

English Level 4

End-of-level review, observation records and solutions

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Observation record OBS1 — Speaking and Listening

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Observation record OBS1 — Speaking and Listening

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Observation record OBS1 · Speaking and Listening · Sections 1A, 1B, 5A, 5B

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes evidenced: VC2E4LA01 · VC2E4LA02 · VC2E4LY01 · VC2E4LY02

Teacher: _____ Class: _____

Marks	None. This is a qualitative teacher record — no score, no grade, no platform mark.
Timing	Untimed. Evidence gathers across ordinary lessons all year.
Conditions	Live classroom observation (DJB-3 — no recorded audio). Watch students during the talk opportunities the book already sets up: 1A greetings and register practice, 1B fact/opinion/feeling sorting, 5A class discussions, 5B talk deliveries. Write short, verbatim notes of what you saw and heard.
Permitted materials	None for students. Teacher: this record page and a pen.

How to use this record

This page records the **live-performance half** of the speaking and listening CDs. The chapter tests already assess the knowledge half (T1 for 1A–1B, T5 for 5A–5B). Here you watch what students actually DO when they talk, and you write it down in their words. Three rules:

1. **Record what you see and hear, not a number.** Write short verbatim quotes — the exact words a student used. “So you think we need three bins” is evidence; “good talker” is not.
2. **One sentence of the achievement standard at a time.** The four sections below match the four speaking-and-listening sentences of the Level 4 achievement standard. A single lesson can give evidence for more than one section.
3. **Report against the achievement standard.** At reporting time, use your notes to decide whether each student’s talk matches the Level 4 standard, is working towards it, or is moving beyond it. The notes themselves are the evidence.

Section 1 — “Uses language suitable to context” (VC2E4LA01, VC2E4LY02)

From 1A and 5B: words change with the situation. Formal talk (a school assembly, a note to the principal, a teacher you do not know well) uses careful words and full greetings. Informal talk (your own group, a best friend) can relax. Inclusive words — “Everyone, come and play!” — let the whole group in.

What to look for:

- The student changes words between a friend and a teacher or the principal — same message, different words.
- The student uses full greetings with people they do not know well: “Good morning, Mrs Park” — not “Hey!”
- The student asks carefully in formal situations: “May I have a turn, please?”
- The student uses words that let everyone in: “Everyone”, “Who would like to go first?”
- In a 5B delivery: the student’s talk fits the situation — more careful words for the school assembly version, relaxed words for their own group.

Evidence prompts (write what you saw and heard):

- Write down one thing the student said to a friend and the same message said to a teacher or the principal. What changed?
- Which situation did the student talk in — formal or informal? Quote the words that tell you.
- Did the student’s words let everyone in? Quote them.

Observation notes:

Section 2 — “Differentiates opinion, facts and feelings” (VC2E4LA02)

From 1B: facts can be checked, opinions are what someone thinks, feelings are how someone feels. Opinion clue words: “I think”, “I believe”, “in my opinion”.

What to look for:

- The student uses opinion clue words when giving an opinion: “I think the playground needs more shade.”
- The student can say which of three sentences is the fact, which is the opinion and which is the feeling.
- The student gives a reason or a check for a fact: “You can look that up.”
- In discussion, the student says “I think ...” rather than stating an opinion as if it were a fact.

Evidence prompts (write what you saw and heard):

- Quote one opinion the student gave with a clue word.
- Quote one fact the student gave — and how they showed it could be checked.
- Did the student separate how they FEEL from what they THINK? Quote the words.

Observation notes:

Section 3 — “Gathers and extends ideas” (VC2E4LY01)

From 5A: five discussion moves — Ask to make it clear (“Can you say that again?”); Add to the talk; Show you heard (“So you think we need three bins.”); Grow the idea (“And we could put up a sign too.”); Hook it back to what was just said. Questions work to make things clear, to find out more, or to ask for help. Extending means adding NEW information — not just repeating.

What to look for:

- The student asks to make things clear when they miss something: “Can you say that again?”
- The student asks questions to find out more, or to ask for help.
- The student shows they heard: “So you think ...” before adding their own idea.
- The student GROWS the idea with NEW information — not just repeating the last speaker.

- The student hooks their idea back to what someone just said.
- The student gathers ideas from the talk — writing notes, naming two or three ideas the group came up with.

Evidence prompts (write what you saw and heard):

- Which of the five moves did the student use? Quote the move.
- Quote the NEW information the student added — the words that grew the idea.
- What did the student gather from the talk? How did they show it?

Observation notes:

Section 4 — “Delivers a structured spoken text with voice features” (VC2E4LY02)

From 5B: talks are shaped OPENING → MIDDLE → CLOSING. Four voice dials: VOLUME (loud–soft), PITCH (high–low), PACE (fast–slow), TONE (how the voice feels). Signpost words help listeners follow: START signposts; ORDER signposts (First / Next / Then / After that); ADD MORE (Also); FINISH (To finish / Last of all / Thank you for listening). Talks are built with the rehearse loop: PLAN → REHEARSE → FEEDBACK → IMPROVE → DELIVER.

What to look for:

- The talk has a shape: an opening that starts it, a middle that carries the points, a closing that finishes it.
- The student uses signpost words: “First ... Next ... Also ... To finish ... Thank you for listening.”
- The student moves the voice dials on purpose: louder for the important part, slower where it matters, a warm tone to welcome.
- The student rehearses: plans, tries the talk, listens to feedback, improves, then delivers.
- The listener checklist says the talk was easy to follow.

Evidence prompts (write what you saw and heard):

- Write the student’s opening and closing sentences. Did the talk have a shape?
- Which signpost words did you hear?
- Which voice dial did the student move, and where? Quote the moment.
- Where in the rehearse loop was the talk — plan, rehearse, feedback, improve, deliver? What did the student change after feedback?

Observation notes:

Record grid

Student	Date	Situation (which lesson/talk)	Section(s) evidenced	Verbatim note
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Student	Date	Situation (which lesson/talk)	Section(s) evidenced	Verbatim note
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Reporting note

Use this record at reporting time. It carries **no marks and no platform score** (ratified DJB-1: observation evidence is qualitative-only). Report each student against the Level 4 achievement standard sentences for speaking and listening — the four section headings above are those sentences. The knowledge dimension of these same CDs is assessed, with marks, in T1 (1A, 1B) and T5 (5A, 5B).

Observation record OBS2 — Handwriting

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Observation record OBS2 — Handwriting

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Observation record OBS2 · Handwriting · Section 6C

English Level 4 (Year 4) · Victorian Curriculum 2.0

Code evidenced: VC2E4LY12 — write words using clearly formed joined letters, with developing fluency and automaticity

Teacher: _____ Class: _____

Marks

None. This is a qualitative teacher record — no score, no grade, no platform mark. Joined letter formation has no auto-markable form; a graded item would be dishonest to the objective-marking rule.

Timing

Untimed. Evidence gathers across the 6C practice bursts and any ordinary writing.

Conditions

Live observation of students' handwriting during Section 6C work: warm-up rows, round-family letter checks, practice words (moon, noon, mum), the copy model "The Quiet Pond", spot-it-name-it-fix-it, and the 5-day practice log. Watch the writing happen, then keep one sample and write short notes.

Permitted materials

Students: pencil or pen and ruled paper, as usual.
Teacher: this record page.

How to use this record

This page is the **ONLY** evidence point for VC2E4LY12 in this build — the chapter test T6 and the review R4 deliberately carry no handwriting items. Three rules:

1. **Watch the writing happen, then keep a sample.** Formation and fluency are things the hand does, not just things the page shows. Watch a practice burst; then keep one sample with the student's name and the date.
2. **Record what you see, not a number.** Short notes and the kept sample are the evidence. "Joins linked through the whole word — no pen lifts" is evidence; "neat" is not.
3. **Report against the achievement standard.** At reporting time, decide whether the student writes "using clearly formed joined letters with developing fluency", is working towards it, or is moving beyond it. The notes and samples are the evidence.

Section 1 — Clearly formed joined letters (formation)

From 6C: the round family (c, o, a, e) begins the same way — round and back; one numbered dot is one stroke start. In a joined word: the pen starts once, links every letter with a join, and the exit is ready for the next letter. One start per word. No lifting the pen in the middle of a word. The three checks: same size · on the line · joins link.

What to look for:

- Letters start in the right place and go the right way: round and back for the round family.
- One start per word — the pen does not restart on letters it has already made.
- Joins link every letter; the exit of one letter hands on to the next. No pen lifts in the middle of a word.
- Check 1 — same size: every letter the same height.

- Check 2 — on the line: every letter sits on the line.
- Check 3 — joins link: the pen keeps going.

Evidence prompts (write what you saw):

- Keep one sample of the practice words (moon, noon, mum) or a line of “The Quiet Pond” copy. Which of the three checks can the student say yes to?
- Where did a join break? Write the word and which letter the pen lifted at.
- Did the student spot, name and fix a fault on their own? Write the fault they named.

Observation notes:

Section 2 — Developing fluency and automaticity

From 6C: fluency is smooth, not speedy. The right pace is the one that keeps your ideas moving. Pace rows: too slow — the pen lifts after every letter and the ideas have to wait; just right — letters link up and the hand keeps going; too fast — everything leans and wobbles and is hard to read. When letters are automatic, the hand just knows them, and thinking is free for ideas.

What to look for:

- The hand keeps going through a word — smooth strokes, not letter by letter.
- The pace is “just right”: not pen-up-after-every-letter slow, not leaning-and-wobbling fast.
- The writing stays easy to read at the student’s normal pace.
- Over the term, the student thinks less about the letters and more about the ideas — the two jobs of writing start to separate.

Evidence prompts (write what you saw):

- Watch one practice burst. Is the pace too slow, just right, or too fast? What told you?
- Compare this sample to last term’s. What is smoother?
- Keep one sample written at the student’s normal pace and one written slowly with care. What changes between them?

Observation notes:

Section 3 — Self-check habits (the checklist and the log)

From 6C: the joined-letter checklist — (1) My letters are all the same size. (2) My letters sit on the line. (3) My joins link the letters — no pen lifts in the middle of a word. (4) A friend could read every word. (5) My hand felt smooth, not rushed. Tick a box only when it is true. The practice log keeps day, what was written, joins linked, same size, easy to read, and a goal for next time.

What to look for:



- The student reads their last line of writing before ticking the checklist.
- The ticks are honest — the student leaves a box unticked when it is not true yet.
- The student writes a goal for next time and works towards it across the five practice days.

Evidence prompts (write what you saw):

- Which checklist boxes did the student tick, and were they true?
- What goal did the student write for next time? Did the next burst work on it?

Observation notes:

Record grid

Student	Date	Sample kept (which words/passage)	Three checks (size · line · joins)	Pace (slow · just right · fast)	Note
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Reporting note

Use this record at reporting time. It carries **no marks and no platform score** (ratified DJB-1: observation evidence is qualitative-only). Report each student against the Level 4 achievement-standard sentence for this CD: they write texts using clearly formed joined letters with developing fluency. This record is also the standing evidence point for LY12 in the review build: Review R4 tags every one of the 29 content descriptions except LY12, whose evidence sits here at zero marks — stated openly in the R4 solutions and the build report.

Review R4 — End-of-Level-4 review

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Review R4 — End-of-Level-4 review

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Review R4 · End-of-Level-4 review · cumulative across Chapters 1–6

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: all 29 content descriptions — Language: VC2E4LA01–VC2E4LA12 · Literature: VC2E4LE01–VC2E4LE05 · Literacy: VC2E4LY01–VC2E4LY12 (every CD tagged by at least one item except VC2E4LY12, whose evidence sits in the ungraded handwriting observation record OBS2 — see the solutions for the open reconciliation).

Name: _____ Date: _____

Total marks	40 (Language 8 · Literature 4 · Literacy 28)
Section structure	Section A — Language-conventions run (8 marks) · Section B — Unit 1, story (6 marks) · Section C — Unit 2, information page (6 marks) · Section D — Unit 3, persuasive letter (6 marks) · Section E — Unit 4, meeting record (6 marks) · Section F — Construction run (8 marks)
Sittings	Sitting R4a: Sections A, B and C, 20 marks. Sitting R4b: Sections D, E and F, 20 marks.
Guidance time	About 25 minutes per sitting — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question or passage to you.

This review checks what you learned across the whole year — Chapters 1 to 6. Answer every question. The marks for each question are shown with the question. For mark-the-words questions, click the word or words on the screen; on paper, circle them. Every passage was written just for this test — you will find everything you need on the page.

Sitting R4a — Sections A, B and C (20 marks, about 25 minutes)

Section A — Language-conventions run (8 marks)

This section checks language knowledge from across the year. Each question stands alone.

Question 1 — Choose the formal opening (1 mark)

Class 4K writes a thank-you note to the principal. Which opening fits a FORMAL note?

- A. “Dear Principal Santos,”
- B. “Hey there!”
- C. “What’s up?”
- D. “Morning, boss!”

Question 2 — Mark the opinion language (1 mark)

One part of this sentence shows an OPINION, not a fact. Mark the words that show the opinion.

“I think the new playground is the best part of our school.”

Question 3 — Join the sentence (1 mark)

Drag the joining word into the frame to make one complex sentence.

“The game went on _____ the wind was cold.”

Choose from: although · or · so

Question 4 — Match the word group to its question (1 mark)

Match each word group to the question it answers about the doing word. Full marks for all three rows correct.

Word group

after lunch ...

on the roof ...

with care ...

Choose from: When? (time) · Where? (place) · How? (manner)

Question 5 — Fill the gap for the future tense (1 mark)

Fill the gap with one word so the sentence is in the FUTURE tense.

“Tomorrow, our class _____ plant the seeds in the garden.”

Question 6 — Order the dialogue (1 mark)

These four lines of dialogue are mixed up. Put them in an order that makes a conversation. Remember: a speaker answers the line before.

- “Now pull!” shouted Kai.
- “Sure! I will hold it tight,” said Ruby.
- “Hooray! Our cubby has a roof!” cheered Ruby.
- “Can you hold this rope?” asked Kai.

Question 7 — Mark the misspelt word (1 mark)

One word in this sentence is spelled the wrong way. Mark it.

“The tiny mouse hid next to the gaint tree.”

Question 8 — Write the word the right way (1 mark)

Write the word from Question 7 the right way.

“The tiny mouse hid next to the _____ tree.”

Section B — Unit 1: a story (6 marks)

Read the story, then answer the questions. Everything you need is on this page.

Biscuit Gets Out

An original story written for this test.

Class 4B had one rule: always latch the hutch door.

On Tuesday morning, the door stood open. Biscuit the guinea pig was gone.

“Oh no!” cried Priya. “The door is open!”

The class stood still. The room felt very quiet.

Miss Rowe looked at the empty hutch. “Don’t panic,” she said. “Biscuit is small. Biscuit is slow. Biscuit cannot be far.”

Sam looked under the desks. Lily looked behind the book tub. No Biscuit.

Then Priya saw it: a tiny trail of carrot bits, leading out the door.

“A clue!” she whispered.

The class followed the trail into the hall. The trail went past the art room. It went past the office. It stopped at the library door.

Inside the library, Mrs Tan was smiling. On the rug, next to a pile of books, sat Biscuit, nibbling the corner of an old map.

“He came in when I opened up,” said Mrs Tan. “He went straight for this map. He has good taste — that one is about cheese!”

Class 4B laughed. Priya carried Biscuit back to the hutch. She latched the door, then she checked it twice.

“Rule one,” said Miss Rowe. “Always latch the door.”

“Rule one!” said Class 4B together.

Question 9 — Find the place (1 mark)

Where does the class find Biscuit?

- A. under the desks
- B. behind the book tub
- C. in the library
- D. in the hall

Question 10 — Work out the feeling (1 mark)

How does the class feel when they see the open door?

- A. worried
- B. angry
- C. bored
- D. proud

Question 11 — Mark the repeated word (1 mark)

Miss Rowe says one name again and again to keep the class calm. In these lines, mark EVERY place that name appears.

“Biscuit is small. Biscuit is slow. Biscuit cannot be far.”

Question 12 — Work out the whisper (1 mark)

Why does Priya whisper “A clue!”?

- A. She does not want to scare Biscuit away.

- B. She has lost her voice.
- C. She is cross with the class.
- D. She wants to keep the clue from Miss Rowe.

Question 13 — Fill the gap about the story (1 mark)

Fill the gap. The story starts with a problem — Biscuit is _____. The class follows the trail, and the problem is solved.

Question 14 — Why this line? (1 mark)

Look at Mrs Tan’s line: “He has good taste — that one is about cheese!” Why does the writer put this line at the end of the story?

- A. To make the reader laugh as the worry ends.
 - B. To show that Biscuit is still lost.
 - C. To teach the reader about maps.
 - D. To make Mrs Tan seem cross.
-

Section C — Unit 2: an information page (6 marks)

Read the page, then answer the questions. Everything you need is on this page.

Spiky Echidnas

An information page written for this test.

What is an echidna?

An echidna is a small animal with a pointy snout and a back full of **spines**. Its spines are really hairs, grown stiff and sharp. When an echidna is scared, it rolls into a spiky ball. The spines keep it safe.

What do echidnas eat?

Echidnas eat ants and termites. They sniff out the insects with their strong snout. Then they dig with their big claws and scoop up the ants with a long, sticky **tongue**. An echidna’s tongue can be as long as your pencil!

How do echidnas stay cool?

Echidnas cannot cool down by sweating, like we do. On hot days, they rest in the shade until the air cools down.

Fact box: Echidnas lay eggs — and they feed their babies milk. Only two kinds of animals do both: echidnas and the platypus.

Question 15 — Find the food (1 mark)

What do echidnas eat?

- A. ants and termites
- B. grass and leaves
- C. seeds and fruit
- D. worms and beetles

Question 16 — Use the headings (1 mark)

Mia wants to know how echidnas keep themselves safe. Which heading tells her where to read?

- A. What is an echidna?
- B. What do echidnas eat?
- C. How do echidnas stay cool?
- D. Fact box

Question 17 — Picture the action (1 mark)

The page says echidnas “scoop up” ants with their tongue. What does “scoop up” help you picture?

- A. The tongue taking up lots of ants in one go.
- B. The ants biting the echidna.
- C. The echidna eating one ant a day.
- D. The claws digging a deep hole.

Question 18 — Why bold? (1 mark)

The page prints the word “spines” in bold. Why does the writer do this?

- A. To mark a new, important word.
- B. To show the word is funny.
- C. To tell you when things happen.
- D. To fill up the page.

Question 19 — Build the best summary (1 mark)

In each row, pick the ONE true sentence. Full marks for all three rows correct.

Row	Pick one
Row 1	“Echidnas are small animals with sharp spines.” / “Echidnas are big animals with soft fur.”
Row 2	“Echidnas eat ants and termites with a long, sticky tongue.” / “Echidnas eat grass and cool down by sweating.”
Row 3	“Echidnas lay eggs and feed their babies milk.” / “Echidnas hatch from eggs and never drink milk.”

Question 20 — Why a fact box? (1 mark)

The egg fact sits in a fact box, away from the other writing. Why did the writer do this?

- A. To make one cool fact stand out.
- B. Because it is the first thing readers need.
- C. To tell a story about eggs.
- D. To help readers spell “egg”.

Sitting R4b — Sections D, E and F (20 marks, about 25 minutes)

Section D — Unit 3: a persuasive letter (6 marks)

Read the letter, then answer the questions. Everything you need is on this page.

A Letter to the Principal

An original persuasive letter written for this test.

Dear Principal Santos,

Right now, when it rains at lunchtime, we sit in our room and wait. We think every wet day should still be a happy day. Our class asks for a wet-weather games box, and here is why.

First, a games box keeps bodies moving. On wet days, we sit still for a long time. A box of balls, ropes and hoops would let us play under the shade sails. Play keeps us fit and ready to learn.

Next, games bring friends together. Some students feel lonely on wet days. A shared game is an easy way to join in, and everyone gets a turn.

Also, a games box will not cost much. We can ask families for spare balls and ropes. The Parents Club says it can help buy the rest.

For these reasons, we ask you to start a wet-weather games box for our school. We can sort the games, check the box each week and share it fairly.

Thank you for listening to our idea.

From Class 4K

Question 21 — Find the ask (1 mark)

What does Class 4K ask for in this letter?

- A. a wet-weather games box
- B. a longer lunchtime
- C. new library books
- D. a class pet

Question 22 — Find the first reason (1 mark)

What is the FIRST reason the letter gives?

- A. A games box keeps bodies moving.
- B. Games bring friends together.
- C. A games box will not cost much.
- D. The Parents Club can help.

