**Mathematics Applications | ATAR Year 11 | Summary of minor syllabus changes for 2025**

The content identified by ~~strikethrough~~ has been deleted from the syllabus. The content in italics has been included.

2.1.4 with the aid of an appropriate graphical display (chosen from dot plot, stem plot, bar chart or histogram), describe the distribution of a numerical data set in terms of modality (uni or multimodal), shape (symmetric versus positively or negatively skewed), location, ~~and~~ spread and outliers, and interpret this information in the context of the data

2.1.5 determine the mean and standard deviation of a data set using technology and *interpret* ~~use~~ these statistics as measures of location and spread of a data distribution, being aware of their limitations

2.1.11 compare groups *within* ~~on~~ a single numerical variable using medians, means, IQRs, ranges or standard deviations, ~~and~~ as appropriate; interpret the differences observed in the context of the data and report the findings in a systematic and concise manner

2.3.2 develop a linear ~~formula~~ *equation* from a word description*,* ~~and~~ solve the ~~resulting~~ equation *and interpret the result*

2.3.6 interpret, in context, the slope and intercept*s* of a straight-line graph used to model and analyse a practical situation

**Assessment table-Year 11**

|  |  |
| --- | --- |
| Type of assessment | Weighting |
| **Response**  ~~Students respond using knowledge of mathematical facts, concepts and terminology, applying problem-solving skills and algorithms. Response tasks can include: tests, assignments, quizzes and observation checklists. Tests are administered under controlled and timed conditions.~~  *Students apply mathematical knowledge and understanding of concepts and relationships, to solve a mix of routine and non-routine questions in practical contexts. Response tasks can include: tests, assignments and multimedia representations.* | 40% |

Note: Appendix 1 - Grade descriptions Year 11 have been reworded to improve clarity with no change in standard.