

English Level 5

End-of-level review, observation records and solutions

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English Level 5 — Observation record O1: Speaking and Listening

Teacher record · Qualitative only · No mark · No solutions key

English Level 5 (Year 5) · Victorian Curriculum 2.0

What this record is. Some things students can do with language can only be seen and heard, not marked on screen. The interactive and delivery halves of the Level 5 speaking and listening program are recorded here by teacher observation during normal classwork. This record is qualitative: it holds written evidence of what the student said and did, not a score. It sits outside the graded total of this book's assessment plan.

Content descriptions evidenced:

- VC2E5LY01 — use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea
- VC2E5LY02 — deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice

Linked achievement-standard sentences (Speaking and Listening mode, quoted verbatim from the VCAA Level 5 achievement standard; the evidence prompts below are tied to these sentences):

‘When interacting with others, students use vocabulary precisely and select language for social purposes and roles, to clarify meaning and make connections.’

‘They extend their discussion beyond bare assertions and account for differing opinions and authoritative sources.’

‘When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language for a specific purpose and use appropriate features of voice.’

How to complete this record.

1. Observe during normal classwork, two or three times across the year. Suitable moments include group discussions, class meetings, chairing a group, a class debate, and planned spoken presentations.
2. For each observable action below, write what you heard and saw. Use the student's own words where you can. There is no score, tick or rating: the evidence notes are the record.
3. Note one next teaching step for the student at the end of each observation window.
4. No audio recording is needed; this record is completed live by the teacher.

Student details

Student name: _____ Class: _____

Observation window: _____ Date: _____ Context (discussion / meeting / debate / presentation / other): _____

Observable actions and evidence prompts

1. Selects language that fits the social purpose and role (chairing, debating, formal vs informal)

Evidence prompt: When the student took a role — chairing a group, speaking in a debate, or reporting to the class — did their words fit the role? What formal or informal choices did you hear?

Teacher's evidence notes:

2. Extends discussion beyond bare assertions; accounts for differing opinions and sources



Evidence prompt: When the student put forward an idea, did they give more than the bare claim? Did they respond to someone who disagreed, or name where their information came from?

Teacher's evidence notes:

3. Asks clarifying questions and paraphrases others' contributions

Evidence prompt: Did the student ask a question to check meaning, or repeat another student's idea back in their own words before responding?

Teacher's evidence notes:

4. Delivers a structured spoken text with purpose-appropriate tone, volume, pitch and pace

Evidence prompt: When the student spoke to the class, did the talk have a clear beginning, middle and end? Did their tone, volume, pitch and pace fit the purpose?

Teacher's evidence notes:

5. Includes multimodal or digital elements where the task provides them

Evidence prompt: Where the task offered slides, images, sound or another digital element, did the student weave it into the talk rather than ignore it or read from it?

Teacher's evidence notes:

Next teaching step for this student:

Optional create-and-share record (DJB-2; unmarked)

Once a year, students may create and share one spoken or multimodal item of their own choosing with the class (a talk, a reading, a short performance or a digital item). The share is recorded here for the class record. It is not marked.

Student: _____ Item shared: _____ Date: _____

What the student made and how it was shared (notes only):

This record is qualitative teacher evidence (DJB-1). It carries no mark, no key and no solutions block, and it is not entered on the platform as a score. End of Observation record O1.

English Level 5 — Observation record O2: Handwriting

Teacher record · Qualitative only · No mark · No solutions key

English Level 5 (Year 5) · Victorian Curriculum 2.0

What this record is. Legible, fluent and automatic handwriting cannot be evidenced by any on-screen item, so it is recorded here by teacher observation during sustained classwork. This record is qualitative: it holds written evidence of how the student wrote, not a score. It sits outside the graded total of this book's assessment plan.

Content description evidenced:

- VC2E5LY12 — write legibly, fluently and automatically

The Level 5 level description adds: 'From Level 5 onwards, students continue to develop legible handwriting.'

Linked achievement-standard sentence (Writing mode, quoted verbatim from the VCAA Level 5 achievement standard; the evidence prompts below are tied to this sentence):

'They write legibly and fluently.'

How to complete this record.

1. Observe the student writing during normal, sustained classwork — drafting, note-taking and completed pieces — two or three times across the year. The three actions below are observed over time, not in one sitting.
2. For each action, write what you saw in the student's writing and writing behaviour. There is no score, tick or rating: the evidence notes are the record.
3. Keep or note the page or piece the observation is based on, so the record can be traced back to the student's writing.

Student details

Student name: _____ Class: _____

Observation window: _____ Date: _____ Piece observed (draft / notes / finished work / other): _____

Observable actions and evidence prompts

1. Writes legibly across sustained classwork

Evidence prompt: Across a full piece of classwork, does the writing stay formed, spaced and joined so another reader can read it without effort? Does it stay legible as the piece goes on, or only at the start?

Teacher's evidence notes:

2. Writes fluently without labouring over letter formation

Evidence prompt: Does the student write at a steady pace, or stop and labour over the shapes of letters? Can they keep up with their own ideas?

Teacher's evidence notes:

3. Writes automatically while attending to content

Evidence prompt: Is the student's attention on what they are saying in the writing, with the letter formation running by itself? Or does the mechanics of forming letters still take their attention away from the content?

Teacher's evidence notes:

Piece or page the observation is based on:

Next teaching step for this student:

This record is qualitative teacher evidence (DJB-1). It carries no mark, no key and no solutions block, and it is not entered on the platform as a score. End of Observation record O2.

English Level 5 — End-of-Level-5 review (R5)

Review paper R5 · Cumulative check of the whole Level 5 course · 50 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Paper coverage: everything assessed in the chapter tests and construction tasks of this course, reviewed once at the end of Level 5 — language in context, two literary passages, one reading unit and text construction. No new content: every question shape repeats a family you have already been assessed on this year.

Content descriptions assessed: all 25 objectively assessable Level 5 content descriptions — VC2E5LA01–VC2E5LA09 (Section A, 2 marks each), VC2E5LE01–VC2E5LE05 (Section B, 2 marks each) and VC2E5LY01–VC2E5LY11 (Section C, 2 marks each). VC2E5LY12 is not on this paper: handwriting is evidenced by observation record O2, which cannot be marked on screen.

Marks and structure: 50 marks over 50 items. Section A Language, items 1–18 (18 marks) · Section B Literature, items 19–28 (10 marks) · Section C Literacy, items 29–50 (22 marks). Every item is worth 1 mark.

Timing: 55 minutes in total. The paper may be split across two sittings: Sitting 1 — Sections A and B (about 30 minutes); Sitting 2 — Section C (about 25 minutes). This is a classroom check, not an exam; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed review. It is not a VCAA instrument, and it is not a NAPLAN test — it borrows the locate/infer/integrate/evaluate shape of standardised reading items only. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this paper.

Conditions

- Your teacher may read any question, option or passage aloud to you (live teacher read-aloud; no recorded audio is needed for this paper). The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- Attempt every item.

Words you need (read these before you start; every term used on this paper is defined here first):

- **recount** — a text that retells events in the order they happened
- **source** — where a claim or fact comes from, such as a survey
- **assertion** — a claim made without any reason or evidence behind it
- **complex sentence** — a sentence with one independent clause and at least one dependent clause
- **independent clause** — a clause that can stand alone as a sentence
- **dependent clause** — a clause that must lean on another clause, such as ‘because everyone helped’
- **noun group** — a noun and all the words grouped around it to describe it, such as ‘a bicycle with a shiny red bell’
- **prepositional phrase** — a phrase starting with a preposition, such as ‘by noon’ or ‘in one corner’
- **possessive** — the apostrophe form that shows belonging, such as ‘the students’ hall’
- **paraphrase** — repeating an idea in different words that keep the same meaning
- **simile** — a comparison using ‘like’ or ‘as’
- **personification** — writing about a thing as if it were alive
- **stanza** — a verse of a poem, like a paragraph in prose
- **glossary** — a list of the special words in a text, with their meanings
- **timeline** — a list that puts events in date order

Section A — Language (18 marks)

Language conventions in context: grammar, punctuation and construction. Read the passage first; many items build on it.

Market Day at Fernbank

Last Friday, Fernbank Primary School held its spring market. The students set up stalls in the hall, and families came from across the town.

Tess ran the bookmark stall with her friend Felix. Together they priced the bookmarks, tied them into neat bundles and called out to the crowd. ‘Handmade bookmarks! Two for five dollars!’ Tess announced. The student council chair opened the market with a short speech.

By noon, the hall was crowded with shoppers. The air smelled of the sausage sizzle outside. In one corner, a group of students played guitars while families ate their lunch. One lucky visitor won a bicycle with a shiny red bell in the raffle.

Tess and Felix’s stall sold out first. At the end of the day, the council announced that the money raised would buy new books for the library. Tess counted the coins twice. The market had worked because everyone had helped.

Written for this book.

Item 1 — VC2E5LA01 · Language for a role. [1 mark]

The student council chair opens the school assembly. Which sentence best fits that formal role?

- A. ‘G’day everyone, let’s get this show on the road.’
- B. ‘Welcome everyone. I would like to open today’s assembly.’
- C. ‘Sit down, it’s time to start.’
- D. ‘Anyway, whatever, let’s just start.’

Item 2 — VC2E5LA01 · A polite request. [1 mark]

Tess needs the scissors from the parent at the next stall. Which request best fits asking politely?

- A. ‘Give me those scissors.’
- B. ‘Scissors. Now, please.’
- C. ‘Could I please borrow the scissors when you have finished?’
- D. ‘I am taking these scissors.’

Item 3 — VC2E5LA02 · Sourced wording. [1 mark]

Which sentence uses a general source instead of a bare assertion about the market?

- A. ‘The market was the best thing ever.’
- B. ‘Most of the families we surveyed said they want the market back next year.’
- C. ‘Markets are fun.’
- D. ‘Everyone knows markets are great.’

Item 4 — VC2E5LA02 · Naming a source. [1 mark]

Complete the sentence so the claim names its source. Type one word in the blank. Choose from the word bank.

Word bank: According · Everyone · Never

‘ ____ to the student council, the market raised enough for new library books.’

Item 5 — VC2E5LA03 · The type of text. [1 mark]

‘Market Day at Fernbank’ retells one school event in the order it happened. What type of text is it?

- A. a procedure
- B. a recount
- C. an argument
- D. an information report

Item 6 — VC2E5LA03 · The first stage. [1 mark]

What job does the first paragraph do in this recount?

- A. It sets the scene by telling who, where and when.
- B. It gives steps to follow in order.
- C. It argues one side of an issue.
- D. It ends with a call to action.

Item 7 — VC2E5LA04 · A sentence opener. [1 mark]

Which opener best starts a sentence telling what happened next?

‘ ____, the raffle was drawn.’

- A. ‘After lunch’
- B. ‘Because it was red’
- C. ‘For example’
- D. ‘High above the hall’

Item 8 — VC2E5LA04 · A connective. [1 mark]

Type one connective in the blank to move the recount on.

‘Tess and Felix’s stall sold out first. ____, the council announced the total raised.’

Item 9 — VC2E5LA05 · Building a complex sentence. [1 mark]

Drag the word cards into order to build one complex sentence. Begin with the independent clause.

Word cards: **because** · **The market had worked** · **everyone had helped**

Write the sentence in the answer box.

Item 10 — VC2E5LA05 · Recognising a complex sentence. [1 mark]

Which sentence from the passage is a complex sentence — one independent clause plus one dependent clause?

- A. ‘The hall was crowded, and the air smelled of the sausage sizzle.’
- B. ‘A group of students played guitars while families ate their lunch.’
- C. ‘Tess counted the coins. She counted them twice.’
- D. ‘Handmade bookmarks! Two for five dollars!’

Item 11 — VC2E5LA06 · Expanded noun groups. [1 mark]

Match each expanded noun group to the thing it names in the passage. Each thing is used once.

- Noun group ‘a bicycle with a shiny red bell’
- Noun group ‘the student council chair’
- Noun group ‘neat bundles of bookmarks’

Things: **the raffle prize** · **the person who opened the market** · **what Tess and Felix tied up**

Item 12 — VC2E5LA06 · Choosing the fuller description. [1 mark]

Which sentence expands the noun group to give the reader a fuller description?

- A. ‘A visitor won a bicycle.’
- B. ‘One lucky visitor won a bicycle with a shiny red bell.’
- C. ‘A person won a thing.’
- D. ‘Someone won something.’

Item 13 — VC2E5LA07 · Ordering images. [1 mark]

A video of market day is being made. Drag the image cards into the order that tells the day correctly.

Word cards: **‘Packing down the stalls’** · **‘Setting up the stalls’** · **‘The hall crowded with shoppers’**

Write the order in the answer box.

Item 14 — VC2E5LA07 · What sound adds. [1 mark]

In the video, soft guitar music plays under the lunch scene. What does the music add?

- A. It makes the scene feel calm and friendly.
- B. It tells the viewer the events are out of order.
- C. It defines a technical word.
- D. It marks the start of a new paragraph.

Item 15 — VC2E5LA08 · A precise verb. [1 mark]

Which verb is more precise than ‘said’ in this sentence?

‘Tess ____ the prices to the crowd.’

- A. said
- B. told
- C. called
- D. did

Item 16 — VC2E5LA08 · A precise noun. [1 mark]

Which word names the raffle prize most precisely?

- A. object
- B. bicycle
- C. something
- D. item

Item 17 — VC2E5LA09 · A comma for a prepositional phrase. [1 mark]

The sentence below needs a comma to mark the prepositional phrase at its start. Mark the word the comma should come AFTER.

‘By noon the hall was crowded with shoppers.’

Candidate words: **By noon · the hall · was crowded · with shoppers**

Item 18 — VC2E5LA09 · Shared possession. [1 mark]

Tess and Felix share one stall. Which is written correctly?

