Example 5: Newton–Raphson

Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	2	2	2	1	4	2	11	9
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 aim and a rationale in an introduction, but there is a lack of explanations throughout. For example, on page 4, where do the numbers in the table come from? The diagrams do not aid the explanations very much.

Criterion B: Mathematical presentation

B2—There is inconsistent use of terminology, for example, “root or zero” on page 7. There is some appropriate use of ICT tools.

Criterion C: Personal engagement

C2—The student does apply some unfamiliar mathematics, and some research has taken place. Some examples were created, but not followed through.

Criterion D: Reflection

D1—There is very limited and superficial reflection. Opportunities for reflection were not taken.

SL Criterion E: Use of mathematics

E4—The mathematics used is mostly correct. The student can apply the method, but there is no evidence of understanding why it works.

HL Criterion E: Use of mathematics

E2—There is partial, rather than good, understanding.