

# **Markscheme**

**May 2019**

**Interdisciplinary**

**On-screen examination**

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Shortcut	Annotation	Explication	Shortcut
	Benefit of the doubt			Underline tool (can be expanded)	Alt+6
NBOD	No benefit of the doubt			Unclear	Alt+2
*SYN	Synthesis	Alt+9		Repeats question	
	Basic evaluation			No explanation	
	Effective evaluation			Reasonable explanation	
	Advanced evaluation			Good explanation	
NExa	No examples given			On page comment (text box)	Alt+0
	Good example			Seen	Alt+4
	Incorrect Point	Alt+7	UA	Unfinished answer	
	Tick	Alt+1		Too vague	Alt+8
	Highlight tool	Alt+5		Good response / positive	Alt+3

### Best fit Approach

'The approach used in assessment in the application of assessment criteria is a "best fit" model. The examiner or teacher applying an assessment criterion must choose the achievement level that overall best matches the piece of work being marked. It is not necessary for every detailed aspect of an achievement level to be satisfied for that level to be awarded but it must reflect the balance of student achievement against the markband. For example, if student work matches two of the three requirements within a markband but one is seriously lacking, the student should be awarded for the strands that have been met well, but the mark awarded should be at the lower end of the markband to compensate for what is lacking in one strand. If the level of student work spans multiple markbands, compensation depends on the performance in the higher order skills. It is worth noting that the highest level of any given criterion does not represent perfection'

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

**\*These are the command terms used throughout the markscheme.**

Command term	Definition
State*	Give a specific name, value or other brief answer without explanation or calculation.
Outline*	Give a brief account or summary.
Describe*	Give a detailed account or picture of a situation, event, pattern or process.
Evaluate*	Make an appraisal by weighing up the strengths and limitations.
Explain*	Give a detailed account including reasons or causes.
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Create	To evolve from one's own thought or imagination, as a work or an invention.
Estimate	Obtain an approximate value for an unknown quantity.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Suggest	Propose a solution, hypothesis or other possible answer.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.

**Question 1a**

The diagram represents different perspectives on the issue of freedom of speech. **Identify one** source making a case in favour of limited freedom of speech and **one** source in favour of unlimited freedom of speech. Drag and drop the source into the appropriate arrow in the diagram. **(2 marks)**

**Note: students who put more than one source in the Perspective should not be awarded the mark for that Perspective.**

Draggable items:



Source A



Source C

Limited freedom of speech



Source B

Unlimited freedom of speech



Source D

**Question 1b**

**State** the origin and the purpose of Source A and Source C.

**(4 marks)**

Award (1 mark) for each Origin and (1 mark) for each Purpose.

**Note: answers in students' own words or directly cut from the pre-release material are acceptable.**

	<b>Source A</b>	<b>Source C</b>
<b>Origin of the source</b>	MYP year 5 student from a school in Argentina, published in the school website in 2016.  <b>Or</b>  Barbara Ramirez  <b>Or</b>  Tree Top High  <b>Or</b>  International Baccalaureate Organization 2019. Tree Top High	<a href="https://thenetmonitor.org">https://thenetmonitor.org</a>
<b>Purpose of the source</b>	To show understanding of the <i>Paradox of Tolerance</i> .	To provide statistical data from an empirical study on internet filtering in several countries.  <b>Or</b>  To describe important trends in the political, social, technological spheres that shape the current state of global internet freedom  <b>Or</b>  OWTTE

Question 1c

Justify one limitation of Source C.

(4 marks)

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none"><li>• <b>describes</b> one limitation of source C</li><li>• attempts to use evidence from the source to support the explanation.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• <b>explains</b> one limitation of source C</li><li>• uses evidence from the source to directly support the explanation.</li></ul>

**Question 2a**

**Construct** a scatter diagram to represent the percentage of monetary target achieved against the average size of donation.

