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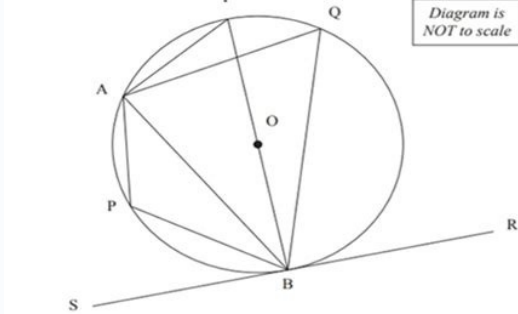
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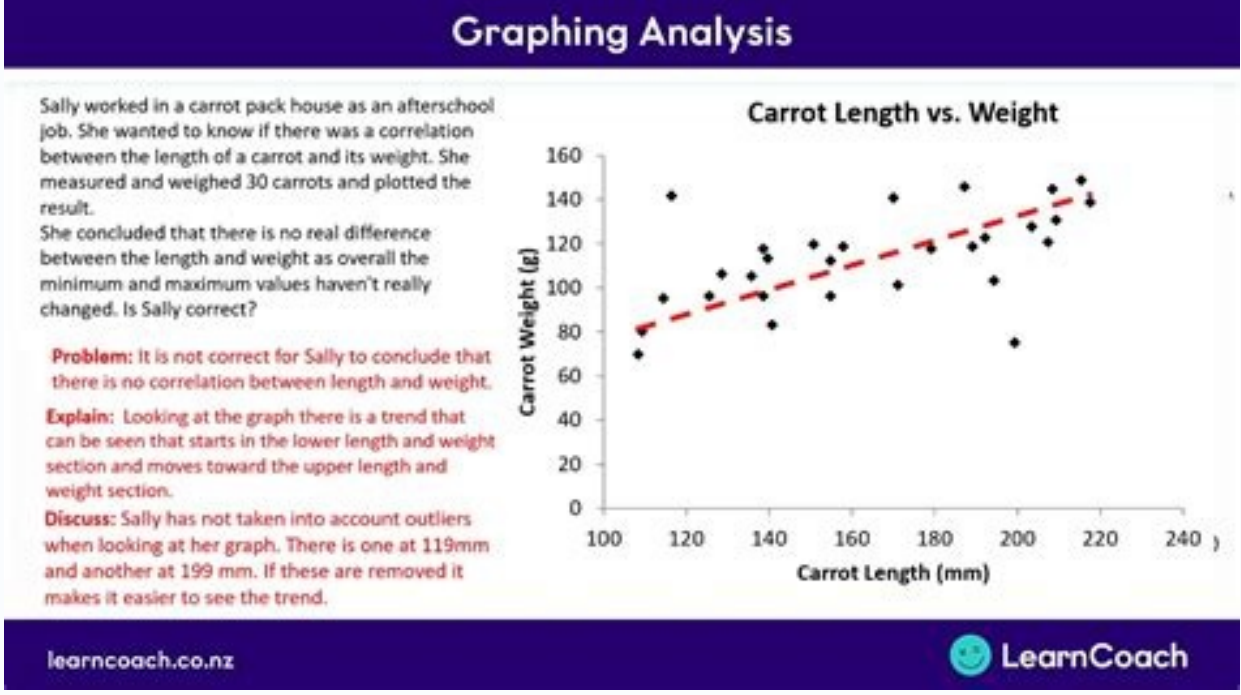