Question 23 — Match the help to the problem (1 mark)

The letter says some students feel lonely on wet days. Which sentence gives a way to help?

- A. “A shared game is an easy way to join in.”
- B. “On wet days, we sit still for a long time.”
- C. “We can ask families for spare balls and ropes.”
- D. “We can sort the games each week.”

Question 24 — Name the job (1 mark)

What job is this text doing?

- A. Winning minds over — asking the principal to act.
- B. Telling a story about a wet day.
- C. Teaching facts about rain.
- D. Giving directions to the school.

Question 25 — What does “Also” do? (1 mark)

The letter starts its third reason with the word “Also”. What does “Also” do here?

- A. It adds another reason on top of the first two.
- B. It tells when the third reason happened.
- C. It shows a surprise.
- D. It ends the letter.

Question 26 — Judge the evidence (1 mark)

The letter says: “The Parents Club says it can help buy the rest.” What does this sentence do for the writers’ point?

- A. It shows a real helper, so the plan could really work.
 - B. It tells a funny story about the club.
 - C. It shows that games cost nothing at all.
 - D. It asks families to stay away.
-

Section E — Unit 4: a meeting record and a note from long ago (6 marks)

Read the record and the note, then answer the questions. Everything you need is on this page.

A Class Meeting, Written Down

An original record written for this test.

Class meeting record — Tuesday 3 June

Class 4K · Job: plan a wet-day disco for Friday lunchtime

Job list:

1. Music — who will run it?
2. Games — pick two quiet games for the hall
3. Snacks — check with the office first

The talk:

1. **Ms Nguyen:** “Our job is to plan Friday’s wet-day disco. What do we need to find out?”
2. **Ava:** “Can you say that again? I missed the day we picked it.”
3. **Ms Nguyen:** “The disco is on Friday, at lunchtime, in the hall.”
4. **Ben:** “The office note said the music must be quiet near Room 1.”
5. **Chloe:** “So the music needs to be soft. What about the games?”

6. **Dev:** “I will write that down: soft music, two quiet games.”
7. **Ava:** “I think we should have a dancing contest. That gets everyone moving.”
8. **Ben:** “That is a good point, Ava. And we could give out paper stars as prizes.”
9. **Chloe:** “And Class 1F could join in — the little kids love stars.”
10. **Ms Nguyen:** “Good talk, everyone. Dev, read back our plan.”
11. **Dev:** “First, soft music. Next, two quiet games in the hall. Last of all, I will check snacks with the office.”

A note from long ago

The same school kept older notes too. This one is from 1981. It was written for this test, to look like an old school note.

WET DAY — Friday

“If it rains on Friday, students will stay in their rooms. They will read or draw quietly. There is to be no running.”

Question 27 — Find the job (1 mark)

What job has the class been given?

- A. to plan a wet-day disco
- B. to buy snacks for the office
- C. to paint the hall
- D. to pick music for a concert

Question 28 — Name Ava’s move (1 mark)

Ava asks: “Can you say that again? I missed the day we picked it.” What is Ava doing?

- A. Asking to make things clear.
- B. Giving the answer.
- C. Growing an idea.
- D. Ending the meeting.

Question 29 — Find the line that grows the idea (1 mark)

Which line GROWS the idea by adding NEW information?

- A. “So the music needs to be soft.”
- B. “That is a good point, Ava. And we could give out paper stars as prizes.”
- C. “I will write that down: soft music, two quiet games.”
- D. “Our job is to plan Friday’s wet-day disco.”

Question 30 — What do the signpost words do? (1 mark)

Dev reads the plan back with the words “First”, “Next” and “Last of all”. What do these words do?

- A. They show the order of the plan.
- B. They tell how Dev feels.
- C. They ask the class a question.
- D. They greet the listeners.

Question 31 — Choose the formal words (1 mark)

Class 4K asks the principal if they may use the hall. Which sentence fits a FORMAL talk to the principal?

- A. “Dear Principal Santos, may Class 4K use the hall on Friday?”
- B. “Hey! Give us the hall on Friday!”
- C. “Hall on Friday, yeah?”
- D. “We want the hall. Bye!”

Question 32 — Same job, different times (1 mark)

The 1981 note and the class meeting record do the same job: they tell students what happens on wet days. What is DIFFERENT?

- A. The record plans a disco; the old note keeps students quiet in their rooms.
 - B. Only the record is for students.
 - C. Only the old note talks about wet days.
 - D. Nothing — they say the same thing.
-

Section F — Construction run (8 marks)

This section checks how you build sentences, paragraphs and whole texts. The ideas come from Chapters 1 to 6.

W1 — Build sentences for Ruby’s camp story (2 marks)

Ruby is writing a story about a class camp.

Question 33 — Join two ideas (1 mark)

Drag the part that joins Ruby’s two ideas into the frame.

“_____, the campers lit the fire.”

Choose from: “When the moon came up” · “Although the fire was warm” · “Because the tent fell down”

Question 34 — Order the parts of one sentence (1 mark)

These three parts make one sentence from Ruby’s camp story. Put them in an order that makes sense.

- the campers found their way
- Although the night was dark,
- to the warm tent.

W2 — Build a paragraph about the disco (3 marks)

Dev is writing an information paragraph for the class page.

Question 35 — Choose the sentence that belongs (1 mark)

Dev writes a paragraph about the games table at the disco. Which sentence BELONGS in that paragraph?

- A. “The games table has hoops, ropes and soft balls.”
- B. “My dog loves ropes.”
- C. “It rained hard last Tuesday.”

D. “The hall has six windows.”

Question 36 — Order the paragraph (1 mark)

Put the three sentences of Dev’s paragraph in an order that makes sense.

- Every class can borrow from it on wet days.
- The new games box lives in the hall.
- It holds balls, ropes and hoops.

Question 37 — Choose the connective (1 mark)

Choose the connective that joins the two ideas.

“It started to rain, _____ the class moved the disco inside.”

- A. so
- B. but
- C. or
- D. because

W3 — Plan a persuasive text (3 marks)

Class 4K wants Class 1F to join the disco. They plan a persuasive text.

Question 38 — Order the plan (1 mark)

Put the three plan cards in order: the opinion first, then the reason, then the ask.

- Our ask: please say yes!
- Our reason: the little kids love stars, and everyone gets a turn.
- Our idea: Class 1F should join the disco.

Question 39 — Match reasons to the opinion (1 mark)

Match each reason to the opinion it holds up. Full marks for all three rows correct.

Reason

“The little kids love stars.”	...
“Our class can help them line up.”	...
“A big band is coming to play loud songs.”	...

Choose from: Opinion A — “Class 1F should join the disco.” · Opinion B — “The disco needs louder music.”

Question 40 — Glue the opinion to its reason (1 mark)

Choose the connective that glues the ask to its reason.

“We ask you to say yes, _____ the disco will be more fun with Class 1F.”

- A. because
- B. so
- C. but
- D. or

Review R4 — Solutions and marking key

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Review R4 — Solutions and marking key

Teacher copy. This is a school-designed test. It is not a VCAA instrument.

Review R4 · End-of-Level-4 review · cumulative across Chapters 1–6

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: all 29 content descriptions (VC2E4LA01–VC2E4LA12, VC2E4LE01–VC2E4LE05, VC2E4LY01–VC2E4LY12) — every CD tagged by at least one item except VC2E4LY12 (open reconciliation below; its evidence sits in OBS2).

Total marks	40 (Language 8 · Literature 4 · Literacy 28)
Sections	A — Language conventions (8) · B — Unit 1 story (6) · C — Unit 2 information page (6) · D — Unit 3 persuasive letter (6) · E — Unit 4 meeting record (6) · F — Construction run (8)
Sittings	Sitting R4a: Sections A + B + C = 20 marks, ~25 min. Sitting R4b: Sections D + E + F = 20 marks, ~25 min.
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Sitting R4a

Section A — Language-conventions run (8 marks) · L1–L6, L8

All eight items carry Language-primary tags; the run keeps the conventions families to L1–L6 + L8 (no dictation — L7 never ratified).

Question 1 — Choose the formal opening (1 mark). L1 (h5p.MultiChoice).

Q	Answer	Mark	Rationale
1	A — “Dear Principal Santos,”	1	1A formality: a note to the principal is formal talk-in-writing; “Dear ...” is the taught formal opening. B, C and D are informal greetings.

Question 2 — Mark the opinion language (1 mark). L4 (h5p.MarkTheWords). Keyed words to mark: **I · think** in “I think the new playground is the best part of our school.” 1B teaches the clue words that show an opinion (“I think”, “I believe”, “in my opinion”); marking the clue words earns the mark. Full marks for marking exactly the keyed words and no others. On paper, circle the same words.

Question 3 — Join the sentence (1 mark). L3 (h5p.DragText). Keyed sentence: “**The game went on although the wind was cold.**” 2A: “although” joins a surprise (cold wind, game still on). Dependent clause last → usually no comma — the frame carries none. Machine-scored: only the keyed sentence earns the mark.

Question 4 — Match the word group to its question (1 mark). L5 (h5p.DragQuestion). Exemplar model — full correct matching (full marks for all three rows correct):

Word group	Answer
after lunch	When? (time)
on the roof	Where? (place)
with care	How? (manner)

2B: adverb groups and prepositional phrases answer when?, where? or how? about the doing word. These are the 2B worked examples verbatim. On paper, award 1 mark only if all three rows are correct.

Question 5 — Fill the gap for the future tense (1 mark). L2 (h5p.Blanks). Answer: **will**. 2C: the future tense puts “will” in front of the verb; “Tomorrow” signals it has not happened yet. Typed answer, machine-scored; accept “will” only.

Question 6 — Order the dialogue (1 mark). L6 (h5p.SortParagraphs). Exemplar model — full correct order (full marks for the full correct order only):

1. “Can you hold this rope?” asked Kai.
2. “Sure! I will hold it tight,” said Ruby.
3. “Now pull!” shouted Kai.
4. “Hooray! Our cubby has a roof!” cheered Ruby.

2F: a question comes before its answer, each speaker answers the line before, and the cheer closes the scene. Secondary tag LA12 (quoted speech).

Question 7 — Mark the misspelt word (1 mark). L8 pair, first half (h5p.MarkTheWords). Keyed word to mark: **gaint** in “The tiny mouse hid next to the gaint tree.” The letters are out of order: giant is g-i-a-n-t (ia, not ai). Full marks for marking exactly the keyed word. Strand note (open reconciliation 3 above): hosted on the 2E word “giant” with LA10 primary and LY03/LY04/LY05 secondary, so the Language section stays at exactly 8 marks.

Question 8 — Write the word the right way (1 mark). L8 pair, second half (h5p.Blanks). Answer: **giant**. Typed spelling, machine-scored.

Section B — Unit 1: story (6 marks) · LE01, LE02, LE04, LE03 (+ LY09)

Passage: “Biscuit Gets Out” — devised original story (P3/P5).

Question 9 — Find the place (1 mark). E1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
9	C — in the library	1	Right there in the words: the trail stops at the library door, and Biscuit is on the rug. A and B are the places the class already checked; D is where the trail passes through.

Question 10 — Work out the feeling (1 mark). E1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
10	A — worried	1	Clues in the text: “Oh no!” and “The room felt very quiet.” Secondary tag LA11 — the quoted speech carries the feeling.

Question 11 — Mark the repeated word (1 mark). E3 (h5p.MarkTheWords), integrating & interpreting. Keyed words to mark: all three occurrences of **Biscuit** in “Biscuit is small. Biscuit is slow. Biscuit cannot be far.” LE04: repetition — saying a word again for effect — is the device; naming it earns the mark. Full marks for marking exactly the three keyed words.

Question 12 — Work out the whisper (1 mark). E1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
12	A — She does not want to scare Biscuit away.	1	Inference (5E recipe: clues + what you know): a lost, small animal could be scared off by a loud noise, so Priya whispers. B, C and D have no clues in the text.

Question 13 — Fill the gap about the story (1 mark). E2 (h5p.Blanks), locating & identifying. Answer: **gone** (accepted: gone · lost · missing). Right there in the words: “Biscuit the guinea pig was gone.” Machine-scored closed alternative list. Secondary tag LE01 (the story’s problem).

Question 14 — Why this line? (1 mark). E1 (h5p.MultiChoice), analysing & evaluating.

Q	Answer	Mark	Rationale
14	A — To make the reader laugh as the worry ends.	1	3C: tension is built, then released. The cheese-map joke lets the worry out with a laugh. B contradicts the ending; C and D misread the line’s job.

Section C — Unit 2: information page (6 marks) · LY08, LY09

Passage: “Spiky Echidnas” — devised original page (P3/P5).

Question 15 — Find the food (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
15	A — ants and termites	1	Right there in the words: “Echidnas eat ants and termites.” Secondary tag LY06 — finding the answer starts with reading the page accurately.

Question 16 — Use the headings (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
16	A — What is an echidna?	1	A heading tells you what that part is about (5D). Rolling into a spiky ball to stay safe is in the first part. Secondary tag LA05 (heading as text feature).

Question 17 — Picture the action (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
17	A — The tongue taking up lots of ants in one go.	1	Visualising a verb: one quick lick of a long, sticky tongue takes up many ants. B and C contradict the page; D is about the claws, not “scoop up”.

Question 18 — Why bold? (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
18	A — To mark a new, important word.	1	5D feature job: bold marks a new or important word. B, C and D invent jobs bold does not do.

Question 19 — Build the best summary (1 mark). R2 (h5p.Summary), integrating & interpreting. Keyed choices, one true sentence per row; full marks for all three rows correct:

Row	Keyed choice
Row 1	“Echidnas are small animals with sharp spines.”
Row 2	“Echidnas eat ants and termites with a long, sticky tongue.”
Row 3	“Echidnas lay eggs and feed their babies milk.”

The false rows each contradict the page (big/soft fur; eat grass and sweat; never drink milk). Machine-scored as one summary item.

Question 20 — Why a fact box? (1 mark). R1 (h5p.MultiChoice), analysing & evaluating.

Q	Answer	Mark	Rationale
20	A — To make one cool fact stand out.	1	5D layout: a fact box makes one cool fact stand out; placement helps the reader’s eye find it. Secondary tag LA09 (placement/salience). B, C and D misread the feature’s job.

Sitting R4b

Section D — Unit 3: persuasive letter (6 marks) · LY08, LY09

Passage: “A Letter to the Principal” — devised original persuasive letter (P3/P5).

Question 21 — Find the ask (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
21	A — a wet-weather games box	1	Right there in the words: “Our class asks for a wet-weather games box.” B, C and D are not in the letter.

Question 22 — Find the first reason (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
22	A — A games box keeps bodies moving.	1	The letter’s reason signposts: First (bodies moving), Next (friends together), Also (cost). B is the second reason; C the

Q	Answer	Mark	Rationale
			third; D is evidence inside the third.

Question 23 — Match the help to the problem (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
23	A — “A shared game is an easy way to join in.”	1	6A/5E: a point is held up by evidence that matches it — the shared-game sentence answers the loneliness point. B names the problem; C and D belong to other reasons.

Question 24 — Name the job (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
24	A — Winning minds over — asking the principal to act.	1	6A three jobs: opinion + real reasons + a call to action = the persuasive job (“win minds over”). Secondary tags LA03 (text purpose) and LY10 (creating persuasive texts).

Question 25 — What does “Also” do? (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
25	A — It adds another reason on top of the first two.	1	5B/LA04: “Also” is an adding connective — it stacks one more reason. B reads it as time; C as surprise (“although”); D as a closing.

Question 26 — Judge the evidence (1 mark). R1 (h5p.MultiChoice), analysing & evaluating.

Q	Answer	Mark	Rationale
26	A — It shows a real helper, so the plan could really work.	1	Evaluating evidence: a named helper makes the plan feel doable, which strengthens the ask. C is wrong — the letter says it “will not cost much”, not nothing.

Section E — Unit 4: meeting record + note from long ago (6 marks) · LY01, LY02, LY07

Passages: “A Class Meeting, Written Down” and “A note from long ago” — devised originals (P3/P5); the 1981 note is a transparently fictional period pastiche in the 5C/T5 tradition.

Question 27 — Find the job (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
27	A — to plan a wet-day	1	Right there in the record

Q	Answer	Mark	Rationale
	disco		header: “Job: plan a wet-day disco for Friday lunchtime.”

Question 28 — Name Ava’s move (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
28	A — Asking to make things clear.	1	5A: “Can you say that again?” is the taught ask-to-make-it-clear move. B, C and D name other moves Ava does not use here.

Question 29 — Find the line that grows the idea (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
29	B — “That is a good point, Ava. And we could give out paper stars as prizes.”	1	5A: growing adds NEW information — paper stars — not just repeating. A shows-you-heard, C records, D sets the job.

Question 30 — What do the signpost words do? (1 mark). R1 (h5p.MultiChoice), locating & identifying.

Q	Answer	Mark	Rationale
30	A — They show the order of the plan.	1	5B: First / Next / Last of all are the ORDER signpost family. B, C and D name jobs signposts do not do.

Question 31 — Choose the formal words (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
31	A — “Dear Principal Santos, may Class 4K use the hall on Friday?”	1	1A/LY02: formal situation, formal words — the message stays the same, the words change. Secondary tag LA01 (register). B, C and D are informal.

Question 32 — Same job, different times (1 mark). R1 (h5p.MultiChoice), integrating & interpreting.

Q	Answer	Mark	Rationale
32	A — The record plans a disco; the old note keeps students quiet in their rooms.	1	5C comparing: same job (tell students what happens on wet days), different idea — 4K plans a disco, the 1981 note keeps students quiet. B and C are false; D ignores the difference.

Section F — Construction run (8 marks) · W1–W3 · LY10-primary

P2: every construction item carries an exemplar model below. All machine- scored on the platform; paper fallbacks keyed to the same answers.

W1 — Build sentences for Ruby’s camp story (2 marks).

Question 33 — Join two ideas (1 mark). W1 (h5p.DragText). Exemplar model — keyed sentence: **“When the moon came up, the campers lit the fire.”** Time clause first, then a comma (2A); “Although the fire was warm” and “Because the tent fell down” make no sense before lighting a fire. Secondary tags LA06 (clause combining) and LE05 (story sentence craft).

Question 34 — Order the parts of one sentence (1 mark). W1 (h5p.SortParagraphs). Exemplar model — full correct order (full marks for the full correct order only):

1. Although the night was dark,
2. the campers found their way
3. to the warm tent.

2A: dependent clause first, then a comma, then the main part. Secondary tags LA06 and LE05.

W2 — Build a paragraph about the disco (3 marks).

Question 35 — Choose the sentence that belongs (1 mark). W2 (h5p.MultiChoice).

Q	Answer	Mark	Rationale
35	A — “The games table has hoops, ropes and soft balls.”	1	6A: one idea per paragraph — every sentence must stay with the games table. B, C and D are the kind of off-topic parts 6B DELETE removes. Secondary tag LY11 (delete what does not fit).

Question 36 — Order the paragraph (1 mark). W2 (h5p.SortParagraphs). Exemplar model — full correct order (full marks for the full correct order only):

1. The new games box lives in the hall.
2. It holds balls, ropes and hoops.
3. Every class can borrow from it on wet days.

Say what it is and where, then what it holds, then how we use it; “It” in part 2 needs “the new games box” from part 1 first (6B glue).

Question 37 — Choose the connective (1 mark). W2 (h5p.Blanks).

Q	Answer	Mark	Rationale
37	A — so	1	6B/LA04: “so” joins the reason to what happened next (the 6B model pair “The sky went dark, so we went inside.”). “Because” puts the reason the wrong way around; “but” and “or” do not fit. Secondary tag LA04.

W3 — Plan a persuasive text (3 marks).

Question 38 — Order the plan (1 mark). W3 (h5p.SortParagraphs). Exemplar model — full correct order (full marks for the full correct order only):

1. Our idea: Class 1F should join the disco. (*opinion first*)
2. Our reason: the little kids love stars, and everyone gets a turn. (*real reason next*)
3. Our ask: please say yes! (*call to action last*)

6A: opinion · reasons · call to action — the persuasive shape. Secondary tag LA03 (planning for purpose).

Question 39 — Match reasons to the opinion (1 mark). W3 (h5p.DragQuestion). Exemplar model — full correct matching (full marks for all three rows correct):

Reason	Answer
“The little kids love stars.”	Opinion A — “Class 1F should join the disco.”
“Our class can help them line up.”	Opinion A — “Class 1F should join the disco.”
“A big band is coming to play loud songs.”	Opinion B — “The disco needs louder music.”

Reasons must hold up the opinion they sit under (6A: real reasons). The band reason is about loud music, not about Class 1F joining.

