Year 10 Investigative Research Task



**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class/Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Task Title: Trigonometry Tussles

**INSTRUCTIONS**

**Due:** Monday 25th, August.

 Week 7, Term 3

**Submission:** In class, Monday, period 1, Week 7, Term 3 25th August, 2014.

**Location of Task:** Maths Faculty on School Website. Under Maths there is a link to Year 10 reflective Learning. Pick the correct assignment for your class. All the details are there. If you cannot access this see your teacher.

**Presentation:** It may be presented in a variety of forms but must be typed. Ensure you check spelling and punctuation and include illustrations/pictures where necessary.

**References:** All relevant references should be listed at the end of your assignment, and remember that it should be put into your own words.

**Marking:** There are marking guidelines attached. Be sure to refer to them closely when you are completing the assignment.

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| Year 10 Investigative Research Task Marking Guideline |
| **Level** | **Grade** | **Summary/Description** |
| Excellent | A | Task fully completed. Central ideas clearly demonstrated and understood. Process and skills have been applied to new situations. Appropriate planning. Clear communication of strategies and mathematics used. |
| High | B | Task completed but with some minor flaws in diagrams, descriptions calculations or application of processes and skills to new situations. Reasonable plan. Communication or reasoning lacking to some extent. |
| Substantial | C | Substantial progress towards completing the task. Indicates an understanding of relevant knowledge concepts and skills, but some key areas may be missing. Some evidence of planning and communication of strategies and mathematics used. |
| Satisfactory | D | Attempt at the task shows that some progress has been made. Partial but limited grasp of the central ideas and mathematics involved. Gaps in relevant skills, knowledge, or conceptual understanding. Little evidence of planning |
| Elementary | E | Little progress or understanding evident. Limited competence in processes and skills. Ineffective planning. |
| Non-Attempt | N | Nothing handed in |