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|  | **Content (/10)** |  | **Communication (/5)** | **Presentation (/5)** |
| Should be a sliding scale demonstrating increasingly complex skills | Explain the importance of leaving 3 counters | Pupils can gain any 5 marks | Draws appropriate diagrams to illustrate situations | Clear diagrams of different situations |
| Describe how you can guarantee a win (including discussing going 1st or 2nd) | Clear descriptions of what the diagrams show | Use correct equipment for diagrams, including pencil & rulers |
| Explain why the above strategy works | Easy to follow explanations for the things they discover | Visually appealing piece of work |
| Investigate the strategy if you change the number of counters | Clear structure illustrating the progression through different scenarios | General presentation of a high standard |
| Investigate the strategy if you can now take 1, 2 or 3 counters | Literacy – spelling and grammar | Structure – easy to read and follow |
| Investigate changing the number of players to 3 |  |  |
| 3, 4, 5 NIM: Describe a winning strategy |  |  |
| 3, 4, 5 NIM: Explain why a winning strategy works |  |  |
| Extends the task in a relevant way |  |  |
| Investigates the outcome of this extension |  |  |