

## Example 4: Rowing speeds

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

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

### Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	4	4	1	2	5	4	16	15
Maximum possible achievement level	4	4	3	3	6	6	20	20

### Comments

Criterion	Comments
A Presentation	The exploration is logically developed. It reads well and meets its aim. It includes an introduction, describes the aim and has a conclusion. It is a concise piece of work.
B Mathematical communication	Notation and terminology are correct and key terms defined. The notation and terminology are relevant and consistent throughout the exploration.
C Personal engagement	There is evidence of limited personal engagement in the introduction.
D Reflection	There is evidence of meaningful reflection. The candidate has commented on the results of the processes, discusses limitations and suggests potential future investigations.
E Use of mathematics SL	The correlation coefficient, regression line and chi-squared test are commensurate with the level of the course. The mathematical processes are correct and good knowledge and understanding demonstrated.
E Use of mathematics HL	The correlation coefficient, regression line and chi-squared test are commensurate with the level of the course. The mathematical processes are correct and good knowledge and understanding demonstrated.
General comments	