



**L-Università  
ta' Malta**

**MATSEC  
Examinations Board**



# **Specimen Papers SEC 13 Environmental Studies**

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Specimen Assessments: Controlled Paper Level 1-2



L-Università  
ta' Malta

MATRICULATION AND SECONDARY EDUCATION  
CERTIFICATE EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL  
SAMPLE PAPER – ALL CANDIDATES**

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SUBJECT: **Environmental Studies**  
PAPER NUMBER: **Level 1 - 2**  
DATE:  
TIME: **2 Hours**

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Answer **ALL** questions.  
Questions can be answered in either English or Maltese.

**Section A**

**Question 1**

a) Briefly describe the Mediterranean Climate.

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(2)

b) Define biodiversity.

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(1)

c) Describe **TWO** causes leading to the loss of biodiversity in the Maltese archipelago.

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(4)

**(Total: 7 marks)**

## Question 2

a) Define the term gender equality.

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(1)

b) Briefly describe the importance of gender equality.

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—(4)

**(Total: 5 marks)**

### Question 3

a) Name the city built by the Knights immediately after the Great Siege.

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(1)

b) Underline the architect of new city mentioned in (3a) above.  
Garcia de Toledo; Girolamo Cassar; Francesco Laparelli; Pietro del Monte (1)

c) Outline **THREE** reasons why Valletta was built on Mt Sciberras. (6)

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

**(Total: 8 marks)**

## Question 4

Read the following extract and answer **ALL** the questions which follow:

Global warming is not a prediction. It is happening right now. Human activities produce greenhouse gases that accumulate in the atmosphere and cause problems our planet faces today. Global warming can do more than just melt polar ice and change weather patterns.

(Adapted from: <https://buyessayfriend.com/essay-global-warming>)

a) Define the following:

i. Global Climate Change.

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(1)

ii. Greenhouse Effect

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(1)

iii. Ozone Layer

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(1)

b) Describe **ONE** human activity which cause Global Climate Change.

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(2)

c) Describe human activities which destroy the Ozone Layer.

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(4)

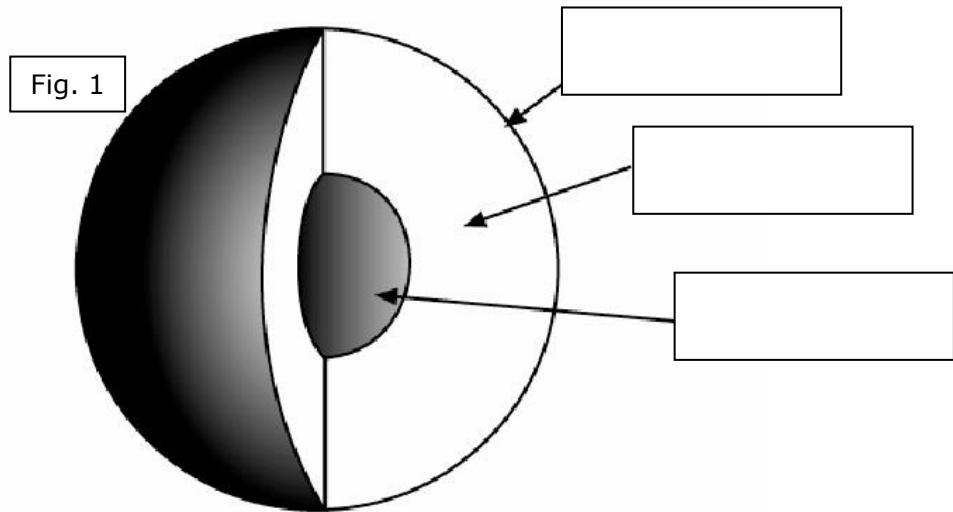
**(Total: 9 marks)**

**Question 5**

a) Use the provided word bank to label the internal structure of the Earth in Figure 1.