Question 40 — Glue the opinion to its reason (1 mark). W3 (h5p.Blanks).

Q	Answer	Mark	Rationale
40	A — because	1	6B glue: “because” glues the ask to the reason that holds it up. “So” puts the result second; “but” and “or” do not join an opinion to its reason. Secondary tag LA04.

Per-item CD mapping (primary + secondary)

Q	Item ID	Primary CD	Secondary CDs	Section	Family	H5P	Marks
1	English_4. R4.01	VC2E4LA0 1	—	A	L1	h5p.MultiC hoice	1
2	English_4. R4.02	VC2E4LA0 2	—	A	L4	h5p.MarkT heWords	1
3	English_4. R4.03	VC2E4LA0 6	—	A	L3	h5p.DragTe xt	1
4	English_4. R4.04	VC2E4LA0 7	—	A	L5	h5p.DragQ uestion	1
5	English_4. R4.05	VC2E4LA0 8	—	A	L2	h5p.Blanks	1
6	English_4. R4.06	VC2E4LA1 1	VC2E4LA1 2	A	L6	h5p.SortPar agraphs	1
7	English_4. R4.07	VC2E4LA1 0	VC2E4LY0 3, LY04, LY05	A	L8	h5p.MarkT heWords	1
8	English_4. R4.08	VC2E4LA1 0	VC2E4LY0 3, LY04,	A	L8	h5p.Blanks	1

Q	Item ID	Primary CD	Secondary	Section	Family	H5P	Marks
			CDs				
			LY05				
9	English_4. R4.09	VC2E4LE0 1	—	B	E1	h5p.MultiC hoice	1
10	English_4. R4.10	VC2E4LE0 2	VC2E4LA1 1	B	E1	h5p.MultiC hoice	1
11	English_4. R4.11	VC2E4LE0 4	—	B	E3	h5p.MarkT heWords	1
12	English_4. R4.12	VC2E4LY0 9	—	B	E1	h5p.MultiC hoice	1
13	English_4. R4.13	VC2E4LY0 9	VC2E4LE0 1	B	E2	h5p.Blanks	1
14	English_4. R4.14	VC2E4LE0 3	VC2E4LE0 4	B	E1	h5p.MultiC hoice	1
15	English_4. R4.15	VC2E4LY0 9	VC2E4LY0 6	C	R1	h5p.MultiC hoice	1
16	English_4. R4.16	VC2E4LY0 8	VC2E4LA0 5	C	R1	h5p.MultiC hoice	1
17	English_4. R4.17	VC2E4LY0 9	—	C	R1	h5p.MultiC hoice	1
18	English_4. R4.18	VC2E4LY0 8	—	C	R1	h5p.MultiC hoice	1
19	English_4. R4.19	VC2E4LY0 9	—	C	R2	h5p.Summa ry	1
20	English_4. R4.20	VC2E4LY0 8	VC2E4LA0 9	C	R1	h5p.MultiC hoice	1
21	English_4. R4.21	VC2E4LY0 9	—	D	R1	h5p.MultiC hoice	1
22	English_4. R4.22	VC2E4LY0 9	—	D	R1	h5p.MultiC hoice	1
23	English_4. R4.23	VC2E4LY0 9	—	D	R1	h5p.MultiC hoice	1
24	English_4. R4.24	VC2E4LY0 8	VC2E4LA0 3, LY10	D	R1	h5p.MultiC hoice	1
25	English_4. R4.25	VC2E4LY0 8	VC2E4LA0 4	D	R1	h5p.MultiC hoice	1
26	English_4. R4.26	VC2E4LY0 9	—	D	R1	h5p.MultiC hoice	1
27	English_4. R4.27	VC2E4LY0 1	—	E	R1	h5p.MultiC hoice	1
28	English_4. R4.28	VC2E4LY0 1	—	E	R1	h5p.MultiC hoice	1
29	English_4. R4.29	VC2E4LY0 1	—	E	R1	h5p.MultiC hoice	1
30	English_4. R4.30	VC2E4LY0 2	—	E	R1	h5p.MultiC hoice	1
31	English_4. R4.31	VC2E4LY0 2	VC2E4LA0 1	E	R1	h5p.MultiC hoice	1

Q	Item ID	Primary CD	Secondary CDs	Section	Family	H5P	Marks
32	English_4. R4.32	VC2E4LY0 7	—	E	R1	h5p.MultiC hoice	1
33	English_4. R4.33	VC2E4LY1 0	VC2E4LA0 6, LE05	F	W1	h5p.DragTe xt	1
34	English_4. R4.34	VC2E4LY1 0	VC2E4LA0 6, LE05	F	W1	h5p.SortPar agraphs	1
35	English_4. R4.35	VC2E4LY1 0	VC2E4LY1 1	F	W2	h5p.MultiC hoice	1
36	English_4. R4.36	VC2E4LY1 0	—	F	W2	h5p.SortPar agraphs	1
37	English_4. R4.37	VC2E4LY1 0	VC2E4LA0 4	F	W2	h5p.Blanks	1
38	English_4. R4.38	VC2E4LY1 0	VC2E4LA0 3	F	W3	h5p.SortPar agraphs	1
39	English_4. R4.39	VC2E4LY1 0	—	F	W3	h5p.DragQ uestion	1
40	English_4. R4.40	VC2E4LY1 0	VC2E4LA0 4	F	W3	h5p.Blanks	1
Total							40

Strand-weight check (§7.7: Language 8 · Literature 4 · Literacy 28)

Strand	Items (primary CD)	Marks
Language (20%)	Q1 LA01 · Q2 LA02 · Q3 LA06 · Q4 LA07 · Q5 LA08 · Q6 LA11 · Q7 LA10 · Q8 LA10	8 ✓
Literature (10%)	Q9 LE01 · Q10 LE02 · Q11 LE04 · Q14 LE03	4 ✓
Literacy (70%)	Q12–Q13 LY09 · Q15–Q20 LY08/LY09 · Q21–Q26 LY08/LY09 · Q27–Q32 LY01/LY02/LY07 · Q33–Q40 LY10	28 ✓
Total		40 ✓

Cognitive-process balance (unit items Q9–Q32, §7.7 bands ~40/50/10)

Process	Items	Count	Share	Band
Locating & identifying	Q9, Q13, Q15, Q16, Q21, Q22, Q27, Q28, Q30	9	37.5%	30–60% ✓
Integrating & interpreting	Q10, Q11, Q12, Q17, Q18, Q19, Q23, Q24, Q25, Q29, Q31, Q32	12	50%	35–60% ✓
Analysing & evaluating	Q14, Q20, Q26	3	12.5%	0–15% ✓

9/12/3 is the closest integer split to ~40/50/10 that stays inside all three bands for 24 items.

Text-type mix (§7.7 NAPLAN Y3–5 bands)

Type	Equivalents on this paper	Count	Band
Imaginative	Unit 1 story · W1 camp narrative frames	2	2–4 ✓
Informative	Unit 2 information page · Unit 4 functional record/note · W2 informative paragraph	3	2–3 ✓
Persuasive	Unit 3 letter · W3 persuasive plan	2	1–2 ✓

29-CD coverage (every CD tagged by ≥1 R4 item)

CD	Tagged by
VC2E4LA01	Q1 (primary), Q31 (secondary)
VC2E4LA02	Q2
VC2E4LA03	Q24, Q38 (secondary)
VC2E4LA04	Q25, Q37, Q40 (secondary)
VC2E4LA05	Q16 (secondary)
VC2E4LA06	Q3 (primary), Q33, Q34 (secondary)
VC2E4LA07	Q4
VC2E4LA08	Q5
VC2E4LA09	Q20 (secondary)
VC2E4LA10	Q7, Q8 (primary)
VC2E4LA11	Q6 (primary), Q10 (secondary)
VC2E4LA12	Q6 (secondary)
VC2E4LE01	Q9 (primary), Q13 (secondary)
VC2E4LE02	Q10
VC2E4LE03	Q14 (primary)
VC2E4LE04	Q11 (primary), Q14 (secondary)
VC2E4LE05	Q33, Q34 (secondary)
VC2E4LY01	Q27, Q28, Q29
VC2E4LY02	Q30, Q31
VC2E4LY03	Q7, Q8 (secondary)
VC2E4LY04	Q7, Q8 (secondary)
VC2E4LY05	Q7, Q8 (secondary)
VC2E4LY06	Q15 (secondary — the live reading half remains classroom observation, as in T4)
VC2E4LY07	Q32
VC2E4LY08	Q16, Q18, Q20, Q24, Q25
VC2E4LY09	Q12, Q13, Q15, Q17, Q19, Q21, Q22, Q23, Q26
VC2E4LY10	Q24 (secondary), Q33–Q40 (primary)
VC2E4LY11	Q35 (secondary)

No R4 item — OPEN EXCEPTION. Joined letter formation has no auto-markable form (§7.6/DJB-1: a graded item would be dishonest to P1). Its evidence sits in OBS2 at zero platform marks. 28 of 29 CDs tagged.

Sitting and mark check

Sitting R4a = Section A (8) + Section B (6) + Section C (6) = **20 marks**, ~25 min ✓ (5 min reading + ~1 min per mark, §7.3).

Sitting R4b = Section D (6) + Section E (6) + Section F (8) = **20 marks**, ~25 min ✓.

Both sittings sit under the §7.3 cap (≤ 25 marks / ~30 min); the split is printed on the paper. Paper total: $20 + 20 = 40$ **marks** ✓. With the six chapter tests (145), the build's auto-marked total is **185 marks** ✓ (§7.3 review total).

Test T1 — Language: interaction and text organisation

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Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Test T1 — Language: interaction and text organisation

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T1 · Chapter 1 — Language: interaction and text organisation · Sections 1A–1E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA01 · VC2E4LA02 · VC2E4LA03 · VC2E4LA04 · VC2E4LA05

Name: _____ Date: _____

Total marks	25 (5 marks for each section)
Section structure	Section A — Formal and informal language (5 marks) · Section B — Facts, opinions and feelings (5 marks) · Section C — Text types and their stages (5 marks) · Section D — Connectives: joining ideas (5 marks) · Section E — Finding your way around texts (5 marks)
Guidance time	About 30 minutes — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 1A to 1E. Answer every question. The marks for each question are shown with the question. For drag and match questions, follow the words on the screen; on paper, write your answers in the space given.

Section A — Formal and informal language (5 marks)

Formal language is careful, serious language. Informal language is relaxed, everyday language.

Question 1 — Choosing a greeting (1 mark)

Tom meets Ms Diaz, the new class helper, for the first time. Which greeting fits the situation best?

- A. “Hey! What’s up?”
- B. “Good morning, Ms Diaz.”
- C. “Yo! Over here!”
- D. “Yeah, alright.”

Question 2 — How formal is it? (1 mark)

Which situation calls for the most careful, formal language?

- A. Playing footy with friends at recess
- B. Chatting with your best friend at lunch
- C. Reading your group report to the class
- D. A birthday party with your cousins

Question 3 — The same ask, two ways (1 mark)



You want a turn on the swings. You are asking a teacher you do not know well. Which ask fits the situation best?

- A. "Can I have a go?"
- B. "Move over. It's my turn."
- C. "May I have a turn, please?"
- D. "I want the swings now."

Question 4 — Words that let everyone in (1 mark)

Words that let everyone feel part of the group never leave anyone out. The class is starting a game. Which sentence lets everyone in?

- A. "Boys, come and play!"
- B. "Everyone, come and play!"
- C. "Only fast kids can play."
- D. "You guys can sit over there."

Question 5 — Why the words change (1 mark)

Sam says, "Hey! Wanna play handball?" to his best friend. To the principal he says, "Good morning, Mrs Park. Thank you for the award." Why does Sam use different words?

- A. He forgets his words with the principal.
 - B. He uses more formal language with people he does not know well.
 - C. The principal cannot hear quiet voices.
 - D. Friends do not listen to careful words.
-

Section B — Facts, opinions and feelings (5 marks)

A fact is something you can check. An opinion is what someone thinks. A feeling is how someone feels inside.

Question 6 — Spot the fact (1 mark)

Which sentence is a fact?

- A. "Sunflowers are the best flowers."
- B. "We measured five sunflowers in our garden."
- C. "I love sunflowers!"
- D. "I felt happy when the sunflowers grew."

Question 7 — Spot the opinion (1 mark)

Which sentence is an opinion?

- A. "There are three bees on the flower."
- B. "The bee has black and yellow stripes."
- C. "I think bees are the most helpful insects."
- D. "We counted twelve bees this morning."

Question 8 — Spot the feeling (1 mark)



Which sentence tells a feeling?

- A. "I felt proud when our team won."
- B. "Our team scored six goals."
- C. "The game was on Friday."
- D. "I think our team will win next time."

Question 9 — Same books, two ways (1 mark)

Both sentences tell about the same library books.

"The library has thirty new books."

"The library has too many new books."

Which sentence is the opinion?

- A. The first one — you can count thirty books and check it.
- B. The second one — "too many" tells what someone thinks.
- C. Both sentences are facts.
- D. Both sentences are feelings.

Question 10 — Clue words (1 mark)

Which word flags an opinion?

- A. counted
 - B. believe
 - C. measured
 - D. found
-

Section C — Text types and their stages (5 marks)

Question 11 — Match the text type to its stages (5 marks)

Match each text type to the stages it usually has. Drag each text type to its stages. One mark for each correct pair.

Stages:

1. A set-up, then a problem, then an ending.
2. A set-up, then events in order, then a closing thought.
3. An opening, then paragraphs about parts of the topic.
4. Say what you will explain, then the steps or causes, then a closing.
5. An opinion, then reasons, then say the opinion again.

Text types to match: **narrative · recount · information report · explanation · argument**

Stage set	Text type
1.	_____
2.	_____
3.	_____

Stage set	Text type
4.	_____
5.	_____

Section D — Connectives: joining ideas (5 marks)

Connectives are like glue for ideas. They join ideas inside sentences and between sentences.

Question 12 — How to plant a bean (2 marks)

Choose the connective that fits each gap. One mark for each gap.

_____, put some soil in a pot.

_____, push the bean into the soil and give it water.

Gap 1:

- A. First
- B. But
- C. If
- D. Because

Gap 2:

- A. Next
- B. But
- C. Unless
- D. Although

Question 13 — A turn in the idea (1 mark)

Choose the connective that fits the gap.

“We wanted to play outside, _____ it started to rain.”

- A. but
- B. first
- C. also
- D. next

Question 14 — Put the steps in order (1 mark)

These four steps are mixed up. Put them in order so the text makes sense. Drag each step to its place, or write the steps in order on the lines. One mark for all four steps in the right order.

Mixed-up steps:

- Put the food jar back on the shelf.
- Wash your hands.
- Sprinkle a little food on the water.
- Shut the fish tank lid.

In order:

Question 15 — Pointing back (1 mark)

Choose the word that fits the gap.

“Ruby and Tom made a paper plane. _____ flew it in the yard.”

A. They

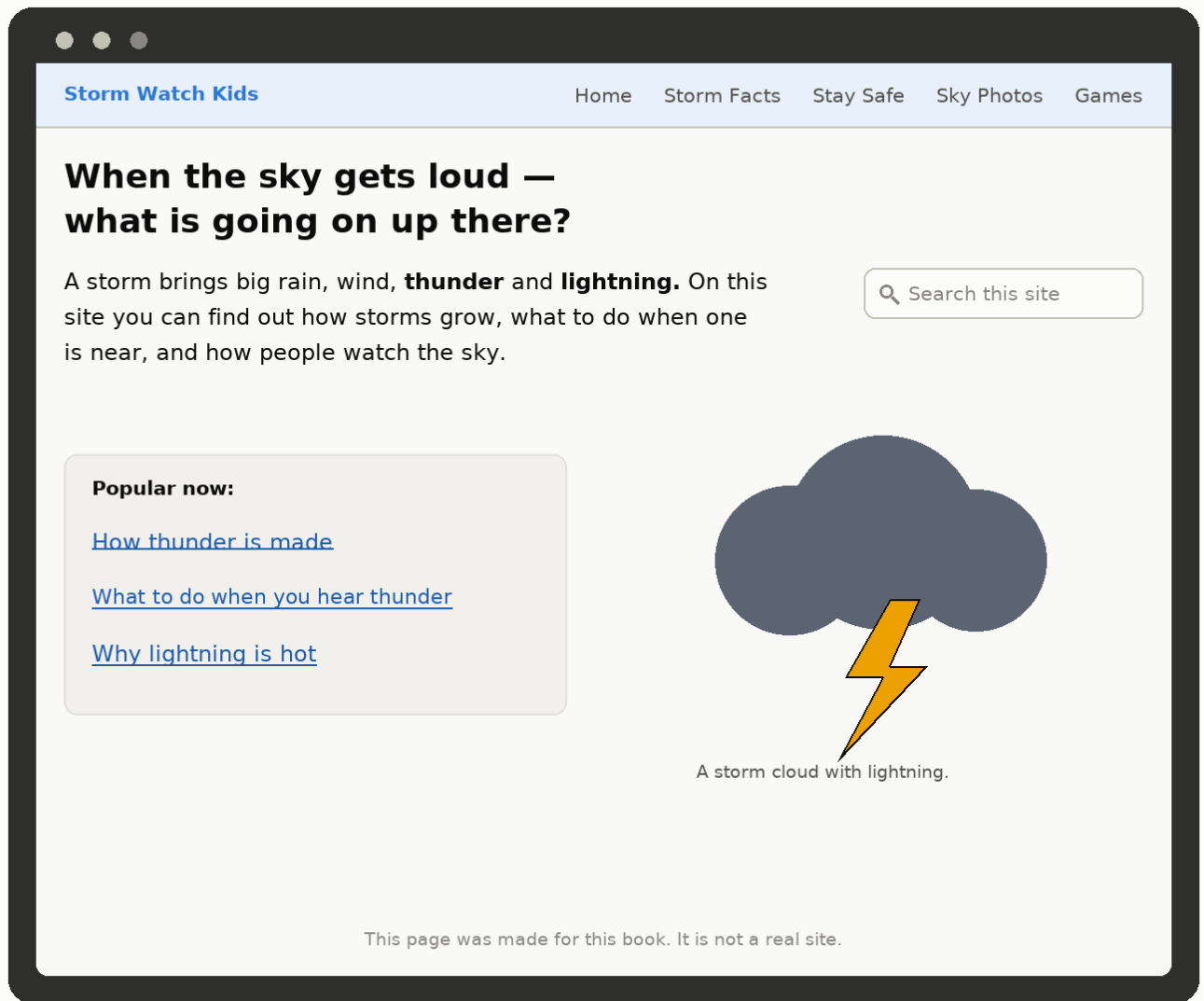
B. It

C. She

D. He

Section E — Finding your way around texts (5 marks)

Look at the web page below. It is from the book. It is not a real site.



Text D — “Storm Watch Kids” home page, from Section 1E

Question 16 — Using the menu (1 mark)

You want to find out what to do when a storm is near. Which part of the menu do you tap?

- A. Home
- B. Storm Facts
- C. Stay Safe
- D. Games

Question 17 — The search box (1 mark)

What does the search box on this page help you do?

- A. Type a word to find pages
- B. Show pictures of storms
- C. Play storm games
- D. Send a message to your class

Question 18 — Knowing what a picture shows (1 mark)

You want to know what the picture shows. Which feature tells you?



- A. The headline
- B. The caption
- C. The menu
- D. The search box

Question 19 — Same job, different feature (1 mark)

A book has an index to help you find one topic fast. Which feature on this web page does the same job?

- A. The search box
- B. The caption
- C. The graphic
- D. The layout

Question 20 — What is layout? (1 mark)

What is the layout of a page?

- A. Where everything is placed on the page
- B. The words in the headline
- C. The biggest picture on the page
- D. The name of the site

Test T1 — Solutions and marking key

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Test T1 — Solutions and marking key

Teacher copy. This is a school-designed test. It is not a VCAA instrument.

Test T1 · Chapter 1 — Language: interaction and text organisation · Sections 1A–1E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA01 · VC2E4LA02 · VC2E4LA03 · VC2E4LA04 · VC2E4LA05

Total marks	25 (5 marks for each section)
Sections	A — Formal and informal language (5) · B — Facts, opinions and feelings (5) · C — Text types and their stages (5) · D — Connectives (5) · E — Finding your way around texts (5)
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Section A — Formal and informal language (5 marks) · VC2E4LA01

Q	Answer	Mark	Rationale
1	B — “Good morning, Ms Diaz.”	1	A full greeting with a title fits meeting someone for the first time (1A greetings, formal end of the scale).
2	C — Reading your group report to the class	1	Presenting a report to the class is the most formal situation of the four (1A formality scale; WHO/WHERE/WHY clues).
3	C — “May I have a turn, please?”	1	A polite, careful ask fits a teacher you do not know well (1A word-swap: informal ask → formal ask).
4	B — “Everyone, come and play!”	1	“Everyone” lets the whole group in; the other options leave people out (1A words that let everyone in).
5	B — He uses more formal language with people he does not know well.	1	Language changes with how well you know the person (1A HOW WELL clue; formal vs informal register).