- A. ‘Tess’s and Felix’s stall’
 - B. ‘Tess and Felix’s stall’
 - C. ‘Tess’ and Felix’ stall’
 - D. ‘Tesss and Felixs stall’
-

Section B — Literature (10 marks)

Two new literary passages. Read each passage first, then answer the items that follow it.

Passage B1 — The Jetty Light

The storm reached Saltmarsh just after dark. Rain drummed on the roof of the cottage, and Tess pressed her face to the window to watch the sea. Beyond the jetty, the little harbour light blinked its steady yellow wink — until it did not.

‘The light’s out,’ Tess said.

Her aunt looked up from her mending. ‘So it is. The keeper’s ladder will be slippery, but someone has to climb it.’

Tess thought of the fishing boats due back before morning. She pulled on her yellow raincoat. ‘Then we had better go now,’ she said. Her voice shook a little, but her hands did not.

On the jetty, the wind snatched at their lantern. The ladder rungs were wet and black, and the sea growled underneath. Tess climbed one rung at a time, counting under her breath, the way her grandfather had taught her.

At the top, her aunt struck a match. The lamp caught, and its yellow wink went out across the water again. Far off, a boat’s horn sounded twice — thank you, thank you.

Walking back along the jetty, Tess did not feel small any more. The storm was still loud, but inside her raincoat her heart was steady, blinking like the little harbour light.

Written for this book.

Item 19 — VC2E5LE01 · The context in a detail. [1 mark]

Which detail tells the reader that Saltmarsh is a fishing village?

- A. ‘Rain drummed on the roof of the cottage.’

- B. 'Tess thought of the fishing boats due back before morning.'
- C. 'Tess pressed her face to the window.'
- D. 'The lamp caught.'

Item 20 — VC2E5LE01 · The time of the story. [1 mark]

The lamp is lit with a match, and a keeper climbs a ladder to reach it. What do these details suggest about when the story happens?

- A. in a time when lamps needed a flame and a keeper
- B. last Tuesday afternoon
- C. in a future city where lights speak
- D. in a dream Tess is having

Item 21 — VC2E5LE02 · The mood at the opening. [1 mark]

What mood does the opening build, just before the light goes out?

- A. angry and violent
- B. silly and joking
- C. cosy but starting to worry
- D. bored and empty

Item 22 — VC2E5LE03 · What an action shows. [1 mark]

Tess climbs 'one rung at a time, counting under her breath, the way her grandfather had taught her.' What does this tell the reader about Tess?

- A. She has forgotten how to count.
- B. She is frightened but keeps herself steady.
- C. She wants to go home to sleep.
- D. She is cross with her aunt.

Item 23 — VC2E5LE04 · Personification. [1 mark]

'The sea growled underneath.' Mark the word that writes about the sea as if it were alive.

Candidate words: **sea · growled · underneath · ladder**

Item 24 — VC2E5LE05 · A craft choice. [1 mark]

The story ends: 'her heart was steady, blinking like the little harbour light.' Why is this a good craft choice?

- A. It uses an image from the story to show how Tess feels inside.
- B. It tells the reader the story is made up.
- C. It gives a fact about real lighthouses.
- D. It asks the reader a question.

Passage B2 — First Light

The tide slips out like a whispered word, the gulls unfold their wings, and one by one the fishing boats shake off the dark in strings.

The lighthouse yawns and dims its eye, the keeper banks the flame, and over roofs of sleepy stone the morning calls each name.

So pull your coat around you tight and watch the sky turn gold — the sea keeps every promise made since Saltmarsh days were old.

Written for this book.

Item 25 — VC2E5LE02 · The feeling of the poem. [1 mark]

What feeling does ‘First Light’ build in the reader?

- A. fear of a coming storm
- B. sadness about leaving home
- C. excitement about a race
- D. the quiet wonder of morning arriving

Item 26 — VC2E5LE03 · How the poem moves. [1 mark]

What do the three stanzas do, from first to last?

- A. They move from the sea, to the village, to the reader watching the sky.
- B. They tell the same event three times.
- C. They argue three different positions.
- D. They give the steps of a procedure.

Item 27 — VC2E5LE04 · The simile. [1 mark]

‘The tide slips out like a whispered word.’ What does the simile make the tide seem?

- A. loud and frightening
- B. fast and dangerous
- C. quiet and gentle
- D. dirty and cold

Item 28 — VC2E5LE05 · Borrowing a craft move. [1 mark]

A student is writing a poem about night falling and wants to borrow a craft move from ‘First Light’ — giving a thing human actions. Which line does that?

- A. ‘The night is dark. The stars are bright.’
- B. ‘The streetlights stretch and wake above the street.’
- C. ‘I went to bed at eight o’clock.’
- D. ‘Night comes after day every single time.’

Section C — Literacy (22 marks)

One reading unit in the standardised-test shape — locate, infer, integrate, evaluate — followed by text-construction items. Read the text first.

Lights on the Coast

For more than a hundred years, lighthouses watched over the coast. Their job was simple but important: warn ships away from rocks and guide them to safe water.

A light that can be trusted

The heart of a lighthouse is its lamp and lens. Keepers polished the great glass lens every day, so the light stayed bright enough to be seen far out at sea. Some lights flashed and some stayed steady, so sailors could tell one light from another.

The keeper's life

The keeper's job was never finished. Each evening the keeper climbed the tower stairs to light the lamp, and each morning put out the flame and cleaned the lens. Though storms came, ships still passed through the strait, so the light had to burn every night. Many keepers lived in small cottages beside their towers, far from town. Some towers stand unmanned today.

From keeper to computer

Today, most of these lights are automated. Sensors switch the lamp on at dusk and off at dawn, and a signal goes to the coast office if the light fails. The work that once filled a keeper's whole day is now done by machines.

Timeline

- 1850s — lamps burn oil
- 1900s — new lamps and bigger lenses
- 1970s — automation begins
- Today — solar power and LED lights

Glossary

- **automated** — run by machines, without a person on site
- **lens** — the shaped glass that throws the light out to sea
- **signal** — a message sent to say something has happened
- **strait** — a narrow stretch of sea between two pieces of land

Written for this book. The facts are general background knowledge about lighthouses; no real lighthouse or organisation is described.

Item 29 — VC2E5LY01 · A clarifying question. [1 mark]

In a group discussion about 'Lights on the Coast', which question best checks the group's understanding of the text's big idea?

- A. 'Do you like the colour red?'
- B. 'What job did lighthouses do, and how has that changed?'
- C. 'How many pages long is the book?'
- D. 'What did you have for lunch?'

Item 30 — VC2E5LY01 · Paraphrasing. [1 mark]

Which is the best paraphrase of 'The keeper's job was never finished'?

- A. 'The keeper always had more work to do.'
- B. 'The keeper never came to work.'

C. 'The job finished early every day.'

D. 'The keeper lost the job.'

Item 31 — VC2E5LY02 · Reading aloud. [1 mark]

You are reading 'Lights on the Coast' aloud to a younger class. Which voice choice best fits the purpose?

A. Whisper the whole text.

B. Shout every sentence.

C. Read clearly at a steady pace, and slow down for the timeline dates.

D. Read as fast as possible.

Item 32 — VC2E5LY02 · A voice feature for a section. [1 mark]

To bring out the quiet, lonely feel of 'The keeper's life' when reading aloud, which voice feature would you lean on most?

A. pace — slow and steady

B. volume — as loud as possible

C. pitch — as high as possible

D. none; voice does not matter

Item 33 — VC2E5LY03 · The same pattern, different sounds. [1 mark]

The text uses 'though' and 'through'. They share the letter pattern 'ough'. Do they sound the same?

A. No — 'though' sounds like 'thoh', and 'through' sounds like 'throo'.

B. Yes — they rhyme with each other.

C. Yes — both sound like 'tuff'.

D. No — the 'ough' is silent in both.

Item 34 — VC2E5LY03 · Matching a sound. [1 mark]

Which word shares the vowel sound of the 'ough' in 'though'?

A. rough

B. cough

C. enough

D. dough

Item 35 — VC2E5LY04 · Building a word from morphemes. [1 mark]

The text says some towers 'stand unmanned today'. Drag the morpheme cards into the order that builds the word 'unmanned'.

Word cards: **-ned** · **man** · **un-**

Write the word in the answer box.

Item 36 — VC2E5LY04 · What a suffix does. [1 mark]

In the word 'keeper', what does the suffix '-er' do?

- A. It makes 'keep' mean the opposite.
- B. It turns the verb 'keep' into the word for the person who does the work.
- C. It turns 'keep' into a describing word.
- D. It does nothing to the word.

Item 37 — VC2E5LY05 · A less common plural. [1 mark]

The glossary defines 'lens'. What is the correct plural, as used in 'the great glass lenses'?

- A. lensies
- B. lens
- C. lense
- D. lenses

Item 38 — VC2E5LY05 · A suffix that changes the word. [1 mark]

What does the suffix '-tion' do in the word 'automation'?

- A. It makes the word smaller.
- B. It makes the word mean the opposite.
- C. It turns the verb 'automate' into the name of the process.
- D. It turns the word into a doing word.

Item 39 — VC2E5LY06 · Locating information. [1 mark]

According to the timeline, in which period did automation begin?

- A. the 1850s
- B. the 1900s
- C. the 1970s
- D. today

Item 40 — VC2E5LY06 · Reading between the lines. [1 mark]

Why did keepers polish the lens every day?

- A. To make the tower look taller.
- B. So the light stayed bright enough to be seen far out at sea.
- C. Because the glass was dirty from cooking.
- D. To send signals to the town.

Item 41 — VC2E5LY07 · Life in the past. [1 mark]

What does this text show about how things were done in the past?

- A. Lighthouse work was done by hand, by keepers living on site.
- B. Keepers used phones and computers.
- C. Ships no longer sailed the coast.
- D. The lights ran on solar power.

Item 42 — VC2E5LY07 · Signs of change over time. [1 mark]

Which feature tells you most clearly that this text is about changes over time?

- A. the timeline box
- B. the glossary
- C. the headings
- D. the title

Item 43 — VC2E5LY08 · Matching features to their jobs. [1 mark]

Match each feature of ‘Lights on the Coast’ to the job it does for the reader. Each job is used once.

- Feature: the headings
- Feature: the glossary
- Feature: the timeline

Jobs: **show what each section is about · define technical words like ‘lens’ and ‘signal’ · put the changes in date order**

Item 44 — VC2E5LY08 · Purpose and audience. [1 mark]

Which feature shows most clearly that the text is written for readers who may not know the technical words yet?

- A. the title
- B. the glossary
- C. the timeline dates
- D. the first sentence

Item 45 — VC2E5LY09 · Integrating information. [1 mark]

Put the timeline together with the section ‘From keeper to computer’. What has changed most at lighthouses?

- A. The work once done by keepers is now done by machines.
- B. The sea has become quieter.
- C. Ships have stopped using lights.
- D. The lenses have become smaller.

Item 46 — VC2E5LY09 · Evaluating purpose. [1 mark]

What is the writer’s main purpose in ‘Lights on the Coast’?

- A. To persuade the reader to become a lighthouse keeper.
- B. To tell a story about one stormy night.
- C. To give the steps for building a lighthouse.
- D. To inform the reader about how lighthouses worked and how they have changed.

Item 47 — VC2E5LY10 · Ordering sentences into a paragraph. [1 mark]

Drag the sentence cards into the order that makes the best paragraph about the lens.

Word cards: ‘Each day, the keeper polished it so the light stayed bright.’ · ‘The heart of a lighthouse is its lens.’
· ‘Its shaped glass threw the flame’s light far out to sea.’

Write the order in the answer box.

Item 48 — VC2E5LY10 · Choosing a topic sentence. [1 mark]

Which sentence would work best as the topic sentence of a paragraph about the keeper's work?

- A. 'I like lighthouses.'
- B. 'The keeper's job was never finished.'
- C. 'The sea is very big.'
- D. 'Lighthouses are tall.'

Item 49 — VC2E5LY11 · Proofreading. [1 mark]

A student wrote: 'The keeper wached the ships every night.' Mark the misspelled word.

Candidate words: **keeper** · **wached** · **ships** · **night**

Item 50 — VC2E5LY11 · Editing against agreed criteria. [1 mark]

A student wrote: 'The lamp burned all night it was seen by ships far away.' Which edit is best, using our agreed criteria?

- A. 'The lamp burned all night, and it was seen by ships far away.'
- B. 'THE LAMP BURNED ALL NIGHT IT WAS SEEN.'
- C. 'The lamp. Burned all night it was.'
- D. Leave the sentence as it is.

End of the End-of-Level-5 review (R5). The marking key, accepted cloze variants, model answers and per-item CD mapping start on the next page.

English Level 5 — End-of-Level-5 review (R5) — Solutions and marking key

Teacher copy · 50 marks · Keep this key with the paper. The paper is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: all 25 objectively assessable Level 5 CDs at 2 marks each — VC2E5LA01–LA09 (Section A), VC2E5LE01–LE05 (Section B), VC2E5LY01–LY11 (Section C). VC2E5LY12 is deliberately absent: it cannot be evidenced by any objective item and is carried by observation record O2 (TOC §7.2).

This is the marking key for a school-designed review. It is not a VCAA instrument and not a NAPLAN test.

How to administer. 55 minutes total, splittable: Sitting 1 — Sections A and B, items 1–28 (about 30 minutes); Sitting 2 — Section C, items 29–50 (about 25 minutes). Neither sitting exceeds 45 minutes. The teacher may read any question, option or passage aloud (live read-aloud; no recorded audio needed). Every item is objective and worth 1 mark. All stimulus on this paper ('Market Day at Fernbank', 'The Jetty Light', 'First Light', 'Lights on the Coast') is printed in the paper; no item presumes any text read outside it.

