



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme

SEC Social Studies

Main Session 2025

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In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

The points mentioned in this marking scheme are guidelines, other suitable answers may be accepted.

Paper I Level 1-2-3

Ques.	Suggested Answer	Note	Marks
1.	<p>Candidates may refer to any of the following:</p> <p>Language Barriers: Communication difficulties which can delay understanding and collaboration among individuals from different cultural backgrounds.</p> <p>Cultural Norms and Practices: Misunderstandings about different cultural traditions, values, or behaviours which may lead to conflicts or exclusion.</p> <p>Stereotyping: Biased notions about other cultures can spread bias and mistrust.</p> <p>Racism and Xenophobia: Negative attitudes toward immigrants or minority groups can foster social divisions and hinder cohesion.</p> <p>Employment Disparities: Immigrants or minority groups may face challenges in accessing job opportunities, often resulting in economic disparities.</p> <p>Social Mobility Barriers: Systemic inequalities can limit upward mobility, creating persistent social divides.</p>		3
2.	<p>Candidates may refer to any of the following:</p> <p>Family: Primary Socialization: which provides the initial framework for understanding oneself through relationships, values, and roles.</p> <p>Cultural and Parental Expectations: Family norms and traditions influence self-concept, including gender roles, career aspirations, and personal values.</p> <p>Peers and Social Groups: create a sense of belonging and interaction with friends and peers contributes to social identity and self-esteem.</p> <p>Social Comparison: Comparing oneself to others within a peer group can shape self-perception, influencing confidence or self-doubt.</p> <p>Group Identity: Membership in specific social groups (e.g., cliques, clubs, or subcultures) can define aspects of the self.</p>		3

	<p>Cultural Values and Norms: The cultural environment influences beliefs about individuality, community, and self-expression.</p> <p>Ethnic Identity: Ethnic traditions and heritage play a role in shaping self-identity, especially in multicultural societies.</p> <p>School Environment: Educational settings expose individuals to diverse perspectives, knowledge, and social interactions.</p> <p>Media and Technology: Online platforms provide a space for self-expression but can also foster unrealistic comparisons and body image concerns.</p>		
3.	<p>Stereotypes are characteristics that society instinctively attributes to groups of people to classify them according to age, weight, occupation, skin colour, gender, etc.</p>		2
4.	<p>Candidates may refer to any of the following:</p> <p>Primary Socialization: process by which an individual learns the foundational norms, values, and behaviours required to function in their immediate culture or society, typically during early childhood. Primary socialisations include: Emotional development, language acquisition, and basic moral and cultural understanding through family members, parents or caregivers.</p> <p>Secondary Socialization: process of learning and adapting to norms, values, and behaviours associated with specific roles or environments beyond the family, typically occurring throughout life. Secondary socialization include: Skill development, behaviours, attitudes needed for specific roles, such as being a student, employee, or citizen through schools, peers, religious institutions, workplaces, media, and broader social institutions.</p>		4
5.	<p>Candidates may refer to any of the following:</p> <p>Sacred: Sacred refers to elements, objects, practices, or ideas that are regarded as holy, divine, or spiritually significant. These elements are often set apart from the ordinary and treated with reverence, or respect. These can be seen by some of the following examples: <i>Religious texts (the Bible, Quran, Torah), Ritual objects (chalices, prayer beads), Sacred places (Mecca, Jerusalem, temples, or shrines), Acts of worship or rituals (baptism, prayer, or sacraments).</i></p> <p>Profane: Profane refers to elements of everyday life that are not associated with religious or spiritual significance. These are ordinary, and secular. These can be seen by some of the</p>		2

