

MARKSCHEME

SPECIMEN

MYP INTERDISCIPLINARY

ON-SCREEN EXAMINATION

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Note: Before marking, please familiarise yourself with the pre-release material, all sources, the questions and the markscheme.

Disciplinary grounding task

Question 1

Using **Source 2**, **identify** which region of the world has seen the largest increase in percentage of primary school enrolment between 2004 and 2010.

[1 mark]

The correct answer is Sub-Saharan Africa.

Award **[1 mark]** for the correct answer.

Note: responses of 'Africa' should not be rewarded.

Question 2

With reference to the map, **describe one** trend in primary school enrollment.

[2 marks]

Trends, in the Individuals and societies guide, are defined as “regular arrangements of something over time”.

Award **[1 mark]** for a simple description of a trend, for example ‘there has been an increase in Mexico’.

Award **[2 marks]** for a clear description of a trend with a reference to quantitative or qualitative data from the map, a quantitative example is ‘primary school enrolment in Burundi has increased from 19% in 1973 to 94% in 2013’, and a qualitative example is ‘Between 1973 and 2013 primary school enrolment has increased, the greater increases have generally been seen in developing countries such as Burundi’

Question 3

Suggest three reasons why some boys and girls in some parts of the world do not attend school.

[3 marks]

Note: Accept any other relevant reason. Do not accept vague reasons such as “not enough money” or “because of their parents”

Note: Students may refer to differences between boys and girls; this is acceptable (and should be credited) though it is not necessary (as the question is not about gender differences, i.e. not about boys vs girls).

Note: The student may put two or three reasons in one response box this is acceptable and should be given benefit of the doubt.

Reasons *may* include:

- There is no school nearby / no access to a school
- Children have to work to help their parents
- Parents cannot afford to send the children to school
- Parents do not see the benefits of sending their children to school
- War/conflict prevents children from attending school
- Natural disasters prevents children from attending school

Award **[1 mark]** for each valid reason, up to a total of **[3 marks]**.

Question 4

Drag and drop the names so that the people with different perspectives are opposite each other. **Explain** your reasoning with reference to each source.

[4 marks]

Note: Marks are awarded for the explanation of reasoning only.

Note: If the student has dragged and dropped the names, but has not explained their reasons in the textbox this response should be awarded **[0 marks]**.

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The answer is limited . The student provides a limited explanation of his/her reasoning. For [1 mark] , the student describes where they have placed one of the perspectives For [2 marks] , the student describes where they have placed two or more of the perspectives.
3-4	The answer is adequate . The student followed the instructions and provided some explanation of his/her reasoning. For [3 marks] , the student explains the reasoning for the position of some of the perspectives, but not all four. For [4 marks] , the student explains the reasoning for the position of all four perspectives.

Question 5

Source 3 and **Source 8** both describe the positive effects access to education has had on girls. **State** which source conveys this idea more effectively. **Justify** your opinion with evidence from both sources.

[10 marks]

Note: Marks are awarded for the justification only.

Note: If only one sources is referred to, a maximum of **[5 marks]** can be awarded.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	The answer is limited . The student chooses one of the two sources and writes a simple justification (“...because...”); this might be through a statement.	The following is an example of the type of response that would be awarded [2 marks] . “The video (source 3) is much better because Puja speaks directly about the benefits for herself as a girl.”
3–5	The answer is adequate . The student justifies their choice by making explicit reference to one of the sources (for example quoting it, or pin-pointing a precise element in the source).	The following is an example of the type of response that would be awarded [5 marks] . “The video (source 3) is much better because Puja speaks directly about the benefits for herself as a girl and even for her family, as for example, we see that she can now help her brother do his homework. She talks about the positive effects of going to school, and we see them, which is very effective. ”

