from the passage below.

   Jessica hija influencer popolari fuq il-midja soċjali. Fejn tidħol is-saħħa hija tippromwovi stili ħżiena, tinkoraġġixxi dieti estremi u titfa' ritratti editjati tagħha nnifisha. Il-kontenut tagħha wassal biex ħafna segwaċi żgħażagħ bdew jkollhom dubji dwar id-dehra fiżika tagħhom u bdew jieħdu pariri ħżiena fuq id-dieta. Ħafna akkużawha li qed tippromwovi standards ta' sbuħija mhux realistiċi, iżda Jessica baqgħet tinsisti li għandha dritt tesprimi ruħha.

   Jessica is a popular social media influencer. She promotes unhealthy behaviours, encourages extreme dieting and shares edited photos of herself. Her content has led many of her young followers to develop body image issues and take on harmful dieting advice. Many have accused her of promoting unrealistic beauty standards, yet she insists she has the right to speak her mind.

   Jessica hija 'role model' ħażina għax… / Jessica is a negative role model because…

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   ____ (3)

   b. Identifika **ERBA'** kwalitajiet pożittivi minn dawn li ġejjin li Jessica setgħet ippromwoviet permezz tal-midja soċjali. Agħżel it-tweġiba t-tajba (√).
   b. Identify from the following **FOUR** positive character qualities that Jessica could have promoted through social media. Tick the correct answer (√).

L-integrità Integrity		Tieħu ħsieb lil ħaddieħor Care for others	
In-narcisiżmu Narcissism		L-egoċentriżmu Self-Centred	
L-onestà Honesty		L-umiltà Humility	
L-egoiżmu Selfishness		L-arroganza Arrogance	

(4)

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

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ċ. Iddeskrivi l-valuri li huma murija mir-role models fuq il-midja soċjali.
c. Describe the values that are promoted by role models on social media.

(8)

d. Il-midja soċjali tifforma l-valuri tan-nies billi tesponi lill-utenti tagħha għal realtajiet, ideat, opinjonijiet u fatti differenti. Iddiskuti kif il-midja soċjali tinfluwenza l-valuri tiegħek.
d. Social media shape people's values by exposing their users to different realities, ideas, opinions, and facts. Discuss how following social media influences your values.

____(10)

(Total: 25 marka) (Total: 25 marks)

2. a. Aqra ż-**ŻEWĠ** testi li ġejjin. It-testi jiddeskrivu prattiċi mhux siguri fuq il-post tax-xogħol li jistgħu jwasslu għal ħsara mentali u fiżika. Mit-testi mogħtija, identifika prattiċi mhux siguri fuq il-post tax-xogħol li jwasslu għal ħsara mentali u fiżika.

   a. Read the **TWO** texts provided below. Each text describes unsafe practices at the workplace that can lead to mental and physical harm. From the text given, identify unsafe practices at the workplace that lead to mental and physical harm.

   i. Martha, 'senior manager' f'kumpanija magħrufa, qed taffaċċja ruħha ma' 'deadlines' mhux realistiċi u sigħat twal ta' xogħol. Ta' spiss qed tkun ma tiflaħx u stressjata iżda mhux tirċievi l-ebda għajnuna minn ta' fuqha. Martha issa qed tmur għand terapista għax żviluppat sintomi severi ta' ansjetà u għeja.

   i. Martha, a senior manager at a well known company, is faced with unrealistic deadlines and long working hours. She finds herself constantly sick and stressed but receives no support from her managers. Martha is now seeing a therapist as she developed severe symptoms of anxiety and burnout.

(3)

   ii. John ħaddiem ġo fabbrika u dan l-aħħar kien involut f'inċident fuq il-post tax-xogħol. Milli jidher, it-tagħmir li kien qed juża kien antik u mhux sigur. Mhux l-ewwel darba li talab tagħmir ġdid u modern, iżda l-maniġment dejjem irrifjuta din it-talba. John issa qed isofri ġrieħi gravi f'dahru u qed isibha diffiċli biex jimxi. Din is-sitwazzjoni qed taffettwa l-ħila tiegħu li jaħdem u li jagħmel l-aktar affarijiet bażiċi ta' kuljum.

   ii. John works at a factory and was recently involved in an accident at his workplace. Apparently, the equipment he was using was outdated and unsafe. It is not the first time that he has asked for new and upgraded equipment, but management has refused to listen to him. John is now suffering from a severe back injury and has trouble walking. This is affecting his ability to work and to do the most basic daily tasks.