	following examples: <i>Everyday activities like eating, working, or commuting (unless made sacred through rituals), Secular objects like furniture, tools, or clothing that lack symbolic significance, Spaces like parks, malls, or offices.</i>		
6.	Secularism means separation of religion from political, economic, social and cultural aspects of life, religion being treated as a purely personal matter.		2
7.	Leisure is time off, spare time, freedom from the demands of work. Leisure is time away from commitments of work or school.		2
8.	<p>Candidates may refer to the following:</p> <p>Pre-Industrial Stage (Subsistence and Agrarian Work): Predominantly agrarian and subsistence-based, with individuals primarily engaged in farming, hunting, and gathering to meet basic needs. Craftsmanship and artisanal work were localized and tailored to small communities.</p> <ul style="list-style-type: none"> • Family-based production units were the norm, with little division of labour. • Work was integrated into daily life and dictated by natural cycles like seasons. <p>Industrial Stage (Industrial Revolution):</p> <ul style="list-style-type: none"> • Transition from agrarian work to factory-based manufacturing due to technological innovations like the steam engine, mechanized looms, and assembly lines. • Emergence of mass production, which replaced handcrafted goods with standardized products. • Harsh working conditions, long hours, and child labour were prevalent. • Textile factories, steel production, and coal mining. <p>Post-Industrial Stage (Service and Knowledge Economies)</p> <ul style="list-style-type: none"> • Decline in manufacturing jobs in favour of service-oriented and knowledge-based occupations. • Emphasis on information processing, technology, and communication. • Flexible work environments, including offices, remote work, and freelance opportunities. • Growth of multinational corporations and globalized economies. • IT services, banking, healthcare, education, and entertainment industries. 		6

9.	Industrial Relations refers to all types of relations between employers and workers, be they at national, regional or company level and to all dealings with social and economic issues, such as wage setting, working time and working conditions.		2
10.	Healthy lifestyle involves making choices that support physical, mental, and emotional wellbeing. It includes engaging in regular exercise, eating a balanced diet, getting adequate sleep, managing stress, maintaining social connections, and avoiding harmful behaviours.		2
11.	<p>Candidates may refer to any of the following:</p> <p>Socioeconomic Inequality:</p> <ul style="list-style-type: none"> • Poverty and Low Income: Limited access to nutritious food, clean water, and healthcare services increases vulnerability to illness. This financial stress can lead to chronic diseases such as hypertension and mental health issues. • Lower education levels often correlate with reduced health literacy, leading to poor health practices and delayed medical care. • Hazardous jobs or workplace stress can cause physical injuries, respiratory diseases, and mental health problems. <p>Living Conditions:</p> <ul style="list-style-type: none"> • Poor housing conditions, such as overcrowding, dampness, or exposure to toxins like lead, can lead to respiratory diseases, allergies, and infections. • Urban pollution, such as air and water contamination, is linked to illnesses like asthma, cardiovascular diseases, and cancer. <p>Cultural and Behavioural Factors:</p> <ul style="list-style-type: none"> • Traditions, such as early marriage, fasting, or alternative healing methods, may sometimes negatively impact health. • Smoking, alcohol consumption, and unhealthy diets are often influenced by cultural norms or social pressures, leading to conditions like obesity, diabetes, and heart disease. <p>Environmental Factors:</p> <ul style="list-style-type: none"> • Climate Change: Rising temperatures, extreme weather events, and natural disasters increase the spread of vector-borne diseases, heat-related illnesses, and malnutrition. 		4

	<ul style="list-style-type: none"> Exposure to chemicals, pesticides, or waste due to industrial activities can result in chronic diseases and cancers. <p>Political and Institutional Factors:</p> <ul style="list-style-type: none"> Inadequate public health infrastructure or lack of universal healthcare systems often leaves vulnerable populations without adequate care. Displacement due to conflict exposes individuals to trauma, malnutrition, and communicable diseases. 		
12.	Refers to a society's categorization of its people into rankings based on factors like wealth, income, education, family background, and power.		2
13.	<p>Candidates may refer to any of the following:</p> <p>Caste System: A rigid, hereditary system where a person's position in society is determined by birth and remains fixed for life.</p> <p>Class System: A flexible system where social rank is primarily based on economic status, achievement, and individual effort.</p> <p>Estate System (Feudal System): A stratification system based on land ownership, prevalent in medieval Europe and some other societies.</p> <p>Slavery: A system in which individuals are owned by others and treated as property, with no personal freedom or rights.</p> <p>Racial and Ethnic Stratification: A system where social ranking is based on race or ethnicity, often resulting in systemic discrimination and inequality.</p> <p>Gender Stratification: A system where men and women are ranked differently in terms of access to resources, opportunities, and social power.</p> <p>Religious Stratification: A system where people are ranked based on their religion or adherence to specific religious doctrines.</p>		4
14.	Gender Differentiation refers to the existence of distinct roles, expectations, and treatment based on one's gender within the educational system and other spheres of life.		2
15.	<p>Candidates may refer to any of the following:</p> <p>Social inequalities refer to the unequal distribution of resources, opportunities, and privileges among individuals or groups in society.</p> <p>Education:</p> <ul style="list-style-type: none"> Individuals from wealthier or higher social classes often have access to better schools, tutors, and 		4

