VCE Foundation Mathematics: Performance descriptors

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| **VCE Foundation Mathematics**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | | |
| **Performance descriptors** | | | | | | | |
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| **Units 3 and 4** | **DESCRIPTOR: typical performance in each range** | | | | | | |
| **Outcome 2 (15 marks)** | **Focus** | **Score 1** | | **Score 2** | **Score 3** | **Score 4** | **Score 5** |
| Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics. | Ability to Mathematise and frame questions and problem-solving steps | Very limited or minimal mathematisation of questions, conjectures, hypotheses, and only simple, closed or familiar problems selected for study. | | Some mathematisation of questions, conjectures, hypotheses, and some non-routine but familiar problems selected for study. | Adequate mathematisation of questions, conjectures, hypotheses, and non-routine and unfamiliar problems selected for study. | Detailed mathematisation of questions, conjectures, hypotheses, and non-routine and unfamiliar and some open-ended problems selected for study. | Comprehensive mathematisation of questions, conjectures, hypotheses, and a range of non-routine, unfamiliar and open-ended problems selected for study. |
| Application of mathematical processes and procedures | Very limited or minimal use of key mathematical skills and knowledge and approaches to solve problems or to estimate or obtain exact or approximate solutions. | | Some use of key mathematical skills and knowledge and approaches to solve problems and to estimate or obtain exact or approximate solutions. | Adequate use of key mathematical skills and knowledge and approaches to solve problems and to estimate and obtain exact or approximate solutions. | Detailed and clear use of key mathematical skills and knowledge and approaches to solve problems and to appropriately estimate and obtain exact or approximate solutions. | Insightful and comprehensive use of a wide range of key mathematical skills and knowledge and approaches to solve problems and can estimate well and obtain relevant exact or approximate solutions. |
| Analysis and reflection on mathematical solutions and findings | Very limited or minimal analysis and interpretation of results, and relation of the result back to the context, including very limited ability to reflect and review, entirely dependent on teacher prompting and support. | | Limited analysis and interpretation of results, and relation of the result back to the context, including some ability to reflect and review, often dependent on some teacher prompting. | Satisfactory analysis and interpretation of results, and relation of the result back to the context, and can reflect and review results and outcomes, with limited teacher prompting and support. | Careful analysis and interpretation of results, and relation of the result back to the context, and can reflect and review results and outcomes. | Thorough analysis and interpretation of solutions and results, and relation of the result back to the context, and can independently and critically reflect and review results and outcomes. |