General Mathematics | Units 3–4 | Outcome 3

Check tool outputs and explain whether they answer the intended mathematical task.

Key skills | Free preview

Learning target: Check tool outputs and explain whether they answer the intended mathematical task.

A complete technology workflow makes the mathematical reasoning reproducible. Record the starting balance and update formula, identify payment timing, generate sufficient rows, check an early row manually and summarise the result in its financial context. A table of unexplained output is incomplete; the conclusion should include a stopping rule, precision convention and the limits of the assumed model.

Try the mathematics

Task 1. Use a spreadsheet to model a $2000 loan with 1% interest per month and usual end-month payments of $700. Create columns for opening balance, interest, payment and closing balance, with the payment capped at the amount due. State formulas and expected rows.

Continue with the full worksheet

The complete resource has 2 focused task sets and substantive worked solutions. Use an exercise book or print the A4 worksheet. This preview shows the first task without its full solution.

Find this resource: https://resources.aspiretopowerlearning.com.au/vce/skills/aspire-internal-gm-u34-o3-cross-ks-11/

Study-design reference

VCE Mathematics Study Design 2023-2027, version 1.1 (November 2022). General Mathematics; Units 3–4; Outcome 3; Key skills; bullet 11; p. 94.

The learning target is a concise paraphrase. Aspire reference: aspire-internal-gm-u34-o3-cross-ks-11. This is an internal identifier, not an official VCAA code.

Free preview: share intact with attribution, without charging. Full resource rights are not included.

Original independent practice. Not published or endorsed by VCAA. The activity is not an official SAC, examination or complete treatment of every clause of a broad curriculum requirement.