

Assessment Schedule AE1 – Term 2, Week 1, 2026**Subject: Numeracy (32406)****Assessment Criteria**

Outcome 1	Outcome 2	Outcome 3
Formulate mathematical and statistical approaches to solving problems in a range of everyday situations.	Use mathematics and statistics to meet the numeracy demands of a range of everyday situations.	Explain mathematical and statistical responses to situations.

Evidence

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
ONE		1	2	3		Type	Max characters	A or H
(a)	10 mm (<i>unit not required</i>) Accept 8 to 12		✓		8 9 10 11 12	Numeric	2	A
(b)	D (iv)	✓			Choice D (iv)	Multi-choice		A
(c)	14	✓			14	Numeric	2	A
(d)	Student must: 1. Give a statement of trend using directional language such as “up”, “down”, “returned to”. The trend may apply to part of the time period or all of it. 2. Support the statement with three or more date-to-price pairs. One point can be inferred if reference is made to a previous point, e.g., “returned to the starting price.” Example: The price of honey rose from 2015 and peaked at about \$11.50 in 2017. In 2020 the price dropped to about \$7.50, stayed at that level until 2022, and then rose to about \$8.50 in 2024.			✓				H

(e)	Student must: 1. Make a 'disagree' statement. 2. Support their position with an argument about angles the involves an angle sum of 360° around a point or internal angles of a hexagon. Examples: No. The angle cannot be 100 degrees because 3 x 100 = 300. It should be 360. No. The angle is 120 degrees because 360 ÷ 3 = 120 degrees, not 100 degrees. No. If you cut a hexagon into triangles the angles are 60 degrees, 2 x 60 = 120 degrees so the angles are supposed to be 120 degrees.			✓			H
(f)	17.5 (accept 17 or 18)		✓	17 17.0 17.5 17.50 18 18.0	Num w dec ¹	5	A

¹ Numeric with decimal.

Evidence

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Marks
TWO		1	2	3		Type	Max characters	A or H
(a)	45	✓			45	Numeric	2	A
(b)	The student must: 1. Take an agree or disagree position 2. Support the position using any relevant information from the graph. That information might include coordinates of specific points, variation around the dotted line, closeness of fit for most points, or reference to the meaning of the dotted line. Examples: I agree. The person with the shortest feet is at about 16 and 16 so their left and right feet are both the same at 16 cm long. This is the same for the next dot up, where both L and R foot are 18 cm long. I agree. The dotted line shows where both feet are the same length. The line starts at 10,10 at finishes at 35,35. I agree. There are more dots on the dotted line than away from the dotted line. Can count seven off the dotted line and more on the line. I disagree. There are several dots that are either above or below the dotted line, e.g. one student has a left foot of 27 cm and a right foot of 28 cm. Another has a right foot of 22 cm and a left foot of 23 cm. <i>Other examples are possible.</i>			✓				H
(c)	(ii)		✓		Choice (ii)	Multi-choice		A
(d)	The student must: 1. Take a disagree position. 2. Support their position with clear reference to the total price of two pairs, rather than individual pairs. That 'whole' is the basis of the 50% off claim. Note: It is acceptable for the student to assign a price to each pair of shoes. This may involve stating the saving is 25% or one quarter or using a price, calculating the total paid, and noting that the saving is not equal to 50% of the total. Examples: Disagree: If the shoes are \$50 each pair. For the second pair you pay half of \$50 = \$25, not the full price. You pay \$75 total not \$100. That's 75% not 50%.			✓				H

	Disagree: For the second pair you pay half price. So, you pay 1.5 times the usual price not two times the price. So, you don't really save 25% of the total price.							
(e)	The student must: 1. Take an agree or disagree position 2. Support their position using any relevant and correct information from the graph that must refer to cost and style rating. Examples: Agree. <i>Kaps</i> are medium-priced and quite high on style rating. <i>Kaps</i> are a good choice, and the magazine statement is correct. Disagree: <i>Alfs</i> are a better choice than <i>Kaps</i>. They rate higher than <i>Kaps</i> on style and cost less. The magazine is wrong. <i>Kaps</i> are not the top pick. Disagree: <i>Alfs</i> and <i>Bets</i> are more stylish than <i>Kaps</i>. <i>Alfs</i> also cost less than <i>Kaps</i> though <i>Bets</i> cost more.			✓				H
(f)	(iv)		✓		Choice (iv)	Multi-choice		A

