

Guidelines for Year 9 Mathematics Core Curriculum Programme (CCP)

The Core Curriculum Programme (CCP) for Mathematics supports secondary school learners working toward essential, foundational math skills during their compulsory education.

Mid-Year Assessment

The mid-year assessment is based on 2 compulsory tasks and 3 teacher-set tasks.

The assessment mark is computed by adding the marks of the 2 compulsory tasks and the highest marks obtained by the student in 3 of the teacher-set tasks. The maximum total for this mark, 50, is then multiplied by 2 to obtain a mark out of 100 which is converted into a grade (See Table 1).

Annual Assessment

The annual assessment is based on 4 compulsory tasks and 6 teacher-set tasks.

The annual assessment mark is computed by adding the marks of the 4 compulsory tasks and the highest marks obtained by the student in 6 of the teacher-set tasks. The maximum total for this mark is 100. This mark is then converted into a grade (See table 1)

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 four 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 conducted in small-groups orally using for example, charts.
- Collaborative activity – a task conducted 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 scored 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	- Shows no interest - Refuses to participate	- Shows some interest - Participates occasionally	- Is interested - Active participation
Context	No comprehension of the context in which the problem is situated	Some aspects of context are understood	Relevant aspects of context are understood
Maths: Knowledge and Skills	- No relevant response or response has major errors - Omits significant parts or all the questions	- Contains an incomplete response and/or carries out mathematical responses with errors - Explanation is muddled - Shows some understanding of mathematical concepts	- Contains a complete response; mathematical responses are carried out correctly and completely - Satisfies the requirements of the immediate problem
Maths reasoning	No logical reasoning	- Explanations/arguments partly correct or unclear - Inconsistent analyses and interpretation - Needs help in identifying a strategy	- 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	- Uses no mathematical language or notation - No charts or tables in presentations. - Cannot follow explanation - Incorrect conclusions - Incomplete work	- Some attempt to make use of mathematical language and notation - Attempt to use representations in the presentation - Explanation is tedious to follow - Partially correct - Work partially done	- Uses correct mathematical language - Uses correct representations - Uses appropriate explanations - Correct conclusions - Work is complete
Divide total marks by 2 and round up to the nearest whole number for a maximum of 10 marks. All students' marks to be recorded and kept by the class teacher.			