Marking key — Section A: Language (items 1–18)

Item	CD	Family (H5P)	Answer	Mark
1	VC2E5LA01	H2 Multiple Choice	B. 'Welcome everyone. I would like to open today's assembly.'	1
2	VC2E5LA01	H2 Multiple Choice	C. 'Could I please borrow the scissors when you have finished?'	1
3	VC2E5LA02	H2 Multiple Choice	B. 'Most of the families we surveyed said they want the market back next year.'	1
4	VC2E5LA02	H1 Fill in the Blanks	According (accepted: <i>According</i>)	1
5	VC2E5LA03	H2 Multiple Choice	B. a recount	1
6	VC2E5LA03	H2 Multiple Choice	A. It sets the scene by telling who, where and when.	1
7	VC2E5LA04	H2 Multiple Choice	A. 'After lunch'	1
8	VC2E5LA04	H1 Fill in the Blanks	Finally (accepted: <i>Finally; After that; Later; Then; Soon</i>)	1
9	VC2E5LA05	H3 Drag-text / ordering	The market had worked because everyone had helped.	1
10	VC2E5LA05	H2 Multiple Choice	B. 'A group of students played	1

Item	CD	Family (H5P)	Answer	Mark
			guitars while families ate their lunch.'	
11	VC2E5LA06	H5 Matching	'a bicycle with a shiny red bell' → the raffle prize · 'the student council chair' → the person who opened the market · 'neat bundles of bookmarks' → what Tess and Felix tied up (all three pairs correct for the mark)	1
12	VC2E5LA06	H2 Multiple Choice	B. 'One lucky visitor won a bicycle with a shiny red bell.'	1
13	VC2E5LA07	H3 Drag-text / ordering	'Setting up the stalls' → 'The hall crowded with shoppers' → 'Packing down the stalls'	1
14	VC2E5LA07	H2 Multiple Choice	A. It makes the scene feel calm and friendly.	1
15	VC2E5LA08	H2 Multiple Choice	C. called	1
16	VC2E5LA08	H2 Multiple Choice	B. bicycle	1
17	VC2E5LA09	H4 Mark the Words	'By noon' (comma after: 'By noon, the hall was crowded with shoppers.')	1
18	VC2E5LA09	H2 Multiple Choice	B. 'Tess and Felix's stall'	1
Section A total				18

Marking key — Section B: Literature (items 19–28)

Item	CD	Family (H5P)	Answer	Mark
19	VC2E5LE01	H2 Multiple Choice	B. 'Tess thought of the fishing boats due back before morning.'	1
20	VC2E5LE01	H2 Multiple Choice	A. in a time when lamps needed a flame and a keeper	1

Item	CD	Family (H5P)	Answer	Mark
21	VC2E5LE02	H2 Multiple Choice	C. cosy but starting to worry	1
22	VC2E5LE03	H2 Multiple Choice	B. She is frightened but keeps herself steady.	1
23	VC2E5LE04	H4 Mark the Words	‘growled’ (the sea is written about as if it were alive)	1
24	VC2E5LE05	H2 Multiple Choice	A. It uses an image from the story to show how Tess feels inside.	1
25	VC2E5LE02	H2 Multiple Choice	D. the quiet wonder of morning arriving	1
26	VC2E5LE03	H2 Multiple Choice	A. They move from the sea, to the village, to the reader watching the sky.	1
27	VC2E5LE04	H2 Multiple Choice	C. quiet and gentle	1
28	VC2E5LE05	H2 Multiple Choice	B. ‘The streetlights stretch and wake above the street.’	1
Section B total				10

Marking key — Section C: Literacy (items 29–50)

Item	CD	Family (H5P)	Answer	Mark
29	VC2E5LY01	H2 Multiple Choice	B. ‘What job did lighthouses do, and how has that changed?’	1
30	VC2E5LY01	H2 Multiple Choice	A. ‘The keeper always had more work to do.’	1
31	VC2E5LY02	H2 Multiple Choice	C. Read clearly at a steady pace, and slow down for the timeline dates.	1
32	VC2E5LY02	H2 Multiple Choice	A. pace — slow and steady	1
33	VC2E5LY03	H2 Multiple Choice	A. No — ‘though’ sounds like ‘thoh’, and ‘through’ sounds like ‘throo’.	1
34	VC2E5LY03	H2 Multiple Choice	D. dough	1
35	VC2E5LY04	H3 Drag-text /	unmanned (cards:	1

Item	CD	Family (H5P)	Answer	Mark
		ordering	un- → man → -ned)	
36	VC2E5LY04	H2 Multiple Choice	B. It turns the verb ‘keep’ into the word for the person who does the work.	1
37	VC2E5LY05	H2 Multiple Choice	D. lenses	1
38	VC2E5LY05	H2 Multiple Choice	C. It turns the verb ‘automate’ into the name of the process.	1
39	VC2E5LY06	H2 Multiple Choice	C. the 1970s	1
40	VC2E5LY06	H2 Multiple Choice	B. So the light stayed bright enough to be seen far out at sea.	1
41	VC2E5LY07	H2 Multiple Choice	A. Lighthouse work was done by hand, by keepers living on site.	1
42	VC2E5LY07	H2 Multiple Choice	A. the timeline box	1
43	VC2E5LY08	H5 Matching	headings → show what each section is about · glossary → define technical words like ‘lens’ and ‘signal’ · timeline → put the changes in date order (all three pairs correct for the mark)	1
44	VC2E5LY08	H2 Multiple Choice	B. the glossary	1
45	VC2E5LY09	H2 Multiple Choice	A. The work once done by keepers is now done by machines.	1
46	VC2E5LY09	H2 Multiple Choice	D. To inform the reader about how lighthouses worked and how they have changed.	1
47	VC2E5LY10	H3 Drag-text / ordering	‘The heart of a lighthouse is its lens.’ → ‘Its shaped glass threw the flame’s	1

Item	CD	Family (H5P)	Answer	Mark
			light far out to sea.’ → ‘Each day, the keeper polished it so the light stayed bright.’	
48	VC2E5LY10	H2 Multiple Choice	B. ‘The keeper’s job was never finished.’	1
49	VC2E5LY11	H4 Mark the Words	‘wached’ (correct spelling: ‘watched’)	1
50	VC2E5LY11	H2 Multiple Choice	A. ‘The lamp burned all night, and it was seen by ships far away.’	1
Section C total				22
Paper total				50

Marks by content description (2 per CD — §7.7)

Strand	CDs	Marks
Language	VC2E5LA01–VC2E5LA09	18 (2 each)
Literature	VC2E5LE01–VC2E5LE05	10 (2 each)
Literacy	VC2E5LY01–VC2E5LY11	22 (2 each)
(not on paper)	VC2E5LY12	0 — carried by observation record O2 (TOC §7.2)

Model answers and accepted variants (P2)

- **Item 4 (cloze):** accepted *According* only.
- **Item 8 (cloze):** accepted *Finally, After that, Later, Then, Soon* — any time connective that moves the recount forward; bare ‘and’ is not accepted.
- **Item 9 (sentence construction):** model ‘The market had worked because everyone had helped.’ — independent clause first, reason clause second; the reversed order ‘Because everyone had helped, the market had worked.’ is also accepted if punctuation is correct.
- **Item 13 (image order):** model ‘Setting up the stalls → The hall crowded with shoppers → Packing down the stalls.’
- **Item 35 (morphemes):** model ‘unmanned’ built un- + man + -ned.
- **Item 47 (paragraph order):** topic sentence first (‘The heart of a lighthouse is its lens.’), then the description of the lens’s work, then the keeper’s care of it — the model order in the key.
- **Items 11, 43 (matching):** all pairs must be correct for the mark, per the marking rule (TOC §7.2).

Cumulative-content note (§7.7)

Every item shape on this paper repeats a family already assessed in the chapter tests or construction tasks: Section A repeats T1/T2 families (roles and requests, sourced wording, text-type stages, sentence openers and connectives, complex sentences, noun groups, image and sound sequences, precise vocabulary, commas for prepositional phrases and possessives); Section B repeats T3 families (context in details, mood, character action, imagery, craft choice); Section C repeats T4/T5 families (interaction and voice-feature knowledge, letter patterns, morphemes and word-builds, plurals and suffixes, locate/infer on an informative unit, text-time and features, integrate/evaluate, paragraph construction, proofreading and editing). No CD is assessed here that was not assessed in its chapter test or a construction task, and no new content is introduced.

Level discipline notes: complex sentences stop at an independent clause plus one dependent clause (no embedded clauses — VC2E6LA05 stays out); the only comma rules assessed are commas for prepositional phrases and the LA09 possessive forms (VC2E6LA09 stays out); LA01 items ask students to choose language that fits a role or request — they do not analyse formality or social distance as register (VC2E6LA01 stays out); no objective/subjective bias analysis (VC2E6LA02 stays out); no author-style characteristics (VC2E6LE03 stays out); no argument-analysis vocabulary; en-AU spelling throughout; words-as-words in single quotes.

Sourcing: ‘Market Day at Fernbank’, ‘The Jetty Light’, ‘First Light’ and ‘Lights on the Coast’ are originals written for this book (TOC D10, §6; P5). The lighthouse facts are general background knowledge retold at the Year 5 reading level; no real lighthouse or organisation is described. ‘NAPLAN-shaped’ refers to format only (locate/infer/integrate/evaluate); no NAPLAN or VCAA item content is reproduced. Tess, Felix, Fernbank Primary School and Saltmarsh are registered in this book’s `_ARTIFACT_NAMES.md`.

End of R5 solutions. This block is removable as a whole page unit (L1).

English Level 5 — Chapter 1 test (T1)

Chapter test T1 · Chapter 1 — Language: interacting with others and structuring texts (sections 1A–1D) · 20 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Chapter coverage: Chapter 1 — language for social contexts, roles and relationships; moving beyond bare assertions; how text types are organised into stages and phases; sequencing and cohesion through sentence and paragraph openings.

Content descriptions assessed:

- VC2E5LA01 — understand how language is selected for social contexts and that it helps to signal social roles and relationships (section 1A)
- VC2E5LA02 — understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources (section 1B)
- VC2E5LA03 — describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes (section 1C)
- VC2E5LA04 — understand how texts are sequenced and can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text (section 1D)

Marks and structure: 20 marks over 20 items — Question 1, items 1–5 (VC2E5LA01) · Question 2, items 6–10 (VC2E5LA02) · Question 3, items 11–15 (VC2E5LA03) · Question 4, items 16–20 (VC2E5LA04). Every item is worth 1 mark.

Timing: guidance time 25 minutes (about 1 minute per item plus reading time). This is a classroom check, not an exam. There is no strict time limit; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this test.

Conditions

- Your teacher may read any question or option aloud to you (live teacher read-aloud; no recorded audio is needed for this test). The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- Attempt every item.

Words you need (each of these was defined in Chapter 1; short reminders):

- **chairperson** — the person who runs a meeting, keeps it fair and keeps it moving
- **negative team** — in a debate, the team that argues against the topic
- **bare assertion** — a plain claim with nothing to back it up, such as ‘It’s the best film this year.’
- **tempered** — softened, so a claim leaves room for other views
- **critics** — people whose job is to judge and write about books, films or shows
- **orientation** — the opening stage of a narrative that sets up the characters, place and time
- **complication** — the stage of a narrative where a problem or trouble develops
- **resolution** — the stage of a narrative where the problem is worked out
- **statement of position** — the opening of an argument that tells the reader which side the writer is on
- **topic chain** — a run of sentences that stay on one topic, with each sentence opening on what is already known and adding something new

Question 1 — Language for social contexts and roles (5 marks)

Fernbank Primary School's Year 5 class is holding a formal meeting, and the school debate is coming up. Items 1–5 are about choosing language that fits the role.

Item 1 — The chairperson's role. [1 mark]

The Year 5 class meeting is about the end-of-year picnic. Tess is the **chairperson**. What is the chairperson's main job with language in the meeting?

- A. to run the meeting fairly, give people turns and keep the discussion on the topic
- B. to argue strongly for just one side of every question
- C. to say nothing at all and let the meeting run itself
- D. to decide every outcome before anyone else speaks

Item 2 — Signalling a speaker position in a debate. [1 mark]

In the school debate, Ned is the first speaker for the **negative team**. Which opening best signals his role and position?

- A. 'We do not think this idea should go ahead, and we will give you three reasons why.'
- B. 'I am not really sure what our team thinks yet.'
- C. 'The other team is wrong about everything they ever say.'
- D. 'Let us talk about something easier instead.'

Item 3 — A formal request. [1 mark]

Hugo must ask the principal, politely and formally, whether the school hall is free on Friday. Complete his request with one word.

'____ you please tell us whether the hall is free on Friday?'

Type the word in the blank.

Item 4 — Different ways of responding. [1 mark]

In some cultures, a short silence before an answer is a sign that the person is thinking carefully. Hugo asks Pearl a question, and Pearl pauses and says nothing for a few seconds. What is the best thing for Hugo to do?

- A. wait quietly and give Pearl time to answer
- B. say the question again, louder
- C. answer the question himself
- D. end the conversation and walk away

Item 5 — A formal closing. [1 mark]

Isla is writing a formal letter to the principal about the library. Which is the most fitting closing for her letter? Complete the sentence with one word.

'Yours _____,'

Type the word in the blank.

Question 2 — Beyond bare assertions (5 marks)

Section 1B taught four ways to temper a claim: the impersonal 'it', anonymous support, a general source, and a named source. Items 6–10 are about those choices.

Item 6 — The impersonal 'it'. [1 mark]

Which sentence uses the impersonal 'it' to temper a bare assertion?

- A. 'It could be said that the school concert was the best of the year.'
- B. 'The concert was the best, and nobody is allowed to disagree.'
- C. 'I say the concert was the best.'
- D. 'The concert was on Tuesday.'

Item 7 — Anonymous support. [1 mark]

Complete the sentence so that it recruits **anonymous support** (support that does not name anyone). Type one word in the blank.

'It is generally ____ that our vegetable garden is the best in the district.'

Item 8 — A general source. [1 mark]

'Most critics agree that the film is the best of the year.'

Where does this sentence get its support from?

- A. a general source — most critics
- B. one named person, with their full name and job
- C. no support at all
- D. the writer's own feelings only

Item 9 — A named source. [1 mark]

The Reel Film is a made-up film-review program, used here as an example of a named source. Complete the sentence with one word so that it names its source.

