Assessment Type 1: Skills and Application Tasks

| - | Concepts and Techniques | Reasoning and Communication |
| --- | --- | --- |
| **C** | Knowledge and understanding of simple mathematical information and concepts in familiar contexts.  Application of some mathematical skills and techniques to find solutions to routine problems in familiar contexts.  Gathering, representation, and interpretation of data in familiar contexts.  Generally appropriate and some effective use of electronic technology to find solutions to routine problems. | Generally accurate interpretation of mathematical results in familiar contexts.  Appropriate use of mathematical reasoning to draw conclusions and consider the appropriateness of solutions to routine problems.  Generally appropriate use of familiar mathematical notation, representations, and terminology.  Appropriate communication of mathematical ideas and information. |
| **D** | Basic knowledge and some understanding of simple mathematical information and concepts in some familiar contexts.  Application of basic mathematical skills and techniques to find partial solutions to routine problems in some contexts.  Some gathering, representation, and basic interpretation of simple data in familiar contexts.  Some appropriate use of electronic technology to find solutions to routine problems. | Some interpretation of mathematical results in some familiar contexts.  Attempted use of mathematical reasoning to consider the appropriateness of solutions to routine problems.  Some use of familiar mathematical notation, representations, and terminology.  Attempted communication of simple mathematical ideas and information. |
| **E** | Limited knowledge or understanding of mathematical information or concepts.  Attempted application of basic mathematical skills or techniques, with limited accuracy in solving routine problems.  Some gathering and attempted representation of simple data in a familiar context.  Attempted use of electronic technology to find a solution to a routine problem. | Limited interpretation of mathematical results.  Limited awareness of the use of mathematical reasoning in solving a problem.  Limited use of mathematical notation, representations, or terminology.  Attempted communication of an aspect of mathematical information. |

**Benchmark decision = D**

Concepts and Techniques

CT1 @ C generally the student‘s evidence has demonstrated knowledge and understanding of simple mathematical information and concepts in familiar contexts e.g. Topic 2 Rounding, Estimating and Checking with a Calculator and Topic 4 Times and Timetables part 1. Other examples can be found in Topic 5 Unit Pricing, questions 1 and 2.

CT2 @ C the student applied some mathematical skills and techniques to find solutions to routine problems in familiar contexts. For example, Topic 1 Basic Number Operations the student found solutions to routine problems in familiar contexts and in this was also evident in the Times and Timetables Topic 4 converting between digital and 24-hour formats.

Reasoning and Communication

RC1 @ D evidence of some interpretation of mathematical results in some familiar contexts is seen in Topic 2 - Rounding, Estimating and Checking with a Calculator in questions 5 and 6, and again in Topic 5 Unit Pricing, question 3 section (b).

RC3 @ E an overall E grade assessment decision as student responses to question 2 Topic 4, Times and Timetables, provide no evidence of notation, representations, or terminology as do the responses provided Topic 6 Ratio. Evidence of some notation can be seen in Topic 5 question 3 (a) and Topic 3 question 4.

**Student Work**





