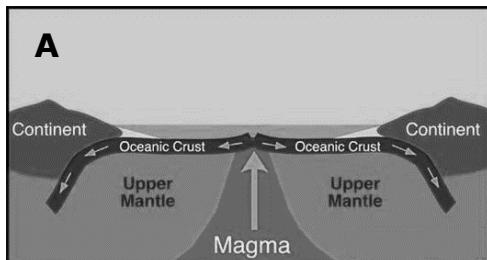
Mantle;	Crust;	Core
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(3)

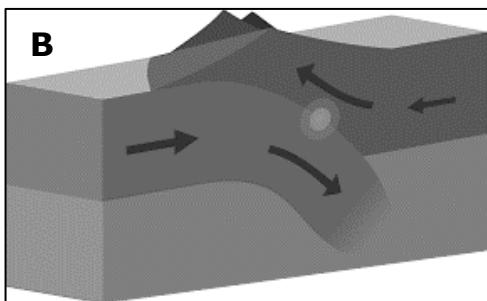


(Source: Semantic Scholar>Evidence for earth's crust, mantle and core>figures and tables> figure 1)

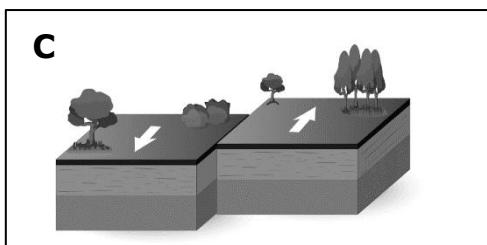
b) Recognise and name the following plate boundaries:



A. \_\_\_\_\_ (1)



B. \_\_\_\_\_ (1)



C. \_\_\_\_\_ (1)

c) Give **TWO** advantages and **TWO** disadvantages of living close to a volcano.

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(4)

**(Total: 10 marks)****Question 6**

a) Use Table 1 to distinguish between permeable and impermeable rock formations. The first one is given as an example. (3)

**Table 1**

Type of Rock	Permeable / Impermeable
Upper Coralline Limestone	Permeable
Blue Clay	
Globigerina Limestone	
Lower Coralline Limestone	

b) Describe the formation of the following Maltese aquifers:

i. Perched aquifer

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(2)

ii. Mean-Sea-Level aquifer

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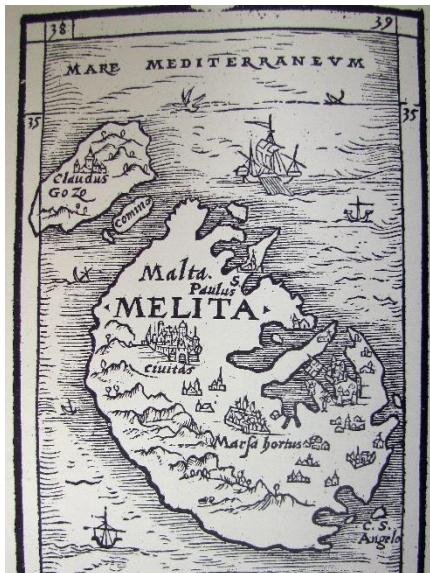
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(2)

**(Total: 7 marks)****Question 7**

a) Identify **FOUR** new settlements that developed during the Knights period. (4)

i. \_\_\_\_\_ (1)  
 ii. \_\_\_\_\_ (1)  
 iii. \_\_\_\_\_ (1)  
 iv. \_\_\_\_\_ (1)



**Figure 2** Map of the Maltese Archipelago published by Henricus Petri in 1561. Source: Agius-Vadala and Ganado 1986, 14.

b) Figure 2 is a map of the Maltese archipelago dating to 1561.

Refer to Figure 2 and explain why the Grand Harbour area became the main urbanized centre of the islands under the Knights.

**(Total: 8 marks)**

## Question 8

a) Identify **TWO** different social groups.

i. \_\_\_\_\_ (1)  
ii. \_\_\_\_\_ (1)

b) Explain the difficulties and challenges faced by the social groups mentioned in question 8a above.

