

Erindale College

Assessment Period:	2021 S2
Course:	CONTEMPORARY MATHEMATICS
Unit:	Unit 4: Contemporary Mathematics (1.0)
Accreditation:	M
Year:	12

Unit Goals

- calculate the energy value of various foods and the energy needed for various activities
- interpret graphs and statistics
- calculate basic statistics for data

Content Description

- identifies and interprets simple mathematical information in familiar and simple oral instructions and written texts where the mathematics is partially embedded
- identifies and interprets:
 - whole numbers and simple fractions, decimals and percentages
 - familiar and simple measurement (for example, dates and time, including 24 hour times, 2D and 3D shapes, including pyramids and cylinders, length, mass, volume/capacity, temperature and simple area measures, maps and plans
- draws on a combination of hands-on, in-context materials, personal experience, mathematical and other prior knowledge to:
 - select appropriate methods of solution from a limited range of mathematical processes
 - use developing estimation skills, to check and reflect on the outcome and its appropriateness to the context and task
- uses a blend of personal 'in-the-head' methods and formal pen and paper methods to calculate and uses calculator/technological processes and tools to undertake the problem solving process
- identifies and uses appropriate tools, hand-held devices, computers and technological processes, e.g. uses a tape measure to measure the dimensions of a window in mm or creates a personal weekly budget in a spreadsheet
- identifies and uses whole numbers and everyday or simple fractions, decimals and percentages, and where appropriate converting between equivalent forms (includes dividing by small whole numbers only, with division by decimal values and long division worked out on a calculator; calculations with simple fractions to be multiplication of whole number values only, e.g. 20% or 1/5 of \$250
- uses and applies order of arithmetical operations to perform a limited range of calculations
- perform simple measurements, estimates and calculations using for example, 2D and 3D shapes, constructing some common 3D shapes, length, perimeter, mass, capacity/volume, time, temperature and simple area (for rectangular areas only, using $A = L \times W$, or estimates area of a non-rectangular shape by counting squares), distance, direction, coordinates, simple scales, labels, symbols and keys to read familiar everyday maps and plans
- orders and uses familiar data to construct simple charts and tables on provided scales and axes
- uses a combination of mainly informal and some formal written mathematical and general language to represent the mathematical and problem solving process
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- uses a combination of mainly informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem solving process
- uses a combination of mainly informal and some formal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g.
 - o 1/100, 12.5%
 - o km/hr, \$/kg
 - o 1.25 m = 1250 mm

Assessment Tasks

Name	Due Date	Weighting
Test 1	Tuesday: 10 August - 10 August	25%
Assignment 1	Friday - Week 9: 11 August - 10 September	25%
Test 2	Tuesday - Week 3: 19 October - 19 October	25%
Assignment 2	Friday - Week 16: 20 October - 12 November	25%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for CONTEMPORARY MATHEMATICS M - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Reasoning and Communications	<ul style="list-style-type: none"> represents numeracy skills in numerical and graphical form in routine and non-routine problems in a variety of contexts, with independence communicates mathematical information in oral, written and/or multimodal forms, using appropriate language, with independence reflects with insight on own thinking and learning in mathematics, with independence 	<ul style="list-style-type: none"> represents numeracy skills in numerical and graphical form in routine and non-routine problems, with some independence communicates mathematical information in oral, written and/or multimodal forms, using appropriate language, with some independence reflects on own thinking and learning in mathematics, with some independence 	<ul style="list-style-type: none"> represents numeracy skills in numerical and graphical form in some routine and non-routine problems, with assistance communicates mathematical information in oral, written and/or multimodal forms, using appropriate language, with assistance reflects on own thinking and learning in mathematics, with assistance 	<ul style="list-style-type: none"> represents simple numeracy skills in numerical or graphical form in routine problems, with repeated cueing communicates simple mathematical information in oral, written and/or multimodal forms, using appropriate language, with repeated cueing reflects on own thinking and learning in mathematics, with repeated cueing 	<ul style="list-style-type: none"> represents simple numeracy skills in numerical or graphical form in structured contexts, with direct instruction communicates simple mathematical information in oral, written and/or multimodal forms, using appropriate language, with direct instruction reflects on own thinking and learning in mathematics, with frequent prompting
Concepts and Techniques	<ul style="list-style-type: none"> applies numeracy skills in a variety of contexts to routine and non-routine problems, with independence uses digital technologies effectively to solve routine and non-routine problems in a variety of contexts, with independence 	<ul style="list-style-type: none"> applies numeracy skills in a variety of contexts to routine and non-routine problems, with some independence uses digital technologies appropriately to solve routine and non-routine problems in a variety of contexts, with some independence 	<ul style="list-style-type: none"> applies numeracy skills in some contexts to routine and non-routine problems, with assistance uses digital technologies appropriately to solve routine problems in limited contexts, with assistance 	<ul style="list-style-type: none"> applies simple numeracy skills in limited contexts to routine problems, with repeated cueing uses digital technologies to solve routine problems in structured contexts, with repeated cueing 	<ul style="list-style-type: none"> applies simple numeracy skills in structured contexts, with direct instruction uses digital technologies efficiently to solve routine and non-routine problems in a variety of contexts, with direct instruction