**(4 marks)**

**Markscheme**

**Note: axes can be labelled either way around.**

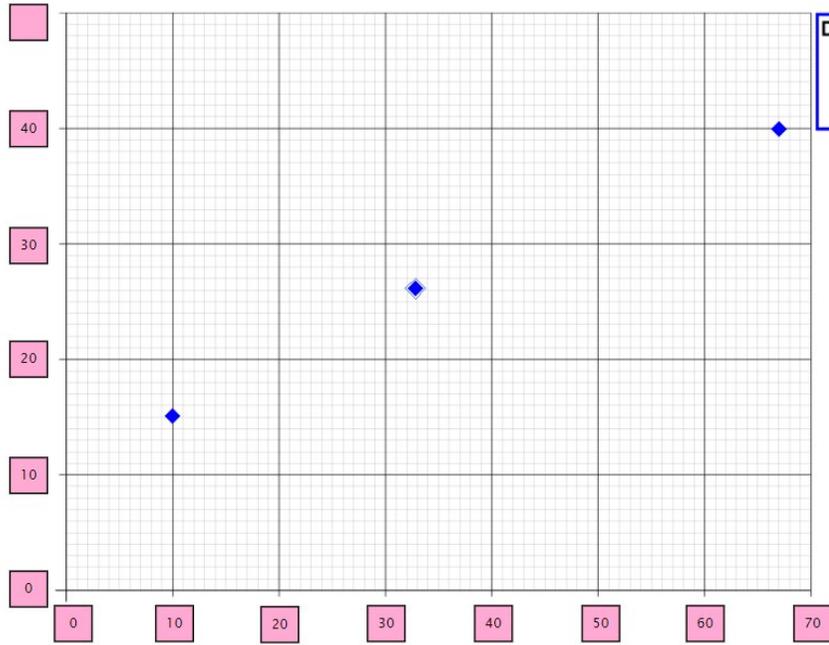
Award (1 mark) each for correct element on the graph:

- axes label: Percentage (%) of target achieved
- axes label: Average donation in \$ (or dollars)
- just the three data points plotted correctly
- equal intervals from (0,0)

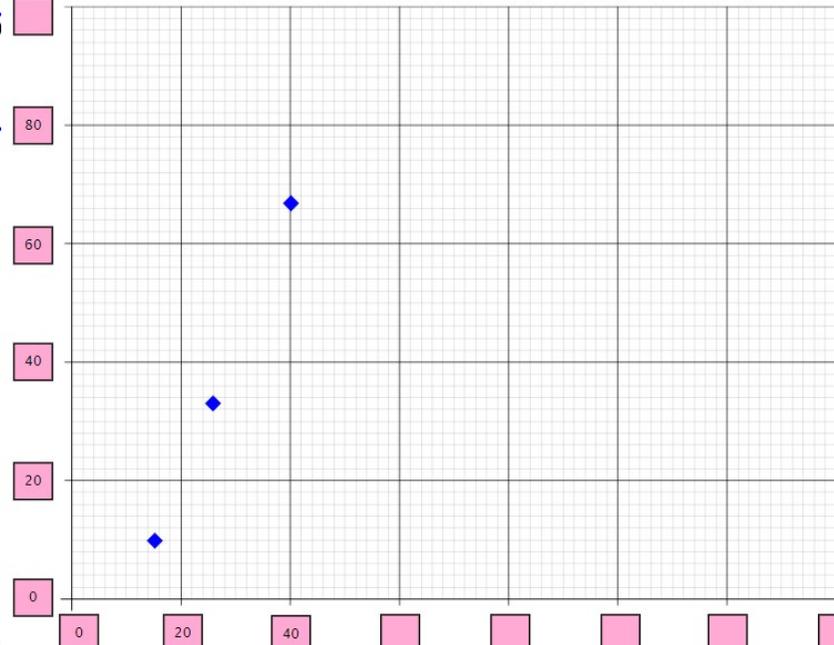
**Note: Here is the data from the exam and on the next page are examples of the data plots and intervals:**

<b>Percentage of target achieved</b>	<b>Average donation in \$</b>
10	15
33	26
67	40

For example: ACCEPT y axis from 0 to 40



ACCEPT the axes in the opposite direction as shown below



**Question 2b**

**State** the relationship between the percentage of monetary target achieved and the average size of donation.

**(1 mark)**

As one increases the other increases (positive correlation or directly proportional).

