Exam Structure
Assessment in Leaving Certificate Mathematics

Assessment for certification will be based on the aim, objectives and learning outcomes of this syllabus. Differentiation at the point of assessment will be achieved through examinations at three levels – Foundation level, Ordinary level, and Higher level. Each level of this syllabus is a subset of the next level. Learners at Higher level are expected to achieve the Foundation level, Ordinary level and Higher level learning outcomes. Learners at Ordinary level are expected to achieve the Foundation level learning outcomes as well as those at Ordinary level. Differentiation will be achieved also through the language level in the examination questions, the stimulus material presented, and the amount of structured support given in the questions, especially for candidates at Foundation level.

Assessment components

There are two assessment components at each level
• Mathematics Paper 1
• Mathematics Paper 2
On each paper there will be two sections – A and B.
• Section A (150 marks) will address core mathematics topics, with a focus on concepts and skills.
• Section B (150 marks) will include questions that are context-based applications of mathematics.

General assessment criteria

A high level of achievement in Mathematics is characterised by a demonstration of a thorough knowledge and comprehensive understanding of mathematics as described by the learning outcomes associated with each strand. The learner is able to make deductions with insight even in unfamiliar contexts and can move confidently between different forms of representation. When investigating challenging problems, the learner recognises pattern structures, describes them as relationships or general rules, draws conclusions and provides justification or proof. The learner presents a concise, reasoned justification for the method and process and, where appropriate, considers the range of approaches which could have been used, including the use of technology.

A moderate level of achievement in Mathematics is characterised by a demonstration of a broad knowledge and good understanding of mathematics as described by the learning outcomes associated with each strand. The learner is able to make deductions with some insight even in unfamiliar contexts and can move between different forms of representation in most situations. When investigating problems of moderate complexity, the learner recognises pattern structures, describes them as relationships or general rules and draws conclusions consistent with findings. The learner successfully selects and applies skills and problem solving techniques. The learner presents a reasoned justification for the method and process and provides an evaluation of the significance and reliability of findings. **A low level of achievement** in Mathematics is characterised by a demonstration of limited knowledge or understanding of mathematics as described by the learning outcomes associated with each strand. The learner recognises simple patterns or structures when investigating problems and applies basic problem solving techniques with some success. An attempt is made to justify the method used and to evaluate the reliability of findings.