

Example 21: When can I use “Swimmed” and “Knewed” correctly?

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	3	3	4	2	5	3	17	15
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—Brief aim. Very easy to follow. Excellent introduction, clear rationale related to own difficulties with English language. Clear aim and reaches a clear conclusion. Could be more concise – takes a while to get to Mathematics.

Criterion B: Mathematical presentation

B3—Use of * and x for multiplication condoned as not distracting flow of work. Clearly defined variables (P 10). Clear and appropriate graphs throughout with axes labelled or described.

Criterion C: Personal engagement

C4—Own research. Discusses around the topic to give it a context. ESOL Student who shows authentic personal interest. Takes academic research and expands on this by deriving and applying own formula.

Criterion D: Reflection

D2—Brief reflection of data sources in the introduction section. Reflects on and examines strength and usefulness of the Google tool. Reflects on results but no critical reflection of the techniques used. Reflection tails off at end. It seems a little forced.

SL Criterion E: Use of mathematics

E5—Natural logarithms commensurate with the level of the course clearly understood and correctly used. Exponential decay function is correct and used to develop own model but understanding of its origin not clearly demonstrated.

HL Criterion E: Use of mathematics



E3—Natural logarithms commensurate with the level of the course clearly understood and correctly used however no sophistication and rigour demonstrated. Exponential decay function is correct and used to develop own model but understanding of its origin not clearly demonstrated.

Additional Comments

Clear inline citations and bibliography. Mathematics checked and correct.

Background Information

The student is an ESOL student.

[© International Baccalaureate Organization](#) | [Mission statement](#) | [Learner profile](#)