(3)

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

b. Spjega kif prattiċi mhux siguri fuq il-post tax-xogħol huma imġiba egoista u mhux etiċi.
b. Explain how unsafe practices at the workplace are selfish and unethical.

(8)

ċ. L-etika fin-negozji tirreferi għall-prinċipji morali, politiċi u valuri li jirregolaw il-mod kif il-kumpaniji u l-individwi joperaw f'negozju. Iddiskuti għaliex prattiċi li jirriżultaw f'fastidju u diskriminazzjoni fuq il-post tax-xogħol huma soċjalment inġusti u mhux etiċi.
c. Business ethics refers to the moral principles, policies and values that govern the way companies and individuals engage in business activity. Discuss why practices that constitute harassment and discrimination in the workplace are socially unjust and unethical.

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(Total: 24 marka) (Total: 24 marks)

3. Aqra dan il-każ li ġej u wieġeb il-mistoqsijiet li ġejjin.
   Read the case study below and answer the following questions.

   Maria Alvarez, immigranta ta' 58 sena mill-Gwatemala, marret l-Amerka bl-għan li ssib opportunitajiet aħjar. Mal-wasla tagħha, hija ntalbet tipprovdi aktar informazzjoni dwarha stess. Peress li xi wħud mid-dokumenti tagħha ma kinux f'posthom kienet qed tesperjenza problemi legali u soċjali kontinwament. L-istatus legali tagħha fl-Amerka kien ukoll kwistjoni inkwetanti. Għal din ir-raġuni, ġiet imċaħħda mis-servizzi bażiċi tas-saħħa u l-opportunitajiet ta' xogħol. Barra minn hekk, ma kinitx taf titkellem bl-Ingliż, u dan għamilha aktar diffiċli għaliha biex tikkomunika.
   B'konsegwenza t'hekk Maria spiċċat taħdem f'impjiegi b'pagi baxxi u b'kundizzjonijiet iebsa. Anke jekk kienet taf li dan huwa inġust, beżgħet titkellem għax beżgħet li setgħet tintalab titlaq mill-pajjiż.

   Adattat minn:publicseminar.org

   Maria Alvarez, a 58-year-old immigrant from Guatemala, arrived in America in search of better opportunities. Upon her arrival, she was asked to provide further information about herself. Since some of her documentation was not in place, she was experiencing constant legal and social problems. Her legal status in America was also an issue of concern. For this reason, basic healthcare services and opportunities for employment were denied to her. Furthermore, she could not speak English, and this made it difficult for her to communicate.
   As a result, Maria worked in low paying jobs, facing tough working conditions. Even though she knows this is unjust, she was afraid to speak up because she feared she might be asked to leave the country.

   Adapted from:publicseminar.org

   a. Maria hija membru tas-soċjetà bla vuċi? Agħti r-raġunijiet għat-tweġiba tiegħek.
   a. Is Maria a voiceless member of society? Give reasons for your answer.

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

b. Mit-test mogħti identifika d-definizzjoni ta' vulnerabbiltà.
b. From the text provided identify the definition of vulnerability.

(4)

ċ. Iddeskrivi każ **WIEĦED** ieħor li fih individwi u/jew gruppi jitqiesu bħala bla vuċi.
c. Describe **ONE** other case in which individuals and/or groups are considered as voiceless.

(7)

d. Iddiskuti jekk il-kura ta' dawk bla vuċi jinkludix l-obbligu morali li taqbeż għalihom.
d. Discuss whether caring for the voiceless includes a moral obligation to speak up for them.

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(Total: 24 marka) (Total: 24 marks)

4. Aqra dan il-każ li ġej u wieġeb il-mistoqsijiet li ġejjin.
   Read the case study below and answer the following questions.