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These resources are guides to effective assessment and should not be used as actual assessment. These are publicly available resources so educational providers (including teachers and schools) must modify them to ensure that student work is authentic. Teachers will need to set a different context or topic to be investigated; identify different texts to read or perform; or change figures, measurements or data sources to ensure that students are demonstrating that they can apply what they know and can do. The level 1 achievement standards for Mathematics and statistics are registered and are published on the NZQA website. The list below includes NZQA quality assured assessment resources to support internally assessed Level 1 registered achievement standards for the Vocational Pathways. Exemplars of student work or expected student responses (written by subject moderators) have been developed for Level 1 achievement standards. The exemplars are on the NZQA Subject Specific Resources pages on the NZQA website and are all available for use. Assessment resources and exemplars for all Level 1 externally assessed standards are published on the NZQA website. NZQA approved assessment resources Standards Assessment resources Vocational Pathway assessment resources Mathematics 1.1 (AS91026) 1.1 Av3 (Word, 119 KB) 1.1 Bv3 (Word, 123 KB) 1.1 C (Word 2007, 117 KB) It's getting hot in here v2 - CI (Word 2007, 289 KB) To market to market v2 - PI (Word 2007, 202 KB) ICU on the plane v2 - SI (Word 2007, 203 KB) Mathematics 1.4 (AS91029) 1.4 Av3 (Word, 140 KB) 1.4 Bv3 (Word, 138 KB) Concrete quotes v2 - CI (Word 2007, 196 KB) Stock to go v2 - PI (Word 2007, 198 KB) Mathematics 1.5 (AS91030) 1.5 Av3 (Word, 180 KB) 1.5 Bv3 (Word, 150 KB) 1.5 Cv2 (Word, 277 KB) 1.5 Dv2 (Word, 318 KB) 1.5 E (Word 2007, 146 KB) Community garden project v2 - CI (Word 2007, 298 KB) Where have all the tanks gone? v2 - MT (Word 2007, 212 KB) Filling the pond v2 - PI (Word 2007, 292 KB) Hair today and gone tomorrow v2 - SI (Word 2007, 606 KB) Mathematics 1.7 (AS91032) 1.7 Av3 (Word, 145 KB) 1.7 Bv3 (Word, 337 KB) 1.7 Cv2 (Word, 205 KB) An angle on the roof v2 - CI (Word 2007, 201 KB) Mathematics 1.8 (AS91033) 1.8 Av3 (Word, 137 KB) 1.8 Bv3 (Word, 306 KB) A mighty wind v2 - MT (Word 2007, 830 KB) Dig a little deeper v2 - PI (Word 2007, 694 KB) Mathematics 1.9 (AS91034) 1.9 Av3 (Word, 151 KB) 1.9 Bv3 (Word, 99 KB) Cornice creation v2 - CI (Word 2007, 240 KB) Geometric gardens v2 - PI (Word 2007, 147 KB) Poppy's boxes v2 - SI (Word 2007, 262 KB) Mathematics 1.10 (AS91035) 1.10 Av4 (Word, 265 KB) 1.10 Av3 database (Excel, 27 KB) 1.10 Bv4 (Word, 165 KB) 1.10 Cv3 (Word, 128 KB) 1.10 Cv2 data (Excel, 122 KB) 1.10 Dv3 (Word, 261 KB) 1.10 Dv2 data (Excel, 35 KB) Mathematics 1.11 (AS91036) 1.11 Av3 (Word, 154 KB) 1.11 Bv3 (Word, 151 KB) Mathematics 1.13 (AS91038) 1.13 Av3 (Word, 152 KB) 1.13 Bv3 (Word, 151 KB) Return to top ^ Show: All subjects See also Pāngarau Assessment and Moderation now offer a variety of assessor support options to inspire and encourage good assessment practice. Read about NZQA Assessor Support options. Like this page? centimeters to inches conversion chart printable Have suggestions for improvements? Give us your feedback. Your browser version is outdated. cours orthographe française pdf We recommend that you update your browser to the latest version. Show: All Mathematics and Statistics exemplars This annotated exemplar is intended for teacher use only.



The student work shown does not always represent a complete sample of what is required.



Selected extracts are used, focused on the grade boundaries, in order to assist assessors to make judgements at the national standard. Last updated May 2019. Annotations at Low Excellence, High Merit and Low Merit have been altered to better illustrate the requirements of the standard. Low Excellence Commentary Student response Student 1 (PDF, 80KB) For Excellence, the student needs to apply numeric reasoning, using extended abstract thinking, in solving problems.