Section B — Facts, opinions and feelings (5 marks) · VC2E4LA02

Q	Answer	Mark	Rationale
6	B — “We measured five sunflowers in our garden.”	1	A fact is something you can check; “measured” and a number can be checked (1B reporting verb + count).

Q	Answer	Mark	Rationale
7	C — “I think bees are the most helpful insects.”	1	“I think” and “the most” flag what someone thinks (1B opinion clue words).
8	A — “I felt proud when our team won.”	1	“I felt proud” tells how someone feels inside (1B feeling clue words).
9	B — The second one — “too many” tells what someone thinks.	1	The first sentence can be counted and checked (fact); “too many” is what someone thinks (1B same information, two ways).
10	B — believe	1	“Believe” is a thinking verb (opinion); counted, measured and found are reporting verbs (fact) (1B thinking vs reporting verbs).

Section C — Text types and their stages (5 marks) · VC2E4LA03

Question 11 — Match the text type to its stages. One mark per correct pair (5 marks).

Exemplar (full correct matching):

Stage set	Text type	Mark
1. A set-up, then a problem, then an ending.	narrative	1
2. A set-up, then events in order, then a closing thought.	recount	1
3. An opening, then paragraphs about parts of the topic.	information report	1
4. Say what you will explain, then the steps or causes, then a closing.	explanation	1
5. An opinion, then reasons, then say the opinion again.	argument	1

Stage wording is the 1C stage tables verbatim. On the platform this is one drag-the-words item scored per pair; on paper, award 1 mark per correctly matched row.

Section D — Connectives: joining ideas (5 marks) · VC2E4LA04

Question 12 — How to plant a bean (2 marks, 1 per gap). Exemplar answers:

- Gap 1: **First** (“First, put some soil in a pot.”)
- Gap 2: **Next** (“Next, push the bean into the soil and give it water.”)

Only the keyed option earns the mark (options are given; no free spelling). Time connectives, 1D time family.

Question 13 — A turn in the idea (1 mark). Answer: **A** — **but**. “But” turns the idea (1D turn family). Keyed sentence: “We wanted to play outside, but it started to rain.”

Question 14 — Put the steps in order (1 mark). One mark for all four steps in the right order; no part marks. Exemplar answer:

1. Sprinkle a little food on the water.

2. Shut the fish tank lid.
3. Put the food jar back on the shelf.
4. Wash your hands.

On the platform this auto-scores as a drag-into-order item. On paper, the steps must appear in exactly this order; minor copying slips that keep the order clear may be accepted at the teacher's judgement.

Question 15 — Pointing back (1 mark). Answer: **A — They.** “They” points back to Ruby and Tom (1D pronouns/pointing words). Keyed sentence: “Ruby and Tom made a paper plane. They flew it in the yard.”

Section E — Finding your way around texts (5 marks) · VC2E4LA05

All items sit on Text D, the “Storm Watch Kids” page from Section 1E (original to this book; not a real site).

Q	Answer	Mark	Rationale
16	C — Stay Safe	1	The Stay Safe menu part holds what to do when a storm is near (1E menu).
17	A — Type a word to find pages	1	Gloss of the search box, 1E digital features.
18	B — The caption	1	A caption tells you what a picture shows (1E caption).
19	A — The search box	1	The search box does the index's job on a web page: find one topic fast (1E print ↔ digital same-job matching).
20	A — Where everything is placed on the page	1	Gloss of layout, 1E features.

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4.T1.01	VC2E4L A01	1A	L1	h5p.Multi Choice	1
2	English_4.T1.02	VC2E4L A01	1A	L1	h5p.Multi Choice	1
3	English_4.T1.03	VC2E4L A01	1A	L1	h5p.Multi Choice	1
4	English_4.T1.04	VC2E4L A01	1A	L1	h5p.Multi Choice	1
5	English_4.T1.05	VC2E4L A01	1A	L1	h5p.Multi Choice	1
6	English_4.T1.06	VC2E4L A02	1B	L1	h5p.Multi Choice	1
7	English_4.T1.07	VC2E4L A02	1B	L1	h5p.Multi Choice	1
8	English_4.T1.08	VC2E4L A02	1B	L1	h5p.Multi Choice	1
9	English_4.T1.09	VC2E4L A02	1B	L1	h5p.Multi Choice	1
10	English_4	VC2E4L	1B	L1	h5p.Multi	1

Q	Item ID	CD	Section	Family	H5P	Marks
	.T1.10	A02			Choice	
11	English_4 .T1.11	VC2E4L A03	1C	L5	h5p.Drag Question	5
12	English_4 .T1.12	VC2E4L A04	1D	L2	h5p.Blank s	2
13	English_4 .T1.13	VC2E4L A04	1D	L2	h5p.Blank s	1
14	English_4 .T1.14	VC2E4L A04	1D	L3	h5p.Drag Text	1
15	English_4 .T1.15	VC2E4L A04	1D	L2	h5p.Blank s	1
16	English_4 .T1.16	VC2E4L A05	1E	L1	h5p.Multi Choice	1
17	English_4 .T1.17	VC2E4L A05	1E	L1	h5p.Multi Choice	1
18	English_4 .T1.18	VC2E4L A05	1E	L1	h5p.Multi Choice	1
19	English_4 .T1.19	VC2E4L A05	1E	L1	h5p.Multi Choice	1
20	English_4 .T1.20	VC2E4L A05	1E	L1	h5p.Multi Choice	1
					Total	25

Mark check

Section A 5 + Section B 5 + Section C 5 + Section D 5 + Section E 5 = **25 marks ✓** (5 per section, per §7.5 row T1).

Test T2a — Language: expressing ideas (clauses to images)

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Test T2a — Language: expressing ideas (clauses to images)

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T2a · Chapter 2 — Language: expressing and developing ideas · Sections 2A–2D

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA06 · VC2E4LA07 · VC2E4LA08 · VC2E4LA09

Name: _____ Date: _____

Total marks	20 (5 marks for each section)
Section structure	Section A — Complex sentences (5 marks) · Section B — Adverb groups and prepositional phrases (5 marks) · Section C — Tense (5 marks) · Section D — Reading images (5 marks)
Guidance time	About 25 minutes — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 2A to 2D. Answer every question. The marks for each question are shown with the question. For drag, match and mark-the-words questions, follow the words on the screen; on paper, write or circle your answers in the space given.

Section A — Complex sentences (5 marks)

A complex sentence has one independent clause and at least one dependent clause. A clause is a group of words built around a subject and a verb. An independent clause can stand alone as a full sentence. A dependent clause cannot stand alone — it needs help from another clause. The clauses are joined by a joining word.

Question 1 — Spot the complex sentence (1 mark)

Which sentence is a complex sentence?

- A. “The sun came out.”
- B. “We ran to the gate.”
- C. “Because the wind was strong, the kite flew high.”
- D. “The team trained hard. The team won the cup.”

Question 2 — The stand-alone test (1 mark)

Read each group of words out loud, all by itself. Which one can stand alone as a full sentence?

- A. “because it started to rain”
- B. “when the bus stopped”
- C. “the game went on”
- D. “after the long trip”

Question 3 — Combine two sentences (2 marks)

Join the two ideas into one complex sentence. The dependent clause goes first. The joining word must show WHY. Drag each part into a gap. One mark for each correct gap.

The rain started. The class went inside.

_____, _____.

Parts to drag (two are extra):

- Because the rain started
- the class went inside
- the rain started
- because the class went inside

Question 4 — What the joining word does (1 mark)

“The game went on although the wind was cold.”

What does the joining word “although” show?

- A. when something happened
- B. why something happened
- C. a surprise
- D. something that has to happen first

Section B — Adverb groups and prepositional phrases (5 marks)

An adverb group is built around an adverb — a word that tells how, when or where the doing happens. A prepositional phrase starts with a small joining word like in, on, under, after or with, and adds a naming part.

For each sentence, mark the word group the question asks for. On the platform, click the words. On paper, circle them. One mark for marking the whole group and only that group.

Question 5 — Mark the adverb group (1 mark)

“The swimmers trained very hard before the race.”

Question 6 — Mark the prepositional phrase (1 mark)

“The magpie sat on the school fence.”

Question 7 — Mark the adverb group (1 mark)

“Zara whispered very quietly to her friend.”

Question 8 — Mark the prepositional phrase (1 mark)

“The dog slept under the kitchen table.”

Question 9 — Mark the group that tells HOW (1 mark)

Mark the word group that tells HOW the doing happened.

“The team cheered with joy at the park.”

Section C — Tense (5 marks)

Tense is the form of a verb that tells us when: past, present or future.

Question 10 — Not yet — it is coming (1 mark)

Which sentence tells about something that has not happened yet?

- A. “Ruby planted a seed.”
- B. “Ruby plants a seed.”
- C. “Ruby will plant a seed.”
- D. “Ruby planted many seeds.”

Question 11 — Tense that fits the text (1 mark)

A report tells facts that are true now, not just once. Which tense does a report usually use?

- A. past tense
- B. present tense
- C. future tense
- D. reports do not use verbs

Question 12 — Choose the verb form (2 marks)

Choose the verb form that fits each gap. One mark for each gap.

“Yesterday, our team _____ at the park.”

Gap 1:

- A. trains
- B. trained
- C. will train

“Next week, we _____ there again.”

Gap 2:

- A. play
- B. played
- C. will play

Question 13 — An irregular verb (1 mark)

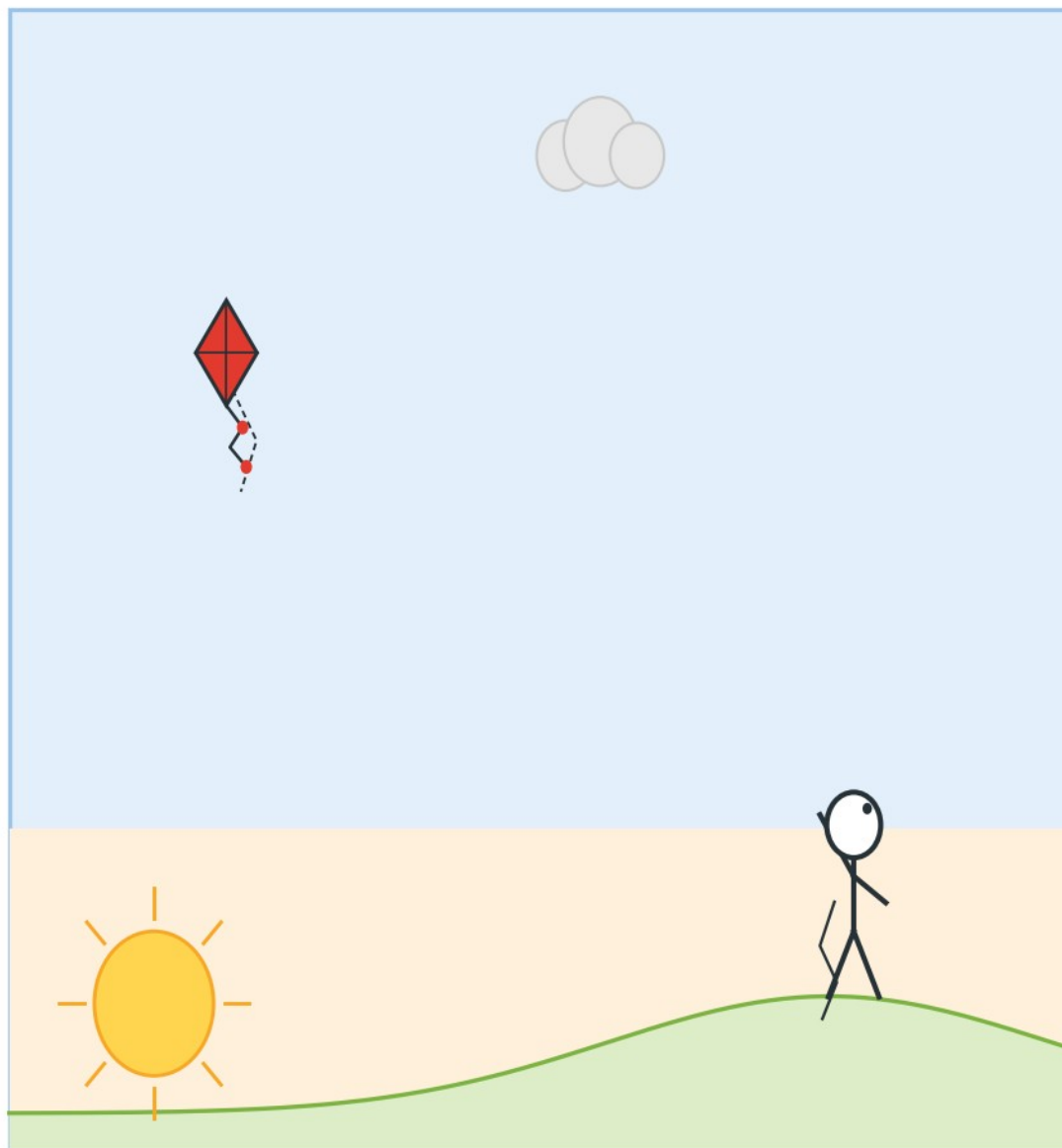
Choose the verb form that fits the gap.

“Last term, Mia _____ in the school race.”

- A. runned
- B. ran
- C. runs
- D. will run

Section D — Reading images (5 marks)

Look at the still image below. It was made for this book.



The kite is free

a still image for the marked task

The kite is free — a wide sunset sky; a small red kite, high up, with a dangling broken string; Mia, small, waving from the bottom corner; lots of empty sky. Made for this book.

Question 14 — What your eyes go to first (1 mark)

The part of a picture your eyes go to first is its salience. Which part of this picture stands out because it is bright red?

- A. the kite
- B. the sun

C. the cloud

D. the grass

Question 15 — Which tool did the work? (1 mark)

Which salience tool makes the kite stand out in this picture?

A. make it bigger

B. make it brighter

C. make it clear

D. put it in the centre

Question 16 — What placement adds (1 mark)

Mia sits down low in the corner of the picture. She is very small. The sky takes up most of the frame. What does this placement make Mia seem like?

A. small next to the big sky

B. scared of the kite

C. the star of the story

D. angry about the string

Question 17 — Match the tool to its job (2 marks)

Match each image choice to its job. Drag each word to its job. One mark for each correct pair.

Image choice

Job

framing

salience

Jobs to match:

- what the maker puts inside the frame, and what stays out
- the part of a picture your eyes go to first

Test T2a — Solutions and marking key

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Test T2a — Solutions and marking key

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Test T2a · Chapter 2 — Language: expressing and developing ideas · Sections 2A–2D

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA06 · VC2E4LA07 · VC2E4LA08 · VC2E4LA09

Total marks	20 (5 marks for each section)
Sections	A — Complex sentences (5) · B — Adverb groups and prepositional phrases (5) · C — Tense (5) · D — Reading images (5)
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Section A — Complex sentences (5 marks) · VC2E4LA06

Q	Answer	Mark	Rationale
1	C — “Because the wind was strong, the kite flew high.”	1	One independent clause (the kite flew high) plus a dependent clause joined by “because” (2A complex-sentence definition). A and B are simple sentences; D is two simple sentences.
2	C — “the game went on”	1	Stand-alone test: it works as a full sentence by itself (2A). The other three start with joining words and leave you waiting.
3	Because the rain started , the class went inside.	2	See exemplar below.
4	C — a surprise	1	“Although” joins a surprise, not a time or a why (2A joining words and their jobs).

Question 3 — exemplar answer (2 marks, 1 per gap):

- Gap 1: **Because the rain started**
- Gap 2: **the class went inside**

Keyed sentence: “Because the rain started, the class went inside.” The dependent clause comes first, so it takes a comma; “because” shows WHY. “because the class went inside” is not accepted in Gap 1 — going inside did not cause the rain. “the rain started” alone is not accepted — it has no joining word, so it cannot make a complex sentence. Only the keyed parts earn the marks (parts are given; no free spelling).

Section B — Adverb groups and prepositional phrases (5 marks) · VC2E4LA07

Mark-the-words key: full marks for marking exactly the keyed words and no others (on the platform, h5p.MarkTheWords auto-scores this; on paper, circle the same words).

Q	Keyed group	Mark	Rationale
5	very hard	1	Adverb group telling HOW the swimmers

Q	Keyed group	Mark	Rationale
6	on the school fence	1	trained (“before the race” is a prepositional phrase telling when) (2B). Prepositional phrase: preposition “on” + the noun group “the school fence”; tells WHERE (2B).
7	very quietly	1	Adverb group telling HOW Zara whispered (“to her friend” is a prepositional phrase) (2B grow-an-adverb-group pattern).
8	under the kitchen table	1	Prepositional phrase telling WHERE the dog slept (2B).
9	with joy	1	Prepositional phrase telling HOW the cheering happened (“at the park” tells where) (2B two-paths: same detail, different ways).

Section C — Tense (5 marks) · VC2E4LA08

Q	Answer	Mark	Rationale
10	C — “Ruby will plant a seed.”	1	Future tense: “will + verb” says not yet — it is coming (2C).
11	B — present tense	1	Reports tell facts that are true now, so they usually use the present tense (2C text types and usual tense).
12	Gap 1 B — trained ; Gap 2 C — will play	2	“Yesterday” signals past (regular -ed); “Next week” signals future (will + verb) (2C signal words).
13	B — ran	1	“run” is irregular: run → ran, no -ed (2C irregular verb pairs).

Question 12 — exemplar answers (2 marks, 1 per gap):

- Gap 1: **trained** (“Yesterday, our team trained at the park.”)
- Gap 2: **will play** (“Next week, we will play there again.”)

Only the keyed option earns the mark (options are given; no free spelling).

Section D — Reading images (5 marks) · VC2E4LA09

All items sit on “The kite is free”, the 2D marked-task still image (diagrams/2d_assessment_image.png), original to this book.

Q	Answer	Mark	Rationale
14	A — the kite	1	The bright red kite is the part your eyes go to first — the salience of the picture (2D salience; poster application: bright red against the soft sky).
15	B — make it brighter	1	The kite stands out via the “brighter” tool; it is not the biggest thing — the sky is (2D salience tools; section model answer).
16	A — small next to the big sky	1	Down low in the corner with most of the frame given to sky: placement makes Mia look small next to the big sky (2D placement zones; worked example on the poster).
17	framing → what the maker puts inside the frame, and what stays out ; salience → the part of a picture your eyes go to first	2	See exemplar below.

Question 17 — exemplar answer (2 marks, 1 per correct pair):

Image choice	Job
framing	what the maker puts inside the frame, and what stays out
salience	the part of a picture your eyes go to first

Definitions are the 2D “Words to know” glosses. On the platform this is one drag-the-words item scored per pair; on paper, award 1 mark per correctly matched row.

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4.T2a.01	VC2E4L A06	2A	L1	h5p.Multi Choice	1
2	English_4.T2a.02	VC2E4L A06	2A	L1	h5p.Multi Choice	1
3	English_4.T2a.03	VC2E4L A06	2A	L3	h5p.Drag Text	2
4	English_4.T2a.04	VC2E4L A06	2A	L1	h5p.Multi Choice	1
5	English_4.T2a.05	VC2E4L A07	2B	L4	h5p.Mark TheWord s	1
6	English_4.T2a.06	VC2E4L A07	2B	L4	h5p.Mark TheWord	1

Q	Item ID	CD	Section	Family	H5P	Marks
7	English_4 .T2a.07	VC2E4L A07	2B	L4	s h5p.Mark TheWord	1
8	English_4 .T2a.08	VC2E4L A07	2B	L4	s h5p.Mark TheWord	1
9	English_4 .T2a.09	VC2E4L A07	2B	L4	s h5p.Mark TheWord	1
10	English_4 .T2a.10	VC2E4L A08	2C	L1	s h5p.Multi Choice	1
11	English_4 .T2a.11	VC2E4L A08	2C	L1	s h5p.Multi Choice	1
12	English_4 .T2a.12	VC2E4L A08	2C	L2	s h5p.Blank	2
13	English_4 .T2a.13	VC2E4L A08	2C	L2	s h5p.Blank	1
14	English_4 .T2a.14	VC2E4L A09	2D	L1	s h5p.Multi Choice	1
15	English_4 .T2a.15	VC2E4L A09	2D	L1	s h5p.Multi Choice	1
16	English_4 .T2a.16	VC2E4L A09	2D	L1	s h5p.Multi Choice	1
17	English_4 .T2a.17	VC2E4L A09	2D	L5	s h5p.Drag Question	2
					Total	20

Mark check

Section A 5 + Section B 5 + Section C 5 + Section D 5 = **20 marks** ✓ (5 per section, per §7.5 row T2a).

Test T2b — Language: vocabulary and speech

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Test T2b — Language: vocabulary and speech

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T2b · Chapter 2 — Language: expressing and developing ideas · Sections 2E–2G

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA10 · VC2E4LA11 · VC2E4LA12

Name: _____ Date: _____

Total marks	15 (5 marks for each section)
Section structure	Section A — Words and their shades (5 marks) · Section B — Punctuation for dialogue (5 marks) · Section C — Quoted and reported speech (5 marks)
Guidance time	About 20 minutes — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 2E to 2G. Answer every question. The marks for each question are shown with the question. For drag and mark-the-words questions, follow the words on the screen; on paper, write or circle your answers in the space given.

Section A — Words and their shades (5 marks)

A synonym means the same, or nearly the same, as another word. An antonym means the opposite. The shade of meaning is the small difference between one word's meaning and another's.

Question 1 — Match the synonyms (3 marks)

Match each word to its synonym — a word that means the same, or nearly the same. Drag each word to its synonym. One mark for each correct pair.

Word	Synonym
begin	_____
huge	_____
scared	_____

Words to match: **start · giant · afraid · cold**

Question 2 — Is the word just right? (1 mark)

“My team won the grand final and I was glad.”

The word “glad” means a little happy. For this news, the word “glad” is:

- A. too big
- B. too small
- C. just right

Question 3 — The “said” web (1 mark)

Each of these words does the same job as “said”, but each paints a different picture. Which word means “said very quietly”?

- A. shouted
 - B. whispered
 - C. mumbled
 - D. exclaimed
-

Section B — Punctuation for dialogue (5 marks)

Dialogue is the words the people in a story say out loud. Quote marks ” ” wrap around the spoken words. The end mark — the full stop (.), the question mark (?) or the exclamation mark (!) — goes inside the closing quote mark.

Question 4 — Choose the end mark (2 marks)

Choose the end mark that fits each gap. One mark for each gap.

Leo asked, “Can you pass the ball _____”

Gap 1:

- A. .
- B. ?
- C. !

“We won _____” shouted Mia.

Gap 2:

- A. .
- B. ?
- C. !

Question 5 — Find the broken rule (1 mark)

One thing in this line breaks the dialogue rules. Mark the word that is wrong.

“i will help you,” said Mum.

Question 6 — The comma next to the telling part (1 mark)

The telling part tells who is talking. Choose the mark that fits the gap.

Noah said _____ “The puppy is under the bed.”

- A. ,
- B. .
- C. ?
- D. !

Question 7 — Find the broken rule (1 mark)

One thing in this line breaks the dialogue rules. Mark the part that is wrong.



“Is it time for lunch”? asked Mia.

Section C — Quoted and reported speech (5 marks)

Quoted speech is the person’s very own words, exactly as they said them, inside quotation marks. Reported speech is the message told again in our own words, with no quotation marks. A reporting verb tells us someone spoke, like said, asked or shouted.

Question 8 — Spot the quoted speech (1 mark)

Which sentence is quoted speech?

- A. Noah said that he could help.
- B. “I can help!” said Noah.
- C. Mia told her friend that the fair was on Saturday.
- D. The teacher explained that the game would start soon.

Question 9 — Spot the reported speech (1 mark)

Which sentence is reported speech?

- A. “Pass the ball,” called Sam.
- B. “We can play later,” said Mum.
- C. Leo said that he would water the plants.
- D. “Look at this!” called Ava.

Question 10 — Mark the reporting verb (1 mark)

Mark the reporting verb — the verb that tells us someone spoke.

“She told him that everyone worked hard.”

Question 11 — Quoted to reported (1 mark)

Ruby said, “I will water the garden.”

Which sentence tells the same news in reported speech?

- A. Ruby said that she would water the garden.
- B. Ruby said that I will water the garden.
- C. Ruby says that she will water the garden.
- D. Ruby said that she will water the garden tomorrow.

Question 12 — Which form fits the job? (1 mark)

You are telling your family about school after school. The message matters more than the exact words. Which form of speech fits the job best?

- A. quoted speech, because it gives the exact words
- B. reported speech, because it tells the news quickly
- C. both, because they give the exact words
- D. neither, because no speech is needed

Test T2b — Solutions and marking key

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Test T2b — Solutions and marking key

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Test T2b · Chapter 2 — Language: expressing and developing ideas · Sections 2E–2G

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LA10 · VC2E4LA11 · VC2E4LA12

Total marks	15 (5 marks for each section)
Sections	A — Words and their shades (5) · B — Punctuation for dialogue (5) · C — Quoted and reported speech (5)
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Section A — Words and their shades (5 marks) · VC2E4LA10

Question 1 — Match the synonyms (3 marks, 1 per correct pair).

Exemplar (full correct matching):

Word	Synonym	Mark
begin	start	1
huge	giant	1
scared	afraid	1

“cold” is the extra word (it is an antonym of hot, not a synonym of any listed word). On the platform this is one drag-the-words item scored per pair; on paper, award 1 mark per correctly matched row. All pairs are within the synonym sets 2E teaches; no word-source item draws on the excluded elaboration VC2E4LA10.E03.

Q	Answer	Mark	Rationale
2	B — too small	1	“Glad” means a little happy; winning the grand final calls for a bigger happy (2E meaning thermometer fit test).
3	B — whispered	1	“Whispered” means said very quietly (2E the “said” web).

Section B — Punctuation for dialogue (5 marks) · VC2E4LA11

Question 4 — Choose the end mark (2 marks, 1 per gap). Exemplar answers:

- Gap 1: **B** — ? (“Can you pass the ball?” asks something, so the question mark goes inside the closing quote mark.)
- Gap 2: **C** — ! (“We won!” shows big feelings, so the exclamation mark goes inside the closing quote mark.)

Keyed lines: Leo asked, “Can you pass the ball?” · “We won!” shouted Mia.

Question 5 — Find the broken rule (1 mark). Key: mark **i** (the first word inside the quote marks). The spoken words must start with a capital letter; “I” is always a capital. Keyed line after the fix: “I will help you,” said Mum. On the platform, h5p.MarkTheWords scores marking exactly “i” and nothing else; on paper, circle the small “i”.

Q	Answer	Mark	Rationale
6	A — , (comma)	1	The telling part comes

Q	Answer	Mark	Rationale
			first, so the comma goes after it, before the opening quote mark (2F the comma always sits next to the telling part).

Question 7 — Find the broken rule (1 mark). Key: mark the **question mark sitting outside the closing quote mark** (the “?” after lunch”). The end mark belongs to the spoken words, so it goes inside the closing quote mark. Keyed line after the fix: “Is it time for lunch?” asked Mia. On paper, circle the “?”; on the platform, mark that token.

Section C — Quoted and reported speech (5 marks) · VC2E4LA12

Q	Answer	Mark	Rationale
8	B — “I can help!” said Noah.	1	Quotation marks wrap the person’s very own words — quoted speech (2G spotting clues).
9	C — Leo said that he would water the plants.	1	No quotation marks; “that” joins the parts; the message is told again — reported speech (2G spotting clues).
10	Mark told	1	“Told” is the reporting verb — the verb that tells us someone spoke (2G reporting verb families).
11	A — Ruby said that she would water the garden.	1	Pronoun I → she; tense steps back will → would; quotation marks come off; the meaning stays the same (2G the three changes).
12	B — reported speech, because it tells the news quickly	1	Reporting later, when the message matters more than the exact words, is reported speech’s job (2G which form when).

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4.T2b.01	VC2E4L A10	2E	L5	h5p.Drag Question	3
2	English_4.T2b.02	VC2E4L A10	2E	L1	h5p.Multi Choice	1
3	English_4.T2b.03	VC2E4L A10	2E	L1	h5p.Multi Choice	1
4	English_4.T2b.04	VC2E4L A11	2F	L2	h5p.Blank s	2
5	English_4.T2b.05	VC2E4L A11	2F	L4	h5p.Mark TheWord s	1

Q	Item ID	CD	Section	Family	H5P	Marks
6	English_4 .T2b.06	VC2E4L A11	2F	L2	h5p.Blanks	1
7	English_4 .T2b.07	VC2E4L A11	2F	L4	h5p.Marks TheWords	1
8	English_4 .T2b.08	VC2E4L A12	2G	L1	h5p.Multi Choice	1
9	English_4 .T2b.09	VC2E4L A12	2G	L1	h5p.Multi Choice	1
10	English_4 .T2b.10	VC2E4L A12	2G	L4	h5p.Marks TheWords s	1
11	English_4 .T2b.11	VC2E4L A12	2G	L1	h5p.Multi Choice	1
12	English_4 .T2b.12	VC2E4L A12	2G	L1	h5p.Multi Choice	1
					Total	15

Mark check

Section A 5 + Section B 5 + Section C 5 = **15 marks** ✓ (5 per section, per §7.5 row T2b).

Test T3 — Literature

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Test T3 — Literature

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T3 · Chapter 3 — Literature · Sections 3A–3E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LE01 · VC2E4LE02 · VC2E4LE03 · VC2E4LE04 · VC2E4LE05

Name: _____ Date: _____

Total marks	25 (5 marks for each section)
Section structure	Section A — Two stories, side by side (5 marks) · Section B — Responding to “The Jam Stall” (5 marks) · Section C — Tension and character (5 marks) · Section D — Devices in a poem (5 marks) · Section E — Making a story (5 marks)
Sittings	This test has two sittings, and the split is printed here. Sitting T3a: Sections A and B, 10 marks. Sitting T3b: Sections C, D and E, 15 marks. Your teacher will tell you when to start each sitting.
Guidance time	Sitting T3a: about 15 minutes. Sitting T3b: about 20 minutes — 5 minutes reading time, then about 1 minute per mark.
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 3A to 3E. All the questions sit on three texts written just for this test: two short stories and a poem. Read each text first, then answer the questions about it. Answer every question. The marks for each question are shown with the question. For drag, sort and mark-the-words questions, follow the words on the screen; on paper, write or circle your answers in the space given.

Sitting T3a — Sections A and B (10 marks, about 15 minutes)

Read Passage A and Passage B first. Then answer the questions in Section A and Section B.

Passage A — “The Jam Stall”

Original story written for this test.

1. The big day was nearly here. Tomorrow, the school hall would fill with stalls for Market Day, and Poppy had a plan: a tower of jam jars, red and shiny, with labels she had painted herself.
 2. Poppy and her grandma had made the jam in the summer holidays. She remembered the hot December afternoon in Grandma’s kitchen. Berries popped in the big silver pot. The sweet smell filled the little room. “One more stir,” Grandma said, “and it is ready for the jar.” Poppy stirred and stirred, and Grandma smiled.
 3. The night before Market Day, Poppy packed the jars into a box. Twelve jars, wrapped in old newspaper, side by side. She put the box on the verandah and went to bed.
 4. In the middle of the night, the wind rose. It pushed at the house. WHOOSH! The verandah door banged open — CRASH! The box tipped over. Jars rolled across the boards.
 5. Poppy ran out in her pyjamas. Her heart beat fast. She counted. One, two ... twelve. Not one jar was broken! The newspaper had kept them safe. But her painted labels were wet and torn. The jam had no name.
 6. The next morning at school, Poppy sat beside the box, feeling flat. Her friend Finn came over. “What’s wrong?” he asked. Poppy showed him the wet labels.
 7. Finn thought for a minute. “Paint is my thing,” he said. “Get the brushes. I will do the letters.” They worked side by side all morning. Finn painted big red letters: BERRY JAM. Poppy stuck each label on with care.
 8. By lunchtime, the tower stood tall on the stall, red and shiny. Every jar sold before the bell.
 9. “Best stall!” said Finn. Poppy grinned. “Best team,” she said.
-

Passage B — “Ned and the Lamb”

Original story written for this test.

1. The wind had blown all day on the farm. By dinner time, the sky was dark and low.
2. Ned helped his dad shut the big shed doors. “Storm’s coming,” Dad said. “Best get the animals in.” Ned counted the sheep in the yard. One, two, three ... His eyes went wide. “The little lamb!” he cried. “Molly’s lamb is not in the yard!”
3. Molly was the old sheep, and her lamb was only days old. It was small and weak, and the night was coming.
4. Dad looked at the black sky. “I will take the truck around the paddock,” he said. “You stay here with Mum.”
5. Ned stood at the door. The wind pulled at his jacket. Then, out in the dark, a small cry came on the wind. Baa. It was thin and scared.
6. Ned had a choice. Stay safe by the warm fire, or go out into the dark with a torch to find the lamb.
7. “Dad, wait!” Ned called. “The lamb hides by the creek when it is windy. Let me come.”
8. Dad looked at Ned for a long moment. Then he handed him the torch. “Together, then,” he said. “But stay close.”
9. Out in the paddock, the rain came down cold. Ned’s heart beat fast. The torch light shook on the wet grass. “Here, lamb!” Ned called. Baa! There — by the creek, in the mud — a small white shape stood shaking.
10. Ned scooped it up. Its wool was cold and wet. He held it close, and it stopped crying.
11. Back at the shed, Mum had a dry towel ready. Molly called softly from the yard, and the lamb answered.

12. “You knew just where to look,” said Dad. Ned smiled, tired and warm. “The lamb is safe,” he said. “That is what matters.”

Section A — Two stories, side by side (5 marks)

To compare means to look for what is the same and what is different. The storyline is what happens in a story, in the order it happens. The idea is what a story is really about, deep down. The context is where and when a story was made, and the way of life around it.

Question 1 — Match the storyline steps (2 marks, 1 per correct pair)

“The Jam Stall” and “Ned and the Lamb” follow the same storyline. Step 1 and Step 4 are already matched for you. Match Step 2 and Step 3 of “The Jam Stall” to the matching steps of “Ned and the Lamb”. Drag each answer to its place.

Step	“The Jam Stall”	“Ned and the Lamb”
Step 1 — Get ready	Poppy packs the jam jars she loves.	Ned helps shut the shed before the storm. <i>(done for you)</i>
Step 2 — The problem	The storm ruins Poppy’s painted labels.	_____
Step 3 — Help	Finn stays and helps paint new labels.	_____
Step 4 — The close	Every jar sells, and the friends are glad together.	The lamb is safe, and Ned and Dad are glad together. <i>(done for you)</i>

Answers to drag:

- The storm comes, and Molly’s lamb is missing.
- Dad hands Ned the torch, and they search together.
- The sheep sleep in the warm shed. *(extra — this one is not needed)*

Question 2 — Match the contexts and the idea (3 marks, 1 per correct row)

Match each row to its answer. Drag each answer to its place.

Row	Answer
“The Jam Stall” — where and when the story happens	_____
“Ned and the Lamb” — where and when the story happens	_____
The idea that BOTH stories share, deep down	_____

Answers to drag:

- at a school, on Market Day
- on a farm, on a stormy night
- things go better when people help each other
- a beach holiday in summer *(extra — this one is not needed)*

Section B — Responding to “The Jam Stall” (5 marks)

A flashback is when the story jumps back in time to show something that happened before. A feature is a choice the writer makes on purpose — like a sound word, or a strong doing-word. An opinion tells how a text works for YOU as a reader — and every opinion needs a reason from the text.

Question 3 — Right there in the words (1 mark)



When did Poppy and her grandma make the jam?

- A. on Market Day
- B. in the summer holidays
- C. the night before Market Day
- D. at lunchtime

Question 4 — Work it out (1 mark)

Why does Finn say “Paint is my thing”?

- A. He wants to show off his painting.
- B. He is good at painting, and he wants to help Poppy.
- C. He does not like jam.
- D. He wants to go home and paint.

Question 5 — Why is the flashback there? (1 mark)

Paragraph 2 is a flashback. It jumps back to the summer holidays. Why did the writer put it there?

- A. to show where the jam came from, and why it matters to Poppy
- B. to tell the reader what happens at the end
- C. to show that Finn can paint
- D. to make the story funny

Question 6 — What do the sound words do? (1 mark)

In paragraph 4, the writer uses the sound words WHOOSH! and CRASH! What do they do for you, the reader?

- A. They make the storm feel loud and sudden.
- B. They show that the jars are soft.
- C. They show that the night is quiet.
- D. They show that Poppy is cross.

Question 7 — An opinion with a reason (1 mark)

Which opinion comes with a reason from the text?

- A. “I like this story.”
- B. “I think Finn is a good friend, because he sees Poppy’s problem and stays to help.”
- C. “I think jam is nice on toast.”
- D. “I do not like storms.”

Sitting T3b — Sections C, D and E (15 marks, about 20 minutes)

Read Passage B again below. Then answer the questions. The poem is printed in Section D.

Passage B — “Ned and the Lamb” (printed again for this sitting)

Original story written for this test.

1. The wind had blown all day on the farm. By dinner time, the sky was dark and low.
 2. Ned helped his dad shut the big shed doors. “Storm’s coming,” Dad said. “Best get the animals in.” Ned counted the sheep in the yard. One, two, three ... His eyes went wide. “The little lamb!” he cried. “Molly’s lamb is not in the yard!”
 3. Molly was the old sheep, and her lamb was only days old. It was small and weak, and the night was coming.
 4. Dad looked at the black sky. “I will take the truck around the paddock,” he said. “You stay here with Mum.”
 5. Ned stood at the door. The wind pulled at his jacket. Then, out in the dark, a small cry came on the wind. Baa. It was thin and scared.
 6. Ned had a choice. Stay safe by the warm fire, or go out into the dark with a torch to find the lamb.
 7. “Dad, wait!” Ned called. “The lamb hides by the creek when it is windy. Let me come.”
 8. Dad looked at Ned for a long moment. Then he handed him the torch. “Together, then,” he said. “But stay close.”
 9. Out in the paddock, the rain came down cold. Ned’s heart beat fast. The torch light shook on the wet grass. “Here, lamb!” Ned called. Baa! There — by the creek, in the mud — a small white shape stood shaking.
 10. Ned scooped it up. Its wool was cold and wet. He held it close, and it stopped crying.
 11. Back at the shed, Mum had a dry towel ready. Molly called softly from the yard, and the lamb answered.
 12. “You knew just where to look,” said Dad. Ned smiled, tired and warm. “The lamb is safe,” he said. “That is what matters.”
-

Section C — Tension and character (5 marks)

Tension is the worried, excited feeling of not knowing what happens next. Dialogue is the words characters say to each other. It can show feelings and what kind of person someone is. A writer shows what a character is like by their looks, their actions and their speech.

Question 8 — The tension map (2 marks, 1 per gap)

Complete the tension map for “Ned and the Lamb”. Drag the right part into each gap.

The tension first starts to grow when _____. The biggest moment of the story is when _____.

Parts to drag:

- Ned finds that Molly’s lamb is missing
- Ned must choose between staying safe and going into the dark
- the sun comes up over the farm (*extra — not needed*)
- the sheep jump the fence (*extra — not needed*)

Question 9 — Ned’s character map (2 marks, 1 per gap)

Complete the character map for Ned. Drag the right part into each gap.

The writer shows what Ned is like by what he does: when Ned _____, we can see he is caring. Ned's words, " _____", show he is brave.

Parts to drag:

- scoops up the lamb and holds it close
- Let me come.
- stays by the warm fire (*extra — not needed*)
- Best get the animals in. (*extra — not needed*)

Question 10 — Dialogue clues (1 mark)

In paragraph 12, Ned says, "The lamb is safe. That is what matters." These words show that Ned cares most about _____. Drag the right part into the gap.

Parts to drag:

- the lamb being safe
 - getting a reward
 - staying dry
 - going to bed
-

Section D — Devices in a poem (5 marks)

Read the poem first.

"The Rainy Day Toad"

Original poem written for this test.

1. A plump little toad in a rainy grey town
2. sat watching the drops as they tumbled on down.
3. "It's raining, raining, raining!" he said with a grin.
4. "This is toad-ally perfect weather to swim!"
5. With a SPLOSH and a PLOP, he jumped in, eyes wide,
6. then stretched his green legs for a golden glide.
7. "My heart does a happy dance!" he sang to the sky.
8. "What a puddle-icious day!" he laughed, hopping by.

A device is a tool a writer uses on purpose to shape meaning. A pun is a word joke: one word plays two tricks at once. A neologism (say it like "new-word") is a brand-new word that someone has made up. Poetic words are juicy words chosen with care, like good describing words. Emotive language is words that carry big feelings.