	<p>extracurricular activities, which improve academic outcomes and prospects while poorer individuals may attend underfunded schools, face higher dropout rates, and struggle with fewer opportunities for higher education.</p> <p>Employment and Income:</p> <ul style="list-style-type: none"> • People in lower social strata often have fewer job opportunities, are overrepresented in low-paying jobs, and face job instability. • Discrimination based on race, gender, or ethnicity may restrict access to higher-paying positions or promotions. <p>Health and Healthcare:</p> <ul style="list-style-type: none"> • Wealthier or privileged groups can afford private healthcare, insurance, and preventive care, while poorer individuals may rely on inadequate public healthcare systems. • Marginalized groups often face systemic barriers to healthcare, such as racial bias, geographic inaccessibility, or cultural insensitivity. <p>Housing and Living Conditions:</p> <ul style="list-style-type: none"> • Wealthier individuals live in safe, clean neighbourhoods with access to green spaces, good schools, and public services. • Marginalized groups often reside in overcrowded or unsafe areas, with limited access to clean water, sanitation, or public transportation. <p>Gender Inequality:</p> <ul style="list-style-type: none"> • Women and gender minorities often face pay gaps, occupational segregation, and limited representation in leadership roles. • Cultural norms may restrict women’s access to education, career advancement, or autonomy over personal decisions. 		
<p>16.</p>	<p>Candidates may refer to any of the following: Social policy measures are governmental strategies and interventions designed to address and reduce social inequalities by promoting equal access to resources, opportunities, and social services.</p> <p>Universal Healthcare: A healthcare system where all citizens have access to medical services, regardless of their income, status, or social background. This prevents discrimination in healthcare access based on income or social position.</p>		<p>2</p>

	<p>Social Welfare Programs: Government programs designed to support individuals and families in need through financial assistance or services. This promotes access to necessities like food, housing, and childcare.</p> <p>Equal Opportunity and Anti-Discrimination Laws: Laws and polices are designed to prevent discrimination based on race, gender, age, disability, religion, or sexual orientation.</p> <p>Affordable Housing Policies: Government initiatives aimed at making housing affordable for low- and middle-income families. This helps tackle homelessness and ensures that everyone has access to basic shelter.</p> <p>Labor Rights and Union Support: Policies that protect workers' rights and support the creation and maintenance of labour unions. This ensures that workers have the right to collectively bargain for better working conditions and benefits.</p>					
17.	a.	Youth culture	C	The difference of opinions and outlooks between one generation and another.		10
	b.	Youth leisure	D	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.	Generation gap	A	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.	Moral panic	E	A system of government in which citizens elect representatives to a legislative parliament to make the necessary laws		
	e.	Parliamentary democracy (8.	B	The activities used by young people for their leisure pursuits, for relaxation and recreation.		
18.	Candidates may refer to any of the following				4	
	I. Primary Sector					

	<p>II. Secondary Sector III. Tertiary Sector (Service Sector) IV. Quaternary Sector V. Quinary sector</p>		
<p>19.</p>	<p>Candidates may refer to any of the following: The definition of forces of change which refers to the technological, cultural, economic, or political spheres in society.</p> <p>Technological Advancements:</p> <ul style="list-style-type: none"> • Impact on Personal Identity: The rise of social media and digital platforms which transformed how individuals construct and present their identities. The use of technology enables individuals to connect with global communities, which influences personal values, interests, and lifestyles, sometimes diluting traditional notions of identity tied to geographic or cultural roots. • Impact on Social Identity: Online social networks and digital interactions have allowed individuals to join with multiple social groups, including those that may not align with traditional geographic or cultural divisions. • Impact on National Identity: The global nature of communication and trade which blurred national boundaries, leading to more hybrid national identities that incorporate aspects from various cultures and traditions. <p>Globalization:</p> <ul style="list-style-type: none"> • Impact on Personal Identity: As people travel more and interact globally, they may adopt aspects of multiple cultures, leading to a more fluid, hybrid sense of self. • Impact on Social Identity: Migration and global movement of people have led to the formation of transnational communities. Social identity is no longer tied solely to local or national groups but may span multiple countries and cultures. • Impact on National Identity: The influx of global influences can fragment traditional national identities, especially in nations with diverse immigrant populations. <p>Migration:</p> <ul style="list-style-type: none"> • Impact on Personal Identity: People who migrate or live in diverse societies often develop complex identities that incorporate elements from their heritage as well as their new environment. 		<p>20</p>