<p>6-7</p>	<p>The answer is balanced.</p> <p>The student justifies their choice by referring explicitly to both sources (for example quoting them both, or mentioning aspects from both).</p> <p>The student comments on advantage(s) or disadvantage(s) of one of the sources.</p>	<p>The following is an example of the type of response that would be awarded [6 marks].</p> <p>“The video (source 3) is much better because Puja speaks directly about the benefits for herself as a girl and even for her family, as for example, we see that she can now help her brother do his homework. She talks about the positive effects of going to school, and we see them, which is very effective.</p> <p>The text about Adah (source 8) is not as effective as the story is more difficult to follow and understand.”</p>
<p>8-10</p>	<p>The answer is thorough.</p> <p>The student justifies their choice by contrasting the sources, explaining why, in their opinion, one source is better, and also why the other is not chosen.</p> <p>The student comments on the fact that both have advantages and disadvantages because they are of different nature (one text, one video).</p> <p>At this level, the answer is more sophisticated and perceptive.</p>	<p>The following is an example of the type of response that would be awarded [8 marks].</p> <p>“The video (source 3) is much better because Puja speaks directly about the benefits for herself as a girl and even for her family, as for example, we see that she can now help her brother do his homework. She talks about the positive effects of going to school, and we see them, which is very effective.</p> <p>The text about Adah (source 8) is not as effective as the story is more difficult to follow and understand.</p> <p>Puja and Adah are young girls with similar stories, but the second story is less about the positive impacts of education than about some of the negative, unintended impacts, so the first one is better.”</p>

Question 6

Use Source 3 to **create** an internal monologue from the perspective of Puja’s mother in which she reflects on her decision to educate her daughter.

[10 marks]

An internal monologue is a type of monologue that exhibits the thoughts, feelings, and associations passing through a character's mind.

Note: If the response is not written as an internal monologue, in the first person, the maximum mark to be awarded is **[5 marks]**.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	<p>The answer is limited.</p> <p>The student writes one or two sentences about some reasons why Puja’s mother decided to send her daughter to school i.e. to have her educated. The elements of answer are directly lifted from the source material. Reasons <i>for</i> or <i>against</i> sending Puja to school are included.</p> <p>Within this markband, answers that are well written (in terms of communication, especially internal monologue) will score higher.</p>	<p>The following is an example of the type of response that would be awarded [2 marks].</p> <p>“It’s a good thing I sent Puja to school. She can learn to read and write. Her life will be much better than mine.”</p>

3-5	<p>The answer is adequate</p> <p>The student develops the reasons using elements from the source and elements they have interpolated or drawn conclusions on. Reasons <i>for</i> or <i>against</i> sending Puja to school are included.</p> <p>Within this markband, answers that are well written (in terms of communication, especially internal monologue) will score higher</p>	<p>The following is an example of the type of response that would be awarded [5 marks].</p> <p>“It’s a good thing I sent Puja to school. She can learn to read and write. Her life will be much better than mine. Maybe she will even go to university and become a doctor or politician! Isn’t she beautiful in her school uniform? I am so proud of her. Yes, it was such a good idea to send her to school.”</p>
6-7	<p>The answer is detailed</p> <p>The student develops the reasons and justifies using elements from the source and elements other than the ones directly used in the source material by extrapolating or drawing conclusions. Reasons <i>for</i> or <i>against</i> sending Puja to school are included.</p> <p>Within this markband, answers that are well written (in terms of communication, especially internal monologue) will score higher</p>	<p>The following is an example of the type of response that would be awarded [6 marks].</p> <p>“It’s a good thing I sent Puja to school. She can learn to read and write. Her life will be much better than mine. Maybe she will even go to university and become a doctor or politician! Isn’t she beautiful in her school uniform? I am so proud of her. Yes, it was such a good idea to send her to school. I hope that she will become a good role model for the other girls in the village.”</p>

8-10	<p>The answer is detailed and reflective.</p> <p>The student develops the reasons and justifies using elements from the source and elements other than the ones directly used in the source material by extrapolating or drawing perceptive conclusions. Detailed reasoning <i>for</i> and <i>against</i> sending Puja to school are included.</p> <p>Within this markband, answers that are well written (in terms of communication, especially internal monologue) will score higher.</p>	<p>The following is an example of the type of response that would be awarded [8 marks].</p> <p>“It’s a good thing I sent Puja to school. She can learn to read and write. Her life will be much better than mine. Maybe she will even go to university and become a doctor or politician! Isn’t she beautiful in her school uniform? I am so proud of her. Yes, it was such a good idea to send her to school. I hope that she will become a good role model for the other girls in the village.</p> <p>Her dad was angry at first, it’s true that girls usually stay at home and help their parents and get married very young. But I am sure he will understand and he will be so proud of her if she becomes a doctor like the daughter of my cousin.”</p>
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Synthesis of interdisciplinary understanding

Question 7a

Identify one value and **one** limitation of Malala’s speech to help prepare you to interview Malala for your school newspaper.