   Fis-sena 1983, Carlos DeLuna nstab ħati tal-qtil ta' ħaddiem f'pompa tal-petrol f'Texas. Minkejja li sostna li kien innoċenti, huwa xorta spiċċa kkundannat għall-mewt. Kien hemm evidenza li setgħet turi l-innoċenza tiegħu, iżda l-esperti tal-qorti qatt ma ħaduha inkonsiderazzjoni. Il-qorti bbażat l-evidenza fuq xhieda li lanqas biss kienu ċerti x'raw dakinhar li seħħ il-qtil. Minħabba f'hekk, l-avukati ta' DeLuna ma setgħux jiddefenduh kif xtaqu. Fl-2006, l-investigaturi sostnew li raġel bl-isem ta' Carlos Hernandez x'aktarx kienet il-persuna li wettqet ir-reat. DeLuna ġie eżegwit fl-1989. Il-każ tiegħu huwa eżempju ċar ta' kif is-sistema ġudizzjarja tista' wkoll tfalli u tikkawża l-mewt ta' persuna innoċenti.

   Adattat minn:innocentproject.org

   In 1983, Carlos DeLuna was found guilty of the murder of a petrol station clerk in Texas. Despite claiming his innocence, he was still sentenced to death. There was evidence that could prove his innocence, but the court experts never took it into consideration. The case based the evidence on eyewitnesses who were not even sure of what they saw the day the murder happened. As a result, DeLuna's lawyers could not defend him properly. In 2006, investigators claimed that a man by the name of Carlos Hernandez, was most probably the person who committed the crime. DeLuna was executed in 1989. His case is a clear example of how the court system can also make mistakes, causing the death of an innocent person.

   Adapted from:innocentproject.org

   a. Mit-test mogħti identifika l-azzjoni diskussa li temmet il-ħajja ta' DeLuna.
   a. Identify the end-of-life action discussed in the text above.

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   ____ (2)

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

b. Carlos DeLuna nstab ħati inġustament għal reat li ma wettaqx. Spjega l-ħtieġa li l-liġijiet jirregolaw l-azzjonijiet li huma maħsuba biex itemmu l-ħajjet il-bniedem.
b. Carlos DeLuna was wrongfully convicted for a crime he did not commit. Explain the need for laws to regulate the actions intended to end human life.

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ċ. Identifika **ŻEWĠ** azzjonijiet oħra minn dawn li ġejjin li jtemmu ħajjet il-bniedem. Agħżel it-tweġiba t-tajba (√).
c. Identify from the following **TWO** other actions other than capital punishment that end human life. Tick the correct answer (√).

Il-Propjetà Property		L-ewtanasja Euthanasia	
L-Anti-Diskriminazzjoni Anti-Discrimination		Il-ħajja Assistita Assisted Living	
L-abort Abortion		L-ordni pubblika Public Order	

(2)

d. Spjega l-ħtieġa għal-liġijiet biex jirregolaw il-bijoteknoloġiji.
d. Explain the need for laws to regulate biotechnologies.

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e. Identifika d-definizzjoni tal-duttrina tal-effett doppju billi tindika jekk id-dikjarazzjonijiet li ġejjin humiex Veru (V) jew Falz (F).
e. Identify the definition of the doctrine of double effect by indicating if the following statements are True (T) or False (F).

i.	Id-duttrina tippermetti ħsara mhux intenzjonata jekk l-azzjonijiet jimmiraw li jiksbu ġid morali akbar. The doctrine permits unintended harm if the actions aim at achieving a greater moral good.	
ii.	Kull att huwa morali jekk jirriżulta f'effetti pożittivi. Any act is moral if it results in positive effects.	

iii.	Il-moralità tal-att tiddependi kemm fuq l-intenzjoni kif ukoll fuq il-proporzjonalità tar-riżultat. The act's morality depends on both the intention and the proportionality of the outcomes.	
iv.	Din id-duttrina tippermetti l-ħsara anke meta r-riżultat tajjeb ikun minuri. This doctrine permits harm even when the good result is minor.	
v.	Il-ħsara m'għandhiex tkun intenzjonata iżda tista' tkun 'side effect'. Harm must not be intended but can be a side effect.	
vi.	L-effett doppju jiġġustifika l-ħsara intenzjonata jekk ir-riżultati jkunu tajbin. The double effect justifies intentional harm if the outcomes are good.	

