

## Example 6: Florence Nightingale

### 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	4	3	4	3	6	3	20	17
Maximum possible achievement level	4	3	4	3	6	6	20	20



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



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



[Comments](#)

## Comments

### Criterion A: Communication

A4—The exploration is concise and easy to follow. A couple of typing errors does not detract from the flow.

### Criterion B: Mathematical presentation

B3—Multiple forms are well used.

### Criterion C: Personal engagement

C4—The work is highly original, and the student used historical idea to create her own similar situation. She is clearly engaged in the work.

### Criterion D: Reflection

D3—There is critical reflection, where the student tries to resolve contradictions discovered.

### SL Criterion E: Use of mathematics

E6—Areas of sectors using radians and descriptive statistics are commensurate with the mathematics SL course, and are done well enough to achieve level 6.

### HL Criterion E: Use of mathematics

E3—While areas of sector using radians and descriptive statistics are commensurate with the mathematics HL course, the mathematics is not sophisticated enough for a level 4, even though it is rigorous.



