

Year 8 Mathematics Assessment 2
FADS

Due: Friday, 12 November at 4pm



For this assessment you will be working with a friend to create **five questions about FADS** which should be based on number knowledge and properties. The questions can be based on a combination of the following topics:

1. **Multiplication, addition, division and subtraction.**
2. **Rounding numbers.**
3. **Ascending and descending numbers**
4. **Decimal numbers**
5. **Fractions and percentages**
6. **Order of Operations**

You will also need to show step by step working for the five questions.

The overall grade for the assessment will depend on the quality and level of the questions. The questions can be written on a document along with the solution and uploaded on the Mission Heights Online Math course page by **Friday 12th of November**. The sample questions shown below are just for your understanding and cannot be used for the assessment.

Example:

Beyond:

Baydragon usually sells the Dungeons and Dragons set for \$59.99. During the start of the sale season they reduced the price by 25%. After a week of sale, they decided to give a further 40% off on the sale price. Calculate the price for Dungeons and Dragons during the sale. What was the overall percentage reduction?

Above:

Luke, Jasman and Solomon decide to buy a set of Pokemon TCG Elite trainer box for \$120 to later sell it for profit on Trade me. Luke decides to contribute $\frac{1}{4}$ th of the total cost while Jasman decides to pay $\frac{2}{3}$ rd of the pending money. How much would each of them have to pay to buy the deck?

At:

Tanya bought slime for 6 of her friends at the cost of \$2.50 per box. How much did she have to pay in total.

| Criteria | Working Towards | At | Above | Beyond |
|-----------------------------|---|---|---|---|
| Number operation in context | <p>You have attempted to apply:</p> <ul style="list-style-type: none"> • multiplicative strategies flexibly to whole numbers, equivalent fractions, decimals and percentages • multiplication and division as inverse operations on whole numbers | <p>You have applied number operations:</p> <ul style="list-style-type: none"> • multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages • multiplication and division as inverse operations | <p>You have applied number operations in multiple steps with:</p> <ul style="list-style-type: none"> • multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages • multiplication and division as inverse operations on | <p>You have applied number operations in multiple steps precisely with:</p> <ul style="list-style-type: none"> • multiplicative strategies flexibly to whole numbers, ratios, and equivalent fractions, decimals and percentages • multiplication and division as inverse operations on |

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|-----------------------------|---|---|---|---|
| | <ul style="list-style-type: none"> additive strategies flexibly to decimals and integers | <p>on whole numbers</p> <ul style="list-style-type: none"> additive strategies flexibly to decimals and integers | <p>whole numbers</p> <ul style="list-style-type: none"> additive strategies flexibly to decimals, integers and used order of operation | <p>whole numbers</p> <ul style="list-style-type: none"> additive strategies flexibly to decimals, integers and used order of operation |
| Number Knowledge in context | You have attempted to explain the strategies using steps | You have explained the strategies using steps | You have explained the strategies using multiple steps | You have explained the strategies using multiple steps with justification |
| Time management | You have yet to submit your assessment | You have not submitted the assessment on time | You have submitted the assessment on time | You have submitted the assessment on time |
| Overall | Working TOWARDS | Working AT | Working ABOVE | Working BEYOND |