

## Criterion F: Structure and communication

The term “structure” should be taken primarily as referring to the organization of the information, calculations and interpretations in such a way as to present the project as a logical sequence of thought and activities starting with the task and the plan, and finishing with the conclusions and limitations.

The term “communication” refers primarily to the correct and effective use of mathematical notation and sensible choice of diagrammatic and tabular representations. It is not expected that spelling, grammar and syntax are perfect and these features are not judged in assigning a level for this criterion. Nevertheless, teachers are strongly encouraged to correct and assist students with the linguistic aspects of their work. Projects that are very poor linguistically are also less likely to excel in the areas that are important in this criterion.

### Achievement level

- 0            The student has made no attempt to structure the project.  
*It is not expected that many students will be awarded this level.*
- 1            The student has made some attempt to structure the project or has used appropriate notation and terminology.  
*There must be a logical development to the project or the appropriate notation and terminology must be used correctly.*
- 2            The student has made some attempt to structure the project and has used appropriate notation and terminology.  
*There must be a logical development to the project and the appropriate notation and terminology must be used correctly.*
- 3            The student has produced a project that is well structured and communicated in a coherent manner.  
*To achieve this level the project would be expected to read well, and contain footnotes and a bibliography, as appropriate.*

## Criterion G: Commitment

The project should be an ongoing process involving consultation between student and teacher. The student should be aware of the expectations of the teacher from the beginning of the process and each achievement level awarded should be justified by a written comment from the teacher at the time of marking. The examples given below for each criterion level are teacher orientated and each teacher should use discretion when judging the levels.

### Achievement level

- 0           The student showed little or no commitment.
- For example, the student did not participate in class discussions on project work, did not submit the required work in progress, and/or missed many deadlines.*
- 1           The student showed satisfactory commitment.
- For example, the student participated in class discussions on project work, kept to most deadlines, had some discussion initiated by the teacher but did not necessarily exploit all the available opportunities for the development or improvement of the project.*
- 2           The student showed full commitment.
- For example, the student participated fully in class discussions on project work, took initiatives both in discussion with the teacher and/or the rest of the class and in subsequent work of a more independent nature and/or demonstrated a full understanding of all the steps in the development of his/her project.*
- To obtain the highest achievement level for this criterion the student should have excelled in several areas such as those listed below. This list is not exhaustive and teachers are encouraged to add their own expectations.*
- The student:*
- *actively participated at all stages of the development of the project*
  - *demonstrated a full understanding of the concepts associated with his/her project*
  - *participated in class activities on project work*
  - *demonstrated initiative*
  - *demonstrated perseverance*
  - *showed insight*
  - *prepared well to meet deadlines set by the teacher.*