\_\_\_\_\_ (3)

(3)

c) Briefly describe the following types of families:

### i. Traditional

\_\_\_\_\_ (2)

(2)

ii. Symmetrical

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(2)

**(Total: 9 marks)**

**Question 9**

a) Underline the correct answer. Life expectancy is: (1)

- i. What should we expect from life;
- ii. The average time a person is expected to live;
- iii. A society's way of life.

b) Underline the correct answer. Culture consists of: (1)

- i. Theatre, plays and visits to art museums;
- ii. A society's way of life;
- iii. When people come to live in Malta.

c) Mention **TWO** reasons why people travel from Malta to a foreign country.

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(2)

d) Briefly explain the importance of tourism for the Maltese economy.

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(3)

e) Differentiate between dominant culture and subculture.

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(3)

**(Total: 10 marks)**

**Question 10**

a) Mention **TWO** causes for the outbreak of the *Sette Giugno* riots of 1919.

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(2)

b) Mention **TWO** main events taking place during the *Sette Giugno* riots of 1919.

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(2)

c) Figure 3 is a photograph shot in Valletta in the post-World War II years.



Fig. 3  
(Source: <https://www.reddit.com/r/History>)

i. Look carefully at the banners on the balconies in Figure 3 which read 'British Get Out' and 'Malta Wants Independence'. What is the political message behind these banners?

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(2)

ii. Use Figure 3 to describe the Maltese political situation of the time.

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(2)

iii. Eventually Malta got what these banners were demanding and today it is a national day of celebration. In what year did Malta achieve this?

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(1)

**(Total: 9 marks)**

**Question 11**

a) Name the architectural and artistic elements that feature in these illustrations. (4)

(a)	(b)	(c)	(d)



Fig. 4  
(Source: A detail for one of the Perez d'Aleccio's frescoes).

b) Name the fortified medieval settlement that features in Figure 4.

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(1)

c) Mention **TWO** Maltese prehistoric sites that are UNESCO World Heritage Sites.

i. \_\_\_\_\_ (1)

ii. \_\_\_\_\_ (1)

d) Describe the typical features of a Phoenician-Punic shaft and chamber rock-cut tomb.

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(3)

**(Total: 10 marks)**

**Question 12**

a) Which of the following are the **THREE** principles belonging to the French Revolution? Underline the correct answers. (3)

- i. Democracy;
- ii. Liberty;
- iii. Rule of Law;
- iv. Equality;
- v. Tolerance;
- vi. Fraternity.

b) Mention **TWO** protagonists of the French period in Malta.

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(2)

c) Underline the correct answer. The European currency is the: (1)

- i. Lira
- ii. Euro
- iii. ECU

d) Describe **ONE** opportunity offered by the European Union to young people.

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(2)

**(Total: 8 marks)**

**END**

## Specimen Assessments: Controlled Paper Level 2-3



L-Università  
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MATRICULATION AND SECONDARY EDUCATION  
CERTIFICATE EXAMINATIONS BOARD

# **SECONDARY EDUCATION CERTIFICATE LEVEL SAMPLE PAPER**

**SUBJECT:** Environmental Studies  
**PAPER NUMBER:** Level 2 – 3  
**DATE:**  
**TIME:** 2 Hours

**Answer **ALL** questions.**  
Questions can be answered in either English or Maltese.

## Question 1

a) Describe **TWO** causes leading to the loss of biodiversity in the Maltese archipelago.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Discuss ways how Malta's biodiversity can be preserved for the sake of future generations.

(Total: 7 marks)

## Question 2

a) Explain the importance of health and safety in the workplace.

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(2)

b) Elaborate on the functions of the institution responsible for health and safety at the place of work.

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Page 10 of 10

(2)

c) Briefly describe the importance of gender equality.

\_\_\_\_\_ (2)

-(2)

**(Total: 6 marks)**

### Question 3

a) Outline **TWO** reasons why Valletta was built on Mt Schiberras.

