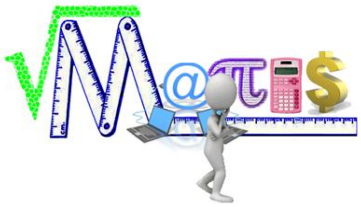


Year 7 (2022) MATHEMATICS

Georges River College
Peakhurst Campus

Term 2 Common Test Task Notification

Date	**Week 2B** **Monday 2nd May 2022 & Tuesday 3rd May 2022**	
Classes Assessed	**Classes Monday 2nd May 2022** Compulsory for: 7 MAT R (Mr Mansouri) Period 3 7 MAT O (Ms Ibrahim) Period 4 7 MAT Y (Mr Salame) Period 4 7 MAT G (Mr Mansouri) Period 5 7 MAT B (Mr Smithard) Period 5	**Classes Tuesday 3rd May 2022** Compulsory for: 7 MAT V (Mr Smithard) Period 2 7 MAT P (Ms Ataalla) Period 2 7 MAT T (Mr Hui) Period 2 7 MAT I (Mr Fomin) Period 4
Weighting	25% of Year 7 Mathematics Assessment	
Examination Details	Read the following details carefully and write them into your diary. **Duration**: 50 minutes **Format**: **NON-CALCULATOR** **Venue**: Classrooms	
Equipment Required	The following equipment is required for this assessment task: • Stationery (Blue and/or black pens, lead pencils, ruler) **Note:** • No borrowing of equipment will be permitted. • A formula/reference sheet will be provided for this examination. • No books, notes or handwritten summaries will be permitted.	
Marking Criteria	• All questions should be attempted. • All questions are worth 1 mark unless otherwise indicated. • To obtain full marks, answers must be completely correct and all necessary working must be shown. • Some marks may be awarded for partially correct answers. • Trivial attempts will be counted as a non-attempt and may result in an official warning letter being issued.	
Absentee Procedures	If you are absent on the day of this examination, upon your return to school you must present a Medical Certificate/letter from a parent/guardian to your Class Teacher or the Head Teacher explaining your absence, otherwise a mark of zero may be awarded. You will be required to sit for your examination on the first day you return to school.	

Year 7 Term 2 Common Test

The following table lists all the Stage 4 outcomes, knowledge and numeracy skills that will be assessed in this assessment task.

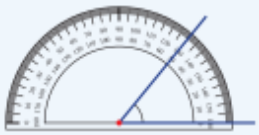
Strands	Assessment Outcomes
Measurement and Geometry	**Topic: <u>ANGLE RELATIONSHIPS</u>** • Cambridge 7 – Chapter 2 • Cambridge Gold NSW 7 – Chapter 2 **MA3-16MG** A student measures and constructs angles, and applies angle relationships to find unknown angles **MA4-18MG** A student identifies and uses angle relationships, including those related to transversals on sets of parallel lines
Number and Algebra	**Topic: <u>COMPUTATION WITH POSITIVE AND NEGATIVE INTEGERS</u>** • Cambridge 7 – Chapter 3 • Cambridge Gold NSW 7 – Chapter 3 **MA3-4NA** A student orders, reads and represents integers of any size and describes properties of whole numbers **MA4-4NA** A student compares, orders and calculates with integers, applying a range of strategies to aid computation
Working Mathematically	**MA4-1WM** A student communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols **MA4-2WM** A student applies appropriate mathematical techniques to solve problems **MA4-3WM** A student recognises and explains mathematical relationships using reasoning

Year 7 Reference Sheet 1

Angle Relationships

Introduction to Geometry

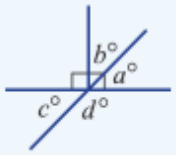
Measuring angles



Angles

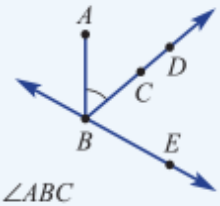
acute 0° to 90°
right 90°
obtuse 90° to 180°
straight 180°
reflex 180° to 360°
revolution 360°

Angles at a point



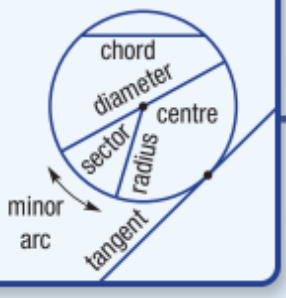
Complementary
$a + b = 90$
Supplementary
$c + d = 180$
Vertically opposite
$a = c$
Revolution
$a + b + 90 + c + d = 360$

