Example 1: Breaking the code

Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	2	3	3	1	6	4	15	13
Maximum possible achievement level	4	3	4	3	6	6	20	20

Student work (PDF)

Annotated student work (PDF)

Comments

Comments

Criterion A: Communication

A2—The work is coherent but not well organized. There is no aim or rationale in the introduction.

Criterion B: Mathematical presentation

B3—There is good definition of terms.

Criterion C: Personal engagement

C3—While there was not “abundant” evidence, there was sufficient to award level 3: for example, making her own code (page 9); learning and describing unfamiliar maths; and timing herself doing the spreadsheet (page 9).

Criterion D: Reflection

D1—Only limited reflection, some on the significance of the timing of the spreadsheets.

SL Criterion E: Use of mathematics

E6—She used mathematics beyond the syllabus (derangements). Her understanding of this was verified in discussions.

HL Criterion E: Use of mathematics

E4—This is sophisticated but descriptive rather than rigorous mathematics.