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
THREE		1	2	3		Type	Max characters	A or H
(a)	Student must: 1. Take a disagree or agree / uncertain position. 2. Justify that position by some correct comparison involving equivalent forms, i.e., fractions, percentages, decimals, or verbal references like “two in ten.” Note: Working should involve some conversion. Do not accept restating the question such as “1 in 10 is not the same as 20%.” Examples: No. 1 in 10 is 10%. The forecast says 20% which is 1 in 5. No. 20% is 1 in 5 not 1 in 10. The forecasts are not the same. Maybe. 1 in 10 is 1/10 which is 10%. Since the forecast is uncertain the forecast of 20% is close enough to 10%. Yes. The forecast says 20%. That's one fifth. Weather forecasts are often not right so 10% is close enough (inferring student know 1 in 10 equals 10%).			✓				H
(b)	1200	✓			1200	Numeric	4	A
(c)	(iii) 25	✓			Choice (iii)	Multi-choice		A
(d)	150 Accept 140 to 160	✓			140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160	Numeric	3	A
(e)	9		✓		9	Numeric	2	A

(f)	Student must: 1. Take an agree, disagree or unsure position. 2. Support their position with correct calculations involving capacity. 3. Correctly connect the calculations with their position. <i>Note: Correct calculation can be assumed by the amounts 20ℓ and 20.25ℓ, even if working is not shown. Also, presence of 0.74 L (740mL) indicates a relevant calculation of $20L \div 27$ to get amount per person. Students may calculate in millilitres or litres. 26.6̇ indicates they have correctly calculated the number people who can drink 750mL from 20L. Accept rounding of calculations.</i> Examples: I disagree. $27 \times 0.750 = 20.25$ litres. There are $(2 \times 3) + (1 \times 5) + (4 \times 2.25) = 20$ litres. There is not enough drink for everyone. I agree. There are 20 L of drink (assuming correct calculation). There is almost enough (short by 0.25 L) as it states that “Each person will drink <u>about</u> 750 mL”. Unsure: There are 20 litres of drink. That is almost enough but 250 mL short. The trouble is people might like different drink than what is there.			✓				H
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Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
FOUR		1	2	3		Type	Max characters	A or H
(a)	6000		✓		6000	Numeric	5	A
(b)	25		✓		25	Numeric	4	A
(c)	250 metres (<i>unit not required</i>).	✓			250	Numeric	3	A
(d)	40	✓			40	Numeric	3	A
(e) ¹	The student must: - Take a position: Agree, Disagree, or Unclear. - Support their position with correct reference to frequencies on the graph and to half as a fraction, decimal, or percent. Note: If the totals of 41 and 59 are present assume calculation is correct. Accept minor calculation errors, such as the totals are 58 or 60, or 40 or 42. Examples of explanations: Yes. It is true. $12 + 15 + 17 + 6 + 3 + 2 + 1 + 3 = 59$. That's over half of 100 so their statement is correct. Yes. 41 skateboards broke before 9 months so more than 50% lasted longer than that. No. $2 + 8 + 13 + 6 + 9 + 3 = 41$. Half of 100 is 50. So less than half the skateboards break within nine months. No. it is not true. 59% is not half. 50% is half of 100, and 59 is not 50. Unsure. 59 out of 100 is close to 50% but not quite right.			✓				H
(f)	7200	✓			7200	Numeric	4	A

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
FIVE		1	2	3		Type	Max characters	A or H
(a)	F		✓		F	Alphabets	1	A
(b)	6.8 Accept 6.80	✓			6.8 6.80	Num w dec ¹	4	A
(c)	120	✓			120	Numeric	3	A
(d)	(iii) Days 60 to 90		✓		Choice (iii)	Multi-choice		A
(e)	11 Accept 10	✓			11 10	Numeric	2	A
(f)	36 Accept 35		✓		36 35	Numeric	2	A

¹ Numeric with decimal.