

**IM SYLLABUS (2014)**

**SYSTEMS OF KNOWLEDGE**

**IM 32**

***SYLLABUS***

**Systems of Knowledge  
Syllabus**

**IM32**

(Available in September)  
One Paper (3 hours) + One Project

**Aims**

Systems of Knowledge is an integral part of the Matriculation Certificate programme of studies. It is an interdisciplinary course aiming to:

- develop a body of knowledge that candidates need in order to acquaint themselves with the chosen fields of human experiences, within the Euro Mediterranean tradition;
- promote an awareness of values;
- afford opportunities of going beyond the traditional limits of particular disciplines and gaining insight into different systems of knowledge;
- develop the candidates' ability to view ideas, and situations from a wider standpoint than that of a single discipline and react to them;
- explore a number of values in particular areas, within a civic, cultural and historical framework;
- develop a positive attitude towards the areas concerned;
- develop a set of skills necessary to transform acquired knowledge into practice;
- promote critical and creative thinking and communication skills;
- inculcate sensitivity and sensibility towards social, political and historical realities.

**Assessment Objectives**

Systems of Knowledge is assessed throughout the course, by means of a project portfolio (40% of the total mark) and an end of course written examination (60% of the total mark). The project portfolio should include the project, a journal, the project booklet, and an essay. The examination requires that candidates demonstrate that they have a comprehensive understanding of the themes as identified in each module. The essay has to be related to the project and has to be submitted as part of the portfolio.

**Subject Content**

The Systems of Knowledge subject content is divided into four modules.

**Module 1: Democratic Values and Citizenship**

**This module aims to develop the following knowledge:**

**Democracy and Citizenship.**

- The history of the development of the concept of democracy
- Different concepts of democracy
  - Representative democracy
  - Participative democracy
  - Direct Democracy
- The Value of Constitution
- Democratic Structures<sup>i</sup>
- Globalisation issues
- Human Rights
- The Mass Media and Democracy

**This module aims to explore the following attitudes and values:**

- Conflicting values
- Participation
- Rights, Responsibility and Freedom
- Tolerance and Respect
- Justice, Fairness, Equity and Equality
- Trust and Solidarity

- Freedom of expression
- Subsidiarity
- Individualism, Communitarianism and Diversity
- Opinion formation
- The value of life
- Active citizenship
- Commitment to voluntary service

**This module aims to develop the following skills:**

- Debating and Argumentation skills
- Information seeking
- Understanding different attitudes and beliefs
- Decision making
- Community based activities
- Handling controversial issues
- Participation and Mediation
- Cooperation skills
- Critical/Creative skills
- Procedural skills
- Moral reasoning skills
- Multiple communication skills
- Democratic leadership skills

**Module 2: Aesthetic Values, Art and Culture**

**This module aims to develop the following knowledge:**

- What is Art
- What is Culture
- What is the relationship between Art and Culture
- The relationship of Art, Music and Literature to reality in terms of:<sup>ii</sup>
  - Classical
  - Medieval
  - Renaissance
  - Modern Art
- Morality in the Arts
- Politics and the Arts
- Immortality of the Arts

**This module aims to explore the following attitudes and values:**

- Value of Creativity and Innovation
- Value of Feeling and Experiencing
- Value of Diversity

**This module aims to develop the following skills:**

- Artistic appreciation and criticism
- Expressive skills
- Doing Art: exposure to the process of art, music and literature
- The use of different genres in the production of Art, Literature and Music.

### **Module 3: Scientific Values and Technology**

**This module aims to develop the following knowledge:**

- What is Science
- What is Technology
- The development of Scientific Knowledge
- Positivism and its criticism
- Objectivity and Subjectivity in science
- Conflict in Science
- Science, Gender and the Economy

**This module aims to explore the following attitudes and values:**

- Science, technology and moral issues
- Science, functionality and harmony
- Debates on natural phenomena
- Respect for multiplicity of ideas
- Responsibility in science

**This module aims to develop the following skills:**

- Research skills
- Communication skills
- Working within a scientific community
- Observation skills
- Laboratory awareness
- The scientific method

### **Module 4: Sustainable Development and the Environment**

**This module aims to develop the following knowledge:**

- What is the environment
- The development of the concept of sustainable development (through various international developments)
- The rights of future generations
- The nine principles of a sustainable society
- Science and the Environment
- A local environmental issue (e.g. waste management, land use, loss of biodiversity, tourism, etc)
- The socio-economic dimension of environmental problems

**This module aims to explore the following attitudes and values:**

- The value of sustainable development as a just method of dealing with environmental issues
- Concern and responsibility for the environment
- Commitment to actively participate in initiatives aimed at protecting the environment

**This module aims to develop the following skills:**

- Critical evaluation of environmental knowledge
- Clarification of personal environmental values
- Investigation and problem-solving skills related to the identification of environmental problems
- Decision making skills related to the selection of solutions to environmental dilemmas
- Environmental communication skills
- Conflict resolution skills

## **Systems of Knowledge Project**

Throughout the course candidates are to present a project.

The project has to illustrate the relationship of 'Science and Technology' with one or more of the other three modules, these being 'Responsible Citizenship', 'Aesthetics', and 'The Environment'. The emphasis of the project is to 'experience' what being a good citizen is, what it means to appreciate and/or create objects of aesthetic value, as well as what it means to be responsible towards the environment. Candidates are expected to perceive the role of science and technology within these areas.

Please note that:

1. The Project is to be approved by the class teacher.
2. Class teachers will assess the project by means of the appropriate project booklet.
3. Only project booklets as approved by MATSEC will be acceptable for assessment.
4. Marks will be allocated to candidates as indicated in the project booklet .
5. Candidates are to follow the guidelines for the project as indicated in the project booklet. – (see Appendix)
6. Marks will be awarded and written down in the project booklet, together with a comment by the class teacher. A copy of the comments and marks will be passed on to MATSEC as indicated by MATSEC
7. Supervision of the project by the class teacher is to at least contain three distinct phases:
  - a) A meeting where the proposed project is discussed and the tasks agreed to.
  - b) A meeting where progress is supervised.
  - c) A meeting during which feedback is given to the candidates once marking is completed.
8. Candidates may use either the Maltese or the English language for their projects.
9. Projects will be moderated by the MATSEC Board of Examiners. The board may call a candidate for an interview in order to assess better the quality of the project.

In the case of Private candidates

1. The candidates are to follow the same regulations as full time candidates.
2. The candidate is to get the approval of MATSEC for the project
3. The candidate is also to identify a Systems of Knowledge teacher who will monitor his/her participation in the project. He/she has to be a teacher who currently teaches Systems of Knowledge in one of the schools approved by MATSEC
4. The identified teacher has to be approved by MATSEC.
5. MATSEC will grade this project through the examination board of Systems of Knowledge. If need be, the examiner is to liaise with the approved teacher of the candidate before giving the grade.

## **Criteria of Assessment**

1. Each candidate is to compile a project portfolio.
2. The candidate is expected to keep a reflective journal, within the portfolio, with an entry for each activity.
3. At the end of the project, the candidate is expected to write a final essay of around 1000 words, in which he/she brings together, in a reflective manner, the experience he/she has been through.
4. The class teacher will hold a meeting with each candidate, where they review the project, and, based on this interview, the weekly reports/journal, as well as the final essay, the teacher gives a global mark for the project.
5. The project portfolio marks are to be completed and reported to MATSEC by the last week of March of the second year of the course.

### Distribution of Marks:

1. The overall maximum mark for the project portfolio is 40 marks.
2. Marks will be distributed in the following manner
  - a. Presentation and content of project portfolio: 25 marks
  - b. Essay (1000 words): 10 marks
  - c. Interdisciplinarity: 5 marks
3. The project portfolio has to be presented in a file that ought to include the above.
4. Marks of the project portfolio and the final essay will be finalised after moderation by MATSEC officials.

[ See Appendix: Project Booklet for details.]

### Scheme of Assessment

Systems of Knowledge is assessed by means of one 3 hour paper at the end of the course. The paper is divided into four sections, one for each module, and each section carries equal marks of the total final grade. Candidates are to answer a question from each section. A choice is provided within each section. A pass in this paper is compulsory for the candidate to obtain the grade. The written paper carries 60 % of the total mark.

Systems of Knowledge is also assessed by the project portfolio. The Project portfolio carries 40% of the total mark. The school the candidate is registered with awards marks for the projects.

Private candidates are to register with MATSEC.

### The final grade will be allocated in the following manner:

The final grade will be based on the combined marks obtained in the examination and project portfolio:

A maximum mark of 40% for the Project Portfolio

A maximum mark of 60% for the written 3-hour paper.

A pass in the 3 hour examination paper is required for the candidate to obtain an overall pass (Grade A to Grade E).

### General Note for Written Examination

Candidates are expected to present their work in legible handwriting. Clarity of expression and communication skills will be taken into consideration. Answers containing material that is irrelevant to the question will be totally ignored.

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<sup>i</sup> Democratic Structures include:

- Local Structures, including the Government/Parliament/Law Courts (distinguishing between centralised/decentralised systems), Local Councils, School Councils, Parents Councils, Class Councils
- The Role of NGOs and Pressure Groups
- Supranational Organisations including: *The EU Structure* (The EU Parliament, The EU Council, The EU Commission, European Court of Justice, European Ombudsman), *The United Nations* (General Assembly, Security Council, International Court of Justice, Economic and Social Council, Trusteeship Council, Secretariat), the *UN sponsored institutions* (United Nations Educational, Scientifically and Cultural Organisation (UNESCO), United Nations Children's Fund (UNICEF), World Food Programme (WFP), World Health Organisation (WHO), Food and Agriculture Organisation of the United Nations (FAO), United Nations Development Programme (UNDP), United Nations Environmental Programme (UNEP)) and the *Council of Europe* including the Committee of Ministers, Parliamentary Assembly, Human Rights Court, Commissioner for Human Rights, Congress of Local and Regional Authorities and the Secretary General.

ii The focus in this section should be the way art, music and literature modify themselves as a reflection of the social movements of the time.