

A: COMMUNICATION (4)

This criterion assesses the organization and coherence of the exploration. A well-organized exploration contains an introduction, has a rationale (which includes explaining why this topic was chosen), describes the aim of the exploration and has a conclusion. A coherent exploration is logically developed and easy to follow.

Graphs, tables and diagrams should accompany the work in the appropriate place and not be attached as appendices to the document.

0	The exploration does not reach the standard described by the descriptors
1	The exploration has some coherence.
2	The exploration has some coherence and shows some organization.
3	The exploration is coherent and well organized.
4	The exploration is coherent, well organized, concise and complete.

B: MATHEMATICAL PRESENTATION (3)

This criterion assesses to what extent the student is able to:

- use appropriate mathematical language (notation, symbols, terminology)
- define key terms, where required
- use multiple forms of mathematical representation such as formulae, diagrams, tables, charts, graphs and models, where appropriate.

Students are expected to use mathematical language when communicating mathematical ideas, reasoning and findings.

Students are encouraged to choose and use appropriate ICT tools such as graphic display calculators, screenshots, graphing, spreadsheets, databases, drawing and word processing software, as appropriate, to enhance mathematical communication.

0	The exploration does not reach the standard described by the descriptors.
1	There is some appropriate mathematical presentation.
2	The mathematical presentation is mostly appropriate.
3	The mathematical presentation is appropriate throughout.

C: PERSONAL ENGAGEMENT (4)

This criterion assesses the extent to which the student engages with the exploration and makes it their own. Personal engagement may be recognized in different attributes and skills. These include thinking independently and/or creatively, addressing personal interest and presenting mathematical ideas in their own way.

0	The exploration does not reach the standard described by the descriptors.
1	There is evidence of limited or superficial personal engagement.
2	There is evidence of some personal engagement.
3	There is evidence of significant personal engagement.
4	There is abundant evidence of outstanding personal engagement.

D: REFLECTION (3)		
This criterion assesses how the student reviews, analyses and evaluates the exploration. Although reflection may be seen in the conclusion to the exploration, it may also be found throughout the exploration.		
0	The exploration does not reach the standard described by the descriptors.	
1	There is evidence of limited or superficial reflection.	
2	There is evidence of meaningful reflection.	
3	There is substantial evidence of critical reflection.	
E: USE OF MATHEMATICS (6)		
This criterion assesses to what extent and how well students use mathematics in the exploration.		
Students are expected to produce work that is commensurate with the level of the course. The mathematics explored should either be part of the syllabus, or at a similar level or beyond. It should not be completely based on mathematics listed in the prior learning. If the level of mathematics is not commensurate with the level of the course, a maximum of two marks can be awarded for this criterion.		
A piece of mathematics can be regarded as correct even if there are occasional minor errors as long as they do not detract from the flow of the mathematics or lead to an unreasonable outcome.		
Sophistication in mathematics may include understanding and use of challenging mathematical concepts, looking at a problem from different perspectives and seeing underlying structures to link different areas of mathematics. Rigor involves clarity of logic and language when making mathematical arguments and calculations. Precise mathematics is error-free and uses an appropriate level of accuracy at all times.		
0	The exploration does not reach the standard described by the descriptors.	
1	Some relevant mathematics is used. Limited understanding is demonstrated.	
2	Some relevant mathematics is used. The mathematics explored is partially correct. Some knowledge and understanding are demonstrated.	
3	Relevant mathematics commensurate with the level of the course is used. The mathematics explored is correct. Good knowledge and understanding are demonstrated.	
4	Relevant mathematics commensurate with the level of the course is used. The mathematics explored is correct and reflects the sophistication expected. Good knowledge and understanding are demonstrated.	
5	Relevant mathematics commensurate with the level of the course is used. The mathematics explored is correct and reflects the sophistication and rigor expected. Thorough knowledge and understanding are demonstrated.	
6	Relevant mathematics commensurate with the level of the course is used. The mathematics explored is precise and reflects the sophistication and rigor expected. Thorough knowledge and understanding are demonstrated.	