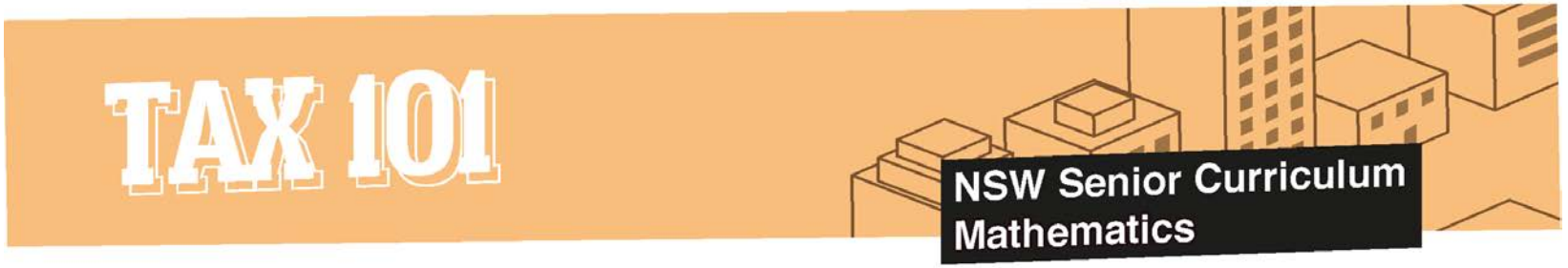


Tax 101 - Activity 1: What is tax and why do we need it?	
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphical and tabular form **MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts ***Statistical Analysis*** Subtopic: **MS-S1** Data Analysis **MS1.1: Classifying and representing data (grouped and ungrouped)** ● interpret and compare data by considering it in tabular and/or graphical representations

Tax 101 - Activity 1: What is tax and why do we need it? Years 11-12 Task	
Mathematics Life Skills – Stage 6	**MALS6-5** demonstrates understanding of money ***Financial Mathematics*** Subtopic: **MLS-F2** Earning Money **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax

Tax 101 - Activity 2: Who, what, how and why	
Mathematics Life Skills – Stage 6	**MALS6-1** explores mathematical concepts, reasoning and language to solve problems **MALS6-7** demonstrates understanding of number and patterns in a range of contexts **MALS6-8** solves problems using number and patterns in real-life situations **MALS6-9** uses data in a range of contexts **MALS6-13** engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Number and Modelling*** Subtopic: **MLS-N1** Review of Number Properties **N1.3: Number problems** ● recognise decimals and percentages in everyday contexts Subtopic: **MLS-N2** Mathematical Modelling **N2.2: Modelling** • develop rules based on the models created ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life
Year 11 Mathematics Standard	**MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and Managing Money** ● use technology to perform financial calculations

Tax 101 - Activity 4: The Budget: taxes and spending	
Mathematics Life Skills – Stage 6	**MALS6-1** explores mathematical concepts, reasoning and language to solve problems **MALS6-2** engages with mathematical symbols, diagrams, graphs and tables to represent information accurately **MALS6-14** communicates mathematical ideas and relationships using a variety of strategies ***Number and Modelling*** Subtopic: **MLS-N2** Mathematical Modelling **N2.2: Modelling** ● model real life problems using diagrams ***Financial Mathematics*** Sub-topic **MLS-F3** Spending Money **F3.1: Purchasing goods and services** • distinguish between goods and services • recognise that in our society most goods and services have a price attached • identify costs of goods and services using a variety of techniques • order costs using terminology

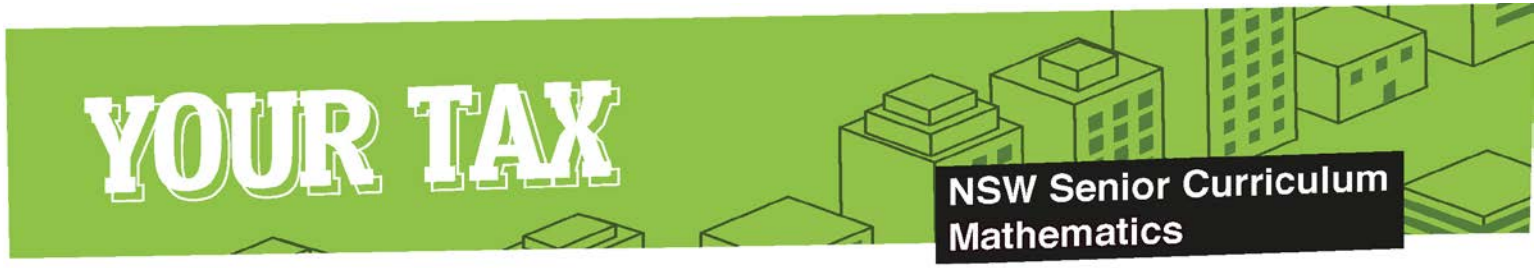
Tax 101 - Activity 4: The Budget: taxes and spending **Years 11-12 Task**	
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphical and tabular form **MS11-7,** develops and carries out simple statistical processes to answer questions posed **MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts ***Statistical Analysis*** Subtopic: **MS-S1** Data Analysis **MS1.1: Classifying and representing data (grouped and ungrouped)** ● interpret and compare data by considering it in tabular and/or graphical representations

