# Commentary to support marking

Mathematics SL

IA May 2014

English

In the table below please provide a **short** commentary, maximum of 60 words per question/criteria, to justify the mark allocation to support workshop leaders using this sample in a workshop. Please do not refer to the candidate by name or number, or make comparison to other candidates as this document will need to be anonymised before uploading on the Workshop leader resource centre (WRC).

The commentaries are intended to support teachers’ understanding of assessment in this subject so that they can then develop other activities that assess understanding to the same standard.

Guidance for writing commentaries:

* Before writing comments read the subject report and grade descriptors for this subject. Comment should not contradict either of the documents.
* Explain why students missed/gained marks and the level of understanding that this demonstrated; useful language from the grade descriptors could be included.
* Highlight any common problems that need to be addressed by teachers

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| **Criterion** | **Mark** | **Out of** | **Justification** |
| **A** | 4 | 4 | Coherent, concise and well organised  Flows well  Clear Aim and rationale |
| **B** | 2 | 3 | Tables, graphs and charts appropriate although lack of colour on pie-charts and poor formatting (p9) detracts from their readability (penalised here and not in A)  [Student should have turned in Colour Copy!] |
| **C** | 3 | 4 | Personal interest in topic clearly demonstrated  Did own research to get required values  Some independent thought  Failed to make the intended links consistent with aim (penalised here not in A)  P7 Compares different cultures (what is normal?) |
| **D** | 3 | 3 | Discusses weaknesses of approach – small sample size etc  Considers real-world social implications of results (p7)  Cosiders the issue of Causation implying Correlation  Questions the validity of data from internet sources  Considers possible extensions |
| **E** | 4 | 6 | Some errors in carrying out the t-test and the interpretation of the results demonstrates a lack of understanding  P5 – not clear why student chooses n-1 formula for SD rather than n  t-test not on SL course but commensurate  Error in Ratio P8-9 – ratio represents the Average woman: model and not model: Average woman  Student does not fully explain use of R^2 value and therefore understanding not demonstrated |
| **Total:** | 16 | 20 |  |