Example 16: Body Proportions for Track and Field events

Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	3	1	4	2	4	2	14	12
Maximum possible achievement level	4	3	4	3	6	6	20	20

Student work (PDF)

Annotated student work (PDF)

Comments

Comments

Criterion A: Communication

A3—Mostly coherent and well organised although difficult to follow reasoning at times. Rationale for choice of exploration given. Aim not explicitly stated but implied throughout and addressed at end. Analysis of results at appropriate moments. Repetitive calculations affects conciseness. Best fit is a 3.

Criterion B: Mathematical presentation

B1—Good use of tables to present and organise data. Key terms are defined = rather than ≈ Ratio/fraction representation not clear throughout. Does not explain use of n-1 divisor rather than n divisor (penalised here rather than in E).

Criterion C: Personal engagement

C4—Addresses personal interest from the beginning and throughout. Extensive research into topic is obvious. Conducts own data collection amongst teammates. Compares teammates proportions to those of elite athletes. What if….I consider 3 new teammates.

Criterion D: Reflection

D2—Not critical – for example does not consider bias in data recorded or limitations of data throughout. Reflection on results in first part of paper strong but tails off until conclusion.

SL Criterion E: Use of mathematics

E4—Limited data used. Mainly basic Mathematics calculations (mean/ratio). Considers standard deviation on p10 commensurate with SL course – partially correct. P11 – not clear what is being calculated

HL Criterion E: Use of mathematics

E2—Limited data used. Mainly basic Mathematics calculations (mean/ratio). Considers standard deviation on p10 commensurate with SL course – partially correct. P11 – not clear what is being calculated.

Any Other relevant information

Extensive inline citation