Tax 101 - Activity 6: Role of the ATO **Years 11-12 Task**	
Mathematics Life Skills – Stage 6	**MALS6-5** demonstrates understanding of money ***Financial Mathematics*** Subtopic: **MLS-F2** Earning Money **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax ● recognise that workers need to submit a tax return annually

Tax 101 - Interactive: Shaping the system – Tax Models	
Mathematics Life Skills – Stage 6	**MALS6-1** explores mathematical concepts, reasoning and language to solve problems **MALS6-2** engages with mathematical symbols, diagrams, graphs and tables to represent information accurately **MALS6-5** demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making ***Number and Modelling*** Subtopic: **MLS-N1** Review of Number Properties **N1.3: Number problems** ● recognise decimals and percentages in everyday contexts Subtopic: **MLS-N2** Mathematical Modelling **N2.2: Modelling** • model real-life problems using concrete materials and/or diagrams • develop rules based on the models created ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life

Tax 101 - Interactive: Shaping the system – Tax Models **Years 11-12 Task**	
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphical and tabular form **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Algebra*** Subtopic: **MS-A2** Linear Relationships **A2: Linear Relationships** ● Model, analyse and solve problems involving linear relationships ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.1: Interest and Depreciation** ● calculate simple interest for different rates and periods **(ACMEM064)** – apply percentage increase or decrease in various contexts, eg calculating the goods and services tax (GST) payable on a range of goods and services, and – calculating profit or loss in absolute and percentage terms ● use technology or otherwise to compare simple interest graphs for different rates and periods **F1.2: Earning and Managing Money** ● use technology to perform financial calculations

Tax 101 - Interactive: You make the decision	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-2**, engages with mathematical symbols, diagrams, graphs and tables to represent information accurately **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-7**, demonstrates understanding of number and patterns in a range of contexts **MALS6-8**, solves problems using number and patterns in real-life situations **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information **MALS6-14**, communicates mathematical ideas and relationships using a variety of strategies ***Financial Mathematics*** Sub-topic **MLS-F3** Spending Money **F3.1: Purchasing goods and services** • distinguish between goods and services • recognise that in our society most goods and services have a price attached • identify the cost of goods and services using a variety of techniques • order costs using terminology • determine the best buy from two or more options considering a range of aspects • justify a choice between two of more items based on cost or other reasons **F3.2: Budgeting** ● understand the need to balance income and expenditure ● describe what is meant by a balanced budget ● calculate total income and expenditure and create a balanced budget for a real situation ● use tables or digital technologies to balance income and expenditure ● describe the possible consequences of having insufficient income to meet expenses



Your Tax - Activity 1: Income and income tax	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6,** explores money management and financial decision-making ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● recognise, read and write the % symbol as 'per cent' ● interpret the use of percentages in everyday life Subtopic: **MLS-F2** Earning Money **F2.1: Types of income and work** ● identify and describe a range of types of work-related income, for example: – wages – salary – commission – piecework ● identify and describe forms of income other than work-related income, for example: – pocket money – social security payments – interest on investments – profits from operating a business **F2.3: Tax and other deductions** • recognise the existence and purpose of income tax

Your Tax - Activity 1: Income and income tax Years 11-12 Task	
Year 11 Mathematics Standard	**MS11-2**, represents information in symbolic, graphic and tabular form **MS11-5**, models relevant financial situations using appropriate tools **MS11-10**, justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and managing money** ● use technology to perform financial computations, for example calculating percentage change, calculating tax payable and preparing a wage-sheet
Year 12 Mathematics Standard 2	**MS2-12-5,** makes informed decisions about financial situations, including annuities and loan repayments ***Financial Mathematics*** Subtopic: **MS-F4** Investments and Loans **F4.1: Investments** • work with shares and calculate the appreciated value of items, for example antiques – calculate the dividend paid on a portfolio of shares, and the dividend yield (excluding franked dividends)