**Question 2c**

**Estimate** the average size of the donation for 50 % of the target achieved.

**(1 mark)**

**Markscheme**

**Note: The answer must include the \$ sign or have the written word dollars**

Accept answers in the range  $\$30 < \text{Donation} < \$35$  i.e. between and not including \$30 and \$35.

**Question 2d**

**Suggest** a reason why you would not predict the size of the donation for 80 % of the target achieved.

**(1 mark)**

**Markscheme**

Answers will be words to the effect of:

- You do not know if the data points will continue in the same pattern.
- Extrapolation is unreliable.

**Question 2e**

**Key concept: Relationships**

Relationships in MYP mathematics refers to the connections between quantities, properties or concepts and these connections may be expressed as models, rules or statements. Relationships provide opportunities for students to explore patterns in the world around them. Connections between the student and mathematics in the real world are important in developing deeper understanding.

Source: International Baccalaureate Organization 2019

**Explain** why the key concept of relationships is important in nudge theory. In your answer, you must use **two** examples to support your answer. **(3 marks)**

<b>Marks</b>	<b>Descriptor</b>
0	The student does not achieve a standard described by any of the descriptors given below.
1	The student makes a general <b>statement</b> about mathematical relationships and nudge theory <b>or</b> provides an unexplained mathematical example.
2	The student <b>explains</b> why mathematical relationships are important to nudge theory with <b>one</b> mathematical example.
3	The student <b>explains</b> why mathematical relationships are important to nudge theory with <b>two</b> mathematical examples.

**Question 3**

**Create** a presentation to inform the local charity which nudge technique they should use and why. In your presentation, you must include:

- an example from the pre-release material where this technique has been used
- an explanation of how the selected technique works
- data showing how this technique can increase donations.

Use the drawing canvas to create your presentation and write an answer to explain how the selected technique works and why in the response box below the canvas.

**(8 marks)**

**Note: Answers that only use the canvas or only use the text box have not answered the question correctly and can only be awarded a maximum of 2 marks.**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>states</b> the technique</li> <li>• uses data but there is no link to the technique.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> how the technique works without referring to the selected example</li> <li>• attempts to use data to link how donations will increase as a result of the technique.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> how the technique works without referring to the selected example <b>or describes</b> how the technique works in the context of the selected example from the pre-release material</li> <li>• uses data to link how donations will increase as a result of the technique.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> how the technique works <b>and</b> uses the context of the selected example from the pre-release material</li> <li>• uses data to explicitly link how donations will increase as a direct result of the technique in the selected example.</li> </ul>

**Question 4**

**Compare and contrast** the two social media feeds in **reference 7**. In your answer, you must:

- refer to perspectives on refugees and legal aid support
- refer to the use of data and sources
- provide directly linked similarities and differences between the posts
- provide a conclusion.

**(12 marks)**

**Note: if only comparisons or only contrasts are given, a maximum of (3 marks) can be awarded.**

**Note: if comparisons and contrasts are not linked to both social media feeds, a maximum of (2 marks) can be awarded (for example two separate lists: (2 marks), one separate list: (1 mark)).**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-3	The student: <ul style="list-style-type: none"> <li>• <b>states</b> a general comparison <b>or</b> contrast linked to both posts</li> <li>• considers <b>one</b> element from: perspective on refugees; perspective on legal aid support; the use of data; the use of sources</li> <li>• no conclusion is given.</li> </ul>
4-6	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> a comparison <b>and</b> contrast that are linked to both posts</li> <li>• considers <b>two</b> elements from: perspective on refugees; perspective on legal aid support; the use of data; the use of sources</li> <li>• attempts a conclusion.</li> </ul>
7-9	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> comparisons <b>and</b> contrasts that are <b>directly</b> linked to both posts</li> <li>• considers <b>three</b> elements from: perspective on refugees; perspective on legal aid support; the use of data; the use of sources</li> <li>• a conclusion is given.</li> </ul>
10-12	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> comparisons <b>and</b> contrasts that are <b>directly</b> linked to both posts</li> <li>• considers <b>four</b> elements from: perspective on refugees; perspective on legal aid support; the use of data; the use of sources</li> <li>• a conclusion is given, linking to <b>comparisons and contrasts</b> in the answer.</li> </ul>

