

**Student's Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Subject: Mathematics**

**Year 9**      **Date set: 3<sup>rd</sup> January**      **Deadline for handing in: 13<sup>th</sup> January**

**Project title: Board Game Design (Core)**  
WS  
Your task is to design and make a board game for 4 people.  
The playing board is restricted to an A4 piece of card  
Only 12 grid spaces are allowed.  
If you wish you can incorporate dice and/or counters  
A poster will be displayed on the maths corridor

You will need to

- Design your game
- Construct your game
- Write a clear set of instructions
- Trial your game and evaluate
- Submit all of the above

**I want to see:**

	<b>Checklist</b>
Use of technical words	<b>Yes</b>
Logical structure	<b>Yes</b>
Clear presentation	<b>Yes</b>
Good subject content	<b>Yes</b>
Effective Literacy	<b>Yes</b>
Evidence of research	<b>Yes</b>

**Useful Resources:**

- *Try typing 'board game strategies' or 'board game design' into a search engine – you may find some useful hints or tips*
- *Why not look through the instructions to Monopoly?*

**Extra things you could do:**

- *Theme your board game? For example Harry Potter or FIFA*
- *'Box it up'*
- *Think about probability and chance*
- *Find out if your chances improve if you go first.*

**THIS SHEET AND YOUR EVALUATION SHEET MUST BE ATTACHED TO  
YOUR PROJECT WHEN YOU HAND IT IN**

**Success Criteria:**

Level	Level Description
7a/b/c	<p>Pupils should submit a <b>complex</b> game designed within the task boundaries</p> <ul style="list-style-type: none"><li>• an additional element of <b>individuality</b> or a <b>unique approach</b> to game design</li><li>• <b>organised</b> and clear set of instructions and the <b>aim displayed</b></li><li>• show a real insight into the <b>strategic</b> structure of the game</li><li>• the game has been <b>triated</b> and <b>modifications applied to refine</b> the game.</li><li>• show a <b>variety</b> of mathematical forms when presenting <b>understanding</b></li><li>• Use appropriate <b>vocabulary</b> to explain any conclusions</li><li>• examples and calculations presented clearly using <b>effective literacy skills</b></li><li>• <b>research</b> should be clearly referenced</li></ul>
6a	<p>Pupils should submit a <b>complex</b> game designed within the task boundaries</p> <ul style="list-style-type: none"><li>• a variety of <b>resources</b> used</li><li>• <b>aim</b> of the game must be clearly displayed</li><li>• <b>organised</b> and clear set of instructions</li><li>• may incorporate an element of <b>strategic thinking</b></li><li>• evidence the game has been <b>triated</b>.</li><li>• show a <b>variety</b> of mathematical forms when presenting <b>understanding</b></li><li>• Use appropriate <b>vocabulary</b> to explain any conclusions</li><li>• examples and calculations presented clearly using <b>effective literacy skills</b></li><li>• <b>research</b> should be clearly referenced</li></ul>
6b	<p>Pupils should submit a <b>complex</b> game designed within the task boundaries</p> <ul style="list-style-type: none"><li>• a <b>variety</b> of resources used</li><li>• <b>aim</b> of the game must be clearly displayed</li><li>• <b>organised</b> and clear set of instructions</li><li>• may incorporate an element of <b>strategic thinking</b></li><li>• evidence the game has been <b>triated</b>.</li><li>• show a <b>variety</b> of mathematical forms when presenting <b>understanding</b></li><li>• Use appropriate <b>vocabulary</b> to explain any interpretations</li><li>• examples and calculations presented clearly using <b>effective literacy skills</b>.</li></ul>
6c	<p>Pupils should submit a <b>complex</b> game designed within the task boundaries</p> <ul style="list-style-type: none"><li>• a variety of <b>resources</b> used</li><li>• <b>aim</b> of the game must be clearly displayed</li><li>• <b>organised</b> and clear set of instructions</li><li>• may incorporate an element of <b>strategic thinking</b></li><li>• evidence the game has been <b>triated</b>.</li><li>• show a <b>variety</b> of mathematical forms when presenting <b>understanding</b></li><li>• Use appropriate <b>vocabulary</b> to explain any interpretations</li></ul>
5a	<p>Pupils should submit a <b>more complex</b> game designed within the task boundaries, but one that may include extra resources such as a dice, coloured counters or cards.</p> <ul style="list-style-type: none"><li>• <b>aim</b> of the game must be clearly displayed</li><li>• <b>organised</b> and clear set of instructions</li><li>• may incorporate an element of <b>strategic thinking</b></li><li>• evidence the game has been <b>triated</b>.</li><li>• present their <b>mathematical understanding</b> of their game.</li><li>• Use appropriate <b>vocabulary</b> to explain any conclusions</li></ul>
5b	<p>Pupils should submit a <b>more complex</b> game designed within the task boundaries, but one that may include extra resources such as a dice, coloured counters or cards.</p> <ul style="list-style-type: none"><li>• <b>aim</b> of the game must be clearly displayed</li><li>• <b>organised</b> and clear set of instructions</li></ul>

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4a	<p>Pupils should submit a <b>basic board</b> game designed within the task boundaries, but one that may include extra resources such as a dice, coloured counters or cards.</p> <ul style="list-style-type: none"> <li>• <b>aim</b> of the game must be clearly displayed</li> <li>• <b>organised</b> and clear set of instructions</li> </ul> <p>may incorporate an element of <b>strategic thinking</b> (how one player can gain advantage over another)</p> <ul style="list-style-type: none"> <li>• evidence the game has been <b>triated</b></li> </ul>
4b	<p>Pupils should submit a <b>basic board</b> game designed within the task boundaries, but one that may include extra resources such as a dice, coloured counters or cards.</p> <ul style="list-style-type: none"> <li>• <b>aim</b> of the game must be clearly displayed</li> <li>• <b>organised</b> and clear set of instructions</li> <li>• may incorporate an element of <b>strategic thinking</b> (how one player can gain advantage over another)</li> </ul>
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