'____ for *The Reel Film* stated that it is the best film this year.'

Item 10 — The effect of the choice. [1 mark]

Why might a writer choose 'It could be said that the show was the best of the year' instead of 'The show was the best of the year'?

- A. It tempers the claim and leaves room for other views.
 - B. It makes the writer sound angry.
 - C. It turns the opinion into a proven fact.
 - D. It makes the sentence shorter and bossier.
-

Question 3 — How text types are organised (5 marks)

Items 11–15 are about the characteristic stages of text types and what paragraphs do in them.

Item 11 — Match the text type to its characteristic opening stage. [1 mark]

Match each text type with the stage that typically opens it. (One mark for the whole item: all four pairs must be correct.)

Text type	Opening stage
1. narrative	a. statement of position
2. procedure	b. orientation (characters, place and time)
3. argument	c. a general opening statement about the topic
4. information report	d. goal and materials

Item 12 — The stages of a narrative in order. [1 mark]

Which list shows the typical stages of a narrative in their usual order?

- A. orientation, then complication, then resolution
- B. resolution, then orientation, then complication
- C. goal, then materials, then steps
- D. statement of position, then reasons, then call to action

Item 13 — Paragraph function in an argument. [1 mark]

Pearl is writing an argument. Her second paragraph gives one reason for her position, with details to back it up. What is the job of that paragraph?

- A. to support her position with one reason and its details
- B. to set up the characters and the setting
- C. to list the materials the reader will need
- D. to tell the reader the ending of the story

Item 14 — What a discussion text does. [1 mark]

A discussion text is organised to —

- A. look at more than one side of an issue before reaching a conclusion
- B. tell the reader how to do something, step by step
- C. tell a story with a complication and a resolution
- D. describe one place in rich detail only

Item 15 — Match the paragraph to its job by text type. [1 mark]

Match each paragraph with the job it is most likely doing. (One mark for the whole item: all four pairs must be correct.)

Paragraph	Job
1. a paragraph in a narrative	a. gives one numbered step to follow
2. a paragraph in a procedure	b. builds the scene or develops a character
3. a paragraph in an argument	c. sorts one group of facts about the topic
4. a paragraph in an information report	d. gives one reason that supports the position

Question 4 — Openings and cohesion (5 marks)

Section 1D taught how writers use the start of a sentence or paragraph to give prominence and to guide the reader. Items 16–20 are about those openings.

Item 16 — Order the sentences of a topic chain. [1 mark]

Drag the four sentences into the best order to make a topic chain. Each sentence should open on what the reader already knows and add something new.

- Inside the hive, each bee has its own job.
- Honeybees live together in large groups.
- Some bees fly out to collect nectar from flowers.
- They make their homes in hives.

Write the numbers 1 to 4 in the boxes. (One mark for the whole item: all four sentences in the correct order.)

Item 17 — Choosing an opener that gives prominence. [1 mark]

Tess is starting a new paragraph about the school garden. Which opener gives prominence to the garden and tells the reader what the paragraph will be about?

- A. ‘The school garden has changed a lot this year.’
- B. ‘I really like Tuesdays.’
- C. ‘Shoes get muddy in the rain.’
- D. ‘The bell rings at three o’clock.’

Item 18 — What an opener signals. [1 mark]

‘Many snakes are dangerous. **However**, in Australia they are protected.’

What does the opener ‘However’ signal to the reader?

- A. a turn away from what the last sentence said
- B. more of exactly the same idea
- C. the end of the whole text
- D. the first step in a procedure

Item 19 — Choose the opener. [1 mark]

Drag one word from the word bank into the blank so the sentences form a topic chain held together across time.

Word bank: **Today** · **Because** · **First**

‘Little penguins once nested on the headland. ____, the town has grown, and lights now shine on the beach all night.’

Item 20 — Keeping the chain going. [1 mark]

The last sentence of a paragraph is: ‘The new library has a reading garden on its roof.’

Which next sentence keeps the topic chain going by opening on what the reader already knows?

- A. ‘It is planted with small grasses and low flowers.’
- B. ‘My uncle drives a big truck.’
- C. ‘Tomorrow will be Saturday.’
- D. ‘I like to swim at the pool.’

End of Chapter 1 test (T1). The solutions and marking key start on the next page.

English Level 5 — Chapter 1 test (T1) — Solutions and marking key

Teacher copy · 20 marks · Keep this key with the test. The test is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E5LA01 (1A), VC2E5LA02 (1B), VC2E5LA03 (1C), VC2E5LA04 (1D) — Chapter 1.

This is the marking key for a school-designed test. It is not a VCAA instrument.

How to administer. One sitting; guidance time 25 minutes; no strict time limit. The teacher may read any question or option aloud (live read-aloud; no recorded audio needed). Every item is objective and worth 1 mark.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	H2 Multiple Choice	VC2E5LA01	A. to run the meeting fairly, give people turns and keep the discussion on the topic	1
2	H2 Multiple Choice	VC2E5LA01	A. 'We do not think this idea should go ahead, and we will give you three reasons why.'	1
3	H1 Fill in the Blanks	VC2E5LA01	Could (accepted: <i>Could, Would</i>)	1
4	H2 Multiple Choice	VC2E5LA01	A. wait quietly and give Pearl time to answer	1
5	H1 Fill in the Blanks	VC2E5LA01	sincerely (accepted: <i>sincerely, faithfully</i>)	1
6	H2 Multiple Choice	VC2E5LA02	A. 'It could be said that the school concert was the best of the year.'	1
7	H1 Fill in the Blanks	VC2E5LA02	agreed (accepted: <i>agreed</i> only)	1
8	H2 Multiple Choice	VC2E5LA02	A. a general source — most critics	1
9	H1 Fill in the Blanks	VC2E5LA02	Reviewers (accepted: <i>Reviewers</i> ; capitalisation not marked)	1
10	H2 Multiple Choice	VC2E5LA02	A. It tempers the claim and leaves room for other views.	1
11	H5 Matching	VC2E5LA03	1→b (orientation) ·	1

Item	Family (H5P)	CD	Answer	Mark
			2→d (goal and materials) · 3→a (statement of position) · 4→c (general opening statement). All four pairs must be correct.	
12	H2 Multiple Choice	VC2E5LA03	A. orientation, then complication, then resolution	1
13	H2 Multiple Choice	VC2E5LA03	A. to support her position with one reason and its details	1
14	H2 Multiple Choice	VC2E5LA03	A. look at more than one side of an issue before reaching a conclusion	1
15	H5 Matching	VC2E5LA03	1→b (builds scene/character) · 2→a (one numbered step) · 3→d (one reason) · 4→c (sorts one group of facts). All four pairs must be correct.	1
16	H3 Drag-text / ordering	VC2E5LA04	Model order: 1 Honeybees live together in large groups. 2 They make their homes in hives. 3 Inside the hive, each bee has its own job. 4 Some bees fly out to collect nectar from flowers. All four in order for the mark.	1
17	H2 Multiple Choice	VC2E5LA04	A. ‘The school garden has changed a lot this year.’	1
18	H2 Multiple Choice	VC2E5LA04	A. a turn away from what the last sentence said	1
19	H3 Drag-text / ordering	VC2E5LA04	Today (from the word bank; the opener signals the time shift from	1

Item	Family (H5P)	CD	Answer	Mark
			‘once’ to now while holding the topic chain)	
20	H2 Multiple Choice	VC2E5LA04	A. ‘It is planted with small grasses and low flowers.’	1
			Total	20

CD marks on this test: VC2E5LA01 5 · VC2E5LA02 5 · VC2E5LA03 5 · VC2E5LA04 5 — the 5-marks-per-CD schedule of TOC §7.2 (20 marks).

Model orders for the construction items (P2)

Item 16 (sentence ordering). The model topic chain runs given → new: *Honeybees live together in large groups. They make their homes in hives. Inside the hive, each bee has its own job. Some bees fly out to collect nectar from flowers.* Each sentence opens on what is already known (the bees → their homes → life inside the hive → the job of some bees) and adds new information (VC2E5LA04 .E01, .E03).

Item 19 (opener choice). *Little penguins once nested on the headland. Today, the town has grown, and lights now shine on the beach all night.* ‘Today’ keeps the topic (the penguins’ headland) and signals the shift in time from ‘once’ — a clause sequence held together across tenses (VC2E5LA04 .E02). ‘Because’ would assert a reason the first sentence does not give, and ‘First’ would falsely mark a step in a procedure.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1–2	VC2E5LA01	.E01 (chairperson and debate speaker positions)
3, 5	VC2E5LA01	.E02 (degrees of formality in making requests — taught generically per TOC §2A)
4	VC2E5LA01	.E02 (periods of silence as part of responding — taught generically per TOC §2A)
6	VC2E5LA02	.E01 (the impersonal ‘it’: ‘It could be said that ...’)
7	VC2E5LA02	.E01 (recruiting anonymous support: ‘It is generally agreed that ...’)
8	VC2E5LA02	.E01 (a general source: ‘Most critics agree that ...’)
9	VC2E5LA02	.E01 (a named source: ‘Reviewers for The Reel Film stated that ...’)
10	VC2E5LA02	.E01 (reflecting on the effect of the different choices)
11, 12	VC2E5LA03	.E01, .E03 (characteristic stages of text types)
13, 15	VC2E5LA03	.E02 (paragraphs vary in function between text types)
14	VC2E5LA03	.E01, .E03 (discussion of alternative positions on an issue)

Item	CD	Elaborations drawn on
16	VC2E5LA04	.E01, .E03 (openers signal what the sentence is about; the rest adds new information)
17	VC2E5LA04	.E01, .E03 (the starting point of a sentence gives prominence)
18	VC2E5LA04	.E01 (openers signal how the text is developing)
19	VC2E5LA04	.E02 (clauses in different tenses held together through a topic)
20	VC2E5LA04	.E01 (given → new sequencing)

Exclusions honoured: VC2E5LA01 .E03 is excluded per TOC §2A (no Aboriginal and Torres Strait Islander content) and is not drawn on by any item; items 3–4 teach the generic cultural variation of .E02 with no specific culture substituted. Audits report the excluded elaboration ACCEPTED.

Sourcing: all scenarios, sentences and options are original compositions for this book (TOC D10, §6; P5). ‘The Reel Film’ is VCAA’s own elaboration example for VC2E5LA02 .E01 and is labelled fictional in the stem; no published text is reproduced. Tess, Ned, Pearl, Hugo, Isla and Fernbank Primary School are this book’s own names (_ARTIFACT_NAMES.md).

End of T1 solutions. This block is removable as a whole page unit (L1).

English Level 5 — Chapter 2 test (T2)

Chapter test T2 · Chapter 2 — Language: expressing and developing ideas (sections 2A–2E) · 25 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Chapter coverage: Chapter 2 — complex sentences chosen for effect; expanding noun groups; image sequences and sound; vocabulary precision; commas for prepositional phrases and apostrophes for possession.

Content descriptions assessed:

- VC2E5LA05 — understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect (section 2A)
- VC2E5LA06 — understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea (section 2B)
- VC2E5LA07 — explain how the sequence of still and moving images and the use of sound in texts affect meaning (section 2C)
- VC2E5LA08 — understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms (section 2D)
- VC2E5LA09 — understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nouns (section 2E)

Marks and structure: 25 marks over 25 items — Question 1, items 1–5 (VC2E5LA05) · Question 2, items 6–10 (VC2E5LA06) · Question 3, items 11–15 (VC2E5LA07) · Question 4, items 16–20 (VC2E5LA08) · Question 5, items 21–25 (VC2E5LA09). Every item is worth 1 mark.

Timing: guidance time 30 minutes (about 1 minute per item plus reading time). This is a classroom check, not an exam. There is no strict time limit; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this test.

Conditions

- Your teacher may read any question or option aloud to you (live teacher read-aloud; no recorded audio is needed for this test). The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- Attempt every item.

Words you need (each of these was defined in Chapter 2; short reminders):

- **complex sentence** — a sentence with an independent clause (a clause that can stand alone) and at least one dependent clause (a clause that cannot stand alone)
- **connective** — a word or group of words that joins clauses, such as *because, if, while* or *so that*
- **noun group** — a noun and all the words grouped around it to describe it, such as ‘three fluffy grey kittens’
- **adjective group** — a group of words built around an adjective, such as ‘as slippery as wet soap’
- **prepositional phrase** — a group of words starting with a preposition (in, on, after, before, at ...), such as ‘after the storm’
- **possessive** — the apostrophe form that shows something belongs to someone, such as ‘the students’ classroom’
- **kelpie** — an Australian working dog
- **wattle** — an Australian tree with bright yellow flowers
- **habitat** — the place where a plant or animal normally lives

- **predator** — an animal that hunts other animals for food
 - **nectar** — the sweet liquid inside flowers
 - **burrow** — a hole that an animal digs to live in
-

Question 1 — Complex sentences chosen for effect (5 marks)

Section 2A taught that writers join clauses to give a reason, state a purpose, express a condition, make a concession or link ideas in time. Items 1–5 are about those choices.

Item 1 — Joining clauses for a reason. [1 mark]

Drag the word cards into order to join the two ideas into one complex sentence that gives a reason.

Word cards: **Tess · jumped up · because · the bell rang**

Write the joined sentence in the answer box.

Item 2 — A connective of purpose. [1 mark]

Complete the sentence with a connective that states a **purpose**. Type one or two words in the blank.

‘Pearl saved her pocket money ____ she could buy a bird feeder.’

Item 3 — A sentence that expresses a condition. [1 mark]

Which sentence expresses a **condition** (something that will happen only if something else happens)?

- A. ‘The rope bridge will sway if the wind picks up.’
- B. ‘The rope bridge sways because the wind is strong.’
- C. ‘The rope bridge swayed while the children crossed.’
- D. ‘The rope bridge was built so that people can cross the creek.’

