

Example 26: Probability in the courtroom

Subject: Mathematics: analysis and approaches and mathematics: applications and interpretation.

Paper component: Internal assessment, standard level (SL) and higher level (HL).

Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	3	4	3	3	6	5	19	18
Maximum possible achievement level	4	4	3	3	6	6	20	20

Comments

Criterion	Comments
A Presentation	The exploration contains all the required elements and is well organized and coherent. There was the possibility of a 4 here but the exploration has been penalized for conciseness—some of the “setting the scene” scenarios are overly long.
B Mathematical communication	The mathematical communication is appropriate and relevant throughout. Tables are used well to display information, with key terms and definitions all being well explained, and the notation is consistent
C Personal engagement	The exploration is ambitious in scope and demonstrates outstanding personal engagement. There is clear interest in topic which ties to the student’s own aspirations. The student even contacted the author. The student asks questions asked of themselves which help guide the exploration and has created their own scenario.
D Reflection	The exploration is highly reflective. The student discusses implications and pursues the theme of misused statistics.
E Use of mathematics SL	This is an effective exploration of many topics from statistics and probability. The mathematics is correct and clearly understood by the student.
E Use of mathematics HL	Statistics and probability are clearly understood by the student. There is a lack of precision but some work is sophisticated so the best fit for this criteria is a 5.
General comments	