

MATRICULATION EXAMINATION
L-EŻAMI TAL-MATRIKOLA

INTERMEDIATE LEVEL
IL-LIVELL INTERMEDJU
MAY 2014
MEJJU 2014

SUBJECT: SYSTEMS OF KNOWLEDGE
DATE: 2nd May 2014
TIME: 4.00 p.m. to 7.00 p.m.

IS-SUĠĠETT: L-OQSMA TAL-GHERF
ID-DATA: 2 ta' Mejju 2014
IL-HIN: mill-4.00 p.m. sas-7.00 p.m.

Answer 4 questions, one from each section.

You may answer in either English or Maltese.

This paper carries 60% of the global mark.

Each question carries 25 marks.

Each question should be discussed and the arguments clearly made.

Make sure you discuss each question fully.

Answers that are out of point (not relevant to the question) will not be considered.

You are kindly asked to write each answer **on a different booklet. Indicate the section and each question number clearly in each booklet.**

Wieġeb 4 mistoqsijiet, waħda minn kull taqsima.

Tista' twieġeb bl-Ingliż jew bil-Malti.

Il-marki ta' din il-karta jammontaw għal 60% tal-marka globali.

Kull mistoqsija fiha 25 marka.

Kull mistoqsija trid tiġi diskussa b'argumenti ċari.

Kun żgur li twieġeb kull mistoqsija b'mod sħiħ.

Twegibiet li ma jkunux relevanti għall-mistoqsija ma jiġux ikkonsidrati.

Jekk joghġbok iktib kull twegiba fuq skript differenti. Uri t-taqsima u n-numru ta' kull mistoqsija b'mod ċar fuq kull skript.

Section A/Taqsim A

Either/Jew

- 1 What is understood by the term ‘active Citizen’? What makes one belong as a citizen?

X'nifhmu bit-terminu 'Ċittadin attiv'? Bniedem għaliex iħossu li hu ċittadin ta' xi mkien?

Or/Jew

- 2 What is the role of the Mass Media in a modern democratic state? What safeguards must exist to avoid the media becoming a totalitarian tool for propaganda, censorship, or indoctrination?

X'inhw s-sehem tal-Mass Media fi stat demokratiku modern? X'modi ta' protezzjoni jrid ikun hemm biex il-media ma tispicċax tkun xi għodda totalitarjana ta' propaganda, ċensura, jew indottrinazzjoni?

Section B/Taqsim B

Either/Jew

- 1 “It is ridiculous to say that art has nothing to do with morality. What is true is that the artist’s business is not that of the policeman.” (George Bernard Shaw)
Discuss the quotation in relation to creativity and innovation in the arts, giving examples from the Classical period to the Modern one to illustrate your points.

*“Hija redikola li tgħid li l-arti m'għandha xejn x'taqsam mal-moralità. Li hu veru hu li l-ħidma tal-artist mhijiex dik ta' pulizija.” (George Bernard Shaw)
Iddiskuti din il-kwotazzjoni f'relazzjoni mal-kreattività u l-innovazzjoni fl-arti, billi tagħti eżempji mill-perjodu Klassiku sa dak Modern biex turi l-ideat tiegħek.*

Or/Jew

- 2 The arts serve to underline the power of rulers. Discuss this statement in relation to examples from Classical to Modern times which show how the arts play on the feelings and experiences of their audiences.

L-arti sservi biex temfasizza s-setgħa tal-ħakkiema. Iddiskuti din l-istqarrija b'eżempji miż-żminijiet Klassiċi sa dawk Moderni li juru kif l-arti tilgħab bis-sentimenti u l-esperjenzi tal-udjenza tagħha.

Section C/Taqsimta C

Either/Jew

- 1 Consider the following two dictionary definitions of ‘positivism’:
 “A philosophical system recognising only that which can be scientifically verified or which is capable of logical or mathematical proof, and therefore rejecting metaphysics and theism. [from French positivisme, coined by the French philosopher Auguste Comte]”

<http://www.oxforddictionaries.com/definition/english/positivism>

“Concept that only scientific knowledge is the true knowledge of the world perceived through senses (the observable phenomenon). It is actually an extension of empiricism, and although it traces its roots to the UK philosopher Francis Bacon (1561-1626), it was popularised by the French philosopher Auguste Comte (1798-1857).”

<http://www.businessdictionary.com/definition/positivism.html>

One of the features of positivism is precisely its assumption that scientific knowledge is the paradigm (a pattern or model) of ‘valid’ knowledge. Discuss whether positivism is the only method in the physical sciences.

