

Example 25: Mathematics in barcodes

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 (SL)	Total (SL)	Total (HL)
Achievement level awarded	3	3	2	1	4	3	13	12
Maximum possible achievement level	4	4	3	3	6	6	20	20

Comments

Criterion	Comments
A Presentation	This exploration contains all the required elements for this criterion and flows well. It was however penalized for a lack of conciseness.
B Mathematical communication	Mathematical terminology and notation are used consistently throughout. There are a good range of representations that are all relevant.
C Personal engagement	The student has carried out considerable research and has explored the links between different areas of mathematics.
D Reflection	There is reflection on the scatter diagram but little else throughout the exploration.
E Use of mathematics SL	The level of mathematics used is commensurate with the course but limited in scope. The exploration was descriptive rather than mathematical in places, however the student demonstrates understanding so the award of a 4 is a best fit.
E Use of mathematics HL	There is limited exploration mathematically with some understanding demonstrated.
General comments	