

End Stage 3 Mathematics – What’s the Problem – Grade C

$3 \div 2 = 1\frac{1}{2}$
 $1 + \frac{1}{2} = 1\frac{1}{2}$
 Two people had to share three ^{chocolate} bars, but there were three chocolate bars. How many chocolate bars will they get and how will they get them?
 Cut one in half and both get $\frac{1}{2}$ chocolate bars.

$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 1\frac{1}{2}$	(31) $14 - 12\frac{1}{2} = 1\frac{1}{2}$
(12) $12 - 10\frac{1}{2} = 1\frac{1}{2}$	(32) $15 - 13\frac{1}{2} = 1\frac{1}{2}$
(13) $11 - 9\frac{1}{2} = 1\frac{1}{2}$	(33) $16 - 14\frac{1}{2} = 1\frac{1}{2}$
(14) $10 - 8\frac{1}{2} = 1\frac{1}{2}$	(34) $17 - 15\frac{1}{2} = 1\frac{1}{2}$
(15) $9 - 7\frac{1}{2} = 1\frac{1}{2}$	(35) $18 - 16\frac{1}{2} = 1\frac{1}{2}$
(16) $8 - 6\frac{1}{2} = 1\frac{1}{2}$	(36) $19 - 17\frac{1}{2} = 1\frac{1}{2}$
(17) $7 - 5\frac{1}{2} = 1\frac{1}{2}$	
(18) $6 - 4\frac{1}{2} = 1\frac{1}{2}$	
(19) $5 - 3\frac{1}{2} = 1\frac{1}{2}$	
(20) $3 - 1\frac{1}{2} = 1\frac{1}{2}$	
(21) $0 + 1\frac{1}{2} = 1\frac{1}{2}$	
(22) $0 + 1 + \frac{1}{2} = 1\frac{1}{2}$	
(23) $1 \times \frac{1}{2} = \frac{1}{2}$	
(24) $\frac{1}{2} \div 1 = \frac{1}{2}$	
(25) $\frac{1}{2} \times 3 = 1\frac{1}{2}$	
(26) $(2 \times \frac{1}{2}) + \frac{1}{2} = 1\frac{1}{2}$	
(27) $(1 \times \frac{1}{2}) + (\frac{1}{2} \times 2) = 1\frac{1}{2}$	
(28) $(3 \times \frac{1}{2}) + 0 = \frac{3}{2}$	
(29) $(4 \times \frac{1}{2}) - \frac{1}{2} = 1\frac{1}{2}$	
(30) $(5 \times \frac{1}{2}) - 1 = 1\frac{1}{2}$	
(31) $(6 \times \frac{1}{2}) - 1\frac{1}{2} = 1\frac{1}{2}$	
(32) $(7 \times \frac{1}{2}) - 2 = 1\frac{1}{2}$	
(33) $(8 \times \frac{1}{2}) - 2\frac{1}{2} = 1\frac{1}{2}$	
(34) $(9 \times \frac{1}{2}) - 3 = 1\frac{1}{2}$	
(35) $(10 \times \frac{1}{2}) - 3\frac{1}{2} = 1\frac{1}{2}$	
(36) $13 - 11\frac{1}{2} = 1\frac{1}{2}$	

Division was used sparingly and incorrectly, indicating problems with this operation

There is heavy reliance on subtraction with a pattern followed for its use

An adequate level of competence has been demonstrated with questions that involved more than one operation

Grade Commentary

Ariel has shown sound knowledge and understanding of fractions and a variety of operations that equal one-and-a-half. However, more word problems and questions involving decimals could have been included.

This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard.