

Guidelines for Year 11 Mathematics Core Curriculum Programme (CCP)

The Core Curriculum programme (CCP) for Mathematics targets low ability secondary school learners to attain Level 1 of the Malta Qualifications Framework by the end of compulsory schooling.

Assessment

The assessment for the year 10 CCP is based on 75% of the Continuous Assessment mark and 25% of the Annual Examination mark.

Annual Assessment

The annual assessment is based on continuous assessment (2 compulsory tasks and 4 teacher-set tasks) and the annual examination.

Continuous assessment – The continuous assessment mark is computed by adding the marks of the 2 compulsory tasks and the highest marks obtained by the student in 4 of the teacher-set tasks. The maximum total for this mark is 60. The continuous assessment mark has a weighting of 75% of the Annual Final Mark.

Annual Examination - This centrally set one-hour examination, consists of a 15-minute non-calculator paper (25 marks) and a 45-minute main paper (75 marks). This examination mark has a weighting of 25% of the Annual Final Mark.

$$\text{Annual Final mark} = (0.25 \times \text{Annual Examination mark out of 100}) + (1.25 \times \text{Continuous Assessment mark out of 60})$$

CCP Global mark and Final Grade

The average mark of the three final marks in year 9, year 10, and year 11 gives the **Global mark** which is then converted into a **Final grade** (See Table 1).

An NQF level 1 in Mathematics will be awarded to students who achieve:

- a **Final grade (MO)** over the three years, or
- a **mark of 90 or more in the year 11 annual examination**

This grade will be recorded in the Secondary School Certificate and Profile (SSC&P)

Table 1. Conversion of mark into a grade

Mark	Grade	Criteria
80 - 100	MO	Mastered expected learning outcomes
51 - 79	P	Partially achieved expected learning outcomes
31 - 50	S	Starting to work towards expected learning outcomes
1 - 30	WB	Working below the expected learning outcomes

Tasks for CCP Mathematics

The tasks set throughout the scholastic year are based on Learning Outcomes in the four strands namely Number, Shape Space and Measurement, Algebra, and Data Handling. The two compulsory tasks are provided by the Mathematics Department.

Tasks can consist of activities such as:

- Practical tasks – such as estimating and measuring length, weight, capacity and time; choosing the correct apparatus to use; handling money and change.
- Presentations – ability to present the work carried out in small-groups orally using for example, charts.
- Collaborative activity – a task carried out in small groups e.g. oral quizzes, problem solving, projects
- Computer activity – games, simple logo drawings.
- Oral tests – student respond and teacher records.
- Student Observations/ brainstorming – e.g. classification of shapes,
- Model making – flat and solid shapes
- Field activities and reporting (oral/written)

All tasks and any other assigned work, such as classwork, ICT productions and documentation of artefacts will be kept into individual student files by the class teacher.

To guarantee a level playing field, tasks chosen for assessment will be marked using a standard common rubric (See Table 2).

Table 2. Rubric for marking CCP assessment tasks

	0 marks	1/2 marks	3/4 marks
Interest / Participation	<ul style="list-style-type: none"> • Shows no interest • Refuses to participate 	<ul style="list-style-type: none"> • Shows some interest • Participates occasionally 	<ul style="list-style-type: none"> • Is interested • Active participation
Context	<ul style="list-style-type: none"> • No comprehension of the context in which the problem is situated 	<ul style="list-style-type: none"> • Some aspects of context are understood 	<ul style="list-style-type: none"> • Relevant aspects of context are understood
Maths: Knowledge and Skills	<ul style="list-style-type: none"> • No relevant response or response has major errors • Omits significant parts or all the questions 	<ul style="list-style-type: none"> • Contains an incomplete response and/or carries out mathematical responses with errors • Explanation is muddled • Shows some understanding of mathematical concepts 	<ul style="list-style-type: none"> • Contains a complete response; mathematical responses are carried out correctly and completely • Satisfies the requirements of the immediate problem
Maths reasoning	<ul style="list-style-type: none"> • No logical reasoning 	<ul style="list-style-type: none"> • Explanations/arguments partly correct or unclear • Inconsistent analyses and interpretation • Needs help in identifying a strategy 	<ul style="list-style-type: none"> • Able to reach a consistent conclusion without contradiction • Attempts supporting arguments • Consistent analyses and appropriate interpretation • Uses at least a single strategy
Maths communication accuracy and completeness	<ul style="list-style-type: none"> • Uses no mathematical language or notation 	<ul style="list-style-type: none"> • Some attempt to make use of mathematical language and notation 	<ul style="list-style-type: none"> • Uses correct mathematical language • Uses correct representations • Uses appropriate explanations • Correct conclusions

	<ul style="list-style-type: none"> • No charts or tables in presentations. • Cannot follow explanation • Incorrect conclusions • Incomplete work 	<ul style="list-style-type: none"> • Attempt to use representations in the presentation • Explanation is tedious to follow • Partially correct • Work partially done 	<ul style="list-style-type: none"> • Work is complete
<p>Divide total marks by 2 and round up to the nearest whole number for a maximum of 10 marks. All students' marks will be recorded and kept by the class teacher.</p>			