YEAR 10 - SHORT COURSE NUMERACY (Numeracy 2018 v1.1) **Term 1, 2019**

Oral Mathematical Presentation- Let's Take a Holiday *(extended response)*

STUDENT NAME: _____ **TEACHER:** _____

DATE DISTRIBUTED: _____ **FINAL DUE:** _____

Assessment Objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. Select and interpret mathematical information in personal, social and learning situations
2. Select from and use a variety of mathematical and problem-solving strategies in personal, social and learning situations
3. Use oral and written mathematical language and representation to communicate mathematically in personal, social and learning situations.

Note: Objectives 4 and 5 are not assessed in this instrument

Declaration of Authenticity

I acknowledge that plagiarism is the use of another person's ideas, words or work either verbatim or in substance without specific and appropriate acknowledgement.

I declare that:

(a) this response is my own work and has not been prepared with the assistance of any other person, except those permitted within assessment instrument guidelines;

(b) I have given references for all sources of information that are not my own, including the words, ideas and images of others;

(c) I have kept a copy of this response and all relevant notes and reference material that I used in the production of my response.

Signed: _____ Date: _____

Conditions			
Duration	Five weeks' notification and preparation (including 10 hours of class time)		
Mode	Spoken/signed	**Length**	4-6 mins
Individual/group	Individual	**Other**	• use of technology is required; including scientific calculator and spreadsheet program; use of technology must go beyond simple computation or word processing • the teacher provides the mathematical investigative scenario or context for the oral presentation
Resources available	Open access to resources		

Context

This topic has focused on using numeracy to achieve personal goals. You have experimented with problem-solving strategies and used mathematics to calculate a range of financial targets according to your interests and whether they are viable. You will use your mathematical knowledge in a variety of personal contexts related to:

- A **week-long** holiday to a destination within **Australia,** travelling with **one** friend/ or family member
- The week-long holiday is to be taken anytime throughout 2020.

The Australian Tourism website believes that this country is vast and spectacular, and that Australia offers amazing experiences for younger visitors. Plan your Australian trip and create your own customised day-to-day itinerary based on your needs and budget constraints.

Task

Create and present an informative oral mathematical presentation to your class, using numeracy to solve the problem of funding your chosen holiday. Communicate how you calculated the costs and how you devised a personal budget to fund your preferred option.

To complete this task, you must:

Use practical mathematical strategies and interpret the mathematical information in your calculations to communicate:

• your calculations of all expenditures related to your preferred option

• a comparison of the costs and its affordability

• how income was generated, e.g.

-earning money by

· working part time

· doing chores around the house (including the financial remuneration for each job)

-saving enough money by

· setting aside a portion of your income each week/month

· riding your bike or walking instead of catching the bus

· reducing your phone bill

· spending time preparing food at home rather than spending money on takeaways

• how you used technology (e.g. spread sheeting) to graphically represent your budget for funding your preferred option

• reasons for your final choice

•your considerations of the strengths and limitations of your decision.

Checkpoints

☐ One week after issue date (Week 6, 05/03)

☐ Two weeks after issue date (Week 7, 12/03)

☐ Three weeks after issue date (Week 8, 19/03)

Stimulus

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Criterion	**Result**
Numeracy Assessment objectives 1, 2, 3	

Authentication strategies

- The teacher will collect and annotate drafts
- Students must acknowledge all sources
- The teacher may conduct a question-and-answer session (teacher and/or class members) at the conclusion of the spoken/ signed presentations to provide information about your learning and engagement with the task.

Scaffolding

In your response:

• incorporate your calculations and data in a slideshow or alternative media platform of your choice (including graphs and other visual forms of information)

• use mathematical language

• sequence and organise your ideas.

Instrument-specific standard

Numeracy	
The student work has the following characteristics:	**Grade**
• selection and thoughtful interpretation of mathematical information in personal, social and learning situations • selection and use of a variety of effective practical mathematical and problem-solving strategies when applying mathematics in personal, social and learning situations • controlled use of oral and written mathematical language and representation to communicate mathematically when expressing personal identity, achieving personal goals, understanding and interacting with the wider community, and in learning situations.	**A**
• appropriate selection and interpretation of mathematical information in personal, social and learning situations • selection and use of a variety of relevant mathematical and problem-solving strategies in personal, social and learning situations • some control in the use of oral and written mathematical language and representation to communicate mathematically in personal, social and learning situations.	**B**
• selection and interpretation of mathematical information in personal, social and learning situations • selection and use of a variety of mathematical and problem-solving strategies in personal, social and learning situations • use of oral and written mathematical language and representation to communicate mathematically in personal, social and learning situations.	**C**
• selection and superficial interpretation of basic mathematical information in personal, social and/or learning situations • selection and variable use of some practical mathematical and/or problem-solving strategies in personal, social and/or learning situations in inappropriate or irrelevant ways • fragmented and unclear use of oral and written mathematical language and representation in mathematical communication.	**D**
• use of rudimentary aspects of mathematical information in personal, social and/or learning situations • inaccurate and sporadic use of mathematical strategies information in personal, social and/or learning situations • infrequent and unclear use of mathematical language information in personal, social and/or learning situations.	**E**