For Questions 11 to 15, mark the word or words on the screen. On paper, circle them. Mark only what each question asks for.

Question 11 — Find the pun (1 mark)

One word in the poem is a pun — a word joke where one word plays two tricks at once. Mark that word.

Question 12 — Find the neologism (1 mark)

One word in the poem is a neologism — a brand-new word that the poet made up. Mark that word.

Question 13 — Find the juicy word (1 mark)

Look at line 6. Mark the juicy describing word that tells you about the glide.

Question 14 — Find the feeling words (1 mark)

Look at line 7. Mark the two words that carry big feelings.

Question 15 — Find the repeated word (1 mark)

The poet says one word three times, so you really feel the rain. Mark every time that word appears in the poem.

Section E — Making a story (5 marks)

A strong storyline goes: meet the character and setting, something goes wrong, the character tries, the story closes. The four parts are the Beginning, the Problem, the Events and the Ending.

Question 16 — Order the story plan (1 mark)

These four lines are a story plan, but they are mixed up. Sort them into a strong storyline: Beginning, Problem, Events, Ending.

- Ivy and her brother search the street and find Biscuit digging at the park.
- Meet Ivy. Tomorrow is Pet Day at school, and she will bring her dog, Biscuit.
- Ivy gets to school just in time, and the class cheers.
- In the morning, the gate is open — Biscuit is gone!

Question 17 — Choose the problem (1 mark)

Here is the start of a story:

“Leo built a tall tower of blocks. It was the tallest tower in the room.”

Which problem fits best next?

- A. The tower stayed up all day.
- B. The class cat walked past, and the tower fell down.
- C. Leo went home happy.
- D. The blocks were blue.

Question 18 — Choose the opening (1 mark)

A good opening meets the character and the setting at once. Which opening line does that best?

- A. “One day, in the school garden, Ava found a tiny green frog.”
- B. “Frogs can jump far.”
- C. “The end.”
- D. “I like frogs.”

Question 19 — Order the events (1 mark)

These four sentences are the events part of Ivy’s story from Question 16, but they are mixed up. Sort them so the story flows.

- There was Biscuit, digging a hole!
- Ivy laughed and clipped on the lead.
- She called, “Here, Biscuit!”
- She looked behind the big tree.

Question 20 — Choose the ending (1 mark)

A story has this problem:



“The class forgot the cups for the lemonade stall.”

Which ending fixes the problem?

- A. The class poured the lemonade into empty jam jars, and every cup sold.
- B. The class went home.
- C. It was a sunny day.
- D. The lemonade was cold.

Test T3 — Solutions and marking key

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Test T3 — Solutions and marking key

Teacher copy. This is a school-designed test. It is not a VCAA instrument.

Test T3 · Chapter 3 — Literature · Sections 3A–3E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LE01 · VC2E4LE02 · VC2E4LE03 · VC2E4LE04 · VC2E4LE05

Total marks	25 (5 marks for each section)
Sections	A — Two stories, side by side (5) · B — Responding to “The Jam Stall” (5) · C — Tension and character (5) · D — Devices in a poem (5) · E — Making a story (5)
Sittings	Sitting T3a = Sections A–B = 10 marks · Sitting T3b = Sections C–E = 15 marks
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Section A — Two stories, side by side (5 marks) · VC2E4LE01

Question 1 — Match the storyline steps (2 marks, 1 per correct pair).

Exemplar (full correct matching):

Step	“The Jam Stall”	“Ned and the Lamb”	Mark
Step 2 — The problem	The storm ruins Poppy’s painted labels.	The storm comes, and Molly’s lamb is missing.	1
Step 3 — Help	Finn stays and helps paint new labels.	Dad hands Ned the torch, and they search together.	1

“The sheep sleep in the warm shed.” is the extra option (true-ish of the story’s end but not a storyline step matching either row). The item applies 3A’s four-step storyline comparison: Step 1 and Step 4 are given completed so students model their matching on the worked pair, then match Steps 2 and 3. On the platform this is one drag-the-words item scored per pair; on paper, award 1 mark per correctly matched row.

Question 2 — Match the contexts and the idea (3 marks, 1 per correct row).

Exemplar (full correct matching):

Row	Answer	Mark
“The Jam Stall” — where and when the story happens	at a school, on Market Day	1
“Ned and the Lamb” — where and when the story happens	on a farm, on a stormy night	1
The idea that BOTH stories share, deep down	things go better when people help each other	1

“a beach holiday in summer” is the extra option. Same storyline, same idea, different contexts — the exact comparison shape 3A teaches (3A how-to-compare steps 2 and 3).

Section B — Responding to “The Jam Stall” (5 marks) · VC2E4LE02

Q	Answer	Mark	Rationale
3	B — in the summer holidays	1	Literal, paragraph 2: “Poppy and her grandma

Q	Answer	Mark	Rationale
			had made the jam in the summer holidays.”
4	B — He is good at painting, and he wants to help Poppy.	1	Inferred: Finn names his skill and immediately puts it to work on Poppy’s problem (paragraph 7).
5	A — to show where the jam came from, and why it matters to Poppy	1	The flashback (paragraph 2) jumps back to show the jam’s origin and the memory Poppy carries into the problem (3B what a flashback does).
6	A — They make the storm feel loud and sudden.	1	Sound words put your ears into the moment — the storm arrives loud and all at once (3B feature hunt: sound words).
7	B — “I think Finn is a good friend, because he sees Poppy’s problem and stays to help.”	1	The only option that pairs an opinion with a reason from the text (3B three-move opinion frame: name it, say its effect, give your opinion with a reason). A, C and D give no reason from the text.

Section C — Tension and character (5 marks) · VC2E4LE03

Question 8 — The tension map (2 marks, 1 per gap). Exemplar answers:

- Gap 1: **Ned finds that Molly’s lamb is missing** (paragraph 2 — tension first starts to grow).
- Gap 2: **Ned must choose between staying safe and going into the dark** (paragraph 6 — the biggest moment is the moment of choice, as 3C teaches).

“the sun comes up over the farm” and “the sheep jump the fence” are the extra options (neither happens in the story).

Question 9 — Ned’s character map (2 marks, 1 per gap). Exemplar answers:

- Gap 1: **scoops up the lamb and holds it close** (paragraph 10 — actions show Ned is caring; 3C character map: looks/actions/speech).
- Gap 2: **Let me come.** (paragraph 7 — Ned’s own brave words; speech shows character).

“stays by the warm fire” is the extra (the path Ned does NOT take — the distractor is the other branch of his choice moment). “Best get the animals in.” is the extra (Dad’s words, not Ned’s — 3C dialogue clues: who is talking).

Question 10 — Dialogue clues (1 mark). Key: **the lamb being safe**. Paragraph 12: Ned’s own words show what he cares about most — not praise, not comfort (3C dialogue clues: personal qualities). On the platform this is a one-gap drag item; on paper, write the keyed phrase.

Section D — Devices in a poem (5 marks) · VC2E4LE04

Mark-the-words keys: full marks for marking exactly the keyed token(s) and no others (on the platform, h5p.MarkTheWords auto-scores this; on paper, circle the same word(s)). Device classification follows 3D’s worked examples (“purr-fect” = pun; “drizzlicious” = neologism).

Q	Keyed word(s)	Mark	Rationale
11	toad-ally (line 4)	1	A pun: toad + totally — one word plays two tricks at once, like 3D's "purr-fect" (purr + perfect).
12	puddle-icious (line 8)	1	A neologism: a brand-new word made up by the poet (puddle + delicious), like 3D's "drizzlicious" (drizzle + delicious).
13	golden (line 6)	1	The juicy describing word telling about the glide. "green" describes the legs, not the glide — it is not keyed.
14	happy and dance (line 7: "My heart does a happy dance!")	1	Emotive language — the two words that carry the big feeling. Only these two tokens are keyed.
15	raining — all three times (line 3: "It's raining, raining, raining!")	1	Repetition: the poet says the word three times so you really feel the rain. Full marks only for marking all three instances and no other words.

Section E — Making a story (5 marks) · VC2E4LE05

Question 16 — Order the story plan (1 mark). Key order (Beginning, Problem, Events, Ending — the 3E storyline shape):

1. Meet Ivy. Tomorrow is Pet Day at school, and she will bring her dog, Biscuit. (*Beginning*)
2. In the morning, the gate is open — Biscuit is gone! (*Problem*)
3. Ivy and her brother search the street and find Biscuit digging at the park. (*Events*)
4. Ivy gets to school just in time, and the class cheers. (*Ending*)

Full marks for the full correct order only (h5p.SortParagraphs).

Q	Answer	Mark	Rationale
17	B — The class cat walked past, and the tower fell down.	1	The Problem is where something goes wrong (3E story map). A, C and D keep everything fine — no problem, no story.
18	A — "One day, in the school garden, Ava found a tiny green frog."	1	Meets the character (Ava) and the setting (one day, in the school garden) at once (3E meet the character and setting).

Question 19 — Order the events (1 mark). Key order:

1. She called, "Here, Biscuit!"
2. She looked behind the big tree.
3. There was Biscuit, digging a hole!

4. Ivy laughed and clipped on the lead.

Full marks for the full correct order only (h5p.SortParagraphs). Search first, find second, fix last — the events must flow.

Q	Answer	Mark	Rationale
20	A — The class poured the lemonade into empty jam jars, and every cup sold.	1	The ending fixes the problem (no cups → jam jars do the job). B, C and D leave the problem unfixed (3E the character tries, the story closes).

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4 .T3.01	VC2E4L E01	3A	E4	h5p.Drag Question	2
2	English_4 .T3.02	VC2E4L E01	3A	E4	h5p.Drag Question	3
3	English_4 .T3.03	VC2E4L E02	3B	E1	h5p.Multi Choice	1
4	English_4 .T3.04	VC2E4L E02	3B	E1	h5p.Multi Choice	1
5	English_4 .T3.05	VC2E4L E02	3B	E1	h5p.Multi Choice	1
6	English_4 .T3.06	VC2E4L E02	3B	E1	h5p.Multi Choice	1
7	English_4 .T3.07	VC2E4L E02	3B	E1	h5p.Multi Choice	1
8	English_4 .T3.08	VC2E4L E03	3C	E2	h5p.Drag Text	2
9	English_4 .T3.09	VC2E4L E03	3C	E2	h5p.Drag Text	2
10	English_4 .T3.10	VC2E4L E03	3C	E2	h5p.Drag Text	1
11	English_4 .T3.11	VC2E4L E04	3D	E3	h5p.Mark TheWord s	1
12	English_4 .T3.12	VC2E4L E04	3D	E3	h5p.Mark TheWord s	1
13	English_4 .T3.13	VC2E4L E04	3D	E3	h5p.Mark TheWord s	1
14	English_4 .T3.14	VC2E4L E04	3D	E3	h5p.Mark TheWord s	1
15	English_4 .T3.15	VC2E4L E04	3D	E3	h5p.Mark TheWord s	1

Q	Item ID	CD	Section	Family	H5P	Marks
16	English_4 .T3.16	VC2E4L E05	3E	L6	h5p.SortP aragraphs	1
17	English_4 .T3.17	VC2E4L E05	3E	E5	h5p.Multi Choice	1
18	English_4 .T3.18	VC2E4L E05	3E	E5	h5p.Multi Choice	1
19	English_4 .T3.19	VC2E4L E05	3E	L6	h5p.SortP aragraphs	1
20	English_4 .T3.20	VC2E4L E05	3E	E5	h5p.Multi Choice	1
					Total	25

Mark check

Section A 5 + Section B 5 + Section C 5 + Section D 5 + Section E 5 = **25 marks ✓** (5 per section, per §7.5 row T3).

Sitting check: T3a = Sections A + B = 5 + 5 = **10 marks ✓** (~15 min) · T3b = Sections C + D + E = 5 + 5 + 5 = **15 marks ✓** (~20 min).

Test T4 — Literacy: word knowledge and fluency

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Test T4 — Literacy: word knowledge and fluency

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T4 · Chapter 4 — Literacy: word knowledge and fluency · Sections 4A–4D

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY03 · VC2E4LY04 · VC2E4LY05 · VC2E4LY06

Name: _____ Date: _____

Total marks	20 (5 marks for each section)
Section structure	Section A — Word parts (5 marks) · Section B — Spelling guides (5 marks) · Section C — Sound twins (5 marks) · Section D — Reading for meaning (5 marks)
Guidance time	About 25 minutes — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 4A to 4D. Answer every question. The marks for each question are shown with the question. For mark- the-words questions, click the word or words on the screen; on paper, circle them. For write-the-word questions, spell the word yourself — spelling is part of the mark.

Section A — Word parts (5 marks)

A morpheme is the smallest part of a word that has a meaning. The base word holds the main idea. A prefix goes at the front of a base word. A suffix goes at the end.

Question 1 — Find the base word (1 mark)

The base word **help** is hiding inside one of these words. Mark that word.

“The helpful girl showed us the way to the hall.”

Question 2 — Find the prefix (1 mark)

One word in this sentence starts with the prefix **re-**, which means again. Mark that word.

“Dad had to repaint the old fence.”

Question 3 — Find the suffix (1 mark)

One word in this sentence ends with the suffix **-ness**, which means being. Mark that word.

“Her kindness made the new boy smile.”

Question 4 — Find the mistake (1 mark)

One word in this sentence is spelled the wrong way. Mark it.

“It was a wondaful day at the park.”

Question 5 — Fix the mistake (1 mark)

Write the word from Question 4 the right way.

“It was a _____ day at the park.”

Section B — Spelling guides (5 marks)

Three spelling guides: Guide 1 — drop the silent e (hope + ing → hoping). Guide 2 — double the last consonant (run + ing → running). Guide 3 — change y to i (happy + est → happiest). A few words follow no guide — they are remember words.

Question 6 — Find the mistake (1 mark)

One word in this sentence is spelled the wrong way. Mark it.

“Sam is hoping to win the big race.”

Question 7 — Fix the mistake (1 mark)

Write the word from Question 6 the right way. The base word is **hope**.

“Sam is _____ to win the big race.”

Question 8 — Find the sentence with NO mistake (1 mark)

Only one of these sentences is spelled all the right way. Which one?

- A. “The boy tried to catch the ball.”
- B. “The baby is crying for her mum.”
- C. “We plaied football at lunch.”
- D. “He enjoied the sunny day.”

Question 9 — Fix the mistake (1 mark)

Write the word the right way. The base word is **try**.

“Mia _____ to catch the ball yesterday.”

Question 10 — The hope family (1 mark)

One base word holds still, and the family grows around it. Mark the TWO words that belong to the **hope** family.

hopeful · hopeless · helper · homework

Section C — Sound twins (5 marks)

Sound twins are words with the same sound but a different spelling and a different meaning. The words around a word are your context clues — they help you pick the right spelling.

Questions 11 to 15 — Pick the right spelling (1 mark each)

Choose the word that fits each gap.

Question 11

“From the hill, we can _____ the ships on the water.”

- A. see
- B. sea

Question 12

“Mum needs more _____ to bake the bread.”

- A. flower
- B. flour

Question 13

“The garden club has one _____ to work before the bell.”

- A. our
- B. hour

Question 14

“I have _____ cats at home, and they are brothers.”

- A. to
- B. too
- C. two

Question 15

“_____ time to pack up now.”

- A. It's
 - B. Its
-

Section D — Reading for meaning (5 marks)

Read the passage first. Then answer the questions. Fluent readers read the words right, at a good pace, in phrases, with feeling — and the meaning comes through.

“The Paper Boat”

Original passage written for this test.

After school, Ben and his sister Ruby made a paper boat. They sailed it on the pond in the park. The wind pushed it along, fast and light. Then the boat tipped and began to fill with water. Ben reached in and lifted it out, quick as a flash. “One more sail!” said Ruby. So they dried the boat in the warm sun and sailed it again.

Question 16 — Right there in the words (1 mark)

Where did Ben and Ruby sail their boat?

- A. on the pond in the park
- B. at the beach
- C. in the bath
- D. on the river

Question 17 — Work it out (1 mark)

What was the weather like in the story?

- A. windy, then sunny

B. rainy and cold

C. snowy

D. still and dark

Question 18 — What happened next? (1 mark)

What did Ben and Ruby do after the boat began to fill with water?

A. Ben lifted it out, and they dried it and sailed it again.

B. They made a new boat out of cloth.

C. They carried the boat home.

D. They gave the boat to a friend.

Question 19 — Complete the summary (2 marks, 1 per gap)

Choose from these words: **sailed · tipped · lost · broke**

Ben and Ruby made a paper boat and _____ it on the pond. When the boat
_____ and began to fill with water, Ben lifted it out.

Test T4 — Solutions and marking key

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Test T4 — Solutions and marking key

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Test T4 · Chapter 4 — Literacy: word knowledge and fluency · Sections 4A–4D

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY03 · VC2E4LY04 · VC2E4LY05 · VC2E4LY06

Total marks	20 (5 marks for each section)
Sections	A — Word parts (5) · B — Spelling guides (5) · C — Sound twins (5) · D — Reading for meaning (5)
Marking	Objective key throughout. On the platform every item auto-marks, including the write-the-word spellings. On paper, use the key below.

Section A — Word parts (5 marks) · VC2E4LY03

Mark-the-words keys: full marks for marking exactly the keyed word and no others (h5p.MarkTheWords auto-scores; on paper, circle the same word).

Q	Keyed word	Mark	Rationale
1	helpful	1	Base help + suffix -ful (4A morpheme blocks: the base holds the main idea).
2	repaint	1	Prefix re- (again) + base paint (4A prefixes: re- again).
3	kindness	1	Base kind + suffix -ness (being) (4A suffixes: -ness being ...).
4	wondaful	1	Mistake identified: the quiet vowel tricked the writer — the word is wonderful (4A quiet vowels: do not trust your ears; spell won-der-ful as taught).

Question 5 — Fix the mistake (1 mark). Key: **wonderful**. Typed answer; machine-scored, case-insensitive, whitespace trimmed. Credit only the exact correct spelling — spelling is the skill under test (§7.5 all spelling items machine-scored). Model: wonder + ful (4A spell-a-long-word worked example).

Section B — Spelling guides (5 marks) · VC2E4LY04

Q	Answer	Mark	Rationale
6	Mark hopeing	1	Mistake identified: silent e at the end + suffix starting with a vowel → drop the e (Guide 1).
7	hoping (typed)	1	hope + -ing → hoping (4B Guide 1 row: hope + ing → hoping).
8	B — “The baby is crying for her mum.”	1	Mistake NOT identified anywhere in B: before

Q	Answer	Mark	Rationale
			-ing, the y stays (try → trying, cry → crying). A breaks Guide 3 (try → tried, not tried); C breaks the keep-the-y rule (vowel before the y: play → played); D breaks it too (enjoy → enjoyed).
9	tried (typed)	1	Consonant + y → change the y to i before -ed (Guide 3 row: try + ed → tried).
10	Mark hopeful and hopeless	1	The hope word family: base hope holds still, hopeful and hopeless grow around it. “helper” is from the help family; “homework” is two known words stuck together — neither is keyed.

Typed answers (Q7, Q9) machine-scored, case-insensitive, whitespace trimmed; credit only the exact correct spelling.

Section C — Sound twins (5 marks) · VC2E4LY05

Cloze keys: only the keyed option earns the mark (options given; no free spelling). Context-clue logic follows the 4C clue hunts.

Q	Answer	Mark	Rationale
11	A — see	1	With your eyes → see; the sea is the big water (4C word wall). Clue: “the ships on the water”.
12	B — flour	1	Flour is what we use to bake bread; a flower grows in the garden (4C one-sound-two-spellings). Clue: “bake the bread”.
13	B — hour	1	Hour tells time (60 minutes); our tells who it belongs to (4C tricky pairs). Clue: “one ... before the bell”.
14	C — two	1	Two is the number; too has one o too many; to means go to (4C trio card). Clue: counting cats.
15	A — It’s	1	It’s means it is — try saying “it is time to pack up” and it works (4C tricky pairs: the it-is test).

Section D — Reading for meaning (5 marks) · VC2E4LY06

All items sit on the graded passage “The Paper Boat” (original, written for this test). Fluency is evidenced by comprehension on this passage (§7.5 note); the live-reading half of fluency is teacher observation, ungraded.

Q	Answer	Mark	Rationale
16	A — on the pond in the park	1	Literal: sentence 2 names the place.
17	A — windy, then sunny	1	Inferred: the wind pushed the boat along, and they dried it in the warm sun.
18	A — Ben lifted it out, and they dried it and sailed it again.	1	Literal sequence: lifted out → dried in the sun → sailed again.