[2 marks]

Value (value of the speech as a source or of the speech itself should be accepted)

Award **[1 mark]** for a correctly identified value

Values **may** include:

- It is very recent
- Malala has direct experience of not being allowed access to education so provides an insight
- It is a real-life account, it is not fictional
- Malala uses emotive language to engage her audience

Note: accept any other relevant value; human values should not be rewarded.

Limitation (limitation of the speech as a source or of the speech itself should be accepted)

Award **[1 mark]** for a correctly identified limitation

Limitations **may** include:

- It is not an impartial account or analysis
- It is only one person’s view: it might be anecdotal and cannot be generalized from
- Malala is not an expert on education
- Malala does not focus on a specific group but speaks generally

Note: accept any other relevant limitation; human limitations should not be rewarded.

Question 7b

Malala’s speech above is an example of a primary source. **Discuss** the value of consulting both primary and secondary sources to prepare for your interview with Malala.

[10 marks]

Note: If the response does not refer to the context of preparing for the interview, the maximum mark to be awarded is **[5 marks]**.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	<p>The student’s answer is basic.</p> <p>The student shows some basic understanding of the difference between primary and secondary sources. The answer may be brief or fragmented. The student’s knowledge is not entirely secure, with some possible confusion or lack of clarity in the answer.</p> <p>Within this markband, answers that are well written (in terms of communication, especially clarity of the ideas) will score higher</p>	<p>The following is an example of the type of response that would be awarded [2 marks].</p> <p>“Primary sources and secondary sources are complementary; they provide different first-hand and second-hand perspectives.”</p>

<p>3-5</p>	<p>The student’s answer is adequate.</p> <p>The student’s knowledge and understanding of both primary and secondary sources is secure; the answer, however, is more about those two types of sources than about the scenario given (preparing for an interview with Malala).</p> <p>Within this markband, answers that are well written (in terms of communication, especially clarity of the ideas) will score higher</p>	<p>The following is an example of the type of response that would be awarded [5 marks].</p> <p>“Primary sources and secondary sources are complementary; they provide different first-hand and second-hand perspectives.</p> <p>A primary source is taken directly from the person, for example, by interviewing them. A secondary source is indirect, for example, quoting what someone said in another text. If a journalist interviews Malala, this is a primary source. If the same journalist writes an article quoting what Malala said to another journalist, this is a secondary source.”</p>
<p>6-7</p>	<p>The student’s answer is balanced.</p> <p>The student follows the scenario (preparing for an interview with Malala) and examines the value of preparing it by consulting both primary and secondary sources.</p> <p>Within this markband, answers that are well written (in terms of communication, especially clarity of the ideas) will score higher</p>	<p>The following is an example of the type of response that would be awarded [6 marks].</p> <p>“Primary sources and secondary sources are complementary; they provide different first-hand and second-hand perspectives.</p> <p>A primary source is taken directly from the person, for example, by interviewing them. A secondary source is indirect, for example, quoting what someone said in another text. If a journalist interviews Malala, this is a primary source. If the same journalist writes an article quoting what Malala said to another journalist, this is a secondary source.</p> <p>To prepare my own interview with Malala, I should use what she says herself (for example in the speech to the UN) and also what journalists have reported about her, as this gives a rounder view.”</p>

<p>8-10</p>	<p>The student's answer is thorough and balanced.</p> <p>The student follows the scenario (preparing for an interview with Malala) and discusses the advantages and disadvantages of consulting both primary and secondary sources.</p> <p>Within this markband, answers that are well written (in terms of communication, especially clarity of the ideas) will score higher</p>	<p>The following is an example of the type of response that would be awarded [8 marks].</p> <p>“Primary sources and secondary sources are complementary; they provide different first-hand and second-hand perspectives.</p> <p>A primary source is taken directly from the person, for example, by interviewing them. A secondary source is indirect, for example, quoting what someone said in another text. If a journalist interviews Malala, this is a primary source. If the same journalist writes an article quoting what Malala said to another journalist, this is a secondary source.</p> <p>To prepare my own interview with Malala, I should use what she says herself (for example in the speech to the UN) and also what journalists have reported about her, as this gives a rounder view.</p> <p>Secondary sources have limits, as perspectives can be old or outdated but then primary sources also have limits; for example, interviewing Malala herself does not provide context.”</p>
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Question 8

In this question you must **formulate three** significant questions that you would ask Malala about her work in promoting universal primary education. You must **justify** the relevance of each question.