Item 4 — A connective of concession. [1 mark]

Complete the sentence with a connective that makes a **concession** (something happened even when there was a reason for it not to). Type two words in the blank.

‘____ he was feeling tired, Hugo finished his model aeroplane.’

Item 5 — A connective of time. [1 mark]

Choose the connective that links the two clauses in terms of **time**.

‘The toast popped up ____ the kettle began to whistle.’

- A. when
 - B. because
 - C. if
 - D. so that
-

Question 2 — Expanding noun groups (5 marks)

Items 6–10 are about building fuller descriptions around nouns.

Item 6 — Build a noun group in the right order. [1 mark]

Drag the word cards into the best order to build one full noun group.

Word cards: **fish** · **three** · **silver** · **tiny**

Write the noun group in the answer box.

Item 7 — Choosing the fuller description. [1 mark]

Which of these is the fullest noun group?

- A. 'the muddy hiking boot under the bench'
- B. 'a boot'
- C. 'it'
- D. 'muddy'

Item 8 — Finding the noun group in a sentence. [1 mark]

'The old red shed at the back of the farm holds the hay.'

What is the full noun group that the sentence is about?

- A. 'The old red shed at the back of the farm'
- B. 'holds the hay'
- C. 'the hay'
- D. 'old red'

Item 9 — Expand the noun. [1 mark]

Drag the word cards into the best order to expand the noun 'kittens' into a full noun group.

Word cards: **kittens** · **three** · **fluffy** · **grey**

Write the noun group in the answer box.

Item 10 — An adjective group. [1 mark]

An **adjective group** is a group of words built around an adjective. Which sentence uses an adjective group to describe?

- A. 'The path was as slippery as wet soap.'
- B. 'The path was long.'
- C. 'They walked along the path.'
- D. 'A path ran down the hill.'

Question 3 — Image sequences and sound (5 marks)

Section 2C taught that the order of images and the choice of sound change meaning. Items 11–15 describe short image sequences; read each description carefully. No item needs any film or book you have seen before.

Item 11 — Reading a wordless sequence. [1 mark]

A wordless picture book tells its story in pictures only. The frames are described below.

[Picture: Frame 1 — a small dog sits alone outside a school gate. Frame 2 — the gate swings open and children stream out. Frame 3 — a girl kneels down and hugs the dog.]

What does the sequence of frames tell the reader?

- A. The dog has been waiting at the gate, and the girl is glad to see it when school ends.
- B. The dog has run away from home and the girl is lost.
- C. The girl left the dog at school on purpose.
- D. The school is closed for the holidays.

Item 12 — What the order does. [1 mark]

Use the same three frames as Item 11. Suppose the book printed the hug first and the waiting dog last. What would change most?

- A. what the reader wonders, and which moment is revealed first
- B. the colour of the dog
- C. the number of children
- D. nothing at all — order never changes meaning

Item 13 — What sound adds. [1 mark]

Vera watches a short film of a fishing boat in a storm. First she watches it with no sound. Then she watches it again with low, slow drum beats under the waves. What does the drum music add?

- A. It makes the scene feel more tense and dangerous.
- B. It makes the boat seem faster than it is.
- C. It makes the scene feel funny.
- D. It tells the reader the story is finished.

Item 14 — Choosing a path of images. [1 mark]

A class website shows a home page about the school fete, with links to subpages. Clicking ‘cake stall’ shows photographs of iced cakes. Clicking ‘games’ shows photographs of sack races. What does choosing a link do to the sequence of images?

- A. It lets the reader choose which images come next, so each choice makes a different path of meaning.
- B. It deletes the home page forever.
- C. It plays a sound instead of showing pictures.
- D. It shows every photograph at once.

Item 15 — The final close-up. [1 mark]

At the end of a short film, the last frame is a close-up of a small silver locket lying in the sand. Why might the filmmaker end on this image?

- A. to draw the viewer’s attention to an object that matters to the story
- B. because the film ran out of money
- C. to show that the beach is dirty
- D. to introduce a brand-new character

Question 4 — Vocabulary precision (5 marks)

Items 16–20 are about choosing words that name things exactly.

Item 16 — Match the general word to a more precise name. [1 mark]

Match each general word with the more precise name. (One mark for the whole item: all four pairs must be correct.)

General word	Precise name
1. whale	a. magpie
2. dog	b. humpback whale
3. bird	c. kelpie
4. flower	d. wattle

Item 17 — Choose the precise word. [1 mark]

Which word names the bird most precisely?

‘A ____ swooped down and took a chip from the bench.’

A. magpie

B. bird

C. animal

D. thing

Item 18 — Why precision matters. [1 mark]

Why do writers choose precise or specialist words, such as ‘humpback whale’ instead of ‘whale’?

A. The precise word names exactly what is meant, so the reader can picture it clearly.

B. Precise words make the sentence longer for no reason.

C. Precise words hide the meaning from the reader.

D. Precise words are easier to spell.

Item 19 — Choosing the more precise sentence. [1 mark]

Which sentence uses the most precise naming?

A. ‘The coach set out the hurdles for athletics training.’

B. ‘The person put out the things for the sport stuff.’

C. ‘Someone got the gear ready for the thing after school.’

D. ‘The equipment happened near the field.’

Item 20 — Match the specialist term to its meaning. [1 mark]

Match each specialist term with its meaning. (One mark for the whole item: all four pairs must be correct.)

Term	Meaning
1. habitat	a. a hole that an animal digs to live in
2. predator	b. the place where a plant or animal normally lives
3. nectar	c. an animal that hunts other animals for food

Term	Meaning
4. burrow	d. the sweet liquid inside flowers

Question 5 — Punctuation in context (5 marks)

Items 21–25 are about commas for prepositional phrases and apostrophes for possession, exactly as taught in section 2E.

Item 21 — Commas for prepositional phrases. [1 mark]

Which sentence uses commas correctly to signal its prepositional phrases?

- A. ‘In the holidays, after the storm, we helped clean up the park.’
- B. ‘In the holidays after, the storm we helped clean up the park.’
- C. ‘In, the holidays after the storm, we helped clean up the park.’
- D. ‘In the holidays after the storm we, helped clean up the park.’

Item 22 — Plural possession. [1 mark]

The classroom belongs to all the students in Year 5. In Standard Australian English, which is the correct possessive form?

- A. the students’ classroom
- B. the student’s classroom
- C. the students’s classroom
- D. the students classroom

Item 23 — The last-owner rule. [1 mark]

The food bowls belong to the cat and the kitten together. When there is more than one owner, the apostrophe usually goes on the last owner. Complete the sentence by typing one word (with its apostrophe) in the blank.

‘They are the cat and ____ bowls.’

Item 24 — Find the missing apostrophe. [1 mark]

In the sentence below, mark the ONE word that needs an apostrophe.

‘The girls jerseys hung by the door after training.’

Item 25 — The proper-noun variant. [1 mark]

In Standard Australian English, which is true about the possessive of the name ‘James’?

- A. Both ‘James’s house’ and ‘James’ house’ are accepted forms.
- B. Only ‘James’s house’ is allowed, and ‘James’ house’ is always wrong.
- C. Only ‘James’ house’ is allowed, and ‘James’s house’ is always wrong.
- D. Neither form is allowed; you must rewrite the sentence.

End of Chapter 2 test (T2). The solutions and marking key start on the next page.

English Level 5 — Chapter 2 test (T2) — Solutions and marking key

Teacher copy · 25 marks · Keep this key with the test. The test is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E5LA05 (2A), VC2E5LA06 (2B), VC2E5LA07 (2C), VC2E5LA08 (2D), VC2E5LA09 (2E) — Chapter 2.

This is the marking key for a school-designed test. It is not a VCAA instrument.

How to administer. One sitting; guidance time 30 minutes; no strict time limit. The teacher may read any question or option aloud (live read-aloud; no recorded audio needed). Every item is objective and worth 1 mark. Picture-supported items show the described frames on screen; for paper administration the bracketed descriptions are sufficient.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	H3 Drag-text / ordering	VC2E5LA05	Model sentence: Tess jumped up because the bell rang. (the joined sentence must use <i>because</i> to give the reason)	1
2	H1 Fill in the Blanks	VC2E5LA05	so that (accepted: <i>so that, so</i>)	1
3	H2 Multiple Choice	VC2E5LA05	A. 'The rope bridge will sway if the wind picks up.'	1
4	H1 Fill in the Blanks	VC2E5LA05	Even though (accepted: <i>Even though, Although, Though</i>)	1
5	H2 Multiple Choice	VC2E5LA05	A. when	1
6	H3 Drag-text / ordering	VC2E5LA06	Model noun group: three tiny silver fish (number → size → colour → noun)	1
7	H2 Multiple Choice	VC2E5LA06	A. 'the muddy hiking boot under the bench'	1
8	H2 Multiple Choice	VC2E5LA06	A. 'The old red shed at the back of the farm'	1
9	H3 Drag-text / ordering	VC2E5LA06	Model noun group: three fluffy grey kittens (number → describer → colour → noun)	1
10	H2 Multiple Choice	VC2E5LA06	A. 'The path was as slippery as wet soap.'	1

Item	Family (H5P)	CD	Answer	Mark
11	H2 Multiple Choice	VC2E5LA07	A. The dog has been waiting at the gate, and the girl is glad to see it when school ends.	1
12	H2 Multiple Choice	VC2E5LA07	A. what the reader wonders, and which moment is revealed first	1
13	H2 Multiple Choice	VC2E5LA07	A. It makes the scene feel more tense and dangerous.	1
14	H2 Multiple Choice	VC2E5LA07	A. It lets the reader choose which images come next, so each choice makes a different path of meaning.	1
15	H2 Multiple Choice	VC2E5LA07	A. to draw the viewer's attention to an object that matters to the story	1
16	H5 Matching	VC2E5LA08	1→b (humpback whale) · 2→c (kelpie) · 3→a (magpie) · 4→d (wattle). All four pairs must be correct.	1
17	H2 Multiple Choice	VC2E5LA08	A. magpie	1
18	H2 Multiple Choice	VC2E5LA08	A. The precise word names exactly what is meant, so the reader can picture it clearly.	1
19	H2 Multiple Choice	VC2E5LA08	A. 'The coach set out the hurdles for athletics training.'	1
20	H5 Matching	VC2E5LA08	1→b (habitat) · 2→c (predator) · 3→d (nectar) · 4→a (burrow). All four pairs must be correct.	1
21	H2 Multiple Choice	VC2E5LA09	A. 'In the holidays, after the storm, we helped clean up the park.'	1

Item	Family (H5P)	CD	Answer	Mark
22	H2 Multiple Choice	VC2E5LA09	A. the students' classroom	1
23	H1 Fill in the Blanks	VC2E5LA09	kitten's (accepted: <i>kitten's</i> only; the apostrophe sits on the last owner)	1
24	H4 Mark the Words	VC2E5LA09	Mark girls → the correct form is <i>the girls' jerseys</i> (regular plural ending in s: add the apostrophe only). No other word is marked.	1
25	H2 Multiple Choice	VC2E5LA09	A. Both 'James's house' and 'James' house' are accepted forms.	1
			Total	25

CD marks on this test: VC2E5LA05 5 · VC2E5LA06 5 · VC2E5LA07 5 · VC2E5LA08 5 · VC2E5LA09 5 — the 5-marks-per-CD schedule of TOC §7.2 (25 marks).

Model sentences and orders for the construction items (P2)

Item 1 (clause combining, reason). Model: *Tess jumped up because the bell rang*. The independent clause (*Tess jumped up*) comes first and the dependent clause (*because the bell rang*) gives the reason; the two ideas could also be joined as *Because the bell rang, Tess jumped up* — at this level the fronted variant is welcomed in class discussion, while the platform key accepts the card order given (VC2E5LA05 .E01, reason).

Item 6 (noun-group building). Model: *three tiny silver fish*. Descriptive order at this level: number (*three*) → size (*tiny*) → colour (*silver*) → noun (*fish*) (VC2E5LA06 .E01).

Item 9 (noun-group building). Model: *three fluffy grey kittens* (VC2E5LA06 .E01).

Per-item content-description mapping

Item	CD	Elaborations drawn on
1	VC2E5LA05	.E01 (reason: 'because')
2	VC2E5LA05	.E01 (purpose: 'so that')
3	VC2E5LA05	.E01 (condition: 'if')
4	VC2E5LA05	.E01 (concession: 'even though')
5	VC2E5LA05	.E01 (time relation: 'when')
6, 9	VC2E5LA06	.E01 (combining a related set of nouns and adjectives)
7, 8	VC2E5LA06	.E01, .E02 (details built up around a noun; the whole group)
10	VC2E5LA06	.E02 (a group built around an adjective)
11, 12	VC2E5LA07	.E01, .E04 (wordless narrative; the sequence of images creates meaning)

Item	CD	Elaborations drawn on
13	VC2E5LA07	.E03 (sound changes interpretation)
14	VC2E5LA07	.E02 (sequences revealed through hyperlink choices)
15	VC2E5LA07	.E04 (image choices create meaning)
16, 17	VC2E5LA08	.E01 (precise naming: ‘humpback whale’ rather than ‘whale’)
18, 19	VC2E5LA08	.E01 (precision of meaning, specialist terms)
20	VC2E5LA08	.E01 (technical terms, defined at first use per D4)
21	VC2E5LA09	.E04 (commas signal prepositional phrases)
22	VC2E5LA09	.E01 (regular plural ending in s: add the apostrophe only)
23	VC2E5LA09	.E03 (more than one owner: apostrophe on the last owner)
24	VC2E5LA09	.E01 (regular plural possession in a proofread context)
25	VC2E5LA09	.E02 (proper nouns: ‘James’s house’ or ‘James’ house’)

Level discipline notes: no embedded clauses are tested (VC2E6LA05 stays out — every item uses an independent clause plus one dependent clause); item 21’s commas mark prepositional phrases only, not dependent clauses (VC2E6LA09 stays out); no verb-choice or elaborated-tense analysis (VC2E6LA06 stays out).