	<ul style="list-style-type: none"> • Impact on Social Identity: Migration often results in the blending of social identities, as migrants and local populations interact. This can lead to more inclusive or more fragmented social identities, depending on the level of integration and acceptance. • Impact on National Identity: Countries with high immigration may need to re-define their national identity to reflect the multicultural nature of their population, leading to debates on what it means to belong to a nation. <p>Political and Economic changes:</p> <ul style="list-style-type: none"> • Impact on Personal Identity: Changes in the economy, such as job loss or the rise of gig economies, can impact personal identity, as individuals may tie their self-worth to their professional roles or economic status. • Impact on Social Identity: Economic changes, such as increasing inequality, can deepen social divisions, influencing how people perceive their social identity in terms of class, wealth, or status. • Impact on National Identity: Political changes, particularly the rise of nationalism, can lead to a more insular sense of national identity, where citizens may prioritize national interests over global cooperation. 		
20.	<p>Candidates may refer to any of the following: The influence of religion can be both functional and dysfunctional, depending on the context and the ways in which it is practiced and interpreted. Below is a discussion on how religion can serve both functions and dysfunctions for society.</p> <p>Functional Aspects of Religion for Society:</p> <ul style="list-style-type: none"> • Religion can serve as a unifying force that brings people together, fostering a sense of belonging and shared identity. Religious practices, rituals, and beliefs provide a common framework that binds individuals into cohesive social groups or communities. • Religious festivals and gatherings, foster social bonds and community participation. • Religious institutions like churches, mosques, and temples offer spaces where people can meet, support one another, and create a sense of solidarity. • Religion offers a set of moral and ethical guidelines that govern behaviour, establishing norms and values that help regulate social conduct. Religious teachings often 		20

	<p>emphasize virtues such as compassion, honesty, and respect for others, which can contribute to social stability and harmonious relationships.</p> <ul style="list-style-type: none"> • Religion often serves as a tool for social control by promoting obedience to authority figures and adherence to societal norms. Religious institutions and leaders help enforce social expectations, which can contribute to the stability of society. <p>Dysfunctional Aspects of Religion for Society</p> <ul style="list-style-type: none"> • Religion can contribute to social fragmentation and conflict when different religious groups clash over differing beliefs or practices. Religious differences can lead to discrimination, persecution, or even violent conflict. This can be seen through religious wars and conflicts such as the Crusades, the Israel-Palestine conflict which have historically resulted in immense human suffering and societal disruption. • In some societies, religion can be used as a tool for social control and oppression, particularly when it is manipulated by leaders or institutions to maintain power and control over individuals. • Some religious doctrines or institutions may resist social, political, or scientific advancements that challenge traditional beliefs. This can impede progress and innovation, especially in areas such as gender equality, LGBTQ+ rights, and scientific discoveries. • Some individuals may experience psychological or emotional distress due to rigid religious expectations, feelings of guilt, fear of punishment, or struggles with their beliefs. The pressure to conform to religious norms can create personal conflict and anxiety. 		
<p>21.</p>	<p>Candidates may refer to any of the following: Social conditions play a significant role in shaping the health and well-being of individuals and communities determined by social, educational, economic, and environmental factors.</p> <ul style="list-style-type: none"> • Individuals from lower socioeconomic backgrounds often experience poorer health outcomes compared to wealthier individuals. Poverty is linked to higher rates of chronic illnesses such as heart disease, diabetes, and hypertension, as well as mental health problems like depression and anxiety. 		<p>20</p>

	<ul style="list-style-type: none"> • Through education one has a better ability to understand health information and make informed decisions about lifestyle and healthcare. • Higher education often leads to better job opportunities with access to health benefits, which improves overall well-being. • The type of employment people have can influence their health such as people in physically demanding or hazardous jobs. • Strong social networks and support systems can significantly improve health outcomes by providing emotional care during times of illness or stress. • The quality of the neighbourhood such as crime rates, availability of green spaces, and access to safe transportation affects health. • Social exclusion due to discrimination can limit access to healthcare, education, and employment, further perpetuating health inequalities. 		
<p>22.</p>	<p>Candidates may refer to any of the following</p> <ul style="list-style-type: none"> • Malta’s economy has grown rapidly in recent years, driven by sectors such as tourism, finance, and information technology. However, the benefits of this growth have not been equally distributed across society. While some individuals have seen substantial increases in income, others have been left behind, exacerbating income inequality. • The rise of low-wage, part-time, and precarious employment has increased the risk of poverty for workers who struggle to make ends meet. • Property prices and rents have risen sharply, driven by a combination of factors such as population growth, foreign investment, and an influx of foreigners seeking to live and work in Malta. • People with lower levels of education, particularly those who have not completed secondary education, are more likely to experience poverty. • People who cannot afford private healthcare are often reliant on public services, waiting times and bureaucratic challenges can delay care for low-income individuals. • Individuals living in poverty are more likely to experience mental health problems such as 		<p>20</p>