Question 19 — Complete the summary (2 marks, 1 per gap). Exemplar answers:

- Gap 1: **sailed** (“... made a paper boat and sailed it on the pond.”)
- Gap 2: **tipped** (“When the boat tipped and began to fill with water ...”)

“lost” and “broke” are the extra options — the summary restates what actually happened in the passage. On the platform this is a two-gap blanks item with the four options offered; on paper, write the keyed words.

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4.T4.01	VC2E4L Y03	4A	L4	h5p.Mark TheWords	1
2	English_4.T4.02	VC2E4L Y03	4A	L4	h5p.Mark TheWords	1
3	English_4.T4.03	VC2E4L Y03	4A	L4	h5p.Mark TheWords	1
4	English_4.T4.04	VC2E4L Y03	4A	L8	h5p.Mark TheWords	1
5	English_4.T4.05	VC2E4L Y03	4A	L8	h5p.Blanks	1
6	English_4.T4.06	VC2E4L Y04	4B	L8	h5p.Mark TheWords	1
7	English_4.T4.07	VC2E4L Y04	4B	L8	h5p.Blanks	1
8	English_4.T4.08	VC2E4L Y04	4B	L8	h5p.Multi Choice	1
9	English_4.T4.09	VC2E4L Y04	4B	L8	h5p.Blanks	1
10	English_4.T4.10	VC2E4L Y04	4B	L4	h5p.Mark TheWords	1

Q	Item ID	CD	Section	Family	H5P	Marks
11	English_4 .T4.11	VC2E4L Y05	4C	L2	h5p.Blanks	1
12	English_4 .T4.12	VC2E4L Y05	4C	L2	h5p.Blanks	1
13	English_4 .T4.13	VC2E4L Y05	4C	L2	h5p.Blanks	1
14	English_4 .T4.14	VC2E4L Y05	4C	L2	h5p.Blanks	1
15	English_4 .T4.15	VC2E4L Y05	4C	L2	h5p.Blanks	1
16	English_4 .T4.16	VC2E4L Y06	4D	R1	h5p.Multi Choice	1
17	English_4 .T4.17	VC2E4L Y06	4D	R1	h5p.Multi Choice	1
18	English_4 .T4.18	VC2E4L Y06	4D	R1	h5p.Multi Choice	1
19	English_4 .T4.19	VC2E4L Y06	4D	R3	h5p.Blanks	2
					Total	20

Mark check

Section A 5 + Section B 5 + Section C 5 + Section D 5 = **20 marks** ✓ (5 per section, per §7.5 row T4). One sitting, ~25 min ✓.

Test T5 — Literacy: comprehending and analysing texts

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Test T5 — Literacy: comprehending and analysing texts

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T5 · Chapter 5 — Literacy: comprehending and analysing texts · Sections 5A–5E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY01 · VC2E4LY02 · VC2E4LY07 · VC2E4LY08 · VC2E4LY09

Name: _____ Date: _____

Total marks	25 (5 marks for each section)
Section structure	Section A — The class talk (5 marks) · Section B — The shape of a talk (5 marks) · Section C — Two texts, one job (5 marks) · Section D — Features and their jobs (5 marks) · Section E — Right there or work it out (5 marks)
Sittings	Sitting T5a: Sections A, B and C, 15 marks. Sitting T5b: Sections D and E, 10 marks.
Guidance time	Sitting T5a about 20 minutes; Sitting T5b about 15 minutes — 5 minutes reading time in each sitting, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 5A to 5E. Answer every question. The marks for each question are shown with the question. For mark- the-words questions, click the word or words on the screen; on paper, circle them.

Sitting T5a — Sections A, B and C (15 marks, about 20 minutes)

Section A — The class talk (5 marks)

Five moves make a discussion work. This section checks three of them: gather (ask questions to find out or to make things clear), acknowledge (show you heard the idea) and extend (grow the idea with NEW information).

The Class 4K talk — written down line by line

Original record of a class talk, written for this test. Class 4K plans a wet-weather games box for rainy lunchtimes.

1. **Ms Nguyen:** “Our job is to plan a wet-weather games box for rainy lunchtimes. What do we need to find out?”
2. **Ava:** “What games can go in the box? I am not sure about balls.”
3. **Ben:** “The office note said soft things only.”
4. **Chloe:** “So soft games only. What about cards and puzzles?”
5. **Ms Nguyen:** “Good question, Chloe. Dev, can you write that down?”
6. **Dev:** “I wrote: cards and puzzles are OK.”
7. **Dev:** “I think the box should live by the library door. That spot stays dry.”
8. **Ava:** “Do you mean the spot next to the door where we line up, Dev?”
9. **Dev:** “Yes, that spot.”
10. **Chloe:** “That’s a good point, Dev. And we could ask Class 2B to paint the lid.”
11. **Ben:** “I like that idea. Could we put up a sign too, so all classes know the box is there?”
12. **Ms Nguyen:** “Look how one idea keeps growing!”

Question 1 — Gather (1 mark)

Which line gathers information by asking a question?

- A. Line 3 — “The office note said soft things only.”
- B. Line 2 — “What games can go in the box? I am not sure about balls.”
- C. Line 6 — “I wrote: cards and puzzles are OK.”
- D. Line 9 — “Yes, that spot.”

Question 2 — Hook it back (1 mark)

Which line hooks back to a text the class already has?

- A. Line 2 — “What games can go in the box?”
- B. Line 7 — “I think the box should live by the library door.”
- C. Line 3 — “The office note said soft things only.”
- D. Line 11 — “I like that idea. Could we put up a sign too?”

Question 3 — Why ask? (1 mark)

In line 8, Ava asks, “Do you mean the spot next to the door where we line up, Dev?” Why does Ava ask this?

- A. To make the idea clear, so she knows she understands it.
- B. To ask Dev for help with a job.
- C. To add NEW information to the talk.
- D. To bring the talk to an end.

Question 4 — Show you heard (1 mark)

This is line 10 of the talk. Mark the words that show Chloe heard Dev.

“That’s a good point, Dev. And we could ask Class 2B to paint the lid.”

Question 5 — Grow the idea (1 mark)

Which line extends the idea by adding NEW information?

- A. Line 9 — “Yes, that spot.”
 - B. Line 11 — “I like that idea. Could we put up a sign too, so all classes know the box is there?”
 - C. Line 6 — “I wrote: cards and puzzles are OK.”
 - D. Line 12 — “Look how one idea keeps growing!”
-

Section B — The shape of a talk (5 marks)

A structured talk has three parts: an opening, a middle and a closing. Your voice has four dials — volume, pitch, pace and tone. Match your voice and your words to the occasion: a school assembly is formal; your own group is informal.

Question 6 — Order the talk (1 mark)

Chloe from Class 4K gives a talk about the wet-weather games box at the school assembly. Put the parts of her talk in order: opening first, then the points, then the closing.

- “First, what is in the box? Soft balls, cards and puzzles.”
- “Good morning, everyone. Today I will talk about our wet-weather games box.”
- “To finish, let me sum up. Rainy lunchtimes can be fun for everyone. Thank you for listening.”
- “Next, where does the box live? By the library door, where it stays dry.”
- “Also, who looks after it? Each class takes one week.”

Question 7 — Choose the opening (1 mark)

Dev gives a talk about the class garden at the school assembly. This is a formal occasion. Which opening fits best?

- A. “Good morning, everyone. Today I will talk about our class garden.”
- B. “Hey, check this out!”
- C. “Um, gardens are a thing, I guess.”
- D. “Gardens. That is all.”

Question 8 — Match the voice (1 mark)

Chloe gives her talk at the school assembly, to the whole school. Which voice choice fits the occasion?

- A. Loud and steady, so the back row can hear.

- B. Soft enough for her own group only.
- C. As fast as possible, to finish quickly.
- D. A whisper, so the talk feels calm.

Question 9 — Which part of the talk? (1 mark)

A talk has three parts: opening, middle and closing. Which part is this from Chloe's talk?

"To finish, let me sum up. Rainy lunchtimes can be fun for everyone. Thank you for listening."

- A. the closing
- B. the opening
- C. the middle
- D. the hook

Question 10 — Signpost words (1 mark)

Signpost words point the way for your listener. Choose the signpost word that fits Chloe's first point.

Chloe says, "_____, what is in the box? Soft balls, cards and puzzles."

- A. First
 - B. To finish
 - C. Thank you
 - D. Good morning
-

Section C — Two texts, one job (5 marks)

The purpose of a text is the job it is doing. The audience is the people it is made for. To compare is to look for what is the same AND what is different.

Text 1 — A notice from long ago (1978)

This text was written for this test. It is made to look like a printed school notice from 1978.

WATTLE CREEK PRIMARY SCHOOL

SCHOOL FAIR

The pupils of Wattle Creek Primary School will hold a school fair on Saturday 9 December 1978, at two o'clock, on the school ground.

There will be games, stalls and a cake table. The Parents Club will sell cups of tea.

All families are welcome. Please bring your own chair.

A printed card. It went home in school bags.

Text 2 — A post from today (2026)

This text was written for this test. It is made to look like a post on a school page.

The school page — School News

Fair day fun!

You're invited! WATTLE CREEK PRIMARY SCHOOL FAIR

Saturday 5 December 2026 · 10 am · School oval

Come and try the games, visit the stalls and vote for your favourite cake!

Doors open at 9:30 am. Photos from the day will be posted here.

[button] Tap YES if you can come — by Wednesday please.

Can't make it? Watch the fair live on the school page!

Question 11 — Purpose and audience (2 marks, 1 per row)

Match each row to the right answer.

Row

What job are BOTH texts doing? ...

Who are BOTH texts made for? ...

Choose from: inviting families to the school fair · the families of the school · teaching kids how to bake cakes · selling tickets to a concert

Question 12 — What is the same? (1 mark)

Compare Text 1 and Text 2. What is the SAME about the two texts?

- A. They both say when and where the fair will be.
- B. They both show photos of the fair.
- C. They are both read on a screen.
- D. They both ask families to tap YES.

Question 13 — What is different? (1 mark)

What is DIFFERENT about the two texts?

- A. Text 1 is printed on paper; Text 2 is posted on a screen.
- B. Text 1 is for children; Text 2 is for teachers.
- C. Text 1 is about a fair; Text 2 is about a concert.
- D. Text 1 names a day; Text 2 names no day.

Question 14 — Ask why (1 mark)

Why do the two texts work in different ways?

- A. Technology changed between 1978 and 2026 — screens and the internet give new ways to send a message.
- B. Fairs were bigger in 1978.
- C. The two texts are for different schools.
- D. Paper cannot carry dates.

Sitting T5b — Sections D and E (10 marks, about 15 minutes)

Text 1 and Text 2 from Sitting T5a are printed again here, so this sitting stands on its own.

Text 1 — A notice from long ago (1978)

This text was written for this test. It is made to look like a printed school notice from 1978.

WATTLE CREEK PRIMARY SCHOOL

SCHOOL FAIR

The pupils of Wattle Creek Primary School will hold a school fair on Saturday 9 December 1978, at two o'clock, on the school ground.

There will be games, stalls and a cake table. The Parents Club will sell cups of tea.

All families are welcome. Please bring your own chair.

A printed card. It went home in school bags.

Text 2 — A post from today (2026)

This text was written for this test. It is made to look like a post on a school page.

The school page — School News

Fair day fun!

You're invited! WATTLE CREEK PRIMARY SCHOOL FAIR

Saturday 5 December 2026 · 10 am · School oval

Come and try the games, visit the stalls and vote for your favourite cake!

Doors open at 9:30 am. Photos from the day will be posted here.

[button] Tap YES if you can come — by Wednesday please.

Can't make it? Watch the fair live on the school page!

Section D — Features and their jobs (5 marks)

Every text mixes features from three families: language features (the words the writer chooses), text features (how the print looks) and visual features (what you can see). Then ask the fit question: do the features fit the purpose and the audience?

Question 15 — What job does this line do? (1 mark)

Text 2 says: "Tap YES if you can come — by Wednesday please." What job does this line do?

- A. It lets families answer fast, right where they are reading.
- B. It tells families which stall to visit first.
- C. It shows families the way to the oval.
- D. It sells cakes to families.

Question 16 — Name the feature (1 mark)

"Fair day fun!" sits at the top of Text 2 in big, bold words. What is this feature, and what is its job?

- A. It is a heading — it tells readers what the text is about.
- B. It is a caption — it tells about a picture.

C. It is a fact box — it makes one fact stand out.

D. It is a button — families tap it.

Question 17 — Formal word choice (1 mark)

One word in this sentence from Text 1 names the children of the school in the old, formal way. Mark that word.

“The pupils of Wattle Creek Primary School will hold a school fair.”

Question 18 — Which feature family? (1 mark)

Text 2 will post photos of the fair day. Photos are part of which feature family?

A. visual features — what you can see

B. language features — the words the writer chooses

C. text features — how the print looks

D. sound features — what you can hear

Question 19 — Do the features fit? (1 mark)

Text 2 uses short, friendly sentences and a button to tap. Why do these features fit the text?

A. Its job is to get families to come and answer, and it lives on a screen — short, friendly words and a tap button do that job.

B. Its job is to tell a long story, so it needs many describing words.

C. Its job is to look old, like the notice from 1978.

D. Its job is to teach families new words.

Section E — Right there or work it out (5 marks)

Literal meaning is right there in the words — you can point to it. Inferred meaning, you work it out: clues in the text plus what you already know.

Question 20 — Right there in the words (1 mark)

When does the fair in Text 2 happen?

A. Saturday 5 December 2026, at 10 am

B. Friday 27 November 2026

C. Saturday 9 December 1978, at two o'clock

D. Wednesday, at 9:30 am

Question 21 — Work it out (1 mark)

Text 2 says, “Photos from the day will be posted here.” What can you infer?

A. The post was written before the fair happened.

B. The fair has already happened.

C. Nobody may take photos at the fair.

D. Only teachers can see the photos.

Question 22 — Work it out (1 mark)



The note under Text 1 says the printed card “went home in school bags”. What can you infer?

- A. Children carried the notice home to give to their families.
- B. Families read the notice on a phone.
- C. The school posted the notice by mail to every house.
- D. Students wrote the notice in class.

Question 23 — Build the summary (2 marks)

Pick the one true sentence in each row to build the best summary of Text 2.

Row 1:

- “Text 2 invites families to the Wattle Creek Primary school fair.”
- “Text 2 is a story about a fair from long ago.”

Row 2:

- “The fair is on Saturday 5 December 2026, and families tap YES to say they can come.”
- “The fair is on Saturday 9 December 1978, and families bring their own chairs.”

Row 3:

- “Families who can’t come can watch the fair live on the school page.”
- “Families who can’t come will get a letter about it later.”

Test T5 — Solutions and marking key

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Test T5 — Solutions and marking key

Teacher copy. This is a school-designed test. It is not a VCAA instrument.

Test T5 · Chapter 5 — Literacy: comprehending and analysing texts · Sections 5A–5E

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY01 · VC2E4LY02 · VC2E4LY07 · VC2E4LY08 · VC2E4LY09

Total marks	25 (5 marks for each section)
Sections	A — The class talk (5) · B — The shape of a talk (5) · C — Two texts, one job (5) · D — Features and their jobs (5) · E — Right there or work it out (5)
Sittings	Sitting T5a = Sections A–C = 15 marks · Sitting T5b = Sections D–E = 10 marks
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Section A — The class talk (5 marks) · VC2E4LY01

All items sit on the devised Class 4K transcript (wet-weather games box). Move classification follows the five moves taught in 5A: gather = asking questions (to make it clear / to find out more / to ask for help); acknowledge = show you heard; extend = grow the idea with NEW information; hook back = link to a text, the topic or what someone said.

Q	Answer	Mark	Rationale
1	B — Line 2: “What games can go in the box? I am not sure about balls.”	1	Ava asks a question to find out more — gathering information. Line 3 hooks back, line 6 makes notes, line 9 answers.
2	C — Line 3: “The office note said soft things only.”	1	Ben hooks his answer back to a text the class already has (the office note) — 5A “Hook it back”.
3	A — To make the idea clear, so she knows she understands it.	1	“Do you mean ...?” is a make-it-clear question (5A question purposes: to make it clear / to find out more / to ask for help).
4	Mark “That’s a good point, Dev.” — the five words That’s / a / good / point / Dev	1	This is the acknowledge stem taught in 5A (“That’s a good point.”). The rest of the line (“And we could ask Class 2B to paint the lid.”) is the extend move and is NOT keyed.
5	B — Line 11: “I like that idea. Could we put up a sign too, so all classes know the box is there?”	1	Ben adds NEW information (a sign) on top of the painting idea — extending. Line 9 repeats, line 6 notes, line 12 is teacher praise.

Q4 is h5p.MarkTheWords: full marks for marking exactly the five keyed words and no others.

Section B — The shape of a talk (5 marks) · VC2E4LY02

Question 6 — Order the talk (1 mark). Key order (opening → middle points → closing, with the signpost words carrying the order):

1. “Good morning, everyone. Today I will talk about our wet-weather games box.” (*opening: greeting + topic*)
2. “First, what is in the box? Soft balls, cards and puzzles.” (*point 1*)
3. “Next, where does the box live? By the library door, where it stays dry.” (*point 2*)
4. “Also, who looks after it? Each class takes one week.” (*point 3*)
5. “To finish, let me sum up. Rainy lunchtimes can be fun for everyone. Thank you for listening.” (*closing: sum up + thank you*)

Full marks for the full correct order only (h5p.SortParagraphs).

Q	Answer	Mark	Rationale
7	A — “Good morning, everyone. Today I will talk about our class garden.”	1	The only opening with greeting + topic for a formal occasion (5B talk shape; the assembly row of the formal/informal table). B is the informal-group register; C and D have no greeting, hook or topic.
8	A — Loud and steady, so the back row can hear.	1	The assembly voice row from 5B’s formal/informal table. B is the informal-group volume; C breaks “a steady pace — no rushing”; D cannot carry to an audience.
9	A — the closing	1	Summing up and thanking the audience is the closing’s job (5B: “Sum up your main points. Say thank you.”). “The hook” belongs in the opening.
10	A — First	1	ORDER signpost introducing point 1 (5B signpost families: START / ORDER / ADD MORE / FINISH). “To finish” and “Thank you” are FINISH words; “Good morning” is START.

Section C — Two texts, one job (5 marks) · VC2E4LY07

Question 11 — Purpose and audience (2 marks, 1 per row). Exemplar (full correct matching):

Row	Answer	Mark
What job are BOTH texts doing?	inviting families to the school fair	1
Who are BOTH texts made for?	the families of the school	1

“teaching kids how to bake cakes” and “selling tickets to a concert” are the extra options. The item applies 5C’s five-step comparison at steps 2 and 3 (purpose, then audience). On the platform this is one drag item scored per row; on paper, award 1 mark per correctly matched row.

Q	Answer	Mark	Rationale
12	A — They both say when and where the fair will be.	1	Same job, same facts compared: both texts give the day, date, time and place. B, C and D are true of Text 2 only (or of neither).
13	A — Text 1 is printed on paper; Text 2 is posted on a screen.	1	The technology difference at the heart of 5C (old: printed card; new: school page). B, C and D are false statements about the texts.
14	A — Technology changed between 1978 and 2026 — screens and the internet give new ways to send a message.	1	Step 5 of 5C's comparison (ask why): the 5C "why" note — technology changed, the job stayed the same.

Section D — Features and their jobs (5 marks) · VC2E4LY08

Q	Answer	Mark	Rationale
15	A — It lets families answer fast, right where they are reading.	1	The tap line exists to get a reply — a feature shaped to the text's purpose (get families to come AND answer).
16	A — It is a heading — it tells readers what the text is about.	1	5D print features: big words at the top = a heading; its job is to tell you what the part is about.
17	Mark pupils	1	The old, formal word for the children of the school — the 2026 text says "Room 4" and "kids" instead; the comparison of formal vs friendly words is exactly the one 5C teaches. h5p.MarkTheWords: full marks for marking exactly "pupils" and no other word.
18	A — visual features — what you can see	1	5D's three families: photos are what you can see → visual features. D names a family that 5D does not teach.
19	A — Its job is to get families to come and answer, and it lives on a screen — short, friendly words and a tap button do that job.	1	The fit question (5D): features fit when they serve the purpose and the audience. B, C and D misname the text's purpose.

