

## Guidelines for Year 11 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.

### Annual Assessment

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

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.

$$\text{Annual Year 11 mark (out of 100)} = \frac{5}{3} \times \text{continuous assessment mark out of 60.}$$

### 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).

This grade will be recorded in the Secondary School Qualification and Profile (SSQ&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"> <li>Shows no interest</li> <li>Refuses to participate</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Shows some interest</li> <li>Participates occasionally</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Is interested</li> <li>Active participation</li> </ul>                                                                                                                                                             |
| Context                                                                                                                                                            | <ul style="list-style-type: none"> <li>No comprehension of the context in which the problem is situated</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>Some aspects of context are understood</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Relevant aspects of context are understood</li> </ul>                                                                                                                                                              |
| Maths: Knowledge and Skills                                                                                                                                        | <ul style="list-style-type: none"> <li>No relevant response or response has major errors</li> <li>Omits significant parts or all the questions</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Contains an incomplete response and/or carries out mathematical responses with errors</li> <li>Explanation is muddled</li> <li>Shows some understanding of mathematical concepts</li> </ul>                                             | <ul style="list-style-type: none"> <li>Contains a complete response; mathematical responses are carried out correctly and completely</li> <li>Satisfies the requirements of the immediate problem</li> </ul>                                              |
| Maths reasoning                                                                                                                                                    | <ul style="list-style-type: none"> <li>No logical reasoning</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Explanations/arguments partly correct or unclear</li> <li>Inconsistent analyses and interpretation</li> <li>Needs help in identifying a strategy</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Able to reach a consistent conclusion without contradiction</li> <li>Attempts supporting arguments</li> <li>Consistent analyses and appropriate interpretation</li> <li>Uses at least a single strategy</li> </ul> |
| Maths communication accuracy and completeness                                                                                                                      | <ul style="list-style-type: none"> <li>Uses no mathematical language or notation</li> <li>No charts or tables in presentations.</li> <li>Cannot follow explanation</li> <li>Incorrect conclusions</li> <li>Incomplete work</li> </ul> | <ul style="list-style-type: none"> <li>Some attempt to make use of mathematical language and notation</li> <li>Attempt to use representations in the presentation</li> <li>Explanation is tedious to follow</li> <li>Partially correct</li> <li>Work partially done</li> </ul> | <ul style="list-style-type: none"> <li>Uses correct mathematical language</li> <li>Uses correct representations</li> <li>Uses appropriate explanations</li> <li>Correct conclusions</li> <li>Work is complete</li> </ul>                                  |
| Divide total marks by 2 and round up to the nearest whole number for a maximum of 10 marks.<br>All students' marks will be recorded and kept by the class teacher. |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                           |