Your Tax - Activity 2: Working and paying tax	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5,** demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13,** engages with mathematical skills and techniques, including technology, to investigate, explain and organise information **MALS6-14**, communicates mathematical ideas and relationships using a variety of strategies ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ● calculate the percentage of an amount using whole number percentages **F2.1: Types of income and work** ● read and interpret tables related to income, eg wage tables, tables of payments from Centrelink ● read and interpret pay advice notifications **F2.2: Income calculations** ● calculate earnings based on wages or salaries, for example: – calculate income given an hourly rate and a number of hours worked or calculate weekly income given an annual salary **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax ● understand that the Pay As You Go (PAYG) system of taxation is applied to most wage and salary earners ● interpret and calculate tax and other deductions ● recognise that workers need to submit a tax return annually
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphic and tabular form **MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-9**, uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and managing money** ● calculate monthly, fortnightly, weekly, daily or hourly pay rates from a given salary, wages involving hourly rates and penalty rates, including situations involving overtime and other special allowances, and earnings based on commission (including commission based on a sliding scale), piecework or royalties ● calculate income tax ● use technology to perform financial computations

Your Tax - Activity 3: Completing your tax return	
Mathematics Life Skills – Stage 6	**MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making ***Financial Mathematics*** Subtopic: **MLS-F2** Earning Money **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax ● understand that the Pay As You Go (PAYG) system of taxation is applied to most wage and salary earners ● recognise that workers need to submit a tax return annually ● identify typical allowable tax deductions for different workers and understand the documentation needed if a worker wants to claim these deductions in their tax return
Year 11 Mathematics Standard	**MS11-5,** models relevant financial situations using appropriate tools **MS11-9**, uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and managing money** ● calculate income tax ● identify allowable tax deductions

Your Tax - Activity 4: Calculating tax due	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life Subtopic: **MLS-F2** Earning Money **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax ● understand that the Pay As You Go (PAYG) system of taxation is applied to most wage and salary earners ● interpret and calculate tax and other deductions ● recognise that workers need to submit a tax return annually ● identify typical allowable tax deductions for different workers and understand the documentation needed if a worker wants to claim these deductions in their tax return

(continued from previous page) Your Tax - Activity 4: Calculating tax due	
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphic and tabular form **MS11-5,** models relevant financial situations using appropriate tools **MS11-6**, makes predictions about everyday situations based on simple mathematical models **MS11-9**, uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and managing money** ● calculate income tax – identify allowable tax deductions – calculate taxable income after allowable tax deductions are taken from gross pay – calculate the Medicare levy (basic levy only) – calculate net pay following deductions from income – calculate the amount of Pay As You Go (PAYG) tax payable per fortnight or week using current tax scales, and use this to determine if more tax is payable or if a refund is owing after completing a tax return ● use technology to perform financial computations, for example calculating percentage change, calculating tax payable and preparing a wage-sheet

Your Tax - Activity 5: What other taxes do I have to pay? Years 11-12 Task	
Year 11 Mathematics Standard	**MS11-2**, represents information in symbolic, graphic and tabular form **MS11-5**, models relevant financial situations using appropriate tools **MS11-10**, justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.2: Earning and managing money** ● use technology to perform financial computations, for example calculating percentage change, calculating tax payable and preparing a wage-sheet

Your Tax - Activity 6: Fixing a tax problem	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: **MLS-F2** Earning Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ● calculate the percentage of an amount using whole number percentages
Year 11 Mathematics Standard	**MS11-5,** models relevant financial situations using appropriate tools **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations **F1.1: Interest and depreciation** ● calculate simple interest for different rates and periods **(ACMEM064)**

Business Tax - Activity 2: Business structures	
Mathematics Life Skills – Stage 6	**MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ● recognise that there are alternate methods of using a calculator to calculate percentages of amounts Subtopic: **MLS-F2** Earning Money **F2.3: Tax and other deductions** ● recognise the existence and purpose of income tax ● understand that the Pay As You Go (PAYG) system of taxation is applied to most wage and salary earners ● interpret and calculate tax and other deductions,
Year 11 Mathematics Standard	**MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** **F1.2: Earning and managing money** • calculate income tax • use technology to perform financial computations

