Markscheme

November 2020

Interdisciplinary

On-screen examination

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.**
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

"Males and females will eventually run the same time for the 100 m."

Mathematically **justify** an argument for **or** against the statement.   **(2 marks)**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1	The student **outlines** an argument for **or** against the statement by using general evidence from the data.
2	The student **justifies** an argument for **or** against the statement by providing explicit evidence from the data

Question 1b

To what extent can mathematical models be used to predict the future winning times for this event? You must include:
- a justification of how models can be used to predict the future winning times
- a justification of how models cannot be used to predict the future winning times
- explicit evidence from both the data table and graph
- 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: ● **states** how models can be used to predict the future ● **states** how models cannot be used to predict the future ● does not provide evidence ● does not provide a conclusion.
3-4	The student: ● **describes** how models can be used to predict the future ● **describes** how models cannot be used to predict the future ● provides a general piece of evidence ● attempts a conclusion.
5-6	The student: ● **explains** how models can be used to predict the future ● **explains** how models cannot be used to predict the future ● uses evidence from the data table **or** graph ● provides a conclusion.
7-8	The student: ● **explains** how models can be used to predict the future ● **explains** how models cannot be used to predict the future ● explicitly links their **explanation** to evidence from both the data table **and** graph ● provides a **justified** conclusion.

Question 2a

Below are two protest posters. **Identify** the mode of persuasion that is most evident in each poster. Drag your choice into the boxes provided below.   **2 marks**

Marks	Descriptor
0	The student does not match any of the modes of persuasion with the correct poster.
1	The student matches one of the modes of persuasion with the correct poster.
2	The student matches both modes of persuasion with the correct poster.

Exemplification for examiners:

	Protest poster 1	**Protest poster 2**
Mode of persuasion	Logos	Pathos

Question 2b

Using your answer to part (a), **describe** the effect of the chosen modes of persuasion on the audience. Use examples to support your answer.   **(4 marks)**

Note: If the candidate got question 2a incorrect the candidate can still achieve full marks on this question.

Marks	Descriptor
0	The student does not provide any appropriate examples of the chosen modes of persuasion or explain their effects on the audience.
1	The student provides appropriate examples of one mode of persuasion
2	The student provides one appropriate example for one mode of persuasion and effectively explains its effect on the audience **or** provides two appropriate examples of a mode of persuasion but does not effectively explain the effects of the mode on the audience.
3	The student provides one appropriate example for each mode of persuasion and effectively explains the effect of **one** of them on the audience.
4	The student provides one appropriate example for each mode of persuasion and effectively explains the effects of **both** on the audience.

Exemplification for examiners:
An example response worth full marks could look like the following:

	Explanation of the effect on the audience
logos	An appropriate explanation of the effect related to logic, evidence, data, facts and figures
pathos	An appropriate explanation of the effect related to emotions, prejudices and heart
ethos	An appropriate explanation of the effect related to expertise, credibility and authority

Question 2c

Explain how the mode of persuasion **kairos** is relevant to Olympic protest. **(4 marks)**

Marks	Descriptor
0	The student does not provide any appropriate explanation of how **kairos** is relevant to Olympic protest.
1	The student **states** how the mode of persuasion **kairos** is relevant to Olympic protest.
2	The student **outlines** how the mode of persuasion **kairos** is relevant to Olympic protest.
3	The student **describes** how the mode of persuasion **kairos** is relevant to Olympic protest.
4	The student **explains** how the mode of persuasion **kairos** is relevant to Olympic protest.

Exemplification for examiners:
An example response worth full marks could look like the following:

	Explanation of the effect on the audience
kairos	An appropriate explanation of the effect related to the timing of the Olympics, the world stage, the media presence, the visibility *etc*...

Question 3a

The country in reference 8 has applied to host the Olympic games in 2032.
Create a poster protesting the country's application to host the Olympics.
In your poster you must synthesize mathematics and language and literature by:
- using **three** pieces of data from reference 8
- visually representing the data
- using persuasive text associated with the data.   **(8 marks)**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The poster **attempts** to use at least **one** piece of data to **persuade** the audience that the country should not host the Olympics by: • using at least **one** piece of data from the pre-release material • visualizing at least **one** piece of data • using effective persuasive text associated with at least **one** piece of data.
3-4	The poster uses at least **one** piece of data to **persuade** the audience that the country should not host the Olympics by **correctly**: • using at least **one** piece of data from the pre-release material • visualizing at least **one** piece of data • using effective persuasive text associated with at least **one** piece of data.
5-6	The poster uses at least **two** pieces of data to **effectively persuade** the audience that the country should not host the Olympics by **correctly**: • using at least **two** pieces of data from the pre-release material • visualizing at least **two** pieces of data • using effective persuasive text associated with at least **two** pieces of data.
7-8	The poster uses **three** pieces of data to **effectively persuade** the audience that the country should not host the Olympics by **correctly**: • using **three** pieces of data from the pre-release material • visualizing all **three** pieces of data • using effective persuasive text associated with **three** pieces of data.

Question 3b

Evaluate how your poster synthesizes mathematics and language and literature to protest the country's application to host the Olympics. In your answer, you must include:
- benefits of the synthesis
- limitations of the synthesis
- evidence from the poster
- an evaluative 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 **makes a statement about** the poster by addressing **one** of the following points: • **states** the benefits of the synthesis • **states** the limitations of the synthesis • **states** appropriate evidence from the poster • **states** a conclusion.
3-4	The student **attempts to critique** the poster by addressing **at least two** of the following points: • **outlines** the benefits of the synthesis • **outlines** the limitations of the synthesis • **outlines** appropriate evidence from the poster • **outlines** a conclusion.
5–6	The student **partially critiques** the poster by addressing **at least three** of the following points: • **describes** the benefits of the synthesis • **describes** the limitations of the synthesis • **describes** appropriate evidence from the poster • **describes** a conclusion.
7–8	The student **fully critiques** the poster by addressing **all four** of the following points: • **explains** the benefits of the synthesis • **explains** the limitations of the synthesis • **explains** appropriate evidence from the poster • **explains** an evaluative conclusion.

Question 4

Compare and contrast how the video and infographic synthesize mathematics and language and literature. You must include:
- a similarity of the synthesis between the video and infographic
- a difference of the synthesis between the video and infographic
- explicit evidence from the references. **(12 marks)**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–3	The student attempts to **compare and contrast** the references by addressing the following point: • **states** the similarity **or** the difference in synthesis of the two references. Within this markband, answers that communicate the ideas clearly and coherently will score higher.
4-6	The student attempts to **compare and contrast** the references by addressing the following points: • **outlines** the similarity **and** the difference in synthesis of the two references • refers to both references for **either** the similarity **or** the difference. Within this markband, answers that communicate the ideas clearly and coherently will score higher.
7-9	The student **compares and contrasts** the references by addressing the following points: • **describes** the similarity **and** the difference in synthesis of the two references • refers to both references for the similarity **and** the difference. Within this markband, answers that communicate the ideas clearly and coherently will score higher.
10-12	The student fully **compares and contrasts** the references by addressing the following points: • **explains** the similarity **and** the difference in synthesis of the two references • refers **in detail** to both references for the similarity **and** the difference Within this markband, answers that communicate the ideas clearly and coherently will score higher.

Question 5

Review the data for both cities and choose the best applicant. **Justify** your choice referring to both data sets. You must include information regarding:
- revenue and expenditure
- legacy
- inclusivity.   **(12 marks)**

Note: Award a maximum of (6 marks) if the student only addresses financial, legacy, or inclusivity implications from one city.
Note: Award a maximum of (3 marks) if the student does not make a choice of city.

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–3	The student attempts to address at least **one** of the following: • **states** the financial implications of their choice • **states** the legacy implications of their choice • **states** the inclusivity implications of their choice. Within this markband, answers that communicate the ideas clearly and coherently will score higher.
4-6	The student addresses at least **two** of the following: • **outlines** the financial implications of their choice • **outlines** the legacy implications of their choice • **outlines** the inclusivity implications of their choice. Within this markband, answers that communicate the ideas clearly and coherently will score higher.
7-9	The student addresses **all** of the following: • **describes** the financial implications of their choice • **describes** the legacy implications of their choice • **describes** the inclusivity implications of their choice. Within this markband, answers that communicate the ideas clearly and coherently will score higher.

	The student addresses **all** of the following:
10-12	• **explains** the financial implications of their choice • **explains** the legacy implications of their choice • **explains** the inclusivity implications of their choice. Within this markband, answers that communicate the ideas clearly and coherently will score higher.

Question 6

"All sports for all people."

de Coubertin P, 1919

Taking into account your experience with sports and the pre-release material, **discuss** the quotation. You must include:
- reasons why you agree with Pierre de Coubertin's quotation
- reasons why you disagree with Pierre de Coubertin's quotation
- evidence from your experience of sport and the pre-release material
- a conclusion.   **(12 marks)**

Note: Experience can come from participating or spectating.

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-3	The student addresses at least **one** of the bullet points: ● **states** a reason why they agree with Pierre de Coubertin's quotation ● **states** a reason why they disagree with Pierre de Coubertin's quotation ● does not provide evidence ● does not provide a conclusion.
4-6	The student addresses at least **two** of the bullet points: ● **outlines** a reason why they agree with Pierre de Coubertin's quotation ● **outlines** a reason why they disagree with Pierre de Coubertin's quotation ● provides evidence from their experience of sport **or** the pre-release material ● **attempts** a conclusion.
7-9	The student addresses at least **three** of the bullet points: ● **describes** reasons why they agree with Pierre de Coubertin's quotation ● **describes** reasons why they disagree with Pierre de Coubertin's quotation ● provides evidence from their experience of sport **and** the pre-release material ● provides a conclusion.
10-12	The student addresses **all four** of the bullet points: ● **explains** reasons why they agree with Pierre de Coubertin's quotation ● **explains** reasons why they disagree with Pierre de Coubertin's quotation ● provides explicitly linked evidence from their experience of sport **and** the pre-release material ● provides a **justified** conclusion.

Question 7

To what extent can an Olympic legacy endure? In your answer you must provide:
- a justification of when an Olympic legacy is sustainable
- a justification of when an Olympic legacy is not sustainable
- evidence from the pre-release material to support your arguments
- 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: ● **states** when an Olympic legacy is sustainable ● **states** when an Olympic legacy is not sustainable ● does not provide a conclusion.
3-4	The student: ● **outlines** when an Olympic legacy is sustainable ● **outlines** when an Olympic legacy is not sustainable ● attempts a conclusion.
5-6	The student: ● **describes** when an Olympic legacy is sustainable using evidence from the pre-release material ● **describes** when an Olympic legacy is not sustainable using evidence from the pre-release material ● provides a conclusion.
7-8	The student: ● **explains** when an Olympic legacy is sustainable using explicitly linked evidence from the pre-release material ● **explains** when an Olympic legacy is not sustainable using explicitly linked evidence from the pre-release material ● provides a **justified** conclusion.