



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme

IM Systems of Knowledge

First Session 2022

Marking schemes published by the MATSEC Examination Board are not intended to be standalone documents. They are an essential resource for markers who are subsequently monitored through a verification process to ensure consistent and accurate application of the marking scheme.

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.

SECTION A*Question 1*

Maltese lawmakers have unanimously decided to lower the voting age in Malta from 18 to 16, making Malta the second EU member to do so, after Austria adopted similar reforms in 2008.

Do you agree with this decision? Give **ONE** example of the advantages and **ONE** example of the disadvantages of this decision.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question, and the answer shows focus.
Knowledge/Content	10%	Shows understanding of the democratic processes.
	30%	Discusses the advantages of a lower voting age by supporting the discussion with an example.
	30%	Discusses the disadvantages of a lower voting age by supporting the discussion with an example.
Total	100%	

OR/JEW

Question 2

Generally speaking, Western societies tend to be more individualist, valuing personal success over group achievement. Communitarian societies, such as those in Asian countries like Japan or China, tend to be more communitarian, giving more importance to conformity and solidarity.

Discuss this statement, giving **TWO** relevant examples to support your answer.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question, and the answer shows focus.
Knowledge/Content	20%	Shows understanding of the differences between individualist and communitarian societies.
	20%	Discusses the advantages and disadvantages of individualist and communitarian societies.
Examples	30%	Use of two examples to support claims and content.
Total	100%	

SECTION B*Question 1*

“The perfection of the physical beauty of a work of art is always in proportion to its moral beauty.”

(Félicité Robert de La Mennais)

Discuss this statement in relation to morality in the arts. Do moralising qualities enhance or diminish the appreciation of the work of art? Your answer should include **TWO** examples of works of art.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question and the answer shows focus.
Knowledge/Content	10%	A definition of morality in the arts.
	10%	Mention of the values represented by a painting.
	10%	An analysis of the works of art with regards to their moralising character.
	20%	A discussion of the impact of these works of art in representing moralising qualities, and how works of art inspire benevolence in viewers.
Examples	20%	Use of correct examples that show moralising qualities.
Total	100%	

OR/JEW

Question 2

In his 1936 essay *The work of art in the age of mechanical reproduction*, Walter Benjamin argued that “even the most perfect reproduction of a work of art is lacking in one element: its presence in time and space, its unique existence at the place where it happens to be.”

What is the relationship between art and culture, and what are the factors that a work of art represents apart from its aesthetic qualities? Support your answer with **TWO** examples of works of art.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question and the answer shows focus.
Knowledge/Content	10%	A definition of culture.
	10%	Mention factors that a work of art can represent: e.g. religion.
	10%	Mention factors that a work of art can represent: e.g. politics.
	10%	Mention factors that a work of art can represent: e.g. historical events.
	10%	A clear understanding of the fact that a work of art is often important for its cultural value and not its aesthetic qualities.
Examples	20%	Use of correct examples that represent different aspects of culture.
Total	100%	

SECTION C

Question 1

The generation of waste is a problem that must be taken seriously if we wish to improve our quality of life and adopt a sustainable lifestyle. The total waste generated in a country is the sum accumulated from Municipal Solid Waste (MSW), Construction and Demolition waste (C&D), and Commercial and Industrial waste (C&I).

Briefly outline the difference between the **THREE** types of waste mentioned in the above statement. Explain the relationship between waste and quality of life. Discuss how, at an individual level, a person can address the problem of waste generation by adopting sustainable practices, and why such practices can be problematic to adopt. Outline **TWO** measures that can be introduced on a national level to reduce waste. Support your answer with examples.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question and the answer shows focus.
Knowledge/Content	12%	Differentiate between the three types of waste.
	8%	Description of how a person can address the problem of waste generation by adopting sustainable practices. (3Rs, abstain from certain activities/excess consumption, avoid single use plastic, composting, source local products, etc.)
	10%	Problems associated with adopting a sustainable lifestyle. (financial burden, inconvenience, trends, knowledge deficit, lack of governmental support etc.).
	20%	TWO measures that can be introduced on a national level to reduce waste (fiscal, upgrade waste management facilities, improve waste collecting service, education etc.).
Examples	20%	Use of examples to support claims and content. The examples must also be linked to the argument/content of the essay.
Total	100%	

OR/JEW

Question 2

“Human activities are estimated to have caused approximately 1.0°C of global warming above pre-industrial levels... Warming greater than the global annual average is being experienced in many land regions and seasons, including two to three times higher in the Arctic.”

