IQM3003

LEVEL 3 · CONTROLLED ASSESSMENT

INTO QUALIFICATIONS

Mathematics and Data Handling

Component 2: Data-handling presentation

Candidate marking criteria

Duration
5–10 minutes for the whole group, including questions

Total marks
100

Assessment window
_____

Assessment set
Set S of 2026

Audience
Students

Release timing
at coursework release

How the presentation is marked

Each student receives an individual mark out of 100. AO1 contributes 40% and AO2/AO3 contributes 60%. The electronic group submission is not marked separately. Markers assess what each student demonstrates in the presentation and questions.

Read both criterion columns. AO1 contributes 40%; the combined AO2/AO3 strand contributes 60%. The marker records AO2 and AO3 evidence separately before assigning the combined 60% score, using the controlled descriptors. One objective cannot be inferred from evidence for the other, and no numerical split or priority rule applies between AO2 and AO3.

Performance level	Mark range	AO1 · Standard statistical techniques 40% Accurate recall of statistical terminology and correct execution of standard procedures.	AO2/AO3 · Mathematical reasoning and contextual modelling 60% AO2 evidence is mathematical reasoning: explaining deductions and inferences, checking the validity of mathematical arguments, and using mathematical language, syntax and notation accurately. AO3 evidence is contextual problem solving: translating the college travel question into statistical processes or models, interpreting results in context, evaluating accuracy and limitations, and explaining how a future study or model could be refined. Record each objective's evidence separately; do not infer one from the other or assign an unapproved numerical split within the shared 60%.
A*	**80–100**	• Meets the A standard and, in addition, demonstrates exceptional control, independence and insight. • Carries out standard statistical procedures accurately, fluently and independently, using precise terminology.	• Meets the A standard and, in addition, demonstrates exceptional control, independence and insight. • Constructs rigorous reasoning, tests inference validity and uses precise notation; builds and evaluates contextual statistical models, including limitations and refinements, insightfully. • Sustains independent judgements and proposes precise model refinements.

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A	**70–79**	• Carries out relevant procedures correctly with only minor errors and uses terminology accurately. • Performance is secure and sustained, with only minor lapses.	• Explains mathematical reasoning and checks inference validity; models the context and interprets findings with supported evaluation of limitations or refinements. • Explains how limitations affect the recommendation.
B	**60–69**	• Carries out most procedures correctly; occasional errors do not undermine the main results. • Performance is generally competent but may be uneven in depth or control.	• Gives relevant reasoning and some validity checks; uses a suitable contextual model and interprets results with some comment on limitations. • Identifies a relevant limitation or condition.
C	**50–59**	• Uses relevant procedures with some errors or gaps but produces partly useful results. • Performance is adequate overall, although development and control are inconsistent.	• Provides basic mathematical explanation or inference; uses a simple contextual process and gives a partly contextual interpretation, with limited validity or limitation analysis. • Identifies a limitation but gives little account of its impact.
D	**40–49**	• Uses procedures inconsistently; errors or omissions materially limit the results. • Performance is partial and limited, with significant gaps or inaccuracies.	• Reasoning or validity checks are limited; use of a contextual model or interpretation is incomplete or weakly supported. • Offers limited contextual comment without adequate support.
E	**30–39**	• Attempts relevant procedures, but results are mostly inaccurate or incomplete. • Performance is minimal and rarely sustained.	• Attempts relevant reasoning or contextual model use, but analysis, contextual interpretation or consideration of limitations is minimal. • Performance is minimal and rarely sustained.
U	**0–29**	• No adequate evidence of recalling or carrying out standard statistical procedures.	• No adequate evidence of mathematical reasoning and validity checking or of contextual modelling and interpretation.