*Have you attempted to use linear regression to model your data just because it is the only model we studied?

Have you included a works cited and citations throughout?

Did you write each step of every equation out yourself?

Did you explain your variables as inputs and outputs or as the things you are working with?

Is it clear and to the point?  A lack of conciseness will be penalized.
​
Substitution is NOT commensurate with the level of this course - did you demonstrate knowledge and understanding of formulas used?

Correlation does not imply causation.
​
"I used a formula"  Why?  Is it a magic formula?
​
Have you reflected on your original question in your conclusion?  A conclusion is not satisfactory, you must be reflective on your findings.*

Each and every quoted, paraphrased, borrowed or stolen reference must be cited at the point of reference, otherwise the student’s work will be referred to the Academic Honesty department that may decide on a possible malpractice (plagiarizism).

It is expected that citations will be given whenever work, ideas or images that are not the student’s own are used in the exploration. It is not likely to be sufficient to give a bibliography at the end and students should cite the sources at the appropriate point in the exploration.

The teacher must show evidence of checking the mathematics with tick marks, annotations and comments written directly on the students’ work. This will help the moderator to confirm the achievement levels awarded by the teacher.

Students should be discouraged from using difficult Mathematics beyond the HL syllabus if this cannot lead to some creativity or personalized problem.

Students should be reminded that the exploration should be between 6 to 12 pages typed in an appropriate font size (e.g. Arial 12). Diagrams and /or tables which are not significant and do not enhance the development of the exploration should not be included.

It is good practice to have a title for all pieces of work. If the exploration is based on a stimulus, it is recommended that the title not just be the stimulus. Rather, the title should give a better indication of where the stimulus has taken the student. For example, rather than have the title “water”, the title could be “Water—predicting storm surges”.

The exploration should be accessible to fellow students.

As outlined in criterion E (use of mathematics), “precise” mathematics requires absolute accuracy with appropriate use of notation. “Correct” mathematics may contain the occasional error as long as it does not seriously interfere with the flow of the work or give rise to conclusions or answers that are clearly wrong.

Correct answers are NOT a demonstration of understanding.