	<p>depression, anxiety, and stress due to financial insecurity, poor living conditions, and limited access to healthcare.</p> <ul style="list-style-type: none"> • Discrimination based on gender, race, ethnicity, or disability can lead to exclusion from social and economic opportunities, perpetuating cycles of poverty. 		
			Total: 100 marks

Paper I Level 1-2

Ques.	Suggested Answers	Note	Marks
1.a.i.	Culture		2
1.a.ii.	Social being		2
1.a.iii.	Socialisation		2
1.a.iv.	Subculture		2
1.a.v.	Norm		2
1.b.	<p>Candidates need to give two examples based on the following distinction:</p> <ul style="list-style-type: none"> • Ideal culture reflects the values and norms a society strives for, such as equality or honesty, • while real culture represents the behaviours and practices people follow in reality, often influenced by practical challenges. • E.g. societies may value environmental conservation but prioritize convenience instead. 	2 marks per example	4
1.c.	<p>According to G.H. Mead, the Self is a social construct that develops through interactions with others. Mead emphasises the role of communication, particularly language, in shaping the Self. He identifies two components of the Self:</p> <ol style="list-style-type: none"> 1. The "I": The spontaneous, individual aspect of the Self that responds to the environment. 2. The "Me": The socialised aspect, formed through understanding societal expectations and roles. 		4
1.d.	<p>Candidates may explain ONE of the following main points:</p> <ul style="list-style-type: none"> • Transmission of Culture • Development of Social Skills • Reinforcement of Social Roles • Shaping Identity • Providing Behavioural Models 		4

	<ul style="list-style-type: none"> • Facilitating Social Integration • Regulation of Behaviour • Encouragement of Learning and Growth • Influencing Worldviews 		
2.a.	Sex refers to the biological and physiological characteristics that define humans as male or female, while gender Refers to the socially constructed roles, behaviours, expressions, and identities of people.		3
2.b.	The principle Equal pay for equal work means that individuals performing the same job, with similar qualifications, responsibilities, and working conditions, should receive the same compensation, regardless of gender, race, or other personal characteristics.		2
2.c.	<p>Candidates should briefly elaborate on a number of the following points:</p> <ul style="list-style-type: none"> • Began during the Industrial Revolution, addressing harsh working conditions through unionisation and advocacy • Landmark achievements include the 8-hour workday, minimum wage laws, and child labour restrictions. • Over the past century, global movements and treaties, such as those by the International Labour Organization (ILO), have further promoted workers' rights and fair treatment. 		4
2.d.	Job mobility refers to the ability of individuals to move between jobs, roles, or industries, either within the same organisation or across different organisations and sectors.		2
2.e.	Job mobility fuels career progression by providing varied experiences, developing new skills, and expanding professional networks.		2
2.f.	Health is defined by the World Health Organisation (WHO) as "a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity". This definition emphasizes that health is more than just the lack of illness; it includes positive well-being in all aspects of life and is influenced by individual, environmental, and societal factors		2
2.g.	<p>Briefly define mental health</p> <p>Mental health is the emotional, psychological, and social well-being that determines how a person thinks, feels, and acts, and is crucial for overall well-being and the</p>		2

	ability to cope with life's stresses. Mental health is more than the absence of mental illness; it's a positive state of balance and resilience.		
2.h.	<p>Local health organisations</p> <p>Hospice Malta Richmond foundation Dr Klown</p> <p>International health organisation</p> <p>World Health Organization</p>		2
2.i.	Healthy living is a balanced lifestyle that incorporates healthy eating, regular physical activity, adequate sleep, managing stress, and avoiding harmful substances like tobacco and excessive alcohol.		2
3.(a-e)	d, e, a, c, b	1 mark each	5
4.a.	<p>Candidates may elaborate on a number of the following characteristics and link them to local examples:</p> <ul style="list-style-type: none"> • free and fair elections, • the rule of law, • protection of individual rights and freedoms, • separation of powers, • a pluralistic society, • political competition, • checks and balances, • accountability of government officials, • an independent judiciary, • freedom of speech, • and civil society participation. 		4
4.b.	<p>Negative discrimination:</p> <ul style="list-style-type: none"> • Unfavourable treatment or disadvantage based on a person's gender. • Lower pay for women doing the same job as men. • Exclusion of women from leadership roles. • Violence or harassment based on gender. • Limited access to education for girls in some societies. <p>Positive discrimination:</p> <ul style="list-style-type: none"> • Preferential treatment given to one gender (often women or marginalized genders) to correct historical or structural inequalities. • Gender quotas for women in politics or corporate leadership. 		6

