Gymea Technology High School
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Year 7, Mathematics

Task 5: Yearly Examination

Due Date: 12th November 2024, Week 5 Term 4 Periods 5 & 6

Task Distributed: 29th October 2024

Unit: Angle Relationships, Length and Perimeter, Area, Properties of Geometrical Figures.

Task Type: Formal Examination

Task Weighting: 25%

Outcomes: MAO-WM-01, MA4-ANG-C-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-GEO-C-01

Task Description

The duration of this exam is 60 minutes and will consist of two sections:

· **Section 1:** 10 multiple choice questions worth one mark each covering the units listed above.
· **Section 2:** A mixture of short and long response questions separated into topics worth one mark or more. This section will involve a number of literacy questions requiring you to write a short statement. These questions will be marked with the following symbol:

Key Areas of Learning:

Angle Relationships ● Use appropriate conventions to label angles. ● Identify types of angles e.g. right angles, acute, obtuse, reflex and revolution. ● Identify supplementary, complementary and vertically opposite angles and use their result to find unknown angles. ● Evaluate unknown angles. ● Evaluate unknown angles on parallel lines by using corresponding, alternate and co-interior angles. ● Justify angles are parallel. ● Use knowledge that angles at a point sum to 360° to solve problems.	**Properties of Geometrical Figures** ● Name triangles and quadrilaterals according to their vertices. ● Classify triangles and quadrilaterals according to their properties. ● Use triangle and quadrilateral properties to solve simple numerical problems with appropriate reasoning. ● Identify the interior angle sum of triangles and quadrilaterals. ● Identify convex and non-convex triangles.
Area ● Convert units of area. ● Calculate the area of basic shapes. ● Calculate the area of composite shapes.	**Length and Perimeter** Convert units of length. Calculate the perimeter of basic shapes. Calculate the perimeter of composite shapes.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Calculate:** Determine from given facts, figures or information
- **Demonstrate:** show by example
- **Describe:** provide characteristics and features
- **Evaluate:** determine the value of
- **Explain:** provide why and/or how with reasoning
- **Identify:** recognise and name
- **Justify:** prove or support

Check the NESA Glossary of Key Words for further guidance https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

For successful completion of this examination you must have the following equipment:

- Board approved calculator
- Pencil, eraser and ruler for graphs and diagrams
- Blue or black pen

Students are NOT permitted to bring notes or any electronic device into the exam.

If you are absent from the examination, you must contact the school on the day and follow school assessment and illness/misadventure policies and procedures. A valid attempt at all questions is required.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through worked solutions and a literacy marking rubric (see attached).
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

How does this link to my learning?

- This task will be used by your teachers to assess your knowledge and understanding of the outcomes listed that you have been studying in class this semester.
- The marks achieved in this exam will go towards your semester 2 report and may determine your class in any future class placements.
- This task will draw together the above outcomes and assess your ability to apply a range of mathematical skills and techniques that you have covered in class.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

The GTHS Mathematics Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary *Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect*	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
Punctuation *Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text*	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - *one sentence is punctuated correctly.*	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion *The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.*	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of simple sentences, but may attempt more complex structures.	Most sentences are correct, including compound sentences.	All sentences are correct, effective and controlled, and include evidence of sophisticated structures)
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation