Example 03 – marks

**Assessment**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criterion** | **A** | **B** | **C** | **D** | **E (SL)** | **E (HL)** | **Total (SL)** | **Total (HL)** |
| Achievement level awarded | 2 | 1 | 1 | 1 | 0 | 0 | 5 | 5 |
| Maximum possible achievement level | 4 | 3 | 4 | 3 | 6 | 6 | 20 | 20 |

**Comments**

**Criterion A: Communication**

A2—There is an introduction, but no aim or rationale, although the aim is implied on the last page. The exploration has some coherence and organization. There is no explanation of the statements on page 3.

**Criterion B: Mathematical presentation**

B1—The student uses minimal mathematical terminology, and some of it is incorrect.

**Criterion C: Personal engagement**

C1—There is limited evidence: student creates examples; unfamiliar maths is quoted, but not explained.

**Criterion D: Reflection**

D1—Only superficial reflection is shown.

**SL Criterion E: Use of mathematics**

E0—There is no use of mathematics.

**HL Criterion E: Use of mathematics**

E0—There is no use of mathematics.