	<ul style="list-style-type: none"> • Scholarships or programs specifically for girls in STEM. • Hiring policies favouring underrepresented genders in certain fields. 		
5.a.	<p>The various factors and conditions that contribute to the occurrence of criminal behaviour.</p> <p>These can include</p> <ul style="list-style-type: none"> • biological, • psychological, • social, • economic, • and environmental influences. <p>e.g. poverty, lack of education, peer pressure, social inequality, mental health issues, and substance abuse.</p>		3
5.b.	<p>Candidates should elaborate on TWO of the following:</p> <ul style="list-style-type: none"> • Police: Responsible for maintaining law and order, investigating crimes, gathering evidence, arresting suspects, and ensuring public safety. • Courts: Oversee legal proceedings, ensuring fair trials, interpreting the law, and determining guilt or innocence. Courts also impose sentences on convicted individuals. • Correctional: Encompasses institutions like prisons and rehabilitation programs, focusing on punishing offenders, rehabilitating them, and reintegrating them into society. • Prosecution: Represents the government in criminal cases, presenting evidence and arguments to prove the defendant's guilt • Defence: Provides legal representation for individuals accused of crimes, ensuring they receive a fair trial and protecting their legal rights. 	3 marks per component	6
5.c.	<p>A system of managing offenders outside of traditional prison settings, focusing on rehabilitation and reintegration into society. It includes programs such as probation, parole, house arrest, community service, and electronic monitoring, which allow offenders to serve their sentences while remaining in the community.</p>		3
6.	<p>Candidates should elaborate on THREE of the following: Air pollution, water pollution, soil pollution, noise pollution, light pollution, thermal pollution, radioactive pollution, plastic pollution.</p>	2 marks per form of pollution	6

7.	<p>Candidates need to describe TWO pull and TWO push factors:</p> <p>Push factors may include poverty, unemployment, political instability, war and conflict, natural disasters, lack of basic services such as healthcare and education, environmental degradation, and religious or cultural persecution.</p> <p>Pull factors may include better job opportunities, higher standards of living, political stability, safety and security, access to quality education and healthcare, family reunification, favourable climate, and the availability of resources and infrastructure.</p>	2 marks per factor	8
8.a.	<p>Collections of individuals who interact with one another, share common interests or characteristics, and form a sense of belonging. These groups can be based on factors such as family, culture, profession, or shared beliefs.</p>		3
8.b.	<p>Candidates should very briefly elaborate on a number of the following distinctive points:</p> <p>Peer groups are social groups of individuals with similar age, status, or interests, primarily formed for socializing and providing emotional support. Membership in peer groups is based on shared characteristics or interests, and their influence is more personal and social, affecting behaviours or attitudes.</p> <p>Pressure groups are organizations formed intentionally to advocate for specific causes or issues, aiming to influence public policy, decision-making, or legislation. Membership in pressure groups is based on shared goals or concerns, and their influence is focused on creating change in policy or public opinion.</p> <p>Examples of peer groups include school friends, colleagues, or sports teams, while examples of pressure groups include environmental organizations, human rights groups, and trade unions.</p>		4
9.	<p>In their discussion, candidates need to mention the different sides of accessibility to education. They may focus on a number of the following points:</p> <ul style="list-style-type: none"> • Ensuring access for all, without discrimination, and of high quality. • Primary education must be free and compulsory, with inclusive systems for marginalised groups. • Support for lifelong learning, gender equality, and personal empowerment. 		7

	<ul style="list-style-type: none"> Higher education should be accessible to all, with global collaboration needed to address barriers. <p>Education upholds human dignity, promotes societal development, and enables full participation in society.</p>		
		Total: 100 marks	

