

## Task 5: Yearly Examination

**Due Date:** Monday 17<sup>th</sup> November, 2025 (Week 6B)

**Task Distributed:** 3rd November 2025      **Unit:** Linear Relationships, Area, Surface Area & Volume, Trigonometry, Indices & Numbers of any magnitude, Data Analysis

**Task Type:** Formal examination      **Task Weighting:** 25%


**Outcomes:** MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-ALG-P-02, MA5-IND-C-01, MA5-FIN-C-01, MA5-DAT-C-01

### Task Description

The duration of this exam is 70 minutes and will consist of three sections:

**Section 1:** 10 multiple choice questions worth one mark each covering a range of 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: 

**Section 3:** Problem solving questions bringing together multiple aspects from the units of work studied

|  |  |
|--|--|
| <p><b>Linear Relationships</b></p> <ul style="list-style-type: none"> <li>Plot points and sketch linear graphs on the Cartesian plane</li> <li>Recognize the gradient and y-intercept from the equation of a line</li> <li>Calculate the gradient of a line from a graph</li> <li>Find the midpoint and distance between two points</li> <li>Determine if points lie on a line</li> <li>Recognise parallel and perpendicular lines</li> </ul>  | <p><b>Area, Surface Area, Volume</b></p> <ul style="list-style-type: none"> <li>Solves problems involving the surface area of right prisms, cylinders and practical problems involving the area of composite shapes and solids</li> <li>Solves problems involving the volume and capacity of different solids, including composite solids consisting of right prisms and cylinders</li> <li>Converts between units</li> <li>Finds absolute and percentage error</li> </ul> |
| <p><b>Trigonometry</b></p> <ul style="list-style-type: none"> <li>Apply Pythagoras' Theorem</li> <li>Identify Sin, Cos, and Tan ratios</li> <li>Identify the hypotenuse, opposite and adjacent sides of right-angled triangles.</li> <li>Identify a fraction relating to a given trigonometric ratio.</li> <li>Find the value of unknown sides and angles in right-angled triangles.</li> <li>Solve problems involving right-angled triangles including problems with angles of Elevation and Depression.</li> </ul> | <p><b>Indices &amp; Numbers of any magnitude</b></p> <ul style="list-style-type: none"> <li>Express number using scientific notation</li> <li>Round numbers to a certain amount of significant figures</li> <li>Simplify algebraic products and quotients using index laws</li> <li>Apply the index laws to variables, using positive-integer indices and the zero index</li> </ul>  |

| Data Analysis   | Problem Solving Questions   |
|---|---|
| <ul style="list-style-type: none"> <li>• Calculate standard deviation of data sets</li> <li>• Develop 5 figure summary to find quartiles and interquartile range</li> <li>• Use 5 figure summary to create box plots and make comparisons</li> <li>• Identify skewness and symmetry in visual representations of data sets</li> </ul> | <ul style="list-style-type: none"> <li>• Solve a series of problems which can be from any, or all, of the topics covered in this examination</li> </ul> |

## 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/Find** - Provide a numerical answer
- **Evaluate** - Make a judgement based on criteria; determine the value of
- **Identify** - Recognise and name
- **Show** - Provide all working out to see if an answer is true
- **Simplify** - Write an expression in its simplest form
- **Solve** – Find the value of a pronumeral
- **Substitute**- Replace the pronumeral with a numerical value

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 bring the following equipment.

- Board approved calculator
- Pencils and eraser for graphs
- Blue or black pen
- A ruler

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 Days of the test date.
- At this time feedback including information on how to improve will be provided through solutions.
- Students can clarify or seek further feedback by speaking with their teacher.
- 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 in class.

## 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 Rubric

| Literacy Outcomes  | Elementary achievement<br>You have:                                | Limited achievement<br>You have:  | Satisfactory achievement<br>You have:   | High achievement<br>You have:   | Outstanding achievement<br>You have:   |
|--|--|---|---|---|--|
| <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;"><i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i></p>  | 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  |
| <p style="text-align: center;"><b>Punctuation</b></p> <p style="text-align: center;"><i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i></p>  | No evidence of correct sentence punctuation.                       | Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> | 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  |
| <p style="text-align: center;"><b>Sentences &amp; Cohesion</b></p> <p style="text-align: center;"><i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i></p> | 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   |