Business Tax - Activity 4: Explaining business taxes	
Mathematics Life Skills – Stage 6	**MALS6-1** explores mathematical concepts, reasoning and language to solve problems **MALS6-2** engages with mathematical symbols, diagrams, graphs and tables to represent information accurately **MALS6-7** demonstrates understanding of number and patterns in a range of contexts **MALS6-9** uses data in a range of contexts **MALS6-13** engages with mathematical skills and techniques, including technology, to investigate, explain and organise information **MALS6-14** communicates mathematical ideas and relationships using a variety of strategies ***Number and Modelling*** Subtopic: **MLS-N2** Mathematical Modelling **N2.2: Modelling** ● describe trends evident in graphs of data ● use digital technology to create graphs from tables of data or tables from graphs **Statistics and probability** Subtopic: **MLS-S1** Statistics **S1.1: Gather data** ● recognise information in a variety of tables and graphs ● recognise features of tables and graphs ● read a range of graphs and tables to gather information ● investigate datasets related to a range of cross-curricular focus areas **S1.2: Organise and display data** ● choose the most appropriate display for a dataset ● construct a line, picture or column graph **S1.3: Analyse and interpret data** ● interpret graphs, tables and datasets from a variety of common sources ● interpret information about a dataset and use it to draw conclusions ● recognise and describe trends in data ● use information to extrapolate or make predictions from data ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ● recognise that there are alternate methods of using a calculator to calculate percentages of amounts ● calculate percentage decreases and increases using a calculator in the context of money problems
Year 11 Mathematics Standard	**MS11-1,** uses algebraic and graphical techniques to compare alternative solutions to contextual problems **MS11-2,** represents information in symbolic, graphical and tabular form **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts ***Statistical Analysis*** Subtopic: **MS-S1** Data Analysis **S1.1: Classifying and representing data (grouped and ungrouped)** • review how to organise and display data into appropriate tabular and/or graphical representations • interpret and compare data by considering it in tabular and/or graphical representations

Business Tax - Activity 5: The goods and services tax (GST)	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ● recognise that there are alternate methods of using a calculator to calculate percentages of amounts
Year 11 Mathematics Standard	**MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.1: Interest and depreciation** ● calculate simple interest for different rates and periods **(ACMEM064)** **F1.2: Earning and managing money** ● use technology to perform financial computations

Business Tax - Activity 5: The goods and services tax (GST) **Years 11-12 Task**	
Year 11 Mathematics Standard	**MS11-4,** performs calculations in relation to two-dimensional and three-dimensional figures **MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Measurement*** Subtopic: **MS-M1** Applications of Measurement **M1.2: Perimeter, area and volume** • solve problems involving perimeters, area, surface area, volumes and capacity in a variety of context ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.1: Interest and depreciation** ● calculate simple interest for different rates and periods **(ACMEM064)** **F1.2: Earning and managing money** ● use technology to perform financial computations
Year 12 Mathematics Standard 1	**MS1-12-10,** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others ***Algebra*** Subtopic: **MS-A3** Types of Relationships **A3.1: Simultaneous linear equations** ● solve practical problems that involve finding the point of intersection of two straight-line graphs, for example determine and interpret the break-even point of a simple business problem where cost and revenue are represented by linear equations
Year 12 Mathematics Standard 2	**MS2-12-10,** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response ***Algebra*** Subtopic: **MS-A4** Types of Relationships **A4.1: Simultaneous linear equations** ● solve practical problems that involve finding the point of intersection of two straight-line graphs, for example determine and interpret the break-even point of a simple business problem where cost and revenue are represented by linear equations

Super - Activity 1: What is superannuation?	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-2**, engages with mathematical symbols, diagrams, graphs and tables to represent information accurately **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-9**, uses data in a range of contexts **MALS6-14**, communicates mathematical ideas and relationships using a variety of strategies ***Financial Mathematics*** Subtopic: **MLS-F2** Earning Money **F2.1: Types of income and work** • recognise the link between a person having sufficient income and being able to buy the things they need and want Subtopic: **MLS-F3** Spending Money **F3.2: Budgeting** ● describe the possible consequences of having insufficient income to meet expenses ***Statistics and probability*** Subtopic: **MLS-S1** Statistics **S1.1: Gather data** ● recognise information in a variety of tables and graphs ● read a range of graphs and tables to gather information **S1.3: Analyse and interpret data** ● interpret graphs, tables and datasets from a variety of common sources ● interpret information about a dataset and use it to draw conclusions ● recognise and describe trends in data ● use information to extrapolate or make predictions from data