Geometrical objects

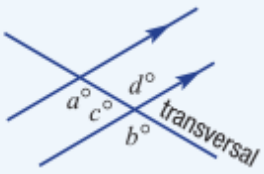


$\angle ABC$
vertex B
ray BD
segment AB
collinear points B, C, D
line BE

Circle features



Parallel lines

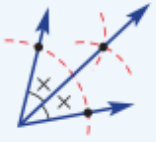


$a = b$ (corresponding)
$a = d$ (alternate)
$a + c = 180$ (cointerior)

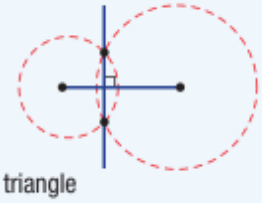
If $a = 120$, $b = 120$, $d = 120$ and $c = 60$.

Constructions

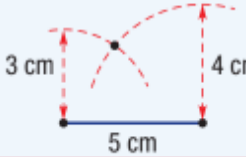
angle bisector



perpendicular line



triangle



Year 7 Reference Sheet 2

Computation With Positive and Negative Integers

Integers
…, –3, –2, –1, 0, 1, 2, 3, …

Number line

negative ← positive →

–3 –2 –1 0 1 2 3

–2 < 3 1 > –1

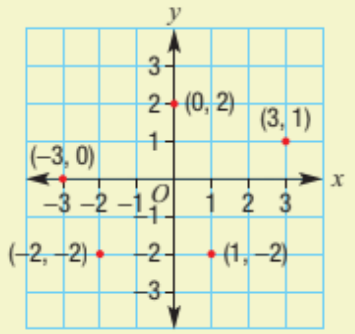
Adding and subtracting positive integers

–3 + 5 = 2
–4 + 3 = –1
5 – 7 = –2
–1 – 10 = –11

Adding and subtracting negative integers

2 + (–3) = 2 – 3 = –1
–5 + (–4) = –5 – 4 = –9
4 – (–3) = 4 + 3 = 7
–10 – (–6) = –10 + 6 = –4

Cartesian plane



Multiplication

2 × 3 = 6
2 × (–3) = –6
–2 × 3 = –6
–2 × (–3) = 6

Division

10 ÷ 5 = 2
10 ÷ (–5) = –2
–10 ÷ 5 = –2
–10 ÷ (–5) = 2

Order of operations

First brackets, then × or ÷ then + or –, from left to right.

3 × (5 – (–2)) + 8 ÷ (–4)
= 3 × 7 + (–2)
= 21 + (–2)
= 19

Stage 4 Mathematics Grading Scale

The following table lists outcomes and sample performance descriptors that students can typically achieve to be awarded the respective grades outlined.

Year 7	ACHIEVEMENT				
TOPIC / OUTCOME	***Limited (E)***	***Basic (D)***	***Sound (C)***	***High (B)***	***Extensive (A)***
Angle Relationships **MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines	Label and name vertices, arms and angles. Use common conventions in geometry.	Find the size of unknown angles using right, straight, revolutionary and vertically opposite angles.	Identify and name angles incorporated into diagrams, including in parallel lines. Find the sizes of unknown angles embedded in diagrams, giving simple reasons.	Find the sizes of unknown angles embedded in diagrams, including those in parallel lines, with reasons, and some algebraic skills.	Find the sizes of unknown angles embedded in diagrams, including those in parallel lines, using sophisticated reasoning and higher-order algebraic skills.
Computation with Integers **MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation	Recognise and describe the 'direction' and 'magnitude' of integers	Recognise and place integers on a number line. Apply integers to simple problems involving money and temperature. Compare integers, including recording the comparison by using symbols < and >. Orders integers	Add and subtract integers using mental and written strategies. Multiply and divide integers using mental and written strategies. Construct a directed number sentence to represent a real-life situation.	Apply mental and written strategies to answer questions or problems involving integers and the four operations.	Apply the order of operations to mentally evaluate expressions involving integers. Solve worded questions that involve using any of the four operations with integers. Recognise and explains mathematical relationships involving integers using reasoning.