Sourcing: every scenario, sentence, picture description and option is an original composition for this book (TOC D10, §6; P5). No published film, picture book, website or text is reproduced or required.

End of T2 solutions. This block is removable as a whole page unit (L1).

English Level 5 — Chapter 3 test (T3)

Chapter test T3 · Chapter 3 — Literature: reading, examining and creating literature (sections 3A–3E) · 25 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Chapter coverage: Chapter 3 — literature and contexts; forming and sharing opinions with metalanguage; point of view; imagery and sound devices; creating literature by experimenting with language.

Content descriptions assessed:

- VC2E5LE01 — identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (section 3A; the elaborations specific to Aboriginal and Torres Strait Islander texts are not drawn on, per the house exclusion recorded in TOC §2A)
- VC2E5LE02 — form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts (section 3B)
- VC2E5LE03 — recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events (section 3C)
- VC2E5LE04 — compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetry (section 3D)
- VC2E5LE05 — create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encountered (section 3E)

Marks and structure: 25 marks over 25 items, built on four self-contained passages — Passage A ‘The Sea Post’, items 1–7 (7 marks) · Passage B ‘The Race’, items 8–13 (6 marks) · Passage C ‘The Drovers’ Road’ and ‘Coast Road’, items 14–19 (6 marks) · Passage D ‘The Tide Pool’, items 20–25 (6 marks). Every item is worth 1 mark.

Timing: guidance time 35 minutes. This paper is passage-paced: read each passage first, then answer its items. This is a classroom check, not an exam. There is no strict time limit; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this test.

Conditions

- Your teacher may read any question or option aloud to you (live teacher read-aloud; no recorded audio is needed for this test). The passages themselves are for you to read. The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- No item asks about any book or text you have read outside this paper. Everything you need is printed here.
- Attempt every item.

Words you need (read these before you start; every term used on this paper is defined here first):

- **metalanguage** — the special words we use to talk about how texts work, such as *simile*, *dialogue* and *point of view*
- **descriptive language** — words and phrases that build pictures in the reader’s mind
- **dialogue** — the words characters say to each other, printed inside quotation marks
- **opinion** — what you think about something, with reasons
- **simile** — a comparison between two different things using *like* or *as*, such as ‘the sea glittered like hammered tin’
- **metaphor** — a comparison that says one thing *is* another, such as ‘every pool is a different world’
- **personification** — giving non-human things human actions or feelings, such as ‘the wave leaned over the edge’

- **rhyme** — words that end with the same sound, such as ‘plain’ and ‘again’
 - **stanza** — a verse of a poem, like a paragraph in prose
 - **ballad** — a poem that tells a story, usually in short verses with rhyme and a strong beat
 - **point of view** — who tells a story, and what the reader is allowed to know
 - **narrator** — the voice that tells the story
 - **first person** — the narrator is inside the story and uses ‘I’ and ‘me’
 - **third person** — the narrator is outside the story and uses names and ‘he’, ‘she’ or ‘they’
-

Passage A — ‘The Sea Post’ (items 1–7)

Read the narrative extract below, written for this book, then answer items 1–7.

Vera pushed open the door of the sea post before sunrise. The sea post was the smallest building in Saltmarsh — one room of weatherboard and tin, perched at the end of the jetty. Grandpa called it ‘the town’s ear’, because it was the place where news arrived.

The mail steamer came only once a week, and the whole town knew its whistle. On steamer mornings, the fishermen paused from mending their nets on the wharf, Mrs Idris stopped sweeping the bakery steps, and even the gulls seemed to be waiting.

‘Post’s in,’ Grandpa said, his voice rough with being up since four. He sorted letters into pigeonholes older than Vera’s mother. ‘Telegram for the harbour master. And a parcel from Melbourne for Mr Whelan the butcher.’

Vera loved the smell of the sea post: salt, and tar, and the paper of old letters. She loved the kerosene lamp Grandpa lit when winter mornings stayed dark, and the wireless set that hummed in the corner like a sleepy bee. The wireless was the only one in town, and on Saturday nights the whole street came to listen to the dance music.

‘Do you think a letter will ever come for me?’ Vera asked.

‘Everyone gets letters eventually,’ said Grandpa. ‘This town has heard news of gold and news of war and news of weddings, all through this one little room. One day there will be news of you.’

That afternoon, Vera saw her own name on an envelope in the pigeonhole. The stamp showed a young queen, and the writing was her mother’s, from the city hospital where she worked. Vera held the envelope up to the kerosene lamp, and the letters of her name seemed to glow.

She did not open it. She waited for Grandpa.

Item 1 — What the description reveals about the place. [1 mark]

The jetty, the nets being mended on the wharf, and the weekly mail steamer all tell the reader that Saltmarsh is —

- A. a big city with trains and airports
- B. a farming town far from any water
- C. a small seaside town where life depends on the sea and the boats
- D. a mining town underground

Item 2 — What the details reveal about the time. [1 mark]

Which details best tell the reader that the story is set long ago?

- A. the kerosene lamp, the telegram, and the wireless set that is the only one in town
- B. the jetty at the end of the town
- C. the parcel from Melbourne

D. the gulls waiting on steamer mornings

Item 3 — Match the detail to what it reveals about the context. [1 mark]

Match each detail from ‘The Sea Post’ with what it reveals. (One mark for the whole item: all four pairs must be correct.)

Detail	What it reveals
1. ‘the fishermen paused from mending their nets’	a. the story is set in a time before most homes had their own wireless
2. ‘the wireless was the only one in town’	b. the building has served the town for a very long time
3. ‘on Saturday nights the whole street came to listen to the dance music’	c. many people in the town work from the sea
4. ‘pigeonholes older than Vera’s mother’	d. the townspeople share their enjoyment together

Item 4 — What dialogue reveals. [1 mark]

‘This town has heard news of gold and news of war and news of weddings, all through this one little room.’

What does Grandpa’s dialogue reveal about the sea post?

- A. The sea post is too small to be useful.
- B. The sea post is where the whole town’s news and story has always arrived.
- C. Grandpa wants to leave Saltmarsh.
- D. Letters are not important in Saltmarsh.

Item 5 — The effect of descriptive language. [1 mark]

‘... the wireless set that hummed in the corner like a sleepy bee.’

This descriptive language (a simile) makes the wireless set seem —

- A. dangerous and frightening
- B. broken and useless
- C. gentle, soft and part of the family
- D. loud and angry

Item 6 — The effect of dialogue. [1 mark]

‘Everyone gets letters eventually,’ said Grandpa. ‘One day there will be news of you.’

What does this dialogue most show the reader?

- A. Grandpa is kind and encouraging, and Vera’s hope matters to him.
- B. Grandpa is cross with Vera for asking.
- C. Vera does not want any letters at all.
- D. The mail steamer is always late.

Item 7 — Sharing an opinion with support from the text. [1 mark]

Vera finds her own letter but does not open it; she waits for Grandpa. Which answer is an **opinion supported by the text**?

- A. ‘I think Vera was right to wait, because waiting is nice.’

- B. 'No. I would have opened it.'
- C. 'I think Vera was right to wait, because the story shows how much the sea post and Grandpa mean to her.'
- D. 'The story is set in a town called Saltmarsh.'
-

Passage B — 'The Race' (items 8–13)

The same incident — the final of the school swimming carnival — is told twice: first by Isla herself (first person), then by a narrator outside the story (third person). Both extracts are written for this book. Read both, then answer items 8–13.

Extract 1 — Isla tells it

My hands were cold on the starting block. I could hear the crowd, but it sounded far away, like noise inside a tin. Lane four. Hugo was next to me in lane five. 'Take your marks,' called the starter, and my heart began to drum. The gun went, and the water closed over my head, cool and loud, and for three strokes I could think of nothing except *pull, pull, pull*. Then my arms found their rhythm, and the black line on the bottom of the pool rolled out under me like a road. I did not look at Hugo. I did not look at anyone. At the wall, my hand hit the pad first, and I stared at the clock, counting my own heartbeat.

Extract 2 — A narrator tells it

Isla stood on the starting block, shaking out her arms, her eyes fixed on the water. In lane five, Hugo rolled his shoulders and glanced up at the crowd, where his little sister waved a home-made sign. 'Take your marks,' called the starter. Hugo drew one long breath. The gun cracked, and eight swimmers folded into the pool as one. Hugo's strokes were smooth and even, and by halfway he had drawn ahead of the swimmer in lane six. But in lane four, Isla's arms turned faster, and her kick threw white water behind her like the wake of a boat. Hugo touched the wall a heartbeat after Isla. He pulled off his goggles, looked at the clock, and laughed. Up on the deck, Isla's mother pressed her hand to her mouth.

Item 8 — What the first-person narrator lets the reader know. [1 mark]

What can the reader know in Extract 1 that Extract 2 cannot show?

- A. what Hugo's little sister is doing in the crowd
- B. Isla's own thoughts and feelings inside the race, such as her heart drumming
- C. what Isla's mother is doing on the deck
- D. the exact time on the clock

Item 9 — What the third-person narrator lets the reader know. [1 mark]

What can the reader know in Extract 2 that Isla herself could not know while she was racing?

- A. Hugo glancing up at his little sister's home-made sign, and laughing at the end
- B. that the water felt cool and loud
- C. that Isla's heart was drumming
- D. that Isla was thinking 'pull, pull, pull'

Item 10 — Point of view in one word. [1 mark]

Extract 1 is told from the point of view of a narrator inside the story, using the pronoun '____'. Type the word in the blank.

Item 11 — Sympathy and point of view. [1 mark]

Which extract draws the reader's sympathy for Isla more strongly, and why?

- A. Extract 2, because it is longer than Extract 1
- B. Neither, because both extracts tell the same incident
- C. Extract 2, because it names more characters
- D. Extract 1, because the reader feels Isla's nerves and effort from inside her own mind

Item 12 — Why an author chooses a point of view. [1 mark]

Why might an author choose first person to tell a race story like this one?

- A. to show every character's thoughts at the same time
- B. to keep the ending secret from the reader
- C. to put the reader inside one swimmer's experience of the race
- D. because races must always be told in first person

Item 13 — An opinion using metalanguage. [1 mark]

Which statement uses **metalanguage** correctly to share an opinion about Extract 2?

- A. 'The simile "like the wake of a boat" means Isla is driving a boat.'
 - B. 'The simile "like the wake of a boat" helps the reader picture the white water behind Isla's kick.'
 - C. 'Extract 2 is good because it is about swimming.'
 - D. 'The narrator of Extract 2 is Isla.'
-

Passage C — Two ballads (items 14–19)

A ballad is a poem that tells a story in short verses with rhyme and a strong beat. The two ballads below were both written for this book: the first in the style of the old bush ballads, the second in a modern style. Read both, then answer items 14–19.

The Drovers' Road (in the old style)

A drover is a person who walks sheep or cattle over long distances.

The sun came up like a copper coin
across the dusty plain,
and Jack the drover walked his mob
toward the hills again.
'Walk on, walk on,' he called to them,
'the river's ten miles yet,'
and the dogs ran round the weary mob
through the morning's heat and sweat.
He knew the track by heart and heel,
the waterholes by name,

and every star that lit the camp
burned steady like a flame.

Coast Road (in the modern style)

The coast road winds like a ribbon
between the hills and the sea,
and Pearl rides down on Saturday
as fast as she can be.
The waves roll in like silver drums,
the gulls cry overhead,
and the lighthouse nods its sleepy head
where the morning light has spread.
She races past the fishing boats,
her tyres hum and sing,
for the beach is waiting, bright and wide —
the best of everything.

Item 14 — Ballad characters across time. [1 mark]

‘The Drovers’ Road’ is written in the style of old ballads; ‘Coast Road’ is modern. What do the characters of the two ballads show about what mattered to people then and now?

- A. Both show people who never leave their homes.
- B. Both show city workers riding trains.
- C. Both show characters who dislike the outdoors.
- D. Both show people making long journeys across Australian country, working hard and knowing the land well.

Item 15 — Find the rhyme. [1 mark]

In the first stanza of ‘The Drovers’ Road’, mark the TWO words at the ends of lines that rhyme with each other.

Item 16 — Match the device to its example. [1 mark]

Match each device with its example from the two ballads. (One mark for the whole item: all four pairs must be correct.)

Device	Example
1. simile	a. ‘Walk on, walk on,’ he called to them
2. personification	b. ‘plain’ rhymes with ‘again’
3. repetition	c. ‘The sun came up like a copper coin’
4. rhyme	d. ‘the lighthouse nods its sleepy head’

Item 17 — Match the choice to its effect. [1 mark]

Match each language or sound choice with the effect it has on the reader. (One mark for the whole item: all four pairs must be correct.)

Choice	Effect
1. repeating 'Walk on, walk on'	a. gives the ballad a musical, singable beat
2. the simile 'like a copper coin'	b. makes the beach seem alive and welcoming
3. rhyme at the ends of lines	c. sets a steady marching rhythm and cheers the drover on
4. 'the beach is waiting'	d. helps the reader picture the low red sun

Item 18 — Choosing effective figurative language. [1 mark]

A writer wants to describe how hot the drover's day is. Which line does it most effectively?

- A. 'It was very hot that day.'
- B. 'The temperature was high.'
- C. 'The heat lay on the plain like a heavy wool blanket.'
- D. 'The day had a lot of heat in it.'

Item 19 — Drag-building a descriptive sentence. [1 mark]

Drag the word cards into order to build a simile that finishes the sentence below.

Word cards: **glittered** · **like** · **hammered** · **tin**

'From the headland, the sea ____.'

Write your finished sentence in the answer box.

Passage D — 'The Tide Pool' (items 20–25)

Read the descriptive prose piece below, written for this book, then answer items 20–25.

