SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN FORM

**Stage 2 General Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **2** | **M** | **G** | **M** | **20** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |   Accession Number   |  | | --- | | Signature of SACE Board Officer |  |  |  |  |  | | --- | --- | --- | --- | | SACE Board Officer Number |  | Date |  | |

**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

|  |
| --- |
| Describe any changes made to the learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or individuals within the student group. |

**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 2 General Mathematics

Assessment Overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| Assessment Type and Weighting | Details of assessment | Assessment Design Criteria | | Assessment conditions (e.g. task type, page limit, time allocated, supervision) |
| --- | --- | --- | --- | --- |
| CT | RC |
| Skills and Applications Tasks  Weighting 40% |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Mathematical Investigation  Weighting 30% |  |  |  |  |
|  |  |  |  |
| Examination  Weighting 30% | *Students undertake a 2-hour external examination in which they answer questions on the following three topics:*  *Topic 3: Statistical Models Topic 4: Financial Models Topic 5: Discrete Models.*  *The examination consists of a range of problems, some focusing on knowledge, routine skills, and applications, and others focusing on analysis and interpretation. Students provide explanations and arguments, and use correct mathematical notation, terminology, and representation throughout the examination.* | *All the specific features of the assessment design criteria may be assessed in the external examination.* | | *2-hour external examination*  *Access to electronic technology required.*  *Students may refer to one unfolded A4 sheet (two sides) of hand-written notes.*  *A formula sheet is included in the examination booklet.* |

***Eight assessments.*** *Please refer to the Stage 2 General Mathematics subject outline.*