DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Directorate for Learning and Assessment Programmes
Educational Assessment Unit

Annual Examinations for Middle Schools 2023

YEAR 8 ETHICS MARKING SCHEME

1.

Judaism	Christianity	Islam	Common traits
Torah	cross	mosque	monotheistic
synagogue	Bible	Qu'ran	sacred writings
Star of David	Christmas	Crescent & Star	Ten Commandments

(1 mark x 12 = 12 marks)

2.

The traditions in Malta are highly influenced by **Roman Catholicism**. This is because historically, the **majority** of people practiced this religion most. However, we find other different religious communities. These include but are not limited to other Christian **denominations** such as **Protestant** and **Orthodox**, as well as other religions like **Islam**, **Judaism**, Hindu, Sikh and Bahá'í. Yet, there are also people in Malta who observe no religion or opt to follow a **secular** morality. These include atheists, secularists, and **Humanists**. Although the Constitution of Malta establishes Catholicism as its official religion, however **freedom of religion** is guaranteed as a constitutional right and is generally respected. This kind of respect is called **tolerance**, a quality that is valued in our **multicultural** society.

(1 mark x 12 = 12 marks)

3.

a. addiction (2)

b. i. gaming (2)
ii. drugs (2)
iii. shopping (2)
Award marks for any other appropriate answers.

c. harmful/dangerous (2)

d. control (2)

e. i. physical (2)
ii. emotional (2)
Award marks for any other appropriate answers.

f. i. Raymond's family may suffer financial loss. This may affect their lifestyle. (3)
ii. Raymond may not do well at school. This may affect his education. (3)
Award marks for any other appropriate answers.

(22 marks)

4.

a. No, because freedom cannot be guaranteed without rules and laws. (2)

b. It is important to have laws in order to maintain harmony (social cohesion) amongst society and minimise the damage that would be done if there were no laws in place. (2)

c. The legal (judiciary) system and the police force ensure that the laws of the country are applied and enforced. Punishments that are deemed to be appropriate for those who break them pursue. This way my freedom is protected from those people who are deterrents to it. (4)
Award marks for any other appropriate answers.

d. In a lawless society, people who live as they want and do as they please might become a threat to others. Lawless societies such as this alien place end up torn by violence and a breeding ground for all sorts of criminals. (4)
Award marks for any other appropriate answers.

e. As human and social beings, we have an obligation to respect the rights of others, which means recognising the obligations and duties we owe them, and vice-versa. Every right implies a corresponding duty in order to see that the right is respected, protected, or fulfilled. Therefore, our freedom is protected by the fulfilment of others' responsibilities and duties. (6)
Award marks for any other appropriate answers.

f. i. I can write a news article on a local newspaper as I please, as long as I do not incite hatred or use abusive language against other persons. (2)
ii. I can take out my dog for a walk on the pedestrian promenade, as long as it is on a leash, and I clean after it. (2)
iii. I can build my own house as long as I have the necessary permits and do not cause any damages to my neighbours. (2)
Award marks for any other appropriate answers.

(24 marks)

5.

	Criteria	Marks
Knowledge	The student can define and distinguish between respect for law from blind obedience.	7
Comprehension	The student can show understanding of the relationship between respect, obedience, and our obligation towards law. This includes (i) our obligation not to obey laws which are immoral and/or harmful to oneself and to others, and (ii) our obligation to question and even resist them.	7
Application	The student can apply this knowledge and provides examples. These can include but not limited to historical examples of civil disobedience. Ex: The Salt March (India 1930), Apartheid (Africa 1948), Suffragettes (UK 1928), Segregation (USA 1955), etc.	8
Analysis	The student can identify moral arguments for disobeying authority when laws are immoral, unjust and/or harmful. Important to note that such disobedience could lead to change.	8

(30 marks)