

MATSEC Examinations Board

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From: Dario Pirotta

Director, MATSEC

To: Heads of School

Subject: Systems of Knowledge Coursework

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The MATSEC Board has agreed to adopt the following policies regarding the assessment of the Systems of Knowledge coursework.

- 1. School Candidates and private candidates are to have separate project booklets. A school candidate who changes their status to private candidate must have a new booklet showing that they have completed the full process as private candidates. Therefore, all three meetings must be held either as a school candidate with a specific school or as a private candidate with a private tutor.
- 2. If candidates have already completed their hours before transitioning from school to private, they still need to start a new project booklet and list in the authentication form that the dates do not follow because of the change in candidate status.
- 3. As discussed, and agreed upon during the meetings with school representatives a distribution of marks with descriptors has been developed and will be adopted by the moderators. These will be the criteria that are being suggested to be followed by all tutors.

This will be effective as from the FIRST 2025 examination session

			Marks		
Project Booklet		1st Meeting	5	Candidates are expected to respect the appointment given to them, and to provide all the information requested for the first meeting.	
		2nd Meeting	5	Candidates are expected to respect the appointment given to them, and to provide all the information, and complete all tasks requested for the second meeting.	
		Descriptions and links to the evidence	10	A description of the activity undertaken on the day referred to in the joural entry with appropriate references and links to the evidence provided.	0-3 short and/or lacks detail. 4-6 there is detail but it is generic and does not show personal experience in the activity, possible links to evidence. 7-10 detailed, shows personal experience and is supported by links to evidence.
Reflective Journal		Analysis and Reflection	10	The analysis should look into the activity mentioned in the entry and identify the values, skills or content that are SOK- related. There should be an critical analysis and exploration of this. The reflection should show a level of self-reflection by the candidate that shows an ability to link the personal experience to what they have learnt in SOK and/or show how their personal experience is related to a wider context, which may include reference to current affairs/issues.	O-3 short and/or lacks detail and no identification of values/skills or SOK related content. 4-6 there is identification of values/skills or SOK related content but lack depth and does not show self-reflection or links to a wider context, little or no evidence of further research. 7-10 there is identification of values/skills or SOK related content, there is depth and shows self-reflection, and links to a wider context, evidence of further research.
	Values	Discussion of values	15	The essay must offer a discussion of the SOK values identified in the project and explore them in depth. The discussion must show the interdisciplinary links between the different SOK modules, though it is not expected of candidates to mention all four modules. The links made should be direct and follow a logical rationale. The essay must show links between the individual experience of the candidate and society at large. The essay may also include a critique or multiple views, as part of the discussion.	0-5 the essay is descriptive and is mostly a summary of the content found in the journal, there is little to no engagement and no valid interdisciplinary discussion 5-10 there is some discussion of the values and some valid interdisciplinary discussion 10-15 the essay has an indepth discussion of values or SOK content related to the project and there is a valid and strong interdisciplinary discussion
Essay		Depth of Analysis	5	The essay must offer a critical perspective, and an analysis of content related to the project and the subject.	0-2 no or very little critical analysis offered in the essay. 3-5 the essay offers a good critical analysis.
		Essay structure & communicative competence	5	The essay has an introduction, body, and conclusion. The body must include an argument or discussion. Paragraphs are used in a logical manner. The language and syntax used express ideas clearly and is understable to the reader.	0-1 the essay lacks structure 2-3 the essay has a basic structure 4-5 the essay is structured and uses lanaguage that clearly communicates the ideas and discusssion
	Communi cation of ideas and Presentati	Logical Development of ideas	5	Logical development of the driving argument with a clear flow of the argument through use of paragraphs and signposting.	0-1 no driving argument and generally lacks a flow. 2-3 a claim is made but is not developed, there is some flow in the content. 4-5 there is a logical development of the driving argument with a clear flow of the argument.
	1011	Bibliography	5	The bibliography is presented in a consistent style, is free of typos, there is a mix of sources, and the sources used are reliable. The mentioned sources have been used and referenced correctly throughout the project.	O no bibliography. 1-3 a bibliography is present but lacks details, consistency and is limited in sources. 4-5 bibliography is presented in a consistent style, there is a mix of sources, and the sources used are reliable.
Scientific Research		Underlying scientific principle	10	Candidates are expected to choose a scientific aspect or technological artefact that is directly linked to their chosen activity. The essay must identify the foundational scientific principle underlying their choice. The essay must avoid to be a description of the chosen aspect/aretefact. E.g. if discussing the digestive system the essay should explain how enzymes or the breakdown of food at a cellular level happens and not give a description of the digestive system.	0-2 lacks a details, does not identify a scientific principle, does not explain any scientific process. 3-6 there is some details but the essay is mostly descriptive and lacks an explaination of a scientific principle. 7-10 the underlying foundational scientific principle is identified and well explained with possible use of diagrams.
Evidence			10	Evidence presented must be conducive to a better understanding of the content presented. The evidence must be appropriately labelled, and referenced or cited in the journal entries. The candidate must be identifiabled in the evidence provided.	O - no evidence provided. 1-3 little evidence is provided but is linked, captioned and the candidate is not identified. 4-6 some evidence is provided with some links, lacks captions and context. Candidate is identifieable. 7-10 evidence is provided with links, captions, and context, and candidate and activities are clearly identifieable.
Variety of XP			10	The hands on activities must be varied and not repetitive, offer learning opportunities, and a holistic and fulfilling learning experience overall.	0-3 activities undertaken are repetitive and limited in learning opportunities. 4-6 there is some variety of experiences and some learning opportunities. 7-10 there is a variety of experience, learning opportunities leading to a holistic learning experience.
General Presentation			5	The project is bound, includes a cover, title page, contents page and page numbers. There is use of spellcheck and text is edited and formatted. Labelling and captions are clear.	0-3 poor presentation 4-5 good presentation
		TOTAL	100		