

Assessment Schedule AE1 – Term 2, Week 2, 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)	20 mm (<i>unit not required</i>) Accept 18 to 22		✓		18, 19, 20, 21, 22	Numeric	2	A
(b)	E (v)	✓			Choice E (v)	Multi-choice		A
(c)	16	✓			16	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.			✓				H

	Examples: No. The angle cannot be 130 degrees because $3 \times 130 = 390$. It should be 360. No. The angle is 120 degrees because $360 \div 3 = 120$ degrees, not 130 degrees. No. If you cut a hexagon into triangles the angles are 60 degrees, $2 \times 60 = 120$ degrees so the angles are supposed to be 120 degrees.							
(f)	22.5 Accept 22.50		✓		22.5 22.50	Num w dec ¹	5	A

¹ Numeric with decimal.

Evidence

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Marks
		1	2	3		Type	Max characters	
TWO								A or H
(a)	20	✓			20	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)	(v)		✓		Choice (v)	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. <i>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.</i> 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>Bets</i> are high-priced and high on style rating. The magazine statement is correct. Disagree: <i>Alfs</i> are a better choice than <i>Bets</i>. They rate about the same on style as <i>Bets</i> and cost much less. The magazine is wrong. <i>Bets</i> are not the top pick for style.			✓				H
(f)	(ii)		✓		Choice (ii)	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: - Take an agree position. Maybe is permissible if an uncertainty argument about weather forecasting is made. - Justify that position by some correct comparison involving equivalent forms, i.e., fractions, percentages, decimals, or verbal references like “one in five means $1/5$ and $1/5 = 20\%$.” Examples: Yes. 1 in 5 is $1/5$ and $1/5 = 20\%$ The forecasts are the same. Yes. 20% is $1/5$ which is same as 1 in 5. The forecasts are the same. Not sure. The phone forecast says 20%. That’s one fifth which is the same as the radio. But weather forecasts are often not right so the forecasts may be unreliable and not the same.			✓				H
(b)	1000	✓			1000	Numeric	4	A
(c)	(iv) \$60	✓			Choice (iv)	Multi-choice		A
(d)	170 Accept 160 to 180	✓			160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180	Numeric	3	A
(e)	11		✓		11	Numeric	2	A
(f)	Student must: - Take an agree, or unsure position. - Support their position with correct calculations involving capacity.			✓				H

	3. Correctly connect the calculations with their position. <i>Note: Correct calculation can be assumed by the amounts 25.25 L and 24.75 L, even if working is not shown. Also, presence of 0.7651 L (770 mL or 765.1 mL) indicates a relevant calculation of 25.25 L ÷ 33 to get amount per person. Students may calculate in millilitres or litres. 33.6 indicates they have correctly calculated the number people who can drink 750mL from 25.25 L. Accept rounding of calculations.</i> Examples: I agree. $33 \times 0.750 = 24.75$ litres. There are $(3 \times 3) + (1 \times 5) + (5 \times 2.25) = 25.25$ litres. There is enough drink for everyone. I agree. There are 25.25 L of drink (assuming correct calculation. There are 0.5 L more than is needed and it states that “Each person will drink <u>about</u> 750 mL”. Unsure: There are 25.25 litres of drink. That is 0.5 L more than is needed. The trouble is people might like different drink than what is there.							
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Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
FOUR		1	2	3		Type	Max characters	A or H
(a)	24000		✓		24000	Numeric	6	A
(b)	25		✓		25	Numeric	2	A
(c)	200 metres (<i>unit not required</i>).	✓			200	Numeric		A
(d)	32	✓			32	Numeric	2	A
(e)	The student must: - Take a position: Agree, Disagree, or Unclear. - Support their position with correct reference to frequencies on the graph and to three-quarters as a fraction, decimal, or percent. <i>Note: If the totals of 23 and 77 are present assume calculation is correct. Accept minor calculation errors, such as the totals are 58 or 60, or 40 or 42.</i> Examples: Yes. It is true. $6 + 9 + 3 + 12 + 15 + 17 + 6 + 3 + 2 + 1 + 3 = 77$. That's over three-quarters of 100 so their statement is correct. Yes. 23 skateboards broke before 6 months so 77 last 6 months or more. $77/100$ is about three-quarters. No. $2 + 8 + 13 = 23$. One quarter of 100 is 25. So less than one quarter of the skateboards break inside 6 months. No. it is not true. 77% is not three-quarters. 75% is three-quarters of 100, and 77 is not 75. Unsure. 77 out of 100 is close to 75% but not quite right.			✓				H
(f)	6000	✓			6000			A

Question	Correct response / Judgement	Outcome			Scoring response	Validation		Mark
FIVE		1	2	3		Type	Max characters	A or H
(a)	A		✓		A	Alphabets	1	A
(b)	8.60 Accept 8.6	✓			8.60 8.6	Num w dec ¹	4	A
(c)	120	✓			120	Numeric	3	A
(d)	(iii) Days 60 to 90		✓		Choice (iii)	Multi-choice		A
(e)	21 Accept 22	✓			21 22	Numeric	2	A
(f)	44 Accept 45		✓		44 45	Numeric	2	A

¹ Numeric with decimal.