(6)

f. Iddiskuti d-differenzi etiċi bejn il-qtil u 's-self-defence'.
f. Discuss the ethical differences between murder and self-defence.

(10)

(Total: 27 marka) (Total: 27 marks)

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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL
2025 MAIN SESSION

SUBJECT:	**Ethics**
PAPER NUMBER:	II – Level 1-2
DATE:	16th May 2025
DURATION:	2 hours 5 minutes

Wieġeb il-mistoqsijiet KOLLHA.
ALL questions are to be answered.

Taqsima A – Wieġeb il-mistoqsijiet KOLLHA.
Section A – Answer ALL questions.

1. Agħżel it-tweġiba t-tajba. Aqta' linja taħt t-tweġiba t-tajba.
   Choose the correct answer. Underline the correct answer.

   a. Komunità miftuħa hija komunità li hija: i. inklużiva ii. esklussiva.
   a. An open community is a community that is: i. inclusive ii. exclusive.

(1)

   b. Liema **WAĦDA** mid-dikjarazzjonijiet li ġejjin tfisser tolleranza. Immarka t-tweġiba t-tajba bi √.
   b. Which **ONE** of the following statements defines tolerance. Mark the correct answer with √.

i.	It-tolleranza tfisser li twieġeb għad-differenzi b'moħħ magħluq. Tolerance responds to differences with a closed mind.	
ii.	It-tolleranza tfisser li taqbel mal-opinjonijiet ta' kulħadd. Tolerance means agreeing with everyone's opinions.	
iii.	It-tolleranza tfisser li tippermetti lin-nies jesprimu lilhom infushom liberament, anke meta ma jaqblux. Tolerance allows people to express themselves freely, even when they disagree.	

(1)

2. Iddeskrivi forom ta' estremiżmi li jwasslu lis-segwaċi tagħhom iwettqu atti ta' vjolenza.
   Describe forms of extremism that lead their supporters towards committing acts of violence.

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____(5)

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3. Agħti d-definizzjoni tal-valur tal-ħajja fil-kuntest tal-valur intrinsiku u strumentali.
Give a definition of the value of life in the context of intrinsic and instrumental value.

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____(5)

4. Mit-tliet prattiċi li ġejjin, identifika dawk li jirreferu għall-fastidju u d-diskriminazzjoni fuq il-post tax-xogħol. Agħżel it-tweġiba t-tajba (√).
Identify from the following three practices that refer to harassment and discrimination in the workplace. Tick the correct answer (√).

Pagi differenti għal nies minn pajjiżi differenti Unequal Pay for people from different countries		Sistemi ta' feedback trasparenti Transparent feedback systems	
Modi miftuħa ta' komunikazzjoni Open communication channels		Timijiet ta' tmexxija diversi Diverse leadership teams	
Distribuzzjoni ġusta tax-xogħol Fair workload distribution		Nies b'diżabilità mċaħħda minn impjiegi Not hiring people with a disability	
Opportunitajiet inġusti ta' promozzjoni minħabba l-ġeneru Unfair promotion opportunities based on gender		Postijiet tax-xogħol aċċessibbli Accessible work environments	

(3)

5. Iddeskrivi l-karatteristiċi ta' komunità.
Describe **TWO** characteristics of a community.

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____(6)

6. Spjega fil-qosor għaliex ċerti affarijiet tħosshom li jagħtuk valur f'ħajtek.
   Explain briefly why you consider certain things as giving value to your life.

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____(4)

(Total: 25 marka) (Total: 25 marks)

Taqsima B – Wieġeb il-mistoqsijiet KOLLHA.
Section B – Answer ALL questions.

7. Aqra dan il-każ li ġej u wieġeb il-mistoqsijiet li ġejjin.
   Read the case study below and answer the following questions.