Section E — Right there or work it out (5 marks) · VC2E4LY09

Q	Answer	Mark	Rationale
20	A — Saturday 5 December 2026, at 10 am	1	Literal — right there in Text 2's date line. B is the posting date; C is Text 1's fair; D confuses the reply deadline and the door time.
21	A — The post was written before the fair happened.	1	Inferred: "will be posted" points to the future, so the fair has not happened yet. Clues in the text + what you know about "will".
22	A — Children carried the notice home to give to their families.	1	Inferred: if a printed card went home in school bags, children carried it. No phone (1978), no post to houses, and the school — not students — made the notice.

Question 23 — Build the summary (2 marks). h5p.Summary: one true sentence per row; the three true sentences together form the correct summary.

Row	Keyed sentence
Row 1	"Text 2 invites families to the Wattle Creek Primary school fair."
Row 2	"The fair is on Saturday 5 December 2026, and families tap YES to say they can come."
Row 3	"Families who can't come can watch the fair live on the school page."

Marking rule: all three rows correct = 2 marks; exactly two rows correct = 1 mark; fewer = 0 marks. On the platform h5p.Summary scores each pick; apply the same rule. The wrong sentences test the classic summary errors: wrong text type (a story), details swapped from Text 1 (1978, bring your own chair), and an invented detail (a letter later).

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4.T5.01	VC2E4LY01	5A	L1	h5p.Multi Choice	1
2	English_4.T5.02	VC2E4LY01	5A	L1	h5p.Multi Choice	1
3	English_4.T5.03	VC2E4LY01	5A	L1	h5p.Multi Choice	1
4	English_4.T5.04	VC2E4LY01	5A	L4	h5p.Mark TheWords	1
5	English_4.T5.05	VC2E4LY01	5A	L1	h5p.Multi Choice	1
6	English_4.T5.06	VC2E4LY02	5B	W3	h5p.SortParagraphs	1
7	English_4	VC2E4LY01	5B	W3	h5p.Multi	1



Q	Item ID	CD	Section	Family	H5P	Marks
	.T5.07	Y02			Choice	
8	English_4 .T5.08	VC2E4L Y02	5B	W3	h5p.Multi Choice	1
9	English_4 .T5.09	VC2E4L Y02	5B	W3	h5p.Multi Choice	1
10	English_4 .T5.10	VC2E4L Y02	5B	W2	h5p.Blank s	1
11	English_4 .T5.11	VC2E4L Y07	5C	E4	h5p.Drag Question	2
12	English_4 .T5.12	VC2E4L Y07	5C	R1	h5p.Multi Choice	1
13	English_4 .T5.13	VC2E4L Y07	5C	R1	h5p.Multi Choice	1
14	English_4 .T5.14	VC2E4L Y07	5C	R1	h5p.Multi Choice	1
15	English_4 .T5.15	VC2E4L Y08	5D	R1	h5p.Multi Choice	1
16	English_4 .T5.16	VC2E4L Y08	5D	R1	h5p.Multi Choice	1
17	English_4 .T5.17	VC2E4L Y08	5D	L4	h5p.Mark TheWord s	1
18	English_4 .T5.18	VC2E4L Y08	5D	R1	h5p.Multi Choice	1
19	English_4 .T5.19	VC2E4L Y08	5D	R1	h5p.Multi Choice	1
20	English_4 .T5.20	VC2E4L Y09	5E	R1	h5p.Multi Choice	1
21	English_4 .T5.21	VC2E4L Y09	5E	R1	h5p.Multi Choice	1
22	English_4 .T5.22	VC2E4L Y09	5E	R1	h5p.Multi Choice	1
23	English_4 .T5.23	VC2E4L Y09	5E	R2	h5p.Sum mary	2
					Total	25

Mark check

Section A 5 + Section B 5 + Section C 5 + Section D 5 + Section E 5 = **25 marks** ✓ (5 per section, per §7.5 row T5).

Sitting check: T5a = Sections A + B + C = 5 + 5 + 5 = **15 marks** ✓ (~20 min) · T5b = Sections D + E = 5 + 5 = **10 marks** ✓ (~15 min).

Test T6 — Literacy: creating texts

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Test T6 — Literacy: creating texts

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 4 achievement standard, not against a mark on this paper.

Test T6 · Chapter 6 — Literacy: creating texts · Sections 6A–6B

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY10 · VC2E4LY11

Name: _____ Date: _____

Total marks	15 (5 marks for each section)
Section structure	Section A — Create a narrative (5 marks) · Section B — Create informative and persuasive (5 marks) · Section C — Edit for meaning (5 marks)
Guidance time	About 20 minutes — 5 minutes reading time, then about 1 minute per mark
Conditions	Class-administered, on the platform (browser). This is a class check, not an exam. Your teacher will let you finish.
Permitted materials	None. No equipment is needed.
Reading support	Your teacher may read any question to you.

This test checks what you learned in Sections 6A and 6B. Answer every question. The marks for each question are shown with the question. For mark- the-words questions, click the word or words on the screen; on paper, circle them. One topic — the class vegetable patch — runs through Sections A and B: same topic, different jobs.

Section A — Create a narrative (5 marks)

A narrative tells a story. It has characters, a setting and things that happen. When you plan, put your ideas in an order that makes sense. The complication is the part of the story where something goes wrong.

Nina is writing a story. Her topic is the class vegetable patch.

Question 1 — Order the plan (2 marks)

Nina writes her plan on four cards. Put the cards in an order that makes sense: the start first, then what happens, then the end.

- “Nina claps her hands and the bird flies away. The class picks the tomato together.”
- “Meet Nina and her class. Their vegetable patch has one green tomato.”
- “A hungry bird swoops down to peck the red tomato!”
- “One morning, the tomato turns bright red. It is ready to pick.”

Question 2 — Choose the complication (1 mark)

The complication is the part of the story where something goes wrong. Which of these is the complication in Nina's story?

- A. "A hungry bird swoops down to peck the red tomato!"
- B. "Meet Nina and her class."
- C. "The tomato turns bright red."
- D. "The class picks the tomato together."

Question 3 — Fill the gaps (2 marks, 1 per gap)

Nina writes her story. Choose the sentence that fits each gap. Gap 1 is the start of the story. Gap 2 is the end.

"_____ One morning, the tomato turns bright red. Then a hungry bird swoops down to peck it! _____"

Choices for gap 1:

- A. "Meet Nina and her class. Their vegetable patch has one green tomato."
- B. "The class picks the tomato and shares it at lunch."
- C. "Nina claps her hands loudly."
- D. "Tomatoes need sun and water to grow."

Choices for gap 2:

- A. "Nina claps her hands, the bird flies away, and the class shares the tomato at lunch."
- B. "One cold morning, Nina meets her class at the gate."
- C. "Vegetables are good for you."
- D. "Please help our vegetable patch today!"

Section B — Create informative and persuasive (5 marks)

An informative text gives true facts in a clear order. A persuasive text wins minds over: it gives an opinion with real reasons, and asks readers to act. The thesis of a persuasive text is the opinion it wants you to agree with.

The class is writing a page called "Our Vegetable Patch".

Question 4 — Match facts to paragraphs (1 mark)

The informative page has two paragraphs. Match each fact to the paragraph it belongs in. Full marks for all three rows correct.

Fact

- | | |
|--|-----|
| "Tomatoes and carrots grow in the patch." | ... |
| "Every Friday, our class takes turns to water the plants." | ... |
| "Students pull out the weeds so the plants can grow big and strong." | ... |

Choose from: Paragraph 1 — What grows in the patch · Paragraph 2 — How we look after the patch

Question 5 — Order the paragraphs (1 mark)

Put the three parts of the informative page in an order that makes sense.

- “At lunch time, the whole school can eat what we grow.”
- “Our class grows tomatoes, carrots and beans in the vegetable patch.”
- “Every Friday, we take turns to water the plants and pull out the weeds.”

Question 6 — Choose the thesis (1 mark)

The class also writes a persuasive text about the patch. The thesis is the opinion the text wants you to agree with. Which sentence is the best thesis to open it?

- A. “Our school needs more helpers in the vegetable patch!”
- B. “Tomatoes grow in our vegetable patch.”
- C. “One sunny day, Nina went to the vegetable patch.”
- D. “Do you like carrots?”

Question 7 — Match reasons to position (1 mark)

Match each reason to the position it holds up. Full marks for all three rows correct.

Reason

- | | |
|---|-----|
| “More hands mean fewer weeds.” | ... |
| “Fresh vegetables make healthy lunches for everyone.” | ... |
| “We need more time to run and play with our friends.” | ... |

Choose from: Position A — “Our school needs more helpers in the vegetable patch.” · Position B — “Our class should get a longer lunch time.”

Question 8 — Choose the connective (1 mark)

The class writes this sentence in their persuasive text. Choose the connective that glues the opinion to its reason.

“Our school needs more helpers in the vegetable patch, _____ more hands mean fewer weeds.”

- A. because
- B. but
- C. so
- D. or

Section C — Edit for meaning (5 marks)

Editing moves: ADD — put a word in. DELETE — take a word out. MOVE — put a word in a new place. Pronouns and connectives are glue — they make ideas stick together.

Mia’s first draft

Original draft written for this test.

1. “Mia got a new skateboard.”
2. “Her new board was so shiny and gleaming.”
3. “Mia rode to the park in the afternoon.”
4. “She zoomed down the path and the bus was late.”

5. “Mia went home happy.”

Question 9 — Delete (1 mark)

In sentence 2, two words say the same thing. Mark the words to DELETE so the sentence says it once.

“Her new board was so shiny and gleaming.”

Question 10 — Delete what does not fit (1 mark)

One part of sentence 4 does not belong in this story. Mark the words to DELETE.

“She zoomed down the path and the bus was late.”

Question 11 — Reorder (1 mark)

These events from Mia’s day are the wrong way around. Put them in an order that makes sense.

- “Mia waved goodbye to her friends.”
- “Mia got her new skateboard.”
- “Mia zoomed down the path.”

Question 12 — Glue with a pronoun (1 mark)

Look at sentences 1 and 3: “Mia got a new skateboard. Mia rode to the park in the afternoon.” The name Mia is there twice. Which is the best fix?

- A. “Mia got a new skateboard. She rode to the park in the afternoon.”
- B. “Mia got Mia’s new skateboard. Mia rode to the park.”
- C. “She got a new skateboard. It rode to the park in the afternoon.”
- D. “A new skateboard got Mia. She rode to the park.”

Question 13 — Glue with a connective (1 mark)

Join these two choppy sentences with the best connective: “The rain came. Mia went home.”

“The rain came, _____ Mia went home.”

- A. so
 - B. but
 - C. or
 - D. because
-

Create and share — portfolio task (not marked)

This task is not marked. It does not add to the 15 marks on this paper.

1. Pick one job for your text: tell a story (narrative), give facts (informative) or win minds over (persuasive).
2. Write one or two paragraphs about the class vegetable patch, for the job you picked.
3. Check your writer’s checklist from Section 6A before you say you are done.
4. Read your text out loud to a partner. Listen to your partner’s ideas — then choose what to change. The writer always chooses.
5. Write your best copy and put it in your writing portfolio — the folder where you keep your best work.

Teacher note: this is the create-and-share portfolio task. It is included but not marked — that is the DJB-2 decision. It gives teachers something to watch and record for VC2E4LY10. No platform score — report against the Level 4 achievement standard, not against a mark.

Test T6 — Solutions and marking key

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Test T6 — Solutions and marking key

Teacher copy. This is a school-designed test. It is not a VCAA instrument.

Test T6 · Chapter 6 — Literacy: creating texts · Sections 6A–6B

English Level 4 (Year 4) · Victorian Curriculum 2.0

Codes assessed: VC2E4LY10 · VC2E4LY11

Total marks	15 (5 marks for each section)
Sections	A — Create a narrative (5) · B — Create informative and persuasive (5) · C — Edit for meaning (5)
Sitting	One sitting, ~20 min (5 min reading time + ~1 min per mark)
Marking	Objective key throughout. On the platform every item auto-marks. On paper, use the key below.

Marks reconciliation note (also in the paper’s metadata and the final report): §7.8’s “exactly 5 marks per CD” cannot hold at once with this row’s 15 marks and LY12’s observation-only status. Adopted: LY10 = 10 marks (Sections A + B), LY11 = 5 marks (Section C), LY12 → OBS2 at zero platform marks. Every test section is exactly 5 marks.

Section A — Create a narrative (5 marks) · VC2E4LY10

Question 1 — Order the plan (2 marks). W3 construction (order the plan). Exemplar model — full correct order (h5p.SortParagraphs; full marks for the full correct order only):

1. “Meet Nina and her class. Their vegetable patch has one green tomato.” (*start: characters + setting*)
2. “One morning, the tomato turns bright red. It is ready to pick.” (*things that happen*)
3. “A hungry bird swoops down to peck the red tomato!” (*complication: something goes wrong*)
4. “Nina claps her hands and the bird flies away. The class picks the tomato together.” (*end: problem solved*)

The order follows 6A’s plan-map teaching: characters, setting and things that happen, in an order that makes sense. On paper, award 2 marks for the full correct order only.

Question 2 — Choose the complication (1 mark).

Q	Answer	Mark	Rationale
2	A — “A hungry bird swoops down to peck the red tomato!”	1	The complication is the part of the story where something goes wrong (glossed on the paper — Chapter 6 never uses the word itself). A bird eating the tomato is the problem the story must fix. B is the start; C is an event, not a problem; D is the end.

Question 3 — Fill the gaps (2 marks, 1 per gap). W3 construction (structure cloze). Exemplar model:

- Gap 1: “Meet Nina and her class. Their vegetable patch has one green tomato.” — the start of a narrative introduces characters and setting. “Tomatoes need sun and water to grow.” is an informative fact, not a story start; the other two options belong later in the story.
- Gap 2: “Nina claps her hands, the bird flies away, and the class shares the tomato at lunch.” — the end solves the problem. “Please help our vegetable patch today!” is a persuasive call to action; “Vegetables are good for you.” is an informative fact; the gate option belongs at the start.

Both gaps test the 6A three-jobs distinction (same topic, different jobs): each distractor belongs to a different text job or a different story position. Machine-scored: only the keyed sentences earn the marks.

Section B — Create informative and persuasive (5 marks) · VC2E4LY10

Question 4 — Match facts to paragraphs (1 mark). W3 construction (match evidence to points). Exemplar model — full correct matching (h5p.DragQuestion; full marks for all three rows correct):

Fact	Answer
“Tomatoes and carrots grow in the patch.”	Paragraph 1 — What grows in the patch
“Every Friday, our class takes turns to water the plants.”	Paragraph 2 — How we look after the patch
“Students pull out the weeds so the plants can grow big and strong.”	Paragraph 2 — How we look after the patch

Each fact belongs to one idea — 6A’s “one idea per paragraph”. Watering and weeding are both care jobs, so both facts go in Paragraph 2. On paper, award 1 mark only if all three rows are correct.

Question 5 — Order the paragraphs (1 mark). W3 construction (order paragraphs). Exemplar model — full correct order (h5p.SortParagraphs; full marks for the full correct order only):

1. “Our class grows tomatoes, carrots and beans in the vegetable patch.” (*what grows — the topic*)
2. “Every Friday, we take turns to water the plants and pull out the weeds.” (*how we look after it*)
3. “At lunch time, the whole school can eat what we grow.” (*why it matters — the closing fact*)

Question 6 — Choose the thesis (1 mark).

Q	Answer	Mark	Rationale
6	A — “Our school needs more helpers in the vegetable patch!”	1	The thesis is the opinion the text wants you to agree with (glossed on the paper). A is an opinion with an exclamation, matching 6A’s taught persuasive opening model. B is a fact (informative job); C is a story opening (narrative job); D is a question, not an opinion.

Question 7 — Match reasons to position (1 mark). W3 construction (match reasons to position). Exemplar model — full correct matching (h5p.DragQuestion; full marks for all three rows correct):

Reason	Answer
“More hands mean fewer weeds.”	Position A — “Our school needs more helpers in the vegetable patch.”
“Fresh vegetables make healthy lunches for everyone.”	Position A — “Our school needs more helpers in the vegetable patch.”
“We need more time to run and play with our friends.”	Position B — “Our class should get a longer lunch time.”

Reasons must hold up the position they sit under — 6A’s “give an opinion with real reasons”. On paper, award 1 mark only if all three rows are correct.

Question 8 — Choose the connective (1 mark).

Q	Answer	Mark	Rationale
8	A — because	1	“Because” glues the

Q	Answer	Mark	Rationale
			opinion to the reason that holds it up (6B glue: connectives make ideas stick together). “So” would put the result second; “but” and “or” do not join an opinion to its reason.

Section C — Edit for meaning (5 marks) · VC2E4LY11

Mark-the-words keys (h5p.MarkTheWords): full marks for marking exactly the keyed words and no others. On paper, circle the same words. The planted weaknesses mirror the 6B teaching patterns on new content (NOT the 6B class text “The Kite on the Hill”).

Question 9 — Delete (1 mark). Keyed words to mark: **so · shiny · and** in “Her new board was so shiny and gleaming.” “Shiny” and “gleaming” say the same thing — delete one of the pair so the sentence says it once (6B DELETE; the “glad and happy” pattern). Leaving “gleaming” gives: “Her new board was gleaming.”

Question 10 — Delete what does not fit (1 mark). Keyed words to mark: **and · the · bus · was · late** in “She zoomed down the path and the bus was late.” The bus fact does not belong in this story about Mia’s skateboard (6B DELETE: take out what does not fit the story question). Leaving: “She zoomed down the path.”

Question 11 — Reorder (1 mark). W4 reordering. Exemplar model — full correct order (h5p.SortParagraphs; full marks for the full correct order only):

1. “Mia got her new skateboard.”
2. “Mia zoomed down the path.”
3. “Mia waved goodbye to her friends.”

Get the board first, ride it, then wave goodbye — an order that makes sense (6B MOVE: put things in a new place so the story reads right).

Question 12 — Glue with a pronoun (1 mark).

Q	Answer	Mark	Rationale
12	A — “Mia got a new skateboard. She rode to the park in the afternoon.”	1	Say the name once, then use a pronoun (6B glue). B keeps repeating the name; C lets “it” ride to the park on its own; D turns the sentence upside down.

Question 13 — Choose the connective (1 mark).

Q	Answer	Mark	Rationale
13	A — so	1	“So” joins the two ideas and shows why Mia went home — the rain came, so she went (6B glue; the model pair “The sky went dark, so we went inside.”). “Because” puts the reason the wrong way around; “but” and “or” do not fit.

Create and share — portfolio task (not marked)

No key. Qualitative-only per the ratified DJB-2 decision (the optional create-and-share portfolio task is INCLUDED, unmarked) and DJB-1 (observation evidence stays qualitative-only, no platform score). Watch for: the text doing the job the student picked (tell a story / give facts / win minds over), one idea per paragraph, the writer's checklist checked, and the student choosing what to change after the partner read-aloud. Report against the Level 4 achievement standard paragraph for creating texts.

Per-item CD mapping

Q	Item ID	CD	Section	Family	H5P	Marks
1	English_4 .T6.01	VC2E4L Y10	6A	W3	h5p.SortP aragraphs	2
2	English_4 .T6.02	VC2E4L Y10	6A	W3	h5p.Multi Choice	1
3	English_4 .T6.03	VC2E4L Y10	6A	W3	h5p.Blank s	2
4	English_4 .T6.04	VC2E4L Y10	6A	W3	h5p.Drag Question	1
5	English_4 .T6.05	VC2E4L Y10	6A	W3	h5p.SortP aragraphs	1
6	English_4 .T6.06	VC2E4L Y10	6A	W3	h5p.Multi Choice	1
7	English_4 .T6.07	VC2E4L Y10	6A	W3	h5p.Drag Question	1
8	English_4 .T6.08	VC2E4L Y10	6A	W3	h5p.Blank s	1
9	English_4 .T6.09	VC2E4L Y11	6B	W4	h5p.Mark TheWord s	1
10	English_4 .T6.10	VC2E4L Y11	6B	W4	h5p.Mark TheWord s	1
11	English_4 .T6.11	VC2E4L Y11	6B	W4	h5p.SortP aragraphs	1
12	English_4 .T6.12	VC2E4L Y11	6B	W4	h5p.Multi Choice	1
13	English_4 .T6.13	VC2E4L Y11	6B	W4	h5p.Blank s	1
					Total	15

Section A (LY10) 5 + Section B (LY10) 5 + Section C (LY11) 5 = **15 marks** ✓ (5 per section, per §7.5 row T6). CD split: LY10 = 10 marks · LY11 = 5 marks · LY12 = OBS2, zero platform marks.

Mark check

One sitting = Sections A + B + C = 5 + 5 + 5 = **15 marks** ✓, ~20 min ✓ (5 min reading time + ~15 min working, per §7.3).