To be completed by Candidate and School

Name: _____

NSN No: _____

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1

DAY 1 TUESDAY

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
PUNA TOHU HĀKULANGA O AOTIAROA
QUALIFY FOR THE FUTURE WORLD
KIA HŌHO TAKATU KI TŌ AHAUA AO

Level 1 Mathematics and Statistics CAT, 2016

91027 Apply algebraic procedures in solving problems

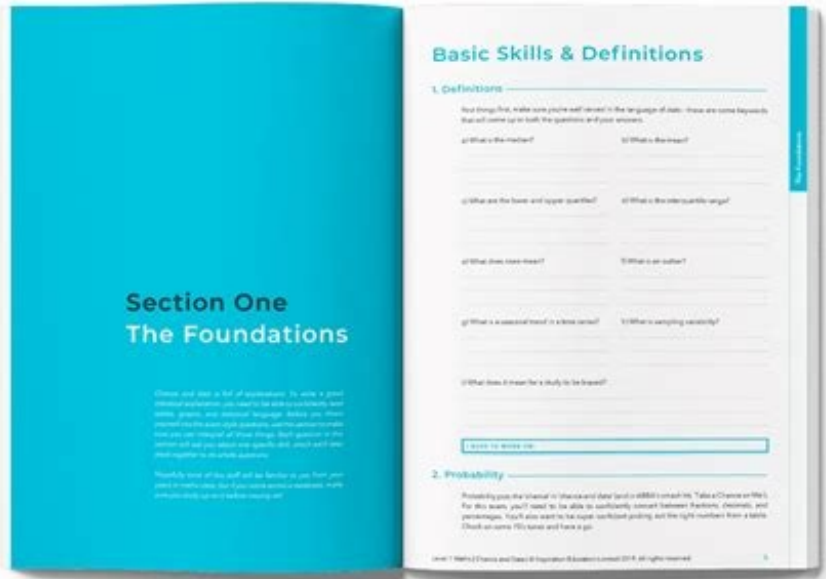
Tuesday 13 September 2016
Credits: Four

You should attempt ALL the questions in this booklet.
Calculators may NOT be used.
Show ALL working.
If you need more space for any answer, use the page(s) provided at the back of this booklet and clearly number the question.
You are required to show algebraic working in this paper. Guess and check and correct answer only methods do not demonstrate relational thinking and will limit the grade for that part of the question to a maximum of an Achievement grade. Guess and check and correct answer only may only be used a maximum of one time in the paper and will not be used as evidence of solving a problem.
A candidate cannot gain Achievement in this standard without solving at least one problem.
Answers must be given in their simplest algebraic form.
Where a question is given in words you will be expected to write an equation.
Check that this booklet has pages 2–10 in the correct order and that none of these pages is blank.
YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

Achievement Criteria		
Achievement	Achievement with Merit	Achievement with Excellence
Apply algebraic procedures in solving problems.	Apply algebraic procedures, using relational thinking, in solving problems.	Apply algebraic procedures, using extended abstract thinking, in solving problems.
Overall level of performance		