### Question 5a

You have decided to use crowdfunding to raise money for legal support for refugees. You should use information from the four references above to maximize the impact of your crowdfunding appeal.

**Create** an appeal to convince people to donate to your cause. In your answer you must:

- provide numerical and social reasoning
- refer to issues and solutions
- use techniques and information from the pre-release material.

Use the drawing canvas to create your crowdfunding page and explain why people should donate to your cause in the response box below the canvas.

**(12 marks)**

**Note: The answer must relate to legal support for refugees, addressing any of the areas seen in reference six (lawyer, interpreter, accommodation, mediation, food and water). If it does not address at least one of these areas 0 marks must be awarded for 5a, but the candidate can still be marked on 5b.**

**Note: Answers that only use the canvas or only use the text box have not answered the question correctly and can only be awarded a maximum of 3 marks.**

**Note: the extent to which evidence is used will guide the mark within a mark band.**

**Note: techniques from the pre-release material include the seven requirements to use in an appeal, nudge theory and information from the pre-release material infographics.**

**Markscheme on the next page.**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-3	<p>The student provides <b>statements</b> for <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Social reasoning for why the issue is important</li> <li>• Social reasoning for why the solution is needed</li> <li>• Numerical reasoning for why the issue is important</li> <li>• Numerical reasoning for why a specific solution is needed.</li> </ul> <p>• There is an attempt to support the above with techniques and information from the pre-release material.</p>
4-6	<p>The student provides <b>outlines</b> for <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Social reasoning for why the issue is important</li> <li>• Social reasoning for why the solution is needed</li> <li>• Numerical reasoning for why the issue is important</li> <li>• Numerical reasoning for why a specific solution is needed.</li> </ul> <p>• <b>Two</b> of the above are supported by techniques and information from the pre-release material.</p>
7-9	<p>The student provides <b>descriptions</b> for <b>at least three</b> of the following:</p> <ul style="list-style-type: none"> <li>• Social reasoning for why the issue is important</li> <li>• Social reasoning for why the solution is needed</li> <li>• Numerical reasoning for why the issue is important</li> <li>• Numerical reasoning for why a specific solution is needed.</li> </ul> <p>• <b>Three</b> of the above are supported by appropriate techniques and information from the pre-release material.</p>
10-12	<p>The student provides <b>explanations</b> for <b>all four</b> of the following:</p> <ul style="list-style-type: none"> <li>• Social reasoning for why the issue is important</li> <li>• Social reasoning for why the solution is needed</li> <li>• Numerical reasoning for why the issue is important</li> <li>• Numerical reasoning for why a specific solution is needed.</li> </ul> <p>• <b>All four</b> of the above are supported by extensive, appropriate techniques and information from the pre-release material.</p>



**Question 5b**

**Analyse** how you have integrated numerical and social reasoning to create an effective appeal. In your answer, you must refer to:

- examples of numerical reasoning you have used in your appeal
- examples of social reasoning you have used in your appeal
- evidence from the pre-release material to support your analysis.