[18 marks]

To be applied to questions 8(a) to 8(f).

For each question (parts (a), (c) and (e)):

Award **[1 mark]** for a basic question that is poorly worded or lacks clarity/focus

Award **[2 marks]** for a clear question that is well worded and focused e.g. The question should relate directly to Malala and could only be answered by her.

Note: If a student formulates six questions (one in each response area), examiners should reward the three best questions. A maximum of **[6 marks]** may be awarded for up to three questions.

For each justification (parts (b), (d) and (f)):

Award **[1 mark]** for each valid element of justification, up to **[4 marks]**. *A detailed justification of one element may be awarded [4 marks].*

The following is an example of the type of question that would be awarded [1 mark] . “How do you promote universal primary education?”	The following is an example of the type of justification that would be awarded [1 mark] . “This is a question to Malala about her own role and involvement.”
Award [1 mark] as the question is very broad and lacks focus	Award [1 mark] as there is one basic point of justification.

<p>The following is an example of the type of question that would be awarded [2 marks].</p> <p>“Malala, as you are yourself from Pakistan, how can you also speak on behalf of schoolgirls in other countries, for example in African countries?”</p>	<p>The following is an example of the type of justification that would be awarded [4 marks].</p> <p>“This question is important because Malala’s message is a global one [1 mark], however some people may say that her experience is only relevant for Pakistan, as Malala is from that country [1 mark] – and many issues (e.g. access to education) are different in different countries [1 mark]. This question is about building a bridge between ‘the local’ (Malala herself) and ‘the global’ (universal education) [1 mark].”</p>
<p>Award [2 marks] as the question is well worded and focused</p>	<p>Award [4 marks] as there are four valid points in the justification.</p>

Question 9a

Evaluate how effectively social media posts 1, 2 and 3 synthesize disciplinary understanding to inform people about universal primary education.

[10 marks]

Note: If the response does not refer to all the social media posts, the maximum mark to be awarded is **[5 marks]**.

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1-2	<p>The answer is basic.</p> <p>The student describes the social media posts. The student tends to repeat or paraphrase some points from some of the social media posts.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher.</p>	<p>The following is an example of the type of response that would be awarded [2 marks].</p> <p>“Julia Gillard’s tweet states that education aid has fallen significantly. This is a short informative message. Madeline Becker uses a diagram to show that some countries still have a long way to go.”</p>
3-5	<p>The answer is adequate.</p> <p>The student compares the social media posts, writing that they do not synthesize disciplinary understanding in the same way. The student explains that some are more complex than others.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher</p>	<p>The following is an example of the type of response that would be awarded [5 marks].</p> <p>“Julia Gillard’s tweet states that education aid has fallen significantly. This is a short informative message. Madeline Becker uses a diagram to show that some countries still have a long way to go.</p> <p>These two social media posts are different in style; both feature a small amount of text but the second includes a diagram. Julia Gillard’s tweet uses emotive language such as ‘unacceptable’ thus demonstrating the persuasive language skills. Madeline Becker’s tweet</p>

		<p>uses a hashtag to promote her message, but also adds a graph to display statistical information. Both posts are useful.”</p>
<p>6-7</p>	<p>The answer is detailed</p> <p>The student analyses the fact that, because of their different formats/styles, the three social media posts vary in their effectiveness at synthesising disciplinary understanding. The student discusses strengths or limitations of the posts. The student analyses all three social media posts and their different strategies.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher</p>	<p>The following is an example of the type of response that would be awarded [6 marks].</p> <p>“Julia Gillard’s tweet states that education aid has fallen significantly. This is a short informative message. Madeline Becker uses a diagram to show that some countries still have a long way to go.</p> <p>These two social media posts are different in style; both feature a small amount of text but the second includes a diagram. Julia Gillard’s tweet uses emotive language such as ‘unacceptable’ thus demonstrating the persuasive language skills. Madeline Becker’s tweet uses a hashtag to promote her message but also adds a graph to display statistical information. Both posts are useful.</p> <p>The third post from the UN combines elements of the first two posts, as it uses text, numbers and visuals, which is a very effective communication strategy.”</p>