Paper II Level 2-3

Ques.	Suggested Answers	Note	Marks
1.a.	Subcultures do not reject the dominant culture; they exist as a subset or variation. They may have unique styles, interests, or customs but are not opposed to the broader society. Countercultures stand in opposition to mainstream cultural values and may aim to create an alternative way of life.		2
1.b.	<p>Candidates may elaborate or discuss ONE of the following:</p> <ul style="list-style-type: none"> Promotion of Cultural Awareness and Education Encouraging Open Communication Fostering Inclusivity Implementing Mediation and Conflict Resolution Mechanisms Establishing Clear Anti-Discrimination Policies Celebrating Cultural Diversity Building Shared Values and Goals Addressing Power Imbalances Encourage Empathy and Understanding Proposing Role Models 		4
1.c.	<p>Candidates may elaborate and discuss TWO of the following:</p> <ul style="list-style-type: none"> Supportive relationships, positive achievements, a healthy lifestyle, self-awareness, constructive feedback, a sense of belonging, positive role models, and resilience further enhance confidence, recognition and appreciation, opportunities for self-expression, and a stable, secure environment. 	3 marks per factor	6
2.a.	Candidates may focus on a number of the following main points:		8

	<p>Environmental Degradation Overextraction of natural resources like forests, minerals, and fossil fuels leads to habitat destruction, soil erosion, and loss of biodiversity. This disrupts ecosystems and threatens species, many of which may face extinction.</p> <p>Climate Change Excessive use of fossil fuels releases greenhouse gases, contributing to global warming and altered weather patterns. Rising temperatures and sea levels affect both human settlements and natural ecosystems, often irreversibly.</p> <p>Economic and Social Instability Resource depletion creates scarcity, driving up costs and fostering competition. This leads to conflicts, inequality, and reduced quality of life, particularly for vulnerable populations who rely on these resources for survival.</p> <p>Reduced Opportunities for Future Generations The unsustainable use of resources diminishes their availability for future generations. Critical resources like clean water, fertile soil, and energy sources may become inaccessible, jeopardizing food security, health, and development. (The syllabus suggests the following as concrete examples: Deforestation, excessive quarrying and mining, destruction of agricultural land, ODZ building.)</p>		
2.b.	Candidates may explain one of the following causes: burning fossil fuels, deforestation, industrial emissions, agricultural practices, transportation, energy consumption, urbanisation, waste management, overpopulation, use of synthetic chemicals, excessive quarrying and mining, destruction of agricultural land, ODZ building.		3
3.	Candidates need to describe TWO pull and TWO push factors: Push factors may include poverty, unemployment, political instability, war and conflict, natural disasters, lack of basic services such as healthcare and education, environmental degradation, and religious or cultural persecution. Pull factors may include better job opportunities, higher standards of living, political stability, safety and security, access to quality education and healthcare, family	2 marks per factor	8

	reunification, favourable climate, and the availability of resources and infrastructure.		
4.	<p>In their discussion, candidates need to mention the different sides of accessibility to education. They may focus on a number of the following points:</p> <ul style="list-style-type: none"> • Ensuring access for all, without discrimination, and of high quality. • Primary education must be free and compulsory, with inclusive systems for marginalised groups. • Support for lifelong learning, gender equality, and personal empowerment. • Higher education should be accessible to all, with global collaboration needed to address barriers. • Education upholds human dignity, promotes societal development, and enables full participation in society. 		7
5.a.	<p>Candidates need to focus on THREE of the following:</p> <ul style="list-style-type: none"> • poverty, • child labour, • gender inequality, • conflict and war, • a lack of infrastructure and societal norms, • discrimination based on race, ethnicity, or disability, • insufficient resources, • political instability, • natural disasters, • health issues, • early marriage and pregnancies, • language barriers, • and a shortage of qualified teachers. 	2 marks per factor	6
5.b.	<p>Candidates may focus on a number of the following points:</p> <ul style="list-style-type: none"> • experience diverse teaching methods and broaden their academic horizons. • enhances cultural awareness and fosters global perspectives. • helps improve language skills, particularly in foreign languages. • develop greater independence, problem-solving abilities, and resilience, 		6