Tom huwa utent attiv fuq il-midja soċjali. Spiss jikteb fuq blogs u jitfa' r-ritratti tiegħu fuq pjattaformi bħal Instagram. Riċentament, sħabu tal-klassi bdew iħallulu messaġġi kattivi u kummenti offensivi fuq il-pjattaformi tal-midja soċjali. Lil Tom bdew jagħtuh laqmijiet u jinsultawh personalment. Biex tgħaxxaq, kien qed jiġi bbuljat personalment. Kien hemm żewġ subien tawh bil-ponn f'wiċċu u heddewh li jekk jirrapportahom jerġgħu jagħmulu l-istess. Din is-sitwazzjoni kienet qed tagħmlu anzjuż u stressjat filwaqt li bdiet taffettwalu wkoll l-istima tiegħu nnifsu. Wieħed mill-istudenti ra dan kollu u rrapporta lill-iskola. Ftit wara l-bullies ġew mwissija iżda dawn ċaħdu li għamlu xi ħaġa ħażina.

Adattat minn https://www.socjalna-akedemia.si.com

Tom is an active user on social media. He frequently posts on blogs and shares his photos on platforms like Instagram. Recently, his classmates started posting hurtful messages and offensive comments on his social media platforms. Tom was being called names and insulted personally. To make matters worse, he was being bullied in person: two boys hit him in the face and threatened to do it again if he reported them. This situation was making him anxious and stressed while also affecting his self-esteem. One of the students witnessed such an incident in person and reported it to the school. Soon after, the bullies were talked to, but they denied that they did anything wrong.

Adapted from https://www.socjalna-akedemia.si.com

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

a. Tom huwa vittma ta' cyberbullying. Minn dak li qrajt, identifika d-definizzjoni ta' 'cyberbullying'.
a. Tom is a victim of cyberbullying. From the case study, identify the definition of cyberbullying.

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____ (3)

b. Semmi **TLIET** forom ta' uġigħ fiżiku jew psikoloġiku.
b. List **THREE** forms of physical or psychological harm.

i. ____________________ (1)

ii. ____________________ (1)

iii. ____________________ (1)

ċ. Spjega l-effetti tal-ħsara ta' cyberbullying.
c. Explain the harmful effects of cyberbullying.

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____ (7)

d. Iddeskrivi modi kif għandek tgħin lill-vittmi ta' cyberbullying.
d. Describe ways to support the victims of cyberbullying.

(7)

e Iddeskrivi mod **WIEĦED** kif nistgħu nuru rispett lejn ħaddieħor.
e. Describe **ONE** way how we can show respect towards others.

(2)

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

8. a. X'inhi d-differenza bejn li tieħu ħsieb lilek nnifsek u li tieħu ħsieb lill-oħrajn?
a. What is the difference between the care for oneself and the care for others?

(5)

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

b. Semmi **TLIET** sitwazzjonijiet li juru li qed tieħu ħsieb lil ħaddieħor.
b. Mention **THREE** situations that show care for others.

i. ________________________ (1)

ii. ________________________ (1)

iii. ________________________ (1)

ċ. Iddeskrivi sitwazzjonijiet fejn in-nies jagħżlu li jissagrifikaw pjaċiri personali tagħhom għall-ġid tal-oħrajn.
c. Describe situations where people choose to sacrifice their personal pleasure for the good of others.

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____(4)

d. Iddeskrivi **TLIET** eċċessivi fil-ħajja li għandhom jiġu evitati.
d. Describe **THREE** excesses in life that should be avoided.

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____(6)

e. Iddeskrivi r-relazzjonijiet ta' dipendenza
e. Describe relations of dependence.

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f. Argumenta kif ir-relazzjonijiet ta' dipendenza jistgħu jinbidlu u saħansitra jkunu bil-kontra.
f. Argue how relationships of dependence can change and even be reversed.

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(Total: 26 marka) (Total: 26 marks)

9. a. Agħti **TLIET** eżempji ta' kif tipproteġi l-ħajja umana.
a. Give **THREE** examples of protecting human life.

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

b. Aqra l-każijiet li ġejjin relatati mal-liġijiet tad-drittijiet tal-bniedem u wieġeb il-mistoqsija li ġejja.
b. Read the following cases related to human right laws and answer the question that follows.

