

## Example 19: Mean BMI Ratings and the wealth of a Country

### 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](#)

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### 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](#)

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[Example 20](#)

[Example 21](#)

[Frequently asked questions](#)

## Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	1	2	1	1	4	2	9	7
Maximum possible achievement level	4	3	4	3	6	6	20	20



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



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



[Comments](#)

## Comments

### Criterion A: Communication

A1—Brief aim. Coherence affected by 5 pages of data, blurry formulas and need to refer back to see units on graphs etc (penalised here not in B). Some organisation but not complete – only partial conclusion.

### Criterion B: Mathematical presentation

B2—Wrong use of  $\leq$  on p 2. Defined x and y on table on p 3. Appropriate representation of data – using scattergraph.

### Criterion C: Personal engagement

C1—Superficial interest addressed only in introduction.

### Criterion D: Reflection

D1—“barely correlates” is not meaningful reflection. No discussion of results relating back to original context.

### SL Criterion E: Use of mathematics

E4—Integration steps are clearly understood. Does not explain why linear regression may be appropriate but some knowledge and understanding demonstrated in correct use of formulas.

### HL Criterion E: Use of mathematics

E2—Does not explain why linear regression may be appropriate but some knowledge and understanding demonstrated in correct use of formulas.