	<ul style="list-style-type: none"> personal growth, networking, and career advancement. 		
6.a.	<p>Candidates need to elaborate on the following:</p> <ul style="list-style-type: none"> Distinctions between juvenile and adult offenders can be traced back to Greeks and Romans, the Middle Ages, the Renaissance, the Reformation and the Industrial Revolution. The first juvenile court in Chicago in 1899 marked a key development, emphasizing rehabilitation. Important focus on rehabilitation over punishment and specialised treatment for juvenile offenders advocated by progressive reformers in the 19th and 20th centuries. The UN Convention on the Rights of the Child 		4
6.b.	<p>The Candidates' discussion may focus on a number of the following main points:</p> <ul style="list-style-type: none"> sensationalizing and exaggerating crime stories, often focuses on violent or unusual crimes, reinforcing stereotypes and portraying certain groups as more criminal or deviant, continuous media coverage can create moral panic, Crime-related entertainment content can blur the line between fiction and reality. influencing public opinion and policy, often leading to harsher justice policies. victim blaming shifts focus to the victims rather than the perpetrators. 		6
7.a.	<p>Cooperatives e.g. Koperattiva Kummercjali Nazzjonali (KKN), Malta Cooperative Federation (MCF), Malta Organic Farmers Cooperative (MOFC) - providing cost-sharing benefits, promoting sustainable practices, and fostering social inclusion, promoting collaboration and growth.</p> <p>Small and medium-sized enterprises (SMEs) e.g. hair salons, dental clinics, restaurants, etc involving different sectors e.g. tourism, retail, IT, and services. They create jobs, promote economic diversification, and drive innovation.</p>		10
7.b.	<p>Candidates may focus on a number of the following points:</p> <ul style="list-style-type: none"> providing access to financing and grants, 		10

	<ul style="list-style-type: none"> • offering tax relief and fiscal incentives, • training and advisory services, • simplifying regulatory processes, • offering legal protections, • facilitating market access through networking opportunities, • funding research and development, • supporting employee welfare, • and fostering collaboration and partnerships between businesses. 		
8.a.	<p>Candidates may elaborate on a number of the following points:</p> <ul style="list-style-type: none"> • gender-based income disparities, • limited access to education and economic opportunities, • restricting women to unpaid caregiving roles, • gendered health risks, • gender-based violence, • limited access to credit, and financial services marginalized women, such as ethnic minorities and refugees, are disproportionately affected 		10
8.b.	<p>Candidates may focus on a number of the following points:</p> <ul style="list-style-type: none"> • securing voting rights for women; • legal reforms ensuring gender equality, such as anti-discrimination laws, reproductive rights, and protections against violence; • promoted girls’ education and women’s access to professional opportunities; • Reproductive rights, including contraception, abortion, and maternal healthcare; • awareness about gender-based violence and advocated for legal protections and support systems Workplace equality, including equal pay, maternity leave, and workplace safety; • the recognition of sexual rights, challenging traditional gender norms and advocating for LGBTQ+ rights; • global solidarity; • more empowering media representations of women. 		10

<p>9.a.</p>	<p>Candidates may describe a number of the following main functions:</p> <ul style="list-style-type: none"> • a source of information; • shaping public opinion; • a tool for entertainment; • a platform for socialization; • a watchdog, holding governments, corporations, and institutions accountable by reporting on corruption, injustice, and wrongdoing; • advertising and marketing, • a channel for communication. 		<p>10</p>
<p>9.b.</p>	<p>Candidates may elaborate on a number of the following points:</p> <ul style="list-style-type: none"> • Informing the Public • Shaping Public Opinion • Promoting Transparency and Democracy • Providing a Platform for Diverse Voices • Cultural Preservation and Education • Influencing Social Change • Connecting Communities • Promoting Accountability in Politics and Business 		<p>10</p>
<p>10.a.</p>	<p>Civic Rights - the freedoms and protections granted to individuals by law, allowing them to participate fully in society. E.g. the right to vote, the right to free speech, the right to a fair trial, the right to education, and the right to practice one's religion.</p> <p>Civic Obligations, - the duties or responsibilities that citizens are expected to uphold in a society. E.g. obeying laws, paying taxes, serving on juries, and participating in the democratic process, such as voting or staying informed about societal issues.</p>		<p>10</p>
<p>10.b.</p>	<p>Candidates may base their discussion on a number of the following main points:</p> <ul style="list-style-type: none"> • Engagement in the Democratic Process; • Community Involvement; • Social Awareness and Responsibility; • Fight for Social Justice; • Fight for Environmental Justice; • Cultural and Social Integration; • Entrepreneurship and Innovation; • Critical Thinking; • Influence through Technology and Social Media; 		<p>10</p>

	<ul style="list-style-type: none">• Advocating for Equality and Inclusivity.		
			Total: 100 marks