Super - Activity 2: Where does super money come from?	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-9** uses data in a range of contexts **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: MLS-F1 Decimals, Percentages and Money **F1.2: Percentages and money** ● recognise, read and write the % symbol as 'per cent' ● interpret the use of percentages in everyday life, for example: ● calculate the percentage of an amount using whole number percentages ***Statistics and probability*** Subtopic: MLS-S1 Statistics **S1.1: Gather data** ● recognise information in a variety of tables and graphs ● read a range of graphs and tables to gather information ● investigate datasets related to a range of cross-curricular focus areas **S1.3: Analyse and interpret data** ● interpret graphs, tables and datasets from a variety of common sources ● interpret information about a dataset and use it to draw conclusions ● recognise and describe trends in data ● use information to extrapolate or make predictions from data
Year 11 Mathematics Standard	**MS11-2,** represents information in symbolic, graphical and tabular form **MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts ***Statistical Analysis*** Subtopic: MS-S1 Data Analysis **S1.1: Classifying and representing data (grouped and ungrouped)** ● interpret and compare data by considering it in tabular and/or graphical representations

Super - Activity 3: What do I need to do about super?	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life, for example: ● recognise that there are alternate methods of using a calculator to calculate percentages of amounts ● calculate the percentage of an amount using whole number percentages ● calculate percentage decreases and increases using a calculator in the context of money problems
Year 11 Mathematics Standard	**MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.1: Interest and depreciation** • calculate simple interest for different rates and periods **(ACMEM064)** • use a spreadsheet to calculate and graph compound interest as a recurrence relation involving repeated applications of simple interest
Year 12 Mathematics Standard 1	**MS1-12-5,** makes informed decisions about financial situations likely to be encountered post-school **MS1-12-9,** chooses and uses appropriate technology effectively and recognises appropriate times for such use **MS1-12-10,** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others ***Financial Mathematics*** Subtopic: **MS-F2** Investment **F4.1: Investments** • calculate the future value (FV) or present value (PV) and the interest rate (r) of a compound interest investment using the formula $\boldsymbol{FV = PV(1 + r)^n}$
Year 12 Mathematics Standard 2	**MS2-12-5,** makes informed decisions about financial situations, including annuities and loan repayments **MS2-12-9,** chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use **MS2-12-10,** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response ***Financial Mathematics*** Subtopic: **MS-F4** Investments and Loans **F4.1: Investments** • calculate the future value (FV) or present value (PV) and the interest rate (r) of a compound interest investment using the formula $\boldsymbol{FV = PV(1 + r)^n}$
Mathematics Advanced	**MA12-2,** models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques **MA12-4,** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems **MA12-10,** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context ***Financial Mathematics*** Subtopic: MA-M1 Modelling Financial Situations **M1.1: Modelling investments and loans** ● solve compound interest problems involving financial decisions, including but not limited to a home loan, a savings account, a car loan or superannuation

Super - Activity 3: What do I need to do about super? Years 11-12 Task	
Mathematics Life Skills – Stage 6	**MALS6-1**, explores mathematical concepts, reasoning and language to solve problems **MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-13**, engages with mathematical skills and techniques, including technology, to investigate, explain and organise information ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life, for example: ● recognise that there are alternate methods of using a calculator to calculate percentages of amounts ● calculate the percentage of an amount using whole number percentages ● calculate percentage decreases and increases using a calculator in the context of money problems
Year 11 Mathematics Standard	**MS11-5,** models relevant financial situations using appropriate tools **MS11-6,** makes predictions about everyday situations based on simple mathematical models **MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Financial Mathematics*** Subtopic: **MS-F1** Money Matters **F1.1: Interest and depreciation** • calculate simple interest for different rates and periods **(ACMEM064)** • use a spreadsheet to calculate and graph compound interest as a recurrence relation involving repeated applications of simple interest

Super - Activity 4: How do I choose a super fund?	
Mathematics Life Skills – Stage 6	**MALS6-5**, demonstrates understanding of money **MALS6-6**, explores money management and financial decision-making **MALS6-9** uses data in a range of contexts ***Financial Mathematics*** Subtopic: **MLS-F1** Decimals, Percentages and Money **F1.2: Percentages and money** ● interpret the use of percentages in everyday life ***Statistics and probability*** Subtopic: **MLS-S1** Statistics **S1.1: Gather data** ● recognise information in a variety of tables and graphs ● read a range of graphs and tables to gather information **S1.3: Analyse and interpret data** ● interpret graphs, tables and datasets from a variety of common sources ● interpret information about a dataset and use it to draw conclusions ● recognise and describe trends in data ● use information to extrapolate or make predictions from data
Year 11 Mathematics Standard	**MS11-9,** uses appropriate technology to investigate, organise and interpret information in a range of contexts **MS11-10,** justifies a response to a given problem using appropriate mathematical terminology and/or calculations ***Statistical Analysis*** Subtopic: **MS-S1** Data Analysis **S1.1: Classifying and representing data (grouped and ungrouped)** ● interpret and compare data by considering it in tabular and/or graphical representations