(IPCC Special Report: Global Warming of 1.5°C, <https://www.ipcc.ch/sr15/chapter/spm/>)

What is global warming and how is it changing the world’s climate? What has been causing global warming since the Industrial Revolution? Discuss **TWO** environmental issues related to climate change. Describe how global warming is affecting Malta at present and how it can potentially continue to do so as the earth continues to experience this phenomenon.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of language; appropriate terminology and vocabulary.
	10%	There is a clear understanding of the question and the answer shows focus.
Knowledge/Content	5%	Outline global warming and how is it changing the world’s climate.
	5%	Identify what is causing global warming since the Industrial Revolution. (greenhouse gases).
	20%	Discussion of TWO environmental issues related to climate change. (sea-level rise, extreme weather events, drought, desertification, melting glaciers, impacts on ecosystems, changing coastal dynamics etc.)
	10%	Describe how global warming is affecting Malta at present. (drought, harvests, intense seasonal heat & energy consumption, extreme weather events etc.)
	10%	Describe how it can potentially continue to affect Malta. (sea-level rise, coastal flooding, increased seasonal heat, increased extreme weather events, increase costs to coastal infrastructure, possible impact on tourism etc.)
Examples	20%	Use of examples to support claims and content. The examples must also be linked to the argument/content of the essay. Questions must be specific in the number of examples that are required.
Total	100%	

SECTION D*Question 1*

Science and Subjectivity: are they mutually exclusive or mutually inclusive? Provide TWO examples to support your arguments.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of Language; appropriate terminology and Vocabulary.
	10%	There is a clear Understanding of the question and the answer shows Focus.
Knowledge/Content	10%	Science as the (re)search for truth especially with respect to natural/physical processes.
	10%	Subjectivity – a definition.
	10%	Science has a responsibility to avoid bias and present findings objectively.
	20%	Arguing how subjectivity undermines the acquisition of truth due to judgmental errors, bias based on conscious or unconscious values.
Examples	10%	Example 1 – The scientific method or peer review or equivalent as a means to eliminate subjectivity in science. Example 2 – Possibility of using pseudoscience to push certain attitudes/world views masquerading as science and its detrimental effect. Accept equivalent examples that support the arguments put forward.
	10%	
Total	100%	

OR/JEW

Question 2

From the steam engine to the world wide web; give an account of the development of science and technology starting from the Industrial Revolution to the information revolution and their impact on society in general. Provide **ONE** relevant example for **each** of the revolution periods mentioned above to support your argument.

Essay Structure	10%	Organisation and Structure.
Analysis	10%	Use of Language; appropriate terminology and Vocabulary.
	10%	There is a clear Understanding of the question and the answer shows Focus.
Knowledge/Content	20%	Industrial revolution – definition (10) and context (10); the development of technology and meeting the increasing demands of developing societies with science typically catching up after inventions.
	20%	Information revolution – definition (10) and context (10); with the turn of the century and between the world wars, science acts as a catalyst to the development of technology. After WWII, the advancement of both science and technology lead to economic growth with data becoming a commodity; catalysing further development in computer science and technology.
	10%	Impact on society – reference to a change in economy, globalisation and so on. Accept other equivalent ideas.
Examples	20%	One example (10%) from the industrial revolution shifting from a small scale productivity to mass production such as the steam engine (or equivalent); One example (10%) – from the information revolution such as computer technology, the internet and so on (or equivalent).
Total	100%	