**qwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm**

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| Kemnay Academy  Maths Department  S4 Assessment Log Book  **Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.** |

**Mathematics**

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| ***National 4*** *–*  ***Expressions and Formulae*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| 1.1 Pass/Fail |  |  |
| 1.2 Pass/Fail |  |  |
| 1.3 Pass/Fail |  |  |
| ***National 4*** *–*  ***Relationships*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| 1.1 Pass/Fail |  |  |
| 1.2 Pass/Fail |  |  |
| 1.3 Pass/Fail |  |  |
| 1.4 Pass/Fail |  |  |
| ***National 4*** *–*  ***Numeracy*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| Outcome 1 Pass/Fail |  |  |
| Outcome 2 Pass/Fail |  |  |
| ***National 4*** *–*  ***Added Value*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| Pass/Fail |  |  |

**Mathematics**

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| ***National 5 - Expressions and Formulae*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| 1.1 Pass/Fail |  |  |
| 1.2 Pass/Fail |  |  |
| 1.3 Pass/Fail |  |  |
| 1.4 Pass/Fail |  |  |
| ***National 5 - RELATIONSHIPS*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| 1.1 Pass/Fail |  |  |
| 1.2 Pass/Fail |  |  |
| 1.3 Pass/Fail |  |  |
| 1.4 Pass/Fail |  |  |
| 1.5 Pass/Fail |  |  |
| ***National 5 - APPLICATIONS*** | ***Next steps and date of re-assessment*** | ***Parent signature for***  ***each re-assessment*** |
| 1.1 Pass/Fail |  |  |
| 1.2 Pass/Fail |  |  |
| 1.3 Pass/Fail |  |  |
| 1.4 Pass/Fail |  |  |

**Mathematics**

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| ***National 3 – Shape Space and Measure*** | ***Next steps and date of re-assessment*** | ***Parent signature for each re-assessment*** |
| Outcome 1 Pass/Fail |  |  |
| Outcome 2 Pass/Fail |  |  |
| ***National 3 – MANAGE MONEY AND DATA*** | ***Next steps and date of re-assessment*** | ***Parent signature for each re-assessment*** |
| Outcome 1 Pass/Fail |  |  |
| Outcome 2 Pass/Fail |  |  |
| ***National 3 – NUMERACY*** | ***Next steps and date of re-assessment*** | ***Parent signature for each re-assessment*** |
| Outcome 1 Pass/Fail |  |  |
| Outcome 2 Pass/Fail |  |  |

**National 3**

***Shape, Space and Measure***

Outcome 1: Use shape and space in basic real-life contexts

Outcome 2: Use measures in basic real-life contexts

***Manage Money and Data***

Outcome 1: Manage money in basic real-life contexts

Outcome 2: Manage data in basic real-life contexts

***Numeracy***

Outcome 1: Using numerical skills to solve simple real-life problems involving money/time/measurement

Outcome 2: Interpret graphical data and situations involving probability to solve simple real-life problems involving money/time/measurement

**National 4**

***Expressions and Formulae***

1.1: Apply algebraic skills to manipulating expressions and working with formulae

1.2: Apply geometric skills to circumference, area and volume

1.3: Apply statistical skills to representing and analysing data and to probability

***Relationships***

1.1: Apply algebraic skills to linear equations

1.2: Apply geometric skills to sides and angles of shapes

1.3: Apply trigonometric skills to right angled triangles

1.4: Apply statistical skills to representing data

2.1: Interpret a situation where mathematics can be used and identify a valid strategy (each of Expressions and Formulae, Relationships)

2.2: Explain a solution and/or relate it to a context (each of Expressions and Formulae, Relationships)

***Numeracy***

Outcome 1: Using numerical skills to solve straightforward real-life problems involving money/time/measurement

Outcome 2: Interpret graphical data and situations involving probability to solve straightforward real-life problems involving money/time/measurement

**National 5**

***Expressions and Formulae***

1.1: Apply numerical skills to simplify surds/expressions using the laws of indices

1.2: Apply algebraic skills to manipulate expressions

1.3: Apply algebraic skills to algebraic fractions

1.4: Apply geometric skills linked to the use of formulae

***Relationships***

1.1: Apply algebraic skills to linear equations

1.2: Apply algebraic skills to graphs of quadratic relationships

1.3: Apply algebraic skills to quadratic equations

1.4: Apply geometric skills to lengths, angles and similarity

1.5: Apply trigonometric skills to graphs and identities

***Applications***

1.1: Apply trigonometric skills to triangles which do not have a right angle

1.2: Apply geometric skills to vectors

1.3: Apply numerical skills to fractions and percentages

1.4: Apply statistical skills to analysing data

2.1: Interpret a situation where mathematics can be used and identify a valid strategy (each of Expressions and Formulae, Relationships, Applications)

2.2: Explain a solution and/or relate it to a context (each of Expressions and Formulae, Relationships, Applications)

***Useful websites to support learning:***

<https://www.mymaths.co.uk/> (all levels)

<http://www.bbc.co.uk/education/subjects/zfcqn39> (National 3)

<http://maths.qahs.org.uk/home-study-2/home-study-s4-s6/>

<http://www.bbc.co.uk/education/subjects/zyc76sg> (National 4)

<http://maths.qahs.org.uk/home-study-2/national-4/>

<http://www.bbc.co.uk/education/subjects/ztrjmp3> (National 5)

<http://maths.qahs.org.uk/home-study-2/sqa-past-papers/>

<http://courses.scholar.hw.ac.uk/vle/scholar/>

***Broad assessment schedule for all levels***:

Unit 1 – end September (at latest, by October holidays)

Unit 2 – about mid-January

Unit 3 – about mid/end March

*This is what it looks like to achieve a unit*