8-10	<p>The answer is thorough.</p> <p>The student evaluates the three social media posts and the extent to which they effectively synthesize disciplinary understanding. The student discusses strengths and limitations of the posts. The evaluation may be qualitative or quantitative; the student may rank them (1, 2, 3) or use evaluative adjectives to imply ranking (“very good”, “limited”...).</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher</p>	<p>The following is an example of the type of response that would be awarded [8 marks].</p> <p>“Julia Gillard’s tweet states that education aid has fallen significantly. This is a short informative message. Madeline Becker uses a diagram to show that some countries still have a long way to go.</p> <p>These two social media posts are different in style; both feature a small amount of text but the second includes a diagram. Julia Gillard’s tweet uses emotive language such as ‘unacceptable’ thus demonstrating the persuasive language skills. Madeline Becker’s tweet uses a hashtag to promote her message, but also adds a graph to display statistical information. Both posts are useful.</p> <p>The third post from the UN combines elements of the first two posts, as it uses text, numbers and visuals, which is a very effective communication strategy to engage audience and inform them about primary education. In my opinion, the third post is the most effective especially as it uses the image of a young boy to attract attention, and the use of colours makes you want to read all the data.”</p>
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Question 9b

Create your own social media post like the one in Post 3 above to inform your friends about the importance of universal primary education.

You must select one of the two background images below. You can add text to the image using a text box or write your text in the response area below the image.

Your social media post should synthesize understanding that you have developed in MYP Language and literature and MYP Individuals and societies.

You may use information from the pre-release material and the sources in the examination.

[10 marks]

Note: the social media post should:

- Include relevant details (facts/data/statistics)
- Implement linguistic devices (emotive or persuasive language)
- Be appropriate for audience (friends) and purpose (to explain the importance of universal primary education)

Note: Students should be awarded marks on one image/post and for content in the appropriate text box. If the student chooses both images the best response should contribute to the mark and the other should be ignored.

Marks	Descriptor	Notes
0	<p>The student does not achieve a standard described by any of the descriptors given below.</p>	
1–2	<p>The answer is basic.</p> <p>The student’s social media post states/shows that universal primary education is important. There is limited evidence of the use of disciplinary elements.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently, and that show creativity within the constraints of a social media post, will score higher.</p>	<p>The following is an example of the type of text that could be added to the image and be awarded [2 marks].</p> <ul style="list-style-type: none"> • Primary education for all is important! • “Our words can change the whole world” Malala Yousafzai • Malala is right – education is the future
3–5	<p>The answer is adequate.</p> <p>The student’s social media post states/shows that universal primary education is important. The student uses disciplinary elements from either Language & literature or Individuals & societies.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently, and that show creativity within the constraints of a social media post, will score higher.</p>	<p>The following is an example of the type of text that could be added to the image and be awarded [5 marks] because the disciplinary elements used are all from Individuals and societies.</p> <ul style="list-style-type: none"> • 3900 schools in Syria destroyed (source 5) • 57 million children globally not in school (source 5) • Target 2.3 of the UN MDG is “ensure that by 2015 children everywhere will be able to complete primary schooling” (Source 1) <p>Discussions of current women’s right or conflict issues are acceptable as elements of individuals and societies.</p> <p>The following is an example of the type of text that could be added to the image and be awarded [5 marks] because the disciplinary elements used are all from Language and</p>