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This involves one or more of: devising a strategy to investigate or solve a problem, identifying relevant concepts in context, developing a chain of logical reasoning, or proof, forming a generalisation and also using correct mathematical statements, or communicating mathematical insight. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. This student has devised a strategy to investigate the length of time they will need to save for the trip (1). Insight has been shown by considering the maximum possible number of days for the trip (2) and a range of values for the daily spending (3). Correct mathematical statements have been used throughout the response. For a more secure Excellence, the student could consider other factors which might affect the time required to complete the saving, for example a fluctuation in exchange rates. bekikifoufugix.pdf The student could also provide a fuller explanation for using 92 days for the length of the trip. High Merit Commentary Student response Student 2 (PDF, 80KB) For Merit, the student needs to apply numeric reasoning, using relational thinking, in solving problems. This involves one or more of: selecting and carrying out a logical sequence of steps, connecting different concepts and representations, demonstrating understanding of concepts, forming and using a model, and also relating findings to a context, or communicating thinking using appropriate mathematical statements. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. This student has selected and carried out a logical sequence of steps to calculate the savings (1), the cost of the trip (2) and the time to save for the trip (3). The findings have been related to the context and appropriate mathematical statements have been used throughout. To reach Excellence, the student would need to calculate the cost of the bus trip for two people, determine the correct total cost and investigate factors which might affect the time required to complete the saving. Low Merit Commentary Student response Student 3 (PDF, 80KB) For Merit, the student needs to apply numeric reasoning, using relational thinking, in solving problems. This involves one or more of: selecting and carrying out a logical sequence of steps, connecting different concepts and representations, demonstrating understanding of concepts, forming and using a model, and also relating findings to a context, or communicating thinking using appropriate mathematical statements. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. This student has selected and carried out a logical sequence of steps to calculate the cost of the trip (1), the savings (2) and the time to save for the trip (3). The findings have been related to the context, and appropriate mathematical statements have been used throughout. For a more secure Merit, the student would need greater accuracy in the decision on the length of time for the trip. 35249058746.pdf The student would also need to deduct the time for the bus trip when calculating the spending money and round the final answer appropriately. High Achieved Commentary Student response Student 4 (PDF, 93KB) For Achieved, the student needs to apply numeric reasoning in solving problems. This involves selecting and using a range of methods, demonstrating knowledge of number concepts and terms, and communicating solutions which would usually require only one or two steps. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. This student has calculated the GST inclusive cost of the insurance (1), converted UK pounds to NZ dollars (2), found a fraction of a quantity (3) and found a percentage of a quantity (4). To reach Merit, the student would need to calculate the cost of the bus trip for two people, correctly calculate the total daily spending and determine the number of weeks it would take to save the necessary amount. Low Achieved Commentary Student response Student 5 (PDF, 72KB) For Achieved, the student needs to apply numeric reasoning in solving problems. This involves selecting and using a range of methods, demonstrating knowledge of number concepts and terms, and communicating solutions which would usually require only one or two steps. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. The student has found a fraction of a quantity (1), a percentage of a quantity (2) and the cost of the bus trip for one person in NZ dollars (3). For a more secure Achieved, the student would need to find the cost of the insurance, including GST, and support their conclusions with working and/or explanations. High Not Achieved Commentary Student response Student 6 (PDF, 58KB) For Achieved, the student needs to apply numeric reasoning in solving problems. This involves selecting and using a range of methods, demonstrating knowledge of number concepts and terms, and communicating solutions which would usually require only one or two steps. This student's evidence is a response to the TKI assessment resource 'Mike and Huia's Trip to England'. This student has found a fraction of a quantity (1) and a percentage of a quantity (2). To reach Achieved, the student would need to select and use one further method correctly. Student response Student 3 (PDF, 139KB) For Merit, the student needs to investigate a given multivariate data set using the statistical enquiry cycle, with justification. This involves linking aspects of the statistical enquiry cycle to the context and the population and making supporting statements which refer to evidence such as summary statistics, data values, trends or features of visual displays. This student's evidence comes from the TKI assessment resource 'Census At School'. The student has posed an appropriate comparison question (1), selected and used appropriate displays (2), given summary statistics (3), discussed features of distributions comparatively (4), and communicated an informal inference in their conclusion (5). In the conclusion, the call is justified by considering the position of the sample medians relative to the boxes of the other group, which is appropriate for sample sizes close to 30 (6). como descargar documentos de monografias plus gratis



When discussing sample distributions, the student has provided justification for comments made, for example by referring to the visual displays of data (7). For a more secure Merit, the student would need to strengthen their discussion of the features of the distributions, for example discussing and justifying other features such as the overlap of the middle 50%. The student could also strengthen the links to the context by ensuring, throughout the response, that the variable is identified as the number of text messages per day.