Każ nru 1: Ġurnalist jippubblika artiklu li jikkritika lill-gvern. L-awtoritajiet jippruvaw joħonquh billi jhedduh bil-ħabs.
Każ nru 2: Tfajla hija mċaħħda mill-iskola minħabba s-sesswalità tagħha.
Każ nru 3: Priġunier li qed jistenna s-sentenza tiegħu, jiġi ttrattat ħażin mill-pulizija.
Każ nru 4: Persuna applikat għal impjieg, iżda l-applikazzjoni tagħha tiġi rrifjutata minħabba t-twemmin reliġjuż tagħha.
Każ nru 5: Familja qed taħrab minn pajjiżha minħabba l-gwerra u tfittex protezzjoni f'pajjiż ieħor.

Case 1: A journalist publishes an article criticizing the government. Authorities attempt to silence the journalist by threatening imprisonment.
Case 2: A girl is denied access to school because of her gender.
Case 3: A prisoner who is awaiting his sentence, is mistreated by the police.
Case 4: A person applied for a job, but his application is refused because of his religious beliefs.
Case 5: A family is escaping their country because of war and seeking protection in a neighbouring country.

Minn **kull** każ li qrajt, identifika **ĦAMES** modi kif id-drittijiet tal-bniedem jipproteġu lill-bnedmin milli jiġu ttrattati ħażin.
From **each** case provided, identify **FIVE** ways how human rights protect human beings from being mistreated.

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ċ. Aqra ż-żewġ testi mogħtija hawn taħt. Wara li taqrahom, identifika l-modi kif għandna nittrattaw lill-oħrajn b'dinjità u rispett.

c. Read the two texts given below. After reading the passages, identify the ways we should treat others with dignity and respect.

i. Mary, seftura f'dar, taffaċċja abbużi verbali kuljum. Min iħaddimha ma jħallihiex tistrieħ u minkejja li taħdem sigħat twal, taqla' paga inġusta għax-xogħol li tagħmel. Din is-sitwazzjoni tħalliha vulnerabbli u mingħajr saħħa biex ta' xejn.

i. Mary, a household worker, faces verbal abuse daily. Her employers deny her breaks and despite working long hours, she receives no fair pay for the work she does. This leaves her vulnerable and powerless.

____(3)

ii. Mark, persuna li tuża siġġu tar-roti, huwa eskluż mill-attivitajiet lokali fil-komunità tiegħu. Il-kunsill lokali mhux jagħti kas il-bżonnijiet tiegħu. Il-bankini bla rampi, b'hekk qed jagħmlu l-aċċess impossibbli.

ii. Mark, a wheelchair user, is excluded from local activities in his community. The local council is not considerate of his needs: the pavements do not have ramps, making access to places impossible.

____(3)

d. Iddeskrivi d-dritt li tiġi ttrattat b'rispett u dinjità.

d. Describe the right to be treated with respect and dignity.

____(5)

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

e. Spjega kif tista' tikkontribwixxi b'mod pożittiv f'ħajjet ħaddieħor.
e. Explain how you can contribute positively to the life of others.

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(Total: 27 marka) (Total: 27 marks)

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L-Università ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE EXAMINATIONS BOARD

SECONDARY EDUCATION CERTIFICATE LEVEL
2025 MAIN SESSION

SUBJECT:	**Ethics**
PAPER NUMBER:	II – Level 2-3
DATE:	16th May 2025
DURATION:	2 hours 5 minutes

Wieġeb il-mistoqsijiet KOLLHA.
ALL questions are to be answered.

Taqsima A – Wieġeb il-mistoqsija KOLLHA.
Section A – Answer ALL questions.

1. Iddeskrivi l-karatteristiċi ta’ komunità.
   Describe **TWO** characteristics of a community.

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____ (6)

2. Iddiskuti l-elementi pożittivi ta’ komunità miftuħa.
   Discuss the positive elements of an open community.

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____ (4)

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3. Iddeskrivi forom ta’ estremiżmi li jwasslu lis-segwaċi tagħhom iwettqu atti ta’ vjolenza.
   Describe forms of extremism that lead their supporters towards committing acts of violence.

   (5)

4. Agħti definizzjoni tal-valur tal-ħajja fil-kuntest tal-valur intrinsiku u strumentali.
   Give a definition of the value of life in the context of intrinsic and instrumental value.

   (5)

5. Iddiskuti l-valur tal-ħajja f’termini tad-dritt għall-ħajja.
   Discuss the value of life in terms of the right to life.