**(8 marks)**

**Note: if a student only refers to either social or numerical reasoning, a maximum of (2 marks) can be awarded.**

**Note: formatting is not a numerical or social reasoning.**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> how numerical reasoning has been used to create an effective appeal <b>or describes</b> how social reasoning has been used to create an effective appeal</li> <li>• does not use evidence from the pre-release material to support their explanation of why the appeal is effective.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> how numerical reasoning has been used to create an effective appeal <b>and describes</b> how social reasoning has been used to create an effective appeal</li> <li>• <b>attempts</b> to use evidence from the pre-release material to support their explanation of why the appeal is effective.</li> </ul>
5-6	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> how numerical reasoning has been used to create an effective appeal <b>and describes</b> how social reasoning has been used to create an effective appeal</li> <li><b>OR</b></li> <li>• <b>describes</b> how numerical reasoning has been used to create an effective appeal <b>and explains</b> how social reasoning has been used to create an effective appeal</li> <li>• <b>uses</b> evidence from the pre-release material to support their explanation of why the appeal is effective.</li> </ul>
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> how numerical reasoning has been used to create an effective appeal <b>and explains</b> how social reasoning has been used to create an effective appeal</li> <li>• uses evidence from the pre-release material to <b>fully</b> support their explanation of why the appeal is effective.</li> </ul>

**Question 6**

**To what extent** can someone know the truth if they only receive their information from one source? In your answer, you must include:

- a justification of when it is appropriate to only use one source
- a justification of when it is not appropriate to only use one source
- evidence from the pre-release material to support your arguments
- a conclusion.

**(12 marks)**

<b>Marks</b>	<b>Descriptor</b>
0	The student does not achieve a standard described by any of the descriptors given below.
1-3	The student: <ul style="list-style-type: none"><li>• <b>states</b> when it is appropriate to only use one source</li><li>• <b>states</b> when it is not appropriate to only use one source</li><li>• does not provide a conclusion.</li></ul>
4-6	The student: <ul style="list-style-type: none"><li>• <b>outlines</b> when it is appropriate to only use one source</li><li>• <b>outlines</b> when it is not appropriate to only use one source</li><li>• attempts a conclusion</li></ul>
7-9	The student: <ul style="list-style-type: none"><li>• <b>describes</b> when it is appropriate to only use one source using evidence</li><li>• <b>describes</b> when it is not appropriate to only use one source using evidence</li><li>• provides a conclusion.</li></ul>
10-12	The student: <ul style="list-style-type: none"><li>• <b>explains</b> when it is appropriate to only use one source using <b>explicitly linked</b> evidence from the pre-release material</li><li>• <b>explains</b> when it is not appropriate to only use one source using <b>explicitly linked</b> evidence from the pre-release material</li><li>• provides a <b>justified</b> conclusion.</li></ul>

**Question 7**

**Evaluate** how freedom of speech is important to facilitate social change from your perspective. In your answer, you must include:

- strengths of freedom of speech
- limitations of freedom of speech
- an example from your “service as action” experience
- a conclusion.

**(8 marks)**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student <b>makes a statement about at least one</b> of the points below: <ul style="list-style-type: none"> <li>• strengths of freedom of speech</li> <li>• limitations of freedom of speech</li> <li>• an attempt to connect to an example from your “service as action” experience</li> <li>• a conclusion</li> </ul>
3-4	The student <b>attempts to evaluate</b> by <b>outlining at least two</b> of the points below: <ul style="list-style-type: none"> <li>• strengths of freedom of speech</li> <li>• limitations of freedom of speech</li> <li>• an appropriate example from your “service as action” experience</li> <li>• a conclusion.</li> </ul>
5-6	The student <b>partially evaluates</b> by <b>describing at least three</b> of the points below: <ul style="list-style-type: none"> <li>• strengths of freedom of speech</li> <li>• limitations of freedom of speech</li> <li>• an appropriate example from your “service as action” experience</li> <li>• an evaluative conclusion.</li> </ul>
7-8	The student <b>fully evaluates</b> by <b>explaining all four</b> of the points below: <ul style="list-style-type: none"> <li>• strengths of freedom of speech</li> <li>• limitations of freedom of speech</li> <li>• an appropriate example from your “service as action” experience</li> <li>• an evaluative conclusion.</li> </ul>