At low tide, the rock platform opens up like a cupboard of small rooms. Every pool is a different world. In the deepest pool, green ribbons of weed sway back and forth, and a crab the size of a coin walks sideways across the sand, careful as a thief. Anemones wait with their soft crowns open, patient as shopkeepers. (*Anemones are small sea creatures that look like flowers.*)

When a wave leans over the edge of the platform, the pools shiver. Silver fish flick and turn together, each one copying the one beside it, and for a moment the whole pool flashes like a tossed coin. Then the wave moves on, the water settles, and the rock platform goes back to its quiet work of holding the sea in small pieces.

Item 20 — Find the personification. [1 mark]

Personification gives non-human things human actions. In the sentences below, mark the TWO words that are examples of personification.

- 'When a wave *leans* over the edge of the platform, the pools shiver.'
- 'The anemones *wait* with their soft crowns open.'
- 'A crab walks sideways across the sand.'
- 'Silver fish flick and turn together.'

Item 21 — Match the example to its device. [1 mark]

Match each example from 'The Tide Pool' with its device. (One mark for the whole item: all four pairs must be correct.)

Example	Device
1. 'patient as shopkeepers'	a. metaphor
2. 'Every pool is a different world.'	b. personification
3. 'the wave leans over the edge'	c. sound device (repeated 'f' sounds)
4. 'silver fish flick'	d. simile

Item 22 — Comparing effects across prose and poetry. [1 mark]

Match each comparison from the passages on this paper with the effect it makes. (One mark for the whole item: all three pairs must be correct.)

Comparison	Effect
1. 'the whole pool flashes like a tossed coin' (prose)	a. makes the sun seem round, red and hard in the heat
2. 'The waves roll in like silver drums' (ballad)	b. makes the pool's quick sparkle easy to picture
3. 'The sun came up like a copper coin' (ballad)	c. makes the waves seem loud and rhythmic

Item 23 — Choosing the most effective description. [1 mark]

A writer is adding a sentence to 'The Tide Pool': 'Under the overhang, the octopus ____.' Which ending is the most effective descriptive choice?

- A. 'was there'
- B. 'wore its soft coat of rust and shadow'
- C. 'had eight arms'
- D. 'sat in the water'

Item 24 — Drag-building a descriptive sentence. [1 mark]

Drag the word cards into order to build a sentence that uses personification.

Word cards: **whispered · the · secrets · kelp · its · to · rocks**

Write your finished sentence in the answer box.

Item 25 — Choosing the detail that keeps the mood. [1 mark]

Which sentence would best be added to the end of 'The Tide Pool' to keep its calm, wondering mood?

- A. 'Slowly, the tide began to turn, and the small rooms of the platform filled again with the sea.'
- B. 'Suddenly, a huge shark smashed into the rocks!'
- C. 'The pool exploded with loud fireworks.'
- D. 'Everyone ran home as fast as they could.'

End of Chapter 3 test (T3). The solutions and marking key start on the next page.

English Level 5 — Chapter 3 test (T3) — Solutions and marking key

Teacher copy · 25 marks · Keep this key with the test. The test is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E5LE01 (3A), VC2E5LE02 (3B), VC2E5LE03 (3C), VC2E5LE04 (3D), VC2E5LE05 (3E) — Chapter 3.

This is the marking key for a school-designed test. It is not a VCAA instrument.

How to administer. One sitting, passage-paced; guidance time 35 minutes; no strict time limit. The teacher may read any question or option aloud (live read-aloud; no recorded audio needed); the passages themselves are for the student to read. Every item is objective and worth 1 mark. No item presumes any text read outside the paper (P3): all four passages are printed in full.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	H2 Multiple Choice	VC2E5LE01	C. a small seaside town where life depends on the sea and the boats	1
2	H2 Multiple Choice	VC2E5LE01	A. the kerosene lamp, the telegram, and the wireless set that is the only one in town	1
3	H5 Matching	VC2E5LE01	1→c (many people work from the sea) · 2→a (set before most homes had a wireless) · 3→d (townspeople share enjoyment together) · 4→b (building served the town a long time). All four pairs must be correct.	1
4	H2 Multiple Choice	VC2E5LE01	B. The sea post is where the whole town's news and story has always arrived.	1
5	H2 Multiple Choice	VC2E5LE02	C. gentle, soft and part of the family	1
6	H2 Multiple Choice	VC2E5LE02	A. Grandpa is kind and encouraging, and Vera's hope matters to him.	1
7	H2 Multiple Choice	VC2E5LE02	C. 'I think Vera was right to wait, because the story shows how much	1

Item	Family (H5P)	CD	Answer	Mark
			the sea post and Grandpa mean to her.’ (opinion + support from the text)	
8	H2 Multiple Choice	VC2E5LE03	B. Isla’s own thoughts and feelings inside the race, such as her heart drumming	1
9	H2 Multiple Choice	VC2E5LE03	A. Hugo glancing up at his little sister’s home-made sign, and laughing at the end	1
10	H1 Fill in the Blanks	VC2E5LE03	I (capital or lower-case accepted)	1
11	H2 Multiple Choice	VC2E5LE03	D. Extract 1, because the reader feels Isla’s nerves and effort from inside her own mind	1
12	H2 Multiple Choice	VC2E5LE03	C. to put the reader inside one swimmer’s experience of the race	1
13	H2 Multiple Choice	VC2E5LE02	B. ‘The simile “like the wake of a boat” helps the reader picture the white water behind Isla’s kick.’	1
14	H2 Multiple Choice	VC2E5LE01	D. Both show people making long journeys across Australian country, working hard and knowing the land well.	1
15	H4 Mark the Words	VC2E5LE04	Mark plain and again (end-of-line rhyming pair, stanza 1). No other word is marked.	1
16	H5 Matching	VC2E5LE04	1→c (simile: ‘like a copper coin’) · 2→d (personification: the lighthouse nods) · 3→a	1

Item	Family (H5P)	CD	Answer	Mark
			(repetition: ‘Walk on, walk on’) · 4→b (rhyme: ‘plain’/‘again’). All four pairs must be correct.	
17	H5 Matching	VC2E5LE04	1→c (steady marching rhythm) · 2→d (picture the low red sun) · 3→a (musical, singable beat) · 4→b (beach alive and welcoming). All four pairs must be correct.	1
18	H2 Multiple Choice	VC2E5LE05	C. ‘The heat lay on the plain like a heavy wool blanket.’	1
19	H3 Drag-text / ordering	VC2E5LE05	Model sentence: From the headland, the sea glittered like hammered tin. (cards in order: glittered → like → hammered → tin)	1
20	H4 Mark the Words	VC2E5LE04	Mark leans (the wave) and wait (the anemones). The crab walking and the fish flicking are real animal actions, not personification.	1
21	H5 Matching	VC2E5LE04	1→d (simile) · 2→a (metaphor) · 3→b (personification) · 4→c (sound device). All four pairs must be correct.	1
22	H5 Matching	VC2E5LE04	1→b (the pool’s quick sparkle) · 2→c (waves loud and rhythmic) · 3→a (sun round, red and hard). All three pairs must be correct.	1

Item	Family (H5P)	CD	Answer	Mark
23	H2 Multiple Choice	VC2E5LE05	B. ‘wore its soft coat of rust and shadow’	1
24	H3 Drag-text / ordering	VC2E5LE05	Model sentence: The kelp whispered its secrets to the rocks. (personification: the kelp is given the human action of whispering)	1
25	H2 Multiple Choice	VC2E5LE05	A. ‘Slowly, the tide began to turn, and the small rooms of the platform filled again with the sea.’	1
			Total	25

CD marks on this test: VC2E5LE01 5 · VC2E5LE02 4 · VC2E5LE03 5 · VC2E5LE04 6 · VC2E5LE05 5 — exactly the per-CD item counts of TOC §7.4 (25 marks).

Model sentences for the construction items (P2)

Item 19 (drag-building a simile). Model: *From the headland, the sea glittered like hammered tin.* The comparison between the glittering sea and hammered tin is a simile (VC2E5LE05 .E01, figurative language). Class alternatives are welcomed in discussion (for example, ‘glittered like scattered coins’) while the platform key accepts the card order given.

Item 24 (drag-building personification). Model: *The kelp whispered its secrets to the rocks.* The kelp is given the human action of whispering (VC2E5LE05 .E01).

Per-item content-description mapping

Item	CD	Elaborations drawn on
1, 2, 3, 4	VC2E5LE01	.E01 (aspects of literature — dialogue, description and detail — conveying information about a context)
14	VC2E5LE01	.E04 (characters and concepts in ballads from different times, carried here by the old-style/modern-style contrast of two original ballads)
5, 6	VC2E5LE02	.E02 (dialogue and rich descriptive language; an opinion about their effect on readers)
7	VC2E5LE02	.E01 (‘Should characters have behaved as they did?’ — forming a view about a character’s dilemma)
13	VC2E5LE02	.E01, .E02 (sharing an opinion using metalanguage)
8, 9, 11	VC2E5LE03	.E01 (first-person vs third-person: what the audience can access;

Item	CD	Elaborations drawn on
10	VC2E5LE03	influence on sympathies) .E01 (the pronoun signal of first-person narration)
12	VC2E5LE03	.E02 (why an author might choose a particular point of view)
15	VC2E5LE04	.E02 (rhyme as a sound device in poetry)
16, 17, 20, 21	VC2E5LE04	.E01, .E02 (figurative language — simile, metaphor, personification — and sound devices; their effects)
22	VC2E5LE04	.E01, .E02 (comparing effects of imagery across prose and poetry)
18, 23, 25	VC2E5LE05	.E01 (choosing the most effective figurative/descriptive option; mood as a craft choice)
19, 24	VC2E5LE05	.E01 (building new figurative sentences modelled on the passages)

Exclusions honoured (TOC §2A): VC2E5LE01 .E02 and VC2E5LE01 .E03 (elaborations specific to texts by Aboriginal and Torres Strait Islander authors) are excluded house-wide and are not drawn on; the remaining scope of VC2E5LE01 is taught and tested in neutral contexts. No item draws on any set text (P3); no NAPLAN or VCAA item content is reproduced (P5).

Sourcing: all four passages — ‘The Sea Post’, ‘The Race’ (Extracts 1 and 2), ‘The Drovers’ Road’ and ‘Coast Road’, and ‘The Tide Pool’ — are original compositions written for this book (TOC D10, §6; P5). The §7.4 row permits ‘a public-domain or original ballad’; both ballads are original, the first written in the style of the old bush ballads and the second in a modern style, so the historical dimension of VC2E5LE01 .E04 is carried by the style contrast. No published poem, story or text is reproduced or required.

End of T3 solutions. This block is removable as a whole page unit (L1).

English Level 5 — Chapter 4 test (T4)

Chapter test T4 · Chapter 4 — Literacy: interacting, word knowledge and reading (sections 4A–4F) · 30 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Chapter coverage: Chapter 4 — interaction skills; features of voice; letter patterns and pronunciation; building new words from base words, prefixes and suffixes; less common plurals and suffixes that change words; navigating informative texts.

Content descriptions assessed:

- VC2E5LY01 — use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea (section 4A)
- VC2E5LY02 — deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice (section 4B)
- VC2E5LY03 — use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (section 4C)
- VC2E5LY04 — build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations (section 4D)
- VC2E5LY05 — explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (section 4E)
- VC2E5LY06 — read different types of increasingly complex texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed (section 4F)

Marks and structure: 30 marks over 30 items — Question 1, items 1–5 (VC2E5LY01) · Question 2, items 6–10 (VC2E5LY02) · Question 3, items 11–15 (VC2E5LY03) · Question 4, items 16–20 (VC2E5LY04) · Question 5, items 21–25 (VC2E5LY05) · Question 6, items 26–30 (VC2E5LY06). Every item is worth 1 mark.

Timing: guidance time 30 minutes (about 1 minute per item plus reading time). This is a classroom check, not an exam. There is no strict time limit; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this test.

Conditions

- Your teacher may read any question or option aloud to you (live teacher read-aloud; no recorded audio is needed for this test). The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- Attempt every item.

Words you need (read these before you start; every term used on this paper is defined here first):

- **paraphrase** — to put someone else’s idea into your own words to check you understood it
- **tone** — the feeling a voice shows, such as excited, serious or joking
- **volume** — how loud or soft a voice is
- **pitch** — how high or low a voice sounds
- **pace** — how fast or slow someone speaks
- **letter pattern** — a group of letters that appears in more than one word, such as the ‘our’ in ‘tour’ and ‘journey’
- **base word** — the main part of a word, before prefixes or suffixes are added, such as ‘vision’ in ‘revision’

- **prefix** — a small word part added to the front of a base word, such as ‘re-’ in ‘revision’
 - **suffix** — a small word part added to the end of a base word, such as ‘-tion’ in ‘protection’
 - **plural** — the form of a word that means more than one, such as ‘penguins’
 - **glossary** — a list of words and their meanings at the end of a text
 - **subheading** — a small heading under a main heading that shows what a section is about
 - **skim** — to read quickly to get the general idea
 - **scan** — to look quickly through a text to find one particular fact
-

Question 1 — Interaction skills (5 marks)

Otis and his class are discussing their upcoming visit to a coastal penguin sanctuary. Items 1–5 are about the choices good listeners and speakers make in discussions.

Item 1 — Questioning to clarify meaning. [1 mark]

Otis’s classmate says: ‘Little penguins are nocturnal, so timing matters if you want to see them come ashore.’

Which question best clarifies the speaker’s meaning?

- A. ‘What is your favourite animal?’
- B. ‘Do you mean that, because little penguins are most active at night, we should watch for them after dark?’
- C. ‘Can I go first next time?’
- D. ‘Is it going to rain today?’

Item 2 — Paraphrasing to check understanding. [1 mark]

Mei says: ‘The fact file says little penguins wait out at sea until it is dark, then come ashore together.’

Which response paraphrases Mei’s idea?

- A. ‘I really like penguins.’
- B. ‘Mei, you are talking for too long.’
- C. ‘The fact file has blue pictures in it.’
- D. ‘So the penguins stay out at sea until nightfall, and then come in to land as a group?’

Item 3 — Building on another speaker’s contribution. [1 mark]

Which comment best builds on what another student has said and keeps the discussion moving?

