This year we were advised by panel to assess students in the CAJ domain with extra rigor so that we may strengthen the position of our higher ended students. Prior to this, there would have been 7 possible tick boxes per question - now there are 12. As such, this example (Q. 10):

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question 10** |  | **\*\*** |  | **KAP** |  | Use of rules and formulas |  | Mathematical procedures |  | Use of technology |
|  |  |  |  | **MAP** |  | Use of strategies |  | Alternative solutions and/or procedures |  | Informed decisions |
|  |  |  |  | **MAP** |  | Strengths/Limits |  | | | |
|  |  |  |  | **C&J** |  | Mathematical  terminology |  | Presentation of  information |  | Translation of  information |
|  |  |  |  | **C&J** |  | Development of  logical sequence |  | Justification of reasonableness |  | |

*Based on the details in Question 9, determine whether Hilary Jones receives a tax refund or whether she owes the ATO more money. Specify the amount. Show all working.*

You tick according to:

KAP Use of rules and formulas *Has the student used rules and formulas in this situation?*

KAP Mathematical procedures *Has the student applied correct mathematical sequences in this*

*situation?*

KAP *We don't have to assess the "Use of technology" here as there is no requirement to use a graphics calculator nor*

*word processor.*

MAP Use of strategies *Has the student used familiar strategies to solve this problem?*

MAP *We don't have to assess the "Alternative solutions and/or procedures" as there is no requirement for an alternative*

*procedure to be employed.*

MAP Informed decisions *Has the student made correct decisions based on mathematical*

*reasoning in this situation?*

MAP *We don't have to assess the "Strengths/Limitations" as there is no requirement in this question.*

CAJ Use of mathematical terminology

*Has the student used correct mathematical terminology in this*

*situation?*

CAJ Presentation of information *Has the student organised and presented information in a variety of*

*representations?*

CAJ Translation of information *Has the student translated information from one representation to*

*another?*

CAJ Development of a logical sequence

*Has the student developed logical sequences using mathematical and*

*everyday language?*

CAJ Justification of reasonableness

*Has the student justified the reasonableness of the results calculated?*

These statements are cut down summaries of the criteria statements so that tick boxes can be organised. In this case, a student could receive a maximum of 9 ticks from this C-level question. It is possible that an A level may need all 12 boxes ticked.

That was the easy part! I believe that this particular student answered well but I can only use 4 of the 9 ticks. Lets see what this does for the "holistic" view of the complete paper.