-(2)

ii. \_\_\_\_\_

—(2)

b) Discuss the plans of the designed the city of Valletta by Francesco Laparelli.

—(4)

**(Total: 8 marks)**

## Question 4

Read the following extract and answer **ALL** the questions which follow:

The effects of Global warming are no longer a prediction of the future. They are real, and we are experiencing them on a global scale. After years and years of abusing our environment, we are finally starting to pay the price. For decades, we have ignored the adverse impacts human activities had on the environment. Although various organizations have spoken up, they may be a little too late. However, as they say, better late than never. Possibly, their efforts are making a slight difference for the better.

(Adapted from: <https://essaywritersite.com/blog/global-warming-essay-sample>)

a) Identify **TWO** human activities which cause Global Climate Change.

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(2)

b) Discuss in brief how Global Climate Change is impacting the following:

i. Societies

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(2)

ii. Biodiversity

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(2)

c) Describe the difference between Global Warming and Climate Change.

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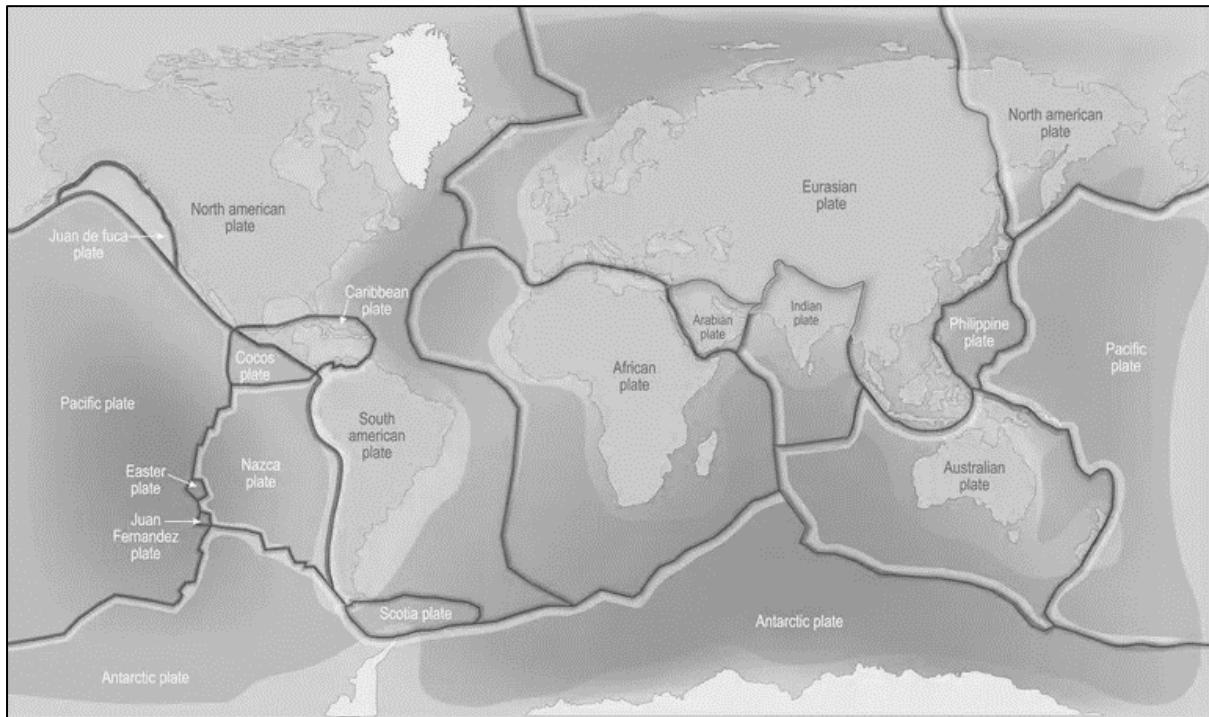
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(4)

**(Total: 10 marks)**

**Question 5**

Figure 1 shows the world's major plate boundaries.