- A. ‘Building on what Otis said about burrows, I think the penguins would also need soft sand to dig into.’
- B. ‘I had pizza for lunch yesterday.’
- C. ‘Can we stop talking about this now?’
- D. ‘Penguins. Penguins. Penguins.’

Item 4 — Choosing vocabulary for a formal context. [1 mark]

The class will present its findings about little penguins to the school principal. Which sentence best fits the formal occasion?

- A. ‘Penguins are super cool and stuff.’
- B. ‘So basically, penguins are ace.’

C. 'Our research shows that little penguins hunt small fish at night.'

D. 'Guess what penguins do?'

Item 5 — Presenting and justifying an opinion. [1 mark]

Which statement presents an opinion **and** justifies it?

A. 'Penguins are the best.'

B. 'I think penguin colonies should have protected areas, because the fact file says the penguins need safe, dark places to come ashore.'

C. 'I don't really mind either way.'

D. 'Some people say things about penguins sometimes.'

Question 2 — Features of voice (5 marks)

Otis is preparing a short talk about little penguins for the school assembly. Items 6–10 are about the voice choices he can make.

Item 6 — Match each feature of voice to what it controls. [1 mark]

Match each feature of voice with what it controls. (One mark for the whole item: all four pairs must be correct.)

Feature of voice	What it controls
1. tone	a. how loud or soft the voice is
2. volume	b. how fast or slow someone speaks
3. pitch	c. the feeling the voice shows, such as excited or serious
4. pace	d. how high or low the voice sounds

Item 7 — Pace for understanding. [1 mark]

Otis is explaining how little penguins dig their burrows. What should he do with his pace so the audience can follow each step?

A. Speak as fast as he can all the way through.

B. Slow his pace where the steps are tricky, so the audience can follow.

C. Whisper every step.

D. Say the steps in a different order each time.

Item 8 — Volume for the room. [1 mark]

The assembly hall is large, and some students are sitting far away. What should Otis do with his volume?

A. Speak more softly so he does not disturb anyone.

B. Stay silent and hope they can read his lips.

C. Speak loudly and clearly so the whole hall can hear him.

D. Only speak to the front row.

Item 9 — Tone for the message. [1 mark]

Otis wants to share the amazing fact that little penguins can swim far out to sea in a single day. Which voice choice best helps the audience feel why it is amazing?

- A. an excited tone that shows he finds the fact impressive
- B. a bored tone, while looking at the floor
- C. a whisper, so quiet no one can hear
- D. no change at all — tone never matters

Item 10 — Incorporating new learning. [1 mark]

After practising his talk, Otis learns that little penguins moult once a year. What should he do before the assembly?

- A. Forget the new fact — talks can never change once planned.
 - B. Delete everything he has prepared and start a different topic.
 - C. Add the new fact into his talk where it fits, so his audience learns it too.
 - D. Tell the audience that facts do not matter.
-

Question 3 — Letter patterns and pronunciation (5 marks)

Some words share letter patterns but are pronounced differently. Items 11–15 are about those patterns.

Item 11 — The ‘our’ pattern. [1 mark]

Which word shares the letter pattern ‘our’ with the word ‘tour’?

- A. boat
- B. light
- C. journey
- D. night

Item 12 — The ‘ough’ pattern, different sounds. [1 mark]

In which pair is the letter pattern ‘ough’ pronounced differently?

- A. ‘rough’ and ‘tough’
- B. ‘though’ and ‘plough’
- C. ‘through’ and ‘though’
- D. ‘dough’ and ‘bough’

Item 13 — The ‘ea’ pattern. [1 mark]

Mark the TWO words below in which the letter pattern ‘ea’ is pronounced the same way as in the word ‘bread’.

Words: **head · spread · bead · cream**

Item 14 — Spelling a word with a shared pattern. [1 mark]

Complete the sentence. The missing word shares the ‘ough’ letter pattern with ‘rough’, but it is pronounced to rhyme with ‘off’.

‘After running up the hill, Otis was out of breath and began to c____.’

Item 15 — The ‘oo’ pattern, different sounds. [1 mark]

Which pair shows the same letter pattern ‘oo’ pronounced in two different ways?

- A. 'moon' and 'soon'
- B. 'flood' and 'food'
- C. 'book' and 'look'
- D. 'zoo' and 'too'

Question 4 — Building new words (5 marks)

New words can be built from base words, prefixes and suffixes. Items 16–20 are about building and spelling them.

Item 16 — Build a word with a prefix. [1 mark]

Otis wants a word meaning 'to look over your work again to improve it'. It is built from the prefix 're-' and the base word 'vision'. Drag the cards into order and write the word in the answer box.

Word cards: **re** · **vision**

Item 17 — Build a word with a suffix. [1 mark]

Build the noun that comes from the verb 'protect' by adding the suffix '-ion'. Drag the cards into order and write the word in the answer box.

Word cards: **protect** · **ion**

Item 18 — Match the new word to how it is built. [1 mark]

Match each new word with the way it is built. (One mark for the whole item: all four pairs must be correct.)

New word	How it is built
1. revision	a. the suffix '-able' added to 'suit'
2. television	b. the prefix 're-' added to 'vision'
3. suitable	c. the suffix '-ible' added to 'collaps(e)'
4. collapsible	d. the prefix 'tele-' added to 'vision'

Item 19 — Match the word part to its meaning. [1 mark]

Match each prefix or suffix with what it means. (One mark for the whole item: all four pairs must be correct.)

Word part	Meaning
1. re-	a. before
2. tele-	b. can be done
3. pre-	c. again
4. -able	d. from far away

Item 20 — A spelling generalisation. [1 mark]

Complete the sentence with a word built from 'flex' plus the suffix '-ible'. Drag the cards into order and write the word in the answer box.

'The new diving fin was ____ — it could bend without breaking.'

Word cards: **flex** · **ible**

Question 5 — Plurals and suffixes (5 marks)

Some plurals are built in unusual ways, and suffixes can change a word's form. Items 21–25 are about both.

Item 21 — Less common plurals. [1 mark]

Match each singular word with its plural. (One mark for the whole item: all four pairs must be correct.)

Singular	Plural
1. cactus	a. children
2. louse	b. leaves
3. leaf	c. lice
4. child	d. cacti

Item 22 — A plural from the word's origin. [1 mark]

The word 'cactus' comes from Latin, and Latin-pattern plurals end in '-i'. Which plural completes the sentence?

'The dry plain was dotted with tall ____.'

- A. cacti
- B. cactus
- C. cactuss
- D. cacties

Item 23 — Spotting an irregular plural. [1 mark]

Which pair shows an irregular plural — one that is not made just by adding '-s' or '-es'?

- A. mouse → mice
- B. cat → cats
- C. box → boxes
- D. dog → dogs

Item 24 — What the suffix does. [1 mark]

What does the suffix '-tion' do in the word 'protection'?

- A. It makes the word plural.
- B. It turns the noun into an adjective.
- C. It turns the verb 'protect' into the noun 'protection'.
- D. It means 'before'.

Item 25 — Match the suffix to what it builds. [1 mark]

Match each suffix with the word pair that shows what it does. (One mark for the whole item: all four pairs must be correct.)

Suffix	What it builds
1. -tion	a. 'develop' → 'development' (verb to noun)
2. -ment	b. 'care' → 'careless' (meaning 'without care')

Suffix	What it builds
3. -ful	c. 'protect' → 'protection' (verb to noun)
4. -less	d. 'colour' → 'colourful' (meaning 'full of colour')

Question 6 — Reading an informative text: 'Little Penguins — A Fact File' (5 marks)

Otis's class prepared the fact file below for the school library. Read it, then answer items 26–30.

Little Penguins — A Fact File

Little penguins live along the coasts of southern Australia. This fact file tells you what they look like, what they eat, where they live, and what happens across their year.

What do they look like?

Little penguins are the smallest penguins in the world. A grown little penguin stands about 30 centimetres tall and weighs about one kilogram. Its back is covered in slate-blue feathers, and its front is white. From below in the water, the white front blends with the bright sky, so predators find them hard to see.

Food and hunting

Little penguins eat small fish, such as anchovies and sprats, and they also eat squid. They hunt by diving and chasing their food underwater, and they can swim far out to sea in a single day.

A safe home

Little penguins nest in burrows, in gaps between rocks, and sometimes under buildings or logs. They live together in groups called colonies. At many colonies, the penguins wait out at sea until it is dark, then come ashore together. Coming home after dark helps keep them safe.

A year in the life

Once a year, little penguins moult. They lose their old feathers and grow new ones, and they stay on land until their new coat is ready. After that, their feathers keep them warm and dry in the cold sea again.

Glossary: *burrow* — a hole an animal digs to live in · *colony* — a place where many animals of the same kind live together · *moult* — to lose old feathers and grow new ones · *predator* — an animal that hunts other animals for food

Item 26 — Navigating by heading. [1 mark]

Otis wants to find out what little penguins eat. Which section should he read first?

- A. 'What do they look like?'
- B. 'Food and hunting'
- C. 'A safe home'
- D. 'A year in the life'

Item 27 — Scanning for a fact. [1 mark]

Scan the section 'Food and hunting' and complete the sentence. Type one word in the blank.

'Little penguins eat small fish, such as anchovies and sprats, and they also eat ____.'

Item 28 — What subheadings do. [1 mark]

What do the subheadings in this fact file help the reader do?

- A. Find the section about a particular topic quickly.
- B. Make the file longer.
- C. Hide the facts from the reader.
- D. Tell the reader which facts are wrong.

Item 29 — Using the glossary for technical vocabulary. [1 mark]

The section ‘A year in the life’ says little penguins moult. According to the fact file’s glossary, what does ‘moult’ mean?

- A. To swim far out to sea.
- B. To build a burrow in the sand.
- C. To come ashore after dark.
- D. To lose old feathers and grow new ones.

Item 30 — Skimming for the main idea. [1 mark]

Skim the whole fact file and complete the sentence. Type one word in the blank.

‘Little penguins are the ____ penguins in the world.’

End of Chapter 4 test (T4). The solutions and marking key start on the next page.

English Level 5 — Chapter 4 test (T4) — Solutions and marking key

Teacher copy · 30 marks · Keep this key with the test. The test is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E5LY01 (4A), VC2E5LY02 (4B), VC2E5LY03 (4C), VC2E5LY04 (4D), VC2E5LY05 (4E), VC2E5LY06 (4F) — Chapter 4.

This is the marking key for a school-designed test. It is not a VCAA instrument.

How to administer. One sitting; guidance time 30 minutes; no strict time limit. The teacher may read any question or option aloud (live read-aloud; no recorded audio needed). Every item is objective and worth 1 mark. The fact file 'Little Penguins — A Fact File' is printed in the test; no item presumes any text read outside the paper.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	H2 Multiple Choice	VC2E5LY01	B. 'Do you mean that, because little penguins are most active at night, we should watch for them after dark?'	1
2	H2 Multiple Choice	VC2E5LY01	D. 'So the penguins stay out at sea until nightfall, and then come in to land as a group?'	1
3	H2 Multiple Choice	VC2E5LY01	A. 'Building on what Otis said about burrows, I think the penguins would also need soft sand to dig into.'	1
4	H2 Multiple Choice	VC2E5LY01	C. 'Our research shows that little penguins hunt small fish at night.'	1
5	H2 Multiple Choice	VC2E5LY01	B. 'I think penguin colonies should have protected areas, because the fact file says the penguins need safe, dark places to come ashore.'	1
6	H5 Matching	VC2E5LY02	1→c (tone = feeling) · 2→a (volume = loudness) · 3→d (pitch = highness/lowness) · 4→b (pace = speed). All four	1

Item	Family (H5P)	CD	Answer	Mark
			pairs must be correct.	
7	H2 Multiple Choice	VC2E5LY02	B. Slow his pace where the steps are tricky, so the audience can follow.	1
8	H2 Multiple Choice	VC2E5LY02	C. Speak loudly and clearly so the whole hall can hear him.	1
9	H2 Multiple Choice	VC2E5LY02	A. an excited tone that shows he finds the fact impressive	1
10	H2 Multiple Choice	VC2E5LY02	C. Add the new fact into his talk where it fits, so his audience learns it too.	1
11	H2 Multiple Choice	VC2E5LY03	C. journey ('our' pattern shared with 'tour')	1
12	H2 Multiple Choice	VC2E5LY03	C. 'through' and 'though' ('oo'-sound vs 'oh'-sound)	1
13	H4 Mark the Words	VC2E5LY03	Mark head and spread (the 'ea' pronounced as in 'bread'). 'Bead' and 'cream' use the long 'ee' pronunciation.	1
14	H1 Fill in the Blanks	VC2E5LY03	cough (accepted: <i>cough</i>)	1
15	H2 Multiple Choice	VC2E5LY03	B. 'flood' and 'food' (same 'oo' pattern, different pronunciations)	1
16	H3 Drag-text / ordering	VC2E5LY04	revision (cards: re → vision)	1
17	H3 Drag-text / ordering	VC2E5LY04	protection (cards: protect → ion)	1
18	H5 Matching	VC2E5LY04	1→b (re- + vision) · 2→d (tele- + vision) · 3→a (suit + -able) · 4→c (collaps(e) + -ible). All four pairs must be correct.	1
19	H5 Matching	VC2E5LY04	1→c (re- = again) ·	1

Item	Family (H5P)	CD	Answer	Mark
			2→d (tele- = from far away) · 3→a (pre- = before) · 4→b (-able = can be done). All four pairs must be correct.	
20	H3 Drag-text / ordering	VC2E5LY04	flexible (cards: flex → ible)	1
21	H5 Matching	VC2E5LY05	1→d (cacti) · 2→c (lice) · 3→b (leaves) · 4→a (children). All four pairs must be correct.	1
22	H2 Multiple Choice	VC2E5LY05	A. cacti	1
23	H2 Multiple Choice	VC2E5LY05	A. mouse → mice	1
24	H2 Multiple Choice	VC2E5LY05	C. