

	5 Exemplary	4 Superior	3 Proficient	2 Developing	1 Inadequate	0 Not evident
1. Investigation aim: Provides an appropriate <b>aim</b> that explains how and why they chose to investigate this topic, with links to the impact the topic has on mathematical concepts in financial and other real world contexts.						
2. Methodology and mathematical thinking: Lists and describes the mathematical <b>strategies and content</b> and how these were used to complete the investigation.						
3. Uses correct and accurate <b>language, terms, symbols and calculations</b> to complete the investigation.						
4. Makes clear connections between the mathematics/financial literacy in the investigation.						
5. Appropriately <b>analyses and explains</b> the mathematics/financial literacy and their investigation findings and connects the to the initial <b>aim</b> .						
6. Selects and uses appropriate mathematical tools, including digital technologies, to clearly represent and <b>communicate</b> findings.						
7. <b>Reflects</b> on the mathematical and/or financial literacy learning achieved in the investigations.						
8. Draws on general <b>capabilities</b> considering, ethical, intercultural, social and personal, creative and critical thinking and or technology to explore the mathematics and financial literacy within the investigation.						
9. Acknowledges <b>resources</b> and research used (including reference materials and assistance from other people including peers and teachers).						
10. Provides detailed <b>evidence</b> of work (such as drafts, written calculations, journal entries, annotated photographs) ensuring the investigation is a true representation of the student's learning.						
<b>Total (maximum 50)</b>						