		<p>literature.</p> <ul style="list-style-type: none"> • “We’ve all got to make good on our promise of Universal Primary Education” (Julia Gillard, Q9(a)) • “If you teach a girl, you educate a nation.” Greg Mortenson (Source 9)
<p>6-7</p>	<p>The answer is balanced.</p> <p>The student’s social media post is written/designed to inform the student’s friends about the importance of universal primary education. The student follows the scenario and explicitly uses elements from both disciplines of Language & literature and Individuals & societies</p> <p>Within this markband, answers that communicate the ideas clearly and coherently, and that show creativity within the constraints of a social media post, will score higher.</p>	<p>The following is an example of the type of response that would be awarded [6 marks] because it uses disciplinary elements from both subjects.</p> <ul style="list-style-type: none"> • 3900 schools in Syria destroyed (source 5) • 3 million Syrian children left school (Q9(a)) • 57 million children globally not in school (source 5) • Target 2.3 of the UN MDG is “ensure that by 2015 children everywhere will be able to complete primary schooling” (Source 1) • “This is unacceptable” Julia Gillard (Q9(a))
<p>8-10</p>	<p>The answer is thorough.</p> <p>The student’s social media post is written to inform the student’s friends about the importance of universal primary education. The student follows the scenario and uses an interdisciplinary approach, integrating elements from both disciplines of Language & literature and Individuals & societies</p> <p>Within this markband, answers that communicate the ideas clearly and coherently, and that show creativity within the constraints of a social media post, will score higher.</p>	<p>The following is an example of the type of response that would be awarded [8 marks] because it uses linguistic devices to highlight a statistic.</p> <ul style="list-style-type: none"> • How would you feel if you were one of the 57 million children not allowed to go to school?! • Increased font size/colour to highlight important information • Thematic clustering of the information presented

Question 9c

Explain why your post would be an effective interdisciplinary way to inform your friends about universal primary education.

In your answer, consider the following questions:

- How does your post combine two disciplines to develop a deeper understanding of universal primary education?
- What communication strategies did you use to communicate that understanding?
- Why would your friends want to share your post with others in their social networks?

[10 marks]

Marks	Descriptor	Notes
0	The student does not achieve a standard described by any of the descriptors given below.	
1–2	<p>The answer is basic.</p> <p>The student states that the post would be an effective interdisciplinary way to inform other people, providing limited evidence beyond repeating or paraphrasing their answer from Q9b.</p> <p>The student’s answer is superficial, with vague or generic statements about combining disciplines, communication strategies or social networks.</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher.</p>	<p>The following is an example of the type of response that would be awarded [2 marks].</p> <p>“My post is very good because I have used stats about schools in Syria. My friends will want to share it because it is informative and well-designed.”</p>

<p>3–5</p>	<p>The answer is adequate.</p> <p>The student identifies some reasons why the post would be an effective interdisciplinary way to inform other people, referring back to the answer from Q9b and justifying some elements.</p> <p>The student correctly responds to one or two of the three sub-questions (about combining disciplines, communication strategies and friends sharing the post in their social networks).</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher.</p>	<p>The following is an example of the type of response that would be awarded [5 marks].</p> <p>“My post is very good because I have used statistics about schools in Syria. It is informative and well-designed. I have used facts and numerical data, for example the number of children out of school, but I have also used emotive language, with the boy saying “please help”. Together, this makes the message stronger about the fact that Syrian children cannot go to school.”</p>
<p>6-7</p>	<p>The answer is balanced.</p> <p>The student explains why the post would be an effective interdisciplinary way to inform other people, referring back to the different elements of their social media post.</p> <p>The student correctly responds to all three sub-questions (with valid points/statements about combining disciplines, about communication strategies and about friends sharing the post in their social networks), although one sub-question may be answered in basic/simplistic terms (for example: friends willing to share it because it is useful).</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher.</p>	<p>The following is an example of the type of response that would be awarded [6 marks].</p> <p>“My post is very good because I have used stats about schools in Syria. It is informative and well-designed. I have used facts and numerical data, for example the number of children out of school, but I have also used emotive language, with the boy saying “please help”. Together, this makes the message stronger about the fact that Syrian children cannot go to school. My friends would want to share it because it is a powerful and convincing”</p>

