Communicating

Chance

Aunty Rose's Balcony

Element	f The learner	g The learner	h The learner	i The learner	j The learner	k The learner
Communicating	Uses examples of everyday situations to talk about the likelihood of events happening and use the language of chance and probability.	Uses mathematical language [such as impossible, never, possible, certain, always], to describe the likelihood that events will occur.	Uses mathematical language [such as very likely, unlikely, less likely, probable, improbable], to describe the likelihood that events will occur. Records outcomes of trials and investigations using appropriate strategies (For example - tally marks or simple tables).	Selects appropriate methods of recording results of probability investigations. Express as a common fraction, the probability that an event will occur. Discusses and compares theoretical probability.	Represents probability using values from the range of 0 to 1. (With 0 being impossible / never and 1 being always / certain). Represents all possible outcomes of an experiment using a sample space (A sample space is a set of all possible outcomes in an experiment).	Describes real-world applications of probabilities expressed in various forms (For example - fractions, decimals and percentages).

National Council for Curriculum and Assessment (2022, p. 35)

Element	f The learner	g The learner	h The learner	i The learner	j The learner	k The learner
Communicating	Can describe the chance of each colour being picked using appropriate terms - most likely, likely, unlikely, very unlikely etc.	As with learner f, but may connect the terms to the occurrence of the colours. (E.g. there is only one pink, so that is least likely/ has the smallest chance of being picked).	Examines the flowers and counts, either expressing each colour as a proportion (five out of eleven) or a fraction 5/11.	Can observe and explain how repeating the experiment many times 'evens out' random chance (or uses some other appropriate child-friendly term).	Can use a table or a tally to record the outcomes of the draws. Can explain how repeating the experiment many times 'evens out' random chance (or uses some other appropriate child-friendly term).	Can suggest totals and proportions of these totals which might represent the number of each tree.