**Figure 1** The world's major plate boundaries.

Source: <https://www.thoughtco.com/map-of-tectonic-plates-and-their-boundaries-1441098>

a) Describe plate movement and resultant landforms at the following plate boundaries:

i. Constructive Plate Boundary

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(3)

ii. Destructive Plate Boundary

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(3)

b) Explain why the Mediterranean is a seismic-prone region.

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(4)

**(Total: 10 marks)**

**Question 6**

a) Describe the formation of the following Maltese aquifers:

i. Perched aquifer

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(3)

ii. Mean-Sea-Level aquifer

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(3)

b) Discuss how uncontrolled ground water extraction from boreholes can deplete Malta's aquifers.

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(3)

**(Total: 9 marks)**

**Question 7**

Figure 2 is a map of the Maltese archipelago dating to 1561.



a) Refer to Figure 2 and explain why the Grand Harbour area became the main urbanized centre of the islands under the Knights.

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(4)

Fig. 2 Map of the Maltese Archipelago published by Henricus Petri in 1561.

Source: Agius-Vadala and Ganado 1986,

b) Discuss the effects which the gradual urbanization of the Grand Harbour area had on the Knights and the Maltese.

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(4)

— (4)

**(Total: 8 marks)**

## Question 8

a) Briefly describe the following types of families:

i. Traditional

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(1)

– (1)

## ii. Symmetrical

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(1)

(1)

b) Briefly discuss the importance of socialisation in society.

\_\_\_\_\_ (4)

(4)

c) Briefly examine how society controls certain behaviour through sanctions.

\_\_\_\_\_ (4)

– (4)

**(Total: 10 marks)**

**Question 9**

a) Briefly explain the importance of tourism for the Maltese economy.

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(2)

b) Discuss the impact of tourism on Malta.

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(4)

**(Total: 6 marks)**

**Question 10**

Figure 3 is a photograph shot in Valletta in the post-World War II years.

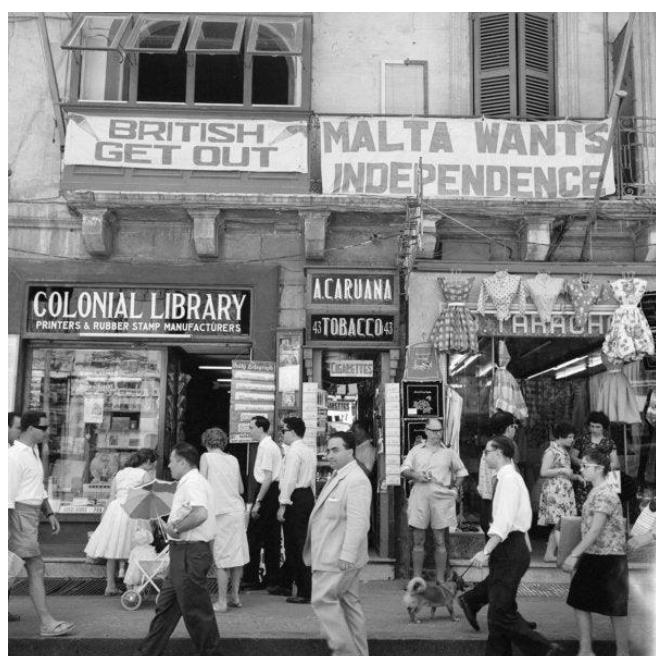


Fig. 3

(Source:

<https://www.reddit.com/r/History>)

a) Look carefully at the banners on the balconies in Figure 3 which read 'British Get Out' and 'Malta Wants Independence'. What is the political message behind these banners?

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(2)

b) Use Figure 3 to describe the Maltese political situation of the time.