8-10	<p>The answer is thorough and balanced.</p> <p>The student clearly explains why the post is an effective interdisciplinary way to inform other people. The student explicitly addresses both aspects (effectiveness and interdisciplinarity), justifying both aspects with reference to their answer to Q9b, in a balanced way.</p> <p>The student correctly responds to all three sub-questions equally, developing answers (about combining disciplines, about communication strategies and about friends sharing the post in their social networks).</p> <p>Within this markband, answers that communicate the ideas clearly and coherently will score higher.</p>	<p>The following is an example of the type of response that would be awarded [8 marks].</p> <p>“My post is very good because I have used statistics about schools in Syria. It is informative and well-designed, it communicates very well. I have used facts and numerical data, for example the number of children out of school, but I have also used emotive language, with the boy saying “please help”. Together, this makes the message stronger about the fact that Syrian children cannot go to school. My friends would want to share it because it is a powerful and convincing, precisely because it effectively combines techniques from ‘Languages and Literature’ and from ‘Individuals and Societies’. This shows that integrating two disciplines together makes the message stronger than two separately.”</p>
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Reflective journal

Question 10

Using **Source 10** below, **identify five** scientific or mathematical features in the report. **State** the purpose of each.

[10 marks]

Note: award **[1 mark]** for a correct feature; award **[1 mark]** for a correct statement of the purpose of that feature.

Answers **may** include (the table below is not exhaustive; other valid responses are acceptable):

Feature	Purpose
Table	Data presentation
Correlation	Explanation, link, relationship
Percentages	Proportion
Rates, per 1000	Relationships
Sampling	Reliability of data
Measurement	Counting, time, number
Line graph	Relationship, link, change
Line of best fit	Relationship, link, change
Proportionality	Relationship, link
Inverse proportionality	Relationship, link
Graph	Change, relationship
Chart	Data or change, relationship
Observation	Collection of data
Years/dates	Comparison

Note: The following features **cannot** be rewarded and so should be given **[0 marks]**:

- Fact
- Report
- Research
- Experiment
- Text
- Numbers
- Results

Question 11

Explore how one other discipline, **excluding** language and literature and individuals and societies, could help people understand the benefits of universal primary education.

In your answer, **reflect** on the development of your own interdisciplinary understanding.

[20 marks]

Note: Students are asked to refer to a discipline **other than** language & literature and individuals & societies. Should a student refer to only those disciplines, the maximum mark to be awarded is **[5 marks]**, as they will not have been able to reflect on interdisciplinarity.

Note: Question 10 and source 10 have led students to think about mathematics and sciences as disciplines that can help people understand the benefits of universal primary education, however other disciplines could be chosen too, such as the arts.

Note: If a student responds to one element of the question only (explore or reflect), the maximum mark to be awarded is **[10 marks]**. In this situation it is important to look at the strands of the descriptors below to identify a best fit.

Marks	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-5	The student formulates basic points about the chosen discipline. The answer may be short or confused, especially regarding the notions of “disciplines” and “interdisciplinary”. The student demonstrates limited reflection on the development of their interdisciplinary understanding by, for example, stating a factual possible combination of disciplines. Within this markband, an answer that provides examples (about how the chosen discipline can help people understand the benefits of universal primary education) enables the students to score higher.

<p>6–10</p>	<p>The student formulates basic points about the chosen discipline and its possible contribution (to help develop an understanding of the benefits of universal primary education).</p> <p>The student demonstrates adequate reflection on the development of his/her interdisciplinary understanding by, for example, stating that exploring a topic or theme from only one disciplinary perspective does not provide a thorough understanding.</p> <p>Within this markband, an answer that provides examples (about how the chosen discipline can help people understand the benefits of universal primary education) enables the students to score higher.</p>
<p>11-15</p>	<p>The student formulates detailed arguments about why the chosen discipline contributes to the understanding of the benefits of universal primary education, in a balanced way.</p> <p>The student demonstrates significant reflection on the development of his/her interdisciplinary understanding by, for example, describing how an interdisciplinary approach has improved their understanding of a topic or theme.</p> <p>Within this mark band, an answer that provides and explains examples (about how the chosen discipline can help people understand the benefits of universal primary education) enables the students to score higher.</p>
<p>16–20</p>	<p>The student formulates detailed and perceptive arguments about why the chosen discipline contributes to the understanding of the benefits of universal primary education, in a balanced way.</p> <p>The student demonstrates thorough reflection on the development of his/her interdisciplinary understanding by, for example, explaining how an interdisciplinary approach has improved their understanding of a topic or theme.</p> <p>Within this mark band, an answer that provides and explains examples (about how the chosen discipline can help people understand the benefits of universal primary education) enables the students to score higher.</p>
