**Sample Assessment Outline**

Mathematics Methods

ATAR Year 11

**Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the SCSA) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The SCSA acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

**Copyright**

© School Curriculum and Standards Authority, 2017

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

**Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment outline

Mathematics Methods – ATAR Year 11

Unit 1 and Unit 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment**  **type** | **Assessment**  **Type**  **weighting** | **Assessment**  **task**  **weighting** | **Week** | **Assessment task** |
| **Response** | 40% | 6% | Week 5 | Task 1: Test 1 – Cosine and sine rules and Circular and radian measure (1.2.1 – 1.2.6), Lines and linear relationships and Quadratic relationships (1.1.1 – 1.1.12) |
| 8% | Week 10 | Task 3: Test 2 – Inverse proportion, Powers and polynomials, Graphs and relations and Functions  (1.1.13 – 1.1.28) and Trigonometric functions (1.2.7 – 1.2.8, 1.2.13 – 1.2.16) |
| 12% | Week 18 | Task 6: Test 3 – Counting and Probability (1.3), Exponential functions (2.1) |
| 14% | Week 28 | Task 8: Test 4 – Arithmetic and geometric sequences and series (2.2), Computation and properties of derivatives, Applications of derivatives (2.3.10 – 2.3.21) |
| **Investigation** | 20% | 7% | Week 8 | Task 2: Investigation 1 – Students use the mathematical thinking process and course-related knowledge from Functions and graphs (1.1) to plan, research, conduct and communicate the findings of an investigation |
| 5% | Week 14 | Task 4: Investigation 2 – Students use the mathematical thinking process to plan, research, conduct and communicate the findings of an investigation based on Counting and probability (1.3) |
| 8% | Week 24 | Task 7: Investigation 3 – Students use the mathematical thinking process and identify the underlying mathematics related to rates of change to investigate the concept of the derivative (2.3.1 – 2.3.9) |
| Examination | 40% | 15% | Week 15 | Task 5: Semester 1 examination – Section One: Calculator-free (35%), Section Two: Calculator-assumed (65%).  Question selection from Unit 1 content knowledge, skills and processes |
| 25% | Week 30 | Task 9: Semester 2 examination – Section One: Calculator-free (35%), Section Two: Calculator-assumed (65%).  Question selection from Unit 1 and Unit 2 content knowledge, skills and processes |
| Total | 100% | 100% |  |  |