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(2)

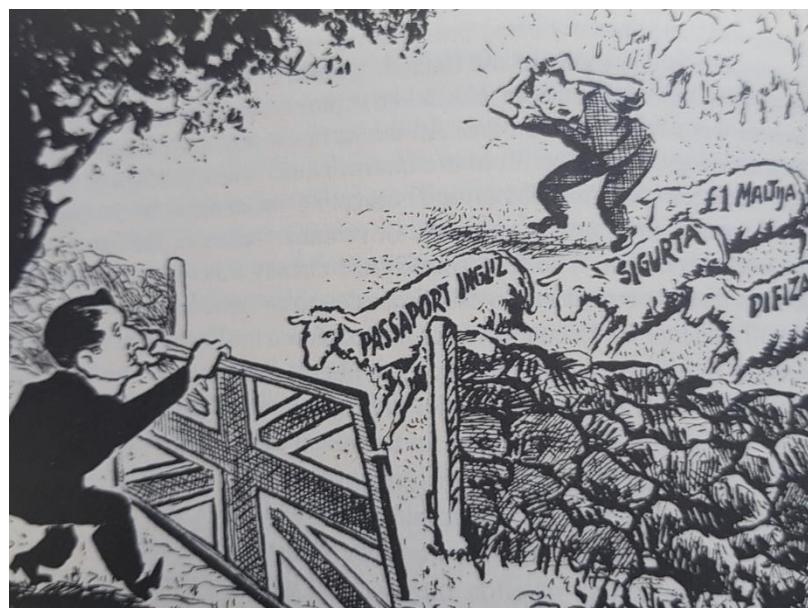


Fig. 4

(The Maltese text on the sheep in Figure 4 reads 'Passaport Ingliz' meaning 'English Passport'; 'Sigurta' meaning 'Security'; '£1 Maltja' meaning 'Maltese pound'; and 'Difiza' meaning 'defence'. Source: *Times of Malta* taken from Joe Pirotta 'Fortress Colony: The Final Act 1945 -1964')

c) Figure 4 illustrates the political change brought about by Prime Minister Borg Olivier. This political change brought about many fears amongst the Maltese which in the cartoon are represented by the sheep. Discuss these fears.

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(4)

**(Total: 8 marks)**



## Question 11

a) Identify **TWO** factors which make Borg in-Nadur an important prehistoric Maltese site.

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(2)

b) Outline the typical features of a Phoenician-Punic shaft and chamber rock-cut tomb.

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(2)

Fig. 5

Source: [https://en.wikipedia.org/wiki/Domus\\_Romana#/media/File:Sudika\\_Rabat\\_Domus\\_Romana.jpg](https://en.wikipedia.org/wiki/Domus_Romana#/media/File:Sudika_Rabat_Domus_Romana.jpg)

c) Describe the architectural and artistic features of the archaeological site at the Roman Domus at Rabat, Malta. You can use Figure 5 as an aid to answering this question.

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(6)

**(Total: 10 marks)**

**Question 12**

a) Describe **ONE** incident that took place during the Maltese revolt against the French on 2nd September 1798.

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(2)

b) Explain **ONE** reason for the French capitulation to the British in September 1800.

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(2)

c) Explain the benefits of Malta's accession to the European Union.

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(4)

**(Total: 8 marks)**

**END**



Specimen Assessments: Controlled Assessment (Private Candidates Only)  
LEVEL 1-2-3L-Università  
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CERTIFICATE EXAMINATIONS BOARDSECONDARY EDUCATION CERTIFICATE LEVEL  
SAMPLE PAPER (Private Candidates)

SUBJECT: **Environmental Studies**  
 PAPER NUMBER: **Level 1 – 2 - 3**  
 DATE:  
 TIME: 2 Hours

Answer **ALL** questions.  
 Questions can be answered in either English or Maltese.