Aħseb fuq dawn iż-żewġ definizzjonijiet tad-dizzjunarju ta’ ‘pożitivizmu’:

“Sistema filosofika li tagħraf biss dak li jista’ jkun ivverifikat xjentifikament jew li jista’ jkun ippruvat loġikament jew matematikament, u li għaldaqstant jirrifjuta l-metafizika u t-teiżmu. [mill-Franċiż positivisme, ikkojnjata mill-filosfu Franċiż Auguste Comte] ”

<http://www.oxforddictionaries.com/definition/english/positivism>

“Kunċett li l-għerf xjentifiku biss huwa l-għerf veru tad-dinja għax jidher permezz tas-sensi (il-fenomeni li jista’ jiġi osservat). Fil-verità huwa estensjoni tal-empiriċiżmu, u għalkemm wieħed jista’ jittrejsja l-għerfu tiegħu għall-filosfu Ingliż Francis Bacon (1561-1626), kien ippopolarizzat mill-filosfu Franċiż Auguste Comte (1798-1857).”

<http://www.businessdictionary.com/definition/positivism.html>

Waħda mill-karatteristiċi tal-pożitivizmu hija preċiżament is-suppożizzjoni li l-għerf xjentifiku huwa l-paradigma (pattern jew mudell) ta’ għerf ‘validu’. Iddiskuti jekk il-pożitivizmu huwiex l-uniku metodu fix-xjenzi fiżiċi.

Or/Jew

- 2 “ ‘Gender discrimination practices truly limit the ability of many developing countries to grow and reduce poverty,’ warns a report released in October 2007 by UNESCO. ‘Much talent is being wasted as girls turn away from S&T [Science and Technology] careers and as women in S&T become discouraged by discriminatory treatment.’ The report also notes that ‘differences between girls and boys in performance at school are more linked to home and school environments than dependent on innate differences.’”

UNESCO, Science Policy and Capacity Building, *Gender discrimination limits socio-economic growth, warns report*

<http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/global-focus/gender-issues/gender-discrimination-limits-socio-economic-growth-warns-report/>

Discuss the above statement based on the UNESCO report in terms of Science, gender, and the economy.

“ ‘Il-prattika ta’ diskriminazzjoni bbażata fuq il-gender veru tillimita l-ħila ta’ bosta pajjiżi li qed jiżviluppaw biex jikbru u jnaqqsu l-faqar,’ iwissi rapport maħruġ f’Ottubru tal-2007 mill-UNESCO. ‘Bosta talenti qegħdin jinhlaw hekk kif il-bniet qed iwarrbu l-karrieri tax-Xjenza u t-Teknoloġija u n-nisa fix-Xjenza u t-Teknoloġija qed jaqtgħu qalbhom minħabba trattament diskriminatorju.’ Ir-rapport jinnota wkoll li ‘d-differenzi bejn il-bniet u s-subien fix-xogħol tal-iskola huma aktar illinkjati mal-ambjenti tad-dar u tal-iskola milli jiddependu fuq xi differenzi naturali.’”

UNESCO, Science Policy and Capacity Building, *Gender discrimination limits socio-economic growth, warns report*
<http://www.unesco.org/new/en/natural-sciences/science-technology/sti-policy/global-focus/gender-issues/gender-discrimination-limits-socio-economic-growth-warns-report/>

Iddiskuti din is-silta bbażata fuq ir-rapport tal-UNESCO dwar ix-Xjenza, il-gender, u l-ekonomija.

Section D/Taqsim D

Either/Jew

- 1 Choose **three** of the nine principles for a sustainable society and discuss whether, and how, Malta **is** or **is not** respecting them.

Aghzel **tlieta** mid-disa’ prinċipji għal soċjetà sostenibbli u ddiskuti jekk Malta hijiex **tirrispettahom** jew **le**, u kif qed tagħmel hekk.

Or/Jew

- 2 “**Drivers** of biodiversity change” refers to the direct and indirect causes of biodiversity loss and ecosystem degradation.

Owing to the geographical isolation and small size of the Maltese Islands, coupled with drivers of biodiversity change, a number of wild species have become threatened, while others have even become extinct, either on a local (for example, from one particular wetland or sandy beach) or national scale. The loss of species is irreversible and leads to the deterioration of our natural heritage.

Explain how **two** of the drivers can be addressed.

“Id-**drivers** tal-bidla tal-bijodiversità” tirreferi għall-kawzi diretti u indiretti tat-telfien tal-bijodiversità u d-degradazzjoni tal-ekosistema.

Minħabba l-iżolament geografiku u ċ-ċokon tal-Gżejjer Maltin, flimkien mad-drivers tal-bidla tal-bijodiversità, għadd ta’ speċi slavaġ ġew mhedda, filwaqt li oħrajn saħansitra ġew estinti, jew fuq skala lokali (pereżempju, minn xi art mistagħdra jew minn xi ramla partikulari) jew fuq skala nazzjonali. It-telfien tal-ispeċi huwa irriversibbli u jwassal għad-deterjorazzjoni tal-wirt naturali tagħna.

Spjega kif **tnejn** mid-drivers jistgħu jiġu indirizzati.