   (5)

(Total: 25 marka) (Total: 25 marks)

Taqsima B – Wieġeb il-mistoqsija KOLLHA.
Section B - Answer ALL questions.

6. Aqra dan il-każ li ġej u wieġeb il-mistoqsijiet li ġejjin.
   Read the case study below and answer the following questions.

   Tom huwa utent attiv fuq il-midja soċjali. Spiss jikteb fuq blogs u jitfa' r-ritratti tiegħu fuq pjattaformi bħal Instagram. Riċentament, sħabu tal-klassi bdew iħallulu messaġġi kattivi u kummenti offensivi fuq il-pjattaformi tal-midja soċjali. Lil Tom bdew jagħtuh laqmijiet u jinsultawh personalment. Biex tgħaxxaq, kien qed jiġi bbuljat personalment. Kien hemm żewġ subien tawh bil-ponn f'wiċċu u heddewh li jekk jirrapportahom jerġgħu jagħmulu l-istess. Din is-sitwazzjoni kienet qed tagħmlu anzjuż u stressjat filwaqt li bdiet taffettwalu wkoll l-istima tiegħu nnifsu. Wieħed mill-istudenti ra dan kollu u rrapporta lill-iskola. Ftit wara, il-bullies ġew imwissija iżda dawn ċaħdu li għamlu xi ħaġa ħażina.

   Adattat minn https://www.socjalna-akedemia.si.com

   Tom is an active user on social media. He frequently posts on blogs and shares his photos on platforms like Instagram. Recently, his classmates started posting hurtful messages and offensive comments on his social media platforms. Tom was being called names and insulted personally. To make matters worse, he was being bullied in person: two boys hit him in the face and threatened to do it again if he reported them. This situation was making him anxious and stressed while also affecting his self-esteem. One of the students witnessed such an incident in person and reported it to the school. Soon after, the bullies were talked to, but they denied that they did anything wrong.

   Adapted from https://www.socjalna-akedemia.si.com

   a. Spjega l-effetti negattivi ta' 'cyberbullying'.
   a. Explain the harmful effects of cyberbullying.

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   ____ (7)

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

b. Iddeskrivi modi kif għandek tgħin lill-vittmi ta' 'cyberbullying'.
b. Describe ways to support the victims of cyberbullying.

(7)

ċ. Iddiskuti d-differenzi bejn is-'cyberbullying' u forom oħra ta' 'bullying'.
c. Discuss the differences between cyberbullying and other forms of bullying.

(5)

d. Iddiskuti l-etika tar-rispett lejn l-oħrajn.
d. Discuss the ethics of respect towards others.

(8)

(Total: 27 marka) (Total: 27 marks)

7. a. Iddeskrivi sitwazzjonijiet fejn in-nies jagħżlu li jissagrifikaw pjaċiri personali tagħhom għall-ġid tal-oħrajn.
   a. Describe situations where people choose to sacrifice their personal pleasure for the good of others.

(5)

b. Iddiskuti jekk il-kuntentizza hijiex relatata mal-ġid materjali.
b. Discuss whether happiness is related to material wealth.

(6)

ċ. Iddiskuti kif l-etika dwar il-kura personali tista' tkun proġett li persuna twettaq għat-titjib tagħha nnifisha.
c. Discuss how the ethics of self-care can be a project one undertakes for the improvement of oneself.

(5)

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

d. Iddiskuti għaliex l-etika tal-kura personali timplika l-evitar tal-affarijiet eċċessivi.
d. Discuss why the ethics of self-care implies the avoidance of excesses.

(9)

(Total: 25 marka) (Total: 25 marks)

8. a. Spjega kif tista' tikkontribwixxi b'mod pożittiv f'ħajjet ħaddieħor.
a. Explain how you can contribute positively to the lives of others.

(5)

b. Iddiskuti r-responsabbiltà morali tal-konservazzjoni tal-ħajja umana.
b. Discuss the moral responsibility of conserving human life.

(5)

ċ. Iddiskuti l-użu tal-annimali għal skopijiet umani.
c. Discuss the use of animals for human purposes.

(5)

d. Iddiskuti kwistjonijiet etiċi relatati mal-votazzjoni f'elezzjoni.
d. Discuss ethical issues related to voting in an election.

(8)

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

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