**Question 1**

a) Figure 1 contains illustrations of well-known buildings in Malta. Mark with an (✓) those buildings found in Valletta and which were built during the Knights period. (4)

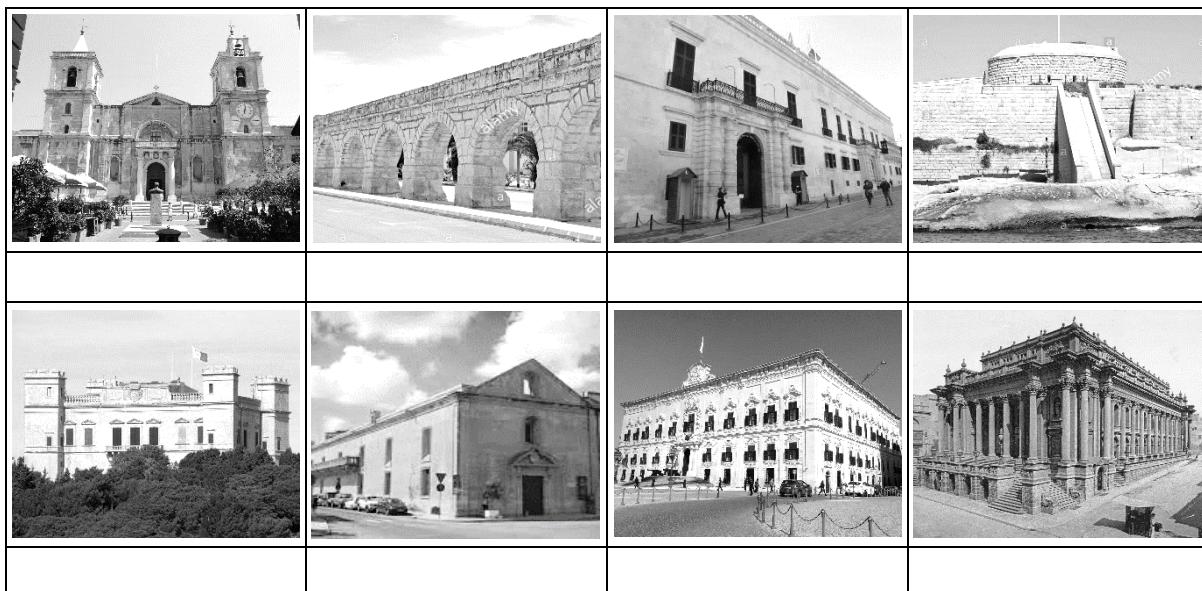


Fig. 1 Well-known buildings in Malta.

b) Describe **TWO** main buildings of the Knights in Valletta.

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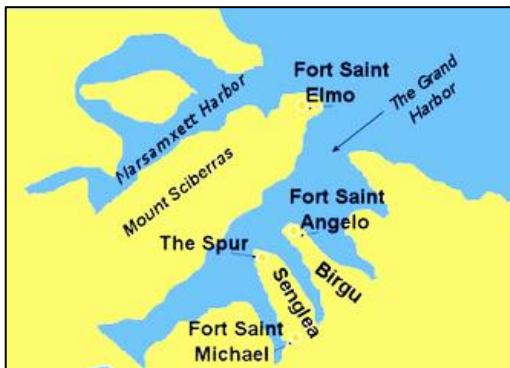
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(8)

c) Use Figure 2 to identify the **THREE** forts that already existed in the Grand Harbour at the time of the Great Siege of 1565.




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(3)

Fig. 2 Sketch plan of the Grand Harbour and Marsamxett Harbour areas.

d) Mention **TWO** reasons why Valletta was built on Mount Sciberras.

i. \_\_\_\_\_ (1)

ii. \_\_\_\_\_ (1)

e) Compare the coastal towers built by Grand Master Wignacourt with those built by Grand Masters Lascaris and De Redin.

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(2)

f) In the spaces provided below give the name of the items of Maltese vernacular architecture illustrated in Figure 3. (3)

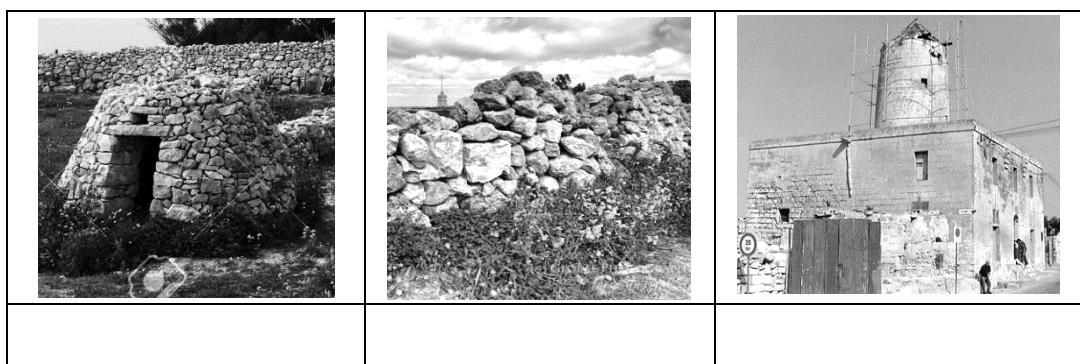


Fig. 3 Illustration of items of Maltese vernacular architecture.

g) State the **THREE** functions of a typical Maltese farmhouse.

- i. \_\_\_\_\_ (1)
- ii. \_\_\_\_\_ (1)
- iii. \_\_\_\_\_ (1)

**(Total: 25 marks)**

**Question 2**

a) Label on Figure 4 the illustrated weather instruments. (5)

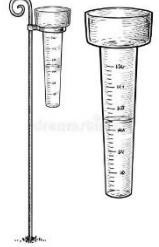
	<b>Name of weather instrument</b>
	
	
	
	
	

Fig. 4 Different weather instruments.

b) Name on Figure 5 the different illustrated Maltese habitats. (3)

	<b>Name of Maltese habitat</b>
	
	
	

Fig. 5 Different Maltese habitats.

c) Outline the features of **TWO** habitats mentioned in question '2b' above.

i. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(5)

ii. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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(5)

d) Define the following terms:

i. Flora:

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(1)

ii. Fauna:

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(1)

e) Distinguish the difference between endemic and indigenous species. (5)

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**(Total: 25 marks)**

**Question 3**

a) Figure 6 shows some different family units which exist in our contemporary society. List the different types of families pictured above.

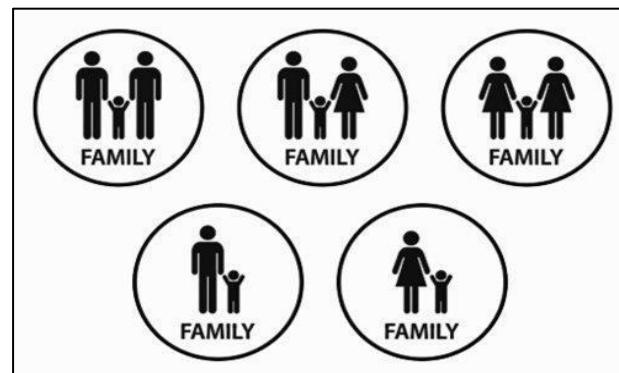


Fig. 6 Different family units.

i. \_\_\_\_\_ (1)  
ii. \_\_\_\_\_ (1)  
iii. \_\_\_\_\_ (1)  
iv. \_\_\_\_\_ (1)  
v. \_\_\_\_\_ (1)

b) Identify **TWO** rights of a family member.

i. \_\_\_\_\_ (1)

ii. \_\_\_\_\_ (1)

c) List **THREE** family friendly measures.

1. (1)

ii. (1)

iii. (1)

d) Examine how the roles and responsibilities of family members are evolving to meet the demands of a changing society. (15)

**(Total: 25 marks)**

## Question 4

a) Analyse the effects of sharp changes in the Maltese population from AD 1530 to the present-day. (13)

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b) Discuss lifestyle choices which can help preserve Malta's limited water resources. (12)

**(Total: 25 marks)**

**END**