

Example 3: Minesweeper

General guidance

[How to use this teacher support material](#)
[Teacher responsibilities](#)
[Skills and strategies required by students](#)
[Developing the exploration](#)
[Use of technology](#)
[Planning](#)
[Authenticity](#)
[Assessment criteria](#)
[Record keeping](#)

Assessed student work

[Overview](#)
[Examples of explorations](#)
[Example 1](#)
[Example 2](#)
[Example 3](#)
[Example 4](#)
[Example 5](#)
[Example 6](#)
[Example 7](#)
[Example 8](#)
[Example 9](#)
[Example 10](#)
[Example 11](#)
[Example 12](#)
[Example 13](#)
[Example 14](#)
[Example 15](#)
[Example 16](#)
[Example 17](#)
[Example 18](#)
[Example 19](#)
[Example 20](#)
[Example 21](#)
[Frequently asked questions](#)

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



[Student work \(PDF\)](#)



[Annotated student work \(PDF\)](#)



[Comments](#)

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.



