

# **Markscheme**

**November 2021**

**Interdisciplinary**














**On-screen examination**

25 pages

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

Annotation	Explanation	Annotation	Explication
	Benefit of the doubt		Omission
	Vertical wavy line		Unclear
	Horizontal wavy line		On page comment (text box)
	Underline tool (can be expanded)		Seen
	Incorrect Point		Words to that effect
	Tick		Ellipse
	Highlight tool		

### 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
<b>State*</b>	<b>Give a specific name, value or other brief answer without explanation or calculation.</b>
<b>Select*</b>	<b>Choose from a list or group.</b>
<b>Describe*</b>	<b>Give a detailed account or picture of a situation, event, pattern or process.</b>
<b>Formulate*</b>	<b>Express precisely and systematically the relevant concept(s) or argument(s).</b>
<b>Evaluate</b>	<b>Make an appraisal by weighing up the strengths and limitations.</b>
<b>Explain*</b>	<b>Give a detailed account including reasons or causes.</b>
<b>Analyse</b>	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
<b>Compare and contrast</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Outline*</b>	<b>Give a brief account or summary.</b>
<b>Create</b>	To evolve from one's own thought or imagination, as a work or an invention.
<b>Justify*</b>	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
<b>To what extent</b>	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.

References for Q1a-d  
Reference 1 and 7

## CYCLONE RELIEF

**DON'T TURN YOUR  
BACK ON THOSE  
IN NEED:**

Emergency relief for people  
affected by Cyclone Nargis.

**FOOD**



You can help buy food  
for malnourished  
children.

**WATER**



Your donation will  
bring clean water to  
rural areas.

**SHELTER**



Your contribution  
helps re-build safe  
homes.

**Key concept from  
Individual and  
societies: Global  
interactions**

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

Produced by cyclonerelief.org in Myanmar in May 2008

### Question 1a

Select whether the poster is a primary or secondary source.

(1 mark)

Marks	Descriptor
1	Primary source selected

Question 1b

**Describe** two reasons for your answer in part (a).

**(4 marks)**

**Note discussed in standardisation meeting: 'Cyclone relief' organisation, 'Cyclone relief' website, Myanmar (Place), May 2008 (Time)**

Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	The student <b>states</b> one correct reason.
2	The student <b>states</b> two correct reasons. <b>Or</b> The student <b>describes</b> one correct reason.
3	The student <b>states</b> one correct reason <b>and describes</b> one correct reason.
4	The student <b>describes</b> two correct reasons.

Question 1c

**Formulate** a clear and focused research question related to the individuals and societies content of the poster.

**(2 marks)**

**Note discussed in standardisation meeting I&S guide definition for 'clear and focused research questions' consider: relevance; manageability; originality; ability to be assessed; availability of resources; level of student interest; and connection with the discipline or subject group. Research questions can be formulated as general statements or as distinct lines of inquiry.**

Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	The student formulates a clear <b>or</b> focused research question related to the I&S content of the poster.
2	The student formulates a clear <b>and</b> focused research question related to the I&S content of the poster.

References for Q1d

Reference 1 Key and related concepts

**Key concept from Individual and societies: Global interactions**

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

Question 1d

**Explain** how the key concept **Global Interactions** is demonstrated in the poster.

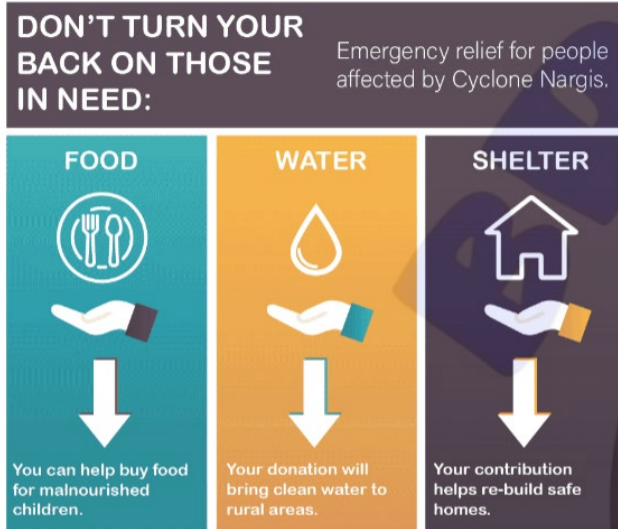
**(3 marks)**

Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1	The student <b>outlines</b> how the key concept is demonstrated.
2	The student <b>describes</b> how the key concept is demonstrated.
3	The student <b>explains</b> how the key concept is demonstrated.

References for Q2

Reference 7 Cyclone and nuclear energy posters

CYCLONE RELIEF 



Produced by cyclonerelief.org in Myanmar in May 2008

Question 2a

From the options provided, **select three** elements of style employed by the creator of the poster.

(2 marks)

Marks	Descriptor	Notes
0	The student selects none or only one correct element of style.	
1	The student <b>selects</b> 2 correct elements of style.	Two from: Use of second person, Icons, Adjectives to appeal to emotion.
2	The student <b>selects</b> 3 correct elements of style.	Three from: Use of second person, Icons, Adjectives to appeal to emotion.

Question 2b

**Evaluate** the impact of this poster on the audience. In your answer you must provide:

- the strengths of the poster
- the limitations of the poster
- **three** pieces of evidence from the poster
- an evaluative conclusion.

(8 marks)

**Note: if only strengths or only limitations are given, a maximum of (2 marks) can be awarded.**

Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> <li>• <b>states</b> a strength of the poster</li> <li>• <b>states</b> a limitation of the poster.</li> </ul>
3-4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> strengths of the poster</li> <li>• <b>outlines</b> limitations of the poster</li> <li>• attempts a conclusion.</li> </ul> <b>At least one</b> piece of evidence from the poster.
5-6	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> strengths of the poster</li> <li>• <b>describes</b> limitations of the poster</li> <li>• provides a conclusion.</li> </ul> <b>At least two</b> pieces of evidence from the poster.
7-8	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> strengths of the poster</li> <li>• <b>explains</b> limitations of the poster</li> <li>• provides an <b>evaluative</b> conclusion.</li> </ul> <b>At least three</b> pieces of evidence from the poster.

### References for Q3

#### Reference 1 Key and related concepts

##### Related concept from Individual and societies: Culture

Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment. Cultures are constituted by learned behaviours and values shared by groups and transmitted through socialization. Geographers study cultural traits of places in terms of language, customs, beliefs, dress, images, music, food and technology. Units that explore the related concept of culture could include issues of cultural diffusion, cultural contestation, and the process of consumerism.

##### Related concept from Language and literature: Point of view

The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. It also entails the position or vantage point from which the events of a story seem to be observed and presented to us. When exploring this concept, students will, for example, consider positioning, voice and tone.

#### Reference 4 Talk show on the impact of Cyclone Nargis

##### Video script:

*Host:* Hello, welcome to Global Perspectives, with me, Bev. With over 130 000 fatalities and at a cost of twelve billion dollars, Cyclone Nargis was one of the worst cyclones to have ever hit the south coast of Myanmar and North West Thailand. Today, we will hear three people's stories.

*Host:* So, Ana, please tell us about your experiences of Cyclone Nargis.

*Name:* Ana, *Age:* 40, *Occupation:* Lawyer, *Nationality:* Thai

*Ana:* It was a scary day; I was on my way from my office to collect my son from school when the wind really picked up. A bench from the park was blown through the window of a shop forcing me to take shelter. People were trying to call family members but didn't have mobile service. My son was waiting for hours at the school before I was finally able to collect him.

*Host:* Were you able to go home after the cyclone was over?

*Ana:* My son and I did make it to our neighbourhood, but our home was flattened. Many of us were standing around all night wondering what to do. Now, we are staying in a crowded local school. There are a lot of volunteers bringing in food and water.

*Host:* Richard, is Ana's experience typical?

*Name:* Richard, *Age:* 23, *Occupation:* United Nations World Food Programme volunteer, *Nationality:* Singaporean

*Richard:* Yes, there are hundreds of temporary shelters in Thailand. The UN is struggling to get enough food and volunteers for all these shelters. Clean water and cholera are also major issues.

*Host:* How could our viewers help the UN?

*Richard:* There are many immediate needs and donations are the best way to help. We need to buy food and medical supplies to keep people healthy.

*Host:* Alile, are experiences in Myanmar similar?

*Name:* Alile, *Age:* 35, *Occupation:* Owner of hydroelectric power plant, *Nationality:* Burmese

*Alile:* Many people are displaced in Myanmar as well. At the hydroelectric plant I own we have no power, so I can't pay my workers right now. Many of them are the sole breadwinner in their family, so even if their homes aren't physically affected, they are struggling to put food on the table.

*Host:* What are your next steps?

*Alile:* Well, I am trying to work with the government to get some help to rebuild. Once I can offer people their jobs back, they will be empowered to rebuild their own lives.

*Ana:* Yeah, it gives me a sense of purpose in my day to still be able to go to work even though we are living at the school. However, the food supplied to my family is essential as a lot of shops are not open right now.

*Host:* This seems like a complex...

**Question 3a**

Considering the related concepts **point of view** and **culture** provided in reference 1, **create** a social media conversation between Alile and Richard debating where the UN funding should be directed. In your conversation, you must:

- express Alile’s point of view about where the funding should be directed
- express Richard’s point of view about where the funding should be directed
- generate a coherent dialogue.

**(12 marks)**

**Note: Maximum number of posts from each person is 2**

**Note: Alile’s POV is that the funding should go to rebuilding infrastructure and Richard’s POV is that the funding should go to immediate need of individuals**

**Note: Points of view must be in the context of aid distribution. If not max 3 marks**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-3	The student creates a social media conversation with: <ul style="list-style-type: none"> <li>• States 2 points of view from Alile</li> <li>• States 2 points of view from Richard</li> </ul>
4-6	The student creates a social media conversation with: <ul style="list-style-type: none"> <li>• Outlines 2 points of view from Alile</li> <li>• Outlines 2 points of view from Richard</li> <li>• At least 2 posts linked to generate a coherent dialogue</li> </ul>
7-9	The student creates a social media conversation with: <ul style="list-style-type: none"> <li>• Describes 2 points of view from Alile</li> <li>• Describes 2 points of view from Richard</li> <li>• At least 3 posts linked to generate a coherent dialogue</li> </ul>
10-12	The student creates a social media with: <ul style="list-style-type: none"> <li>• Explains 2 points of view from Alile</li> <li>• Explains 2 points of view from Richard</li> <li>• All 4 posts linked to generate a coherent dialogue</li> </ul>

**Question 3b**

**Analyse** how you have synthesized **point of view** and **culture** to create an effective social media conversation. In your answer, you must provide:

- an explanation of how you have used **point of view** in your social media conversation
- an explanation of how you have used **culture** in your social media conversation
- a conclusion about your synthesis of the related concepts.

**(8 marks)**

Marks	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 -2	The student: <ul style="list-style-type: none"><li>• <b>states</b> how they have used point of view</li><li>• <b>states</b> how they have used culture.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• <b>outlines</b> how they have used point of view</li><li>• <b>outlines</b> how they have used culture</li><li>• attempts a conclusion.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• <b>describes</b> how they have used point of view</li><li>• <b>describes</b> how they have used culture</li><li>• provides a conclusion.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• <b>explains</b> how they have used point of view</li><li>• <b>explains</b> how they have used culture</li><li>• provides a conclusion explicitly referring to the related concepts.</li></ul>

References for Q4

Reference 5 Guardian articles on the Chernobyl nuclear disaster

The Guardian Wednesday 30 April 1986

## Russia admits blast as death fears rise

David Fairhall and Martin Walker

After three days of virtual news blackout, the Soviet authorities finally admitted last night what Scandinavia had already deduced from radioactive fallout – that the Chernobyl nuclear accident is a "disaster," that some people have been killed and many thousands more evacuated.

Tucked away on the Soviet TV news bulletin, rating below the farm reports, the official Soviet statement said that two people had died in the accident, but the "radiation situation" was now stabilised and the three other nuclear reactors on the lake-side site 50 miles north of Kiev successfully shut down and were "placed in industrial reserve." The Soviet deputy minister for civil aviation, Mr Mikhail Timofeev, spoke last night of casualties being "in the tens...under a

hundred." He told reporters "rumours are a little exaggerated. It is not a catastrophe. It is an accident." The low-key official report gave no estimate of population exposure to radiation, and contrasted sharply with Western news agency reports, quoting local residents as saying that up to 2,000 people were either dead or facing death from radiation sickness. An area of 500 square miles around the Chernobyl site has been evacuated and cordoned, according to Western technicians in Kiev.

In Kiev, with a population of 2.5 million and drawing its water from the river which feeds the lake at Chernobyl about 60 miles away, the situation was also reported apparently normal.

Russian scientists said privately that nuclear technicians were being flown in to take turns in tackling the emergency, so as to reduce their exposure to radiation. East European sources claimed Soviet army medical teams, trained in nuclear decontamination, have been flown into Kiev. [...]

The Guardian Friday 7 June 2019

## Chernobyl now: “I was not afraid of radiation”

Tom Skipp

[...] What I saw in Slavutych at 1.24am, the time when the nuclear reactor in Chernobyl power plant exploded 32 years ago, was a solemn outpouring of raw emotion.

Representatives of the church, scientists and members of the army mixed to pay tribute to a group of people who fought an invisible war against the atom. Later that day, at the town museum, a group of liquidator veterans had gathered for me to interview and photograph them. Following those encounters, I made my way to the home of another man, Iakov Mamedov. “There were 12 people in my hospital ward, only four survived. The others were just covered and taken away.”

I knew I had to go to the exclusion zone. I had been in contact with the head of communications of the power plant and eventually was given approval to enter the

plant and take photos. It is very simple to get to the zone as a tourist, as many operators organise day trips from Kyiv, but I wanted to go alone. Vitali was appointed as my guide to organise my itinerary and make sure I did not go where I should not. The 19-mile radius exclusion zone includes the site of the nuclear power plant, but also abandoned villages, a children’s holiday camp, the Duga military radar and it is inhabited by a group of people known as “resettlers”. After the accident, the zone was completely evacuated and locals were told they would have returned to their homes within two or three days. Residents, however, were never officially allowed back. Some people decided the need to stay in their home was greater than the risk of living in a radioactive area and illegally made their way back. Soon after entering the exclusion zone, I discovered my permission to visit the station had been overturned [...]

**Question 4**

**Compare and contrast** the **two** articles in reference 5. In your answer, you must:

- refer to the language and style used in the articles
- refer to the origin and purpose of the articles
- provide directly linked similarities and differences between the articles
- 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 articles, a maximum of (2 marks) can be awarded (for example two separate lists: (2 marks), one separate list: (1 mark).**

**Note discussed in standardisation meeting synonyms: 'Purpose = theme' 'Style = format' 'origin = source' 'origin = time'**

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 articles</li> <li>• considers <b>one</b> element from: language, style, origin and purpose.</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 articles</li> <li>• considers <b>two</b> elements from: language, style, origin and purpose</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 directly linked to both articles</li> <li>• considers <b>three</b> elements from: language, style, origin and purpose</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 directly linked to both articles</li> <li>• considers <b>four</b> elements from: language, style, origin and purpose</li> <li>• a conclusion linking to comparisons and contrasts in the answer.</li> </ul>

References for Q5

Reference 3 Map of the path of Cyclone Nargis



# Fukushima nuclear disaster

## March 2011

The Fukushima nuclear accident triggered by the Great East Japan Earthquake and Tsunami has become one of the worst nuclear accidents not only in Japan but around the world.



### IMPACT of 11 500 tons of nuclear waste



could fill 287 dump trucks



over 200 people exposed to radiation



x1000 higher than normal radiation



28 workers died from radioactive exposure



70% of one of the reactors was estimated to be damaged

**COST 180 billion USD to clean up**



could buy 90 000 wind turbines



could power 32 million homes for a year

Adapted from www.behance.net

**Question 5**

**Create** a protest against the planned nuclear power plant. In your protest you must:

- have a slogan
- support your slogan with images
- explain your use of slogan and choice of images
- use evidence from the pre-release material to support your explanations.

Use the drawing canvas to create your protest slogan supported with images and explain your choice in the response box below.

**(8 marks)**

**Note: Answers that only use the images but do not have a slogan can receive a maximum of (4 marks)**

**Note: Answers that only use a slogan but do not have images can receive a maximum of (4 marks)**

Marks	Descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1-2	The student creates a slogan and image relating to nuclear power and uses the response box to: <ul style="list-style-type: none"> <li>• <b>state</b> why they used their slogan <b>or</b> why they chose their image.</li> </ul>
3-4	The student creates a slogan and image relating to nuclear power and uses the response box to: <ul style="list-style-type: none"> <li>• <b>outline</b> why they used their slogan</li> <li>• <b>outline</b> why they chose their images</li> <li>• use the pre-release materials to support their explanation for either their choice of slogan <b>or</b> images.</li> </ul>
5-6	The student creates a slogan and image relating to nuclear power and uses the response box to: <ul style="list-style-type: none"> <li>• <b>describe</b> why they used their slogan</li> <li>• <b>describe</b> why they chose their images</li> <li>• use the pre-release materials to support their explanation for both their choice of slogan <b>and</b> images.</li> </ul>
7-8	The student creates a slogan and image relating to nuclear power and uses the response box to: <ul style="list-style-type: none"> <li>• <b>explain</b> why they used their slogan</li> <li>• <b>explain</b> why they chose their images</li> <li>• <b>explicitly</b> use the pre-release materials to support their explanation for both their choice of slogan <b>and</b> images.</li> </ul>

References for Q6

Reference 2 Pathway to podcast success



**Question 6 Evaluate** how the skills from language and literature and individuals and societies could be synthesized to produce an effective podcast about a disaster. In your answer you must include:

- the strengths of the synthesis
- the limitations of the synthesis
- 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: <ul style="list-style-type: none"><li>• states strengths of the synthesis</li><li>• states limitations of the synthesis.</li></ul>
3-4	The student: <ul style="list-style-type: none"><li>• outlines strengths of the synthesis</li><li>• outlines limitations of the synthesis</li><li>• attempts a conclusion.</li></ul>
5-6	The student: <ul style="list-style-type: none"><li>• describes strengths of the synthesis</li><li>• describes limitations of the synthesis</li><li>• a conclusion.</li></ul>
7-8	The student: <ul style="list-style-type: none"><li>• explains strengths of the synthesis</li><li>• explains limitations of the synthesis</li><li>• an evaluative conclusion.</li></ul>

### References for Q7

#### Reference 6 A promotional video highlighting opportunities for nuclear energy

##### Video script:

You rarely get a second chance to make a new impression.

The world is facing an energy and climate crisis.

We need a solution. We need:

‘A Nuclear Future’

France is aiming to become carbon neutral by 2050.

India is aiming to meet the energy demands of their growing population.

Currently in the United States of America, twenty percent of electricity is supplied by nuclear energy.

Just one kilogram of nuclear fuel will power an average US home for thirty-four years.

Carbon dioxide is the main cause of climate change.

Nuclear power plants don't emit carbon dioxide.

Nuclear energy is a necessary part of the solution to the energy and climate crisis.

There are many start up companies with bold visions. One of these, Transatomic, says:

Let's create abundant energy and a healthy world.

Let's think radically, differently.

Let's create abundant energy that is clean, reliable and cheaper than fossil fuels.

Let's be safe.

Let's create jobs.

Let optimism reign.

Other organisations are researching cheaper small reactors, including those on trucks that can be moved to where energy is needed and away from danger.

Nuclear energy is changing.

Let's take our second chance to make a new impression and light up everyone's future.

**Question 7**



The image shows a newspaper clipping. At the top left, it says 'Page 8'. At the top right, it says 'NATIONAL NEWS'. The main headline is 'New Nuclear Power Plant to be constructed in YOUR town!' in large, bold, black letters. The background of the clipping is light grey with a faint watermark that says 'BRILLIANT LEARNING'.

Reflecting on your experiences of this examination, **to what extent** do you support the construction of the nuclear power plant in your local town?

In your answer you must include:

- a justification of your opinion
- a justification of your disagreement with opposing opinions
- evidence from the examination to support your arguments
- a conclusion.

**(12 marks)**

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> their opinion on the construction of the nuclear power plant in their town</li> <li>• <b>states</b> their disagreement with opposing opinion(s) on the construction of the nuclear power plant in their town.</li> </ul>
4-6	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> their opinion on the construction of the nuclear power plant in their town</li> <li>• <b>outlines</b> their disagreement with opposing opinion(s) on the construction of the nuclear power plant in their town</li> <li>• attempts to use evidence from the examination</li> <li>• attempts a conclusion.</li> </ul>
7-9	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> their opinion on the construction of the nuclear power plant in their town</li> <li>• <b>describes</b> their disagreement with opposing opinion(s) on the construction of the nuclear power plant in their town</li> <li>• uses evidence from the examination</li> <li>• provides a conclusion.</li> </ul>
10-12	The student: <ul style="list-style-type: none"> <li>• <b>explains</b> their opinion on the construction of the nuclear power plant in their town</li> <li>• <b>explains</b> their disagreement with opposing opinion(s) on the construction of the nuclear power plant in their town</li> <li>• uses <b>explicitly</b> linked evidence from the examination</li> <li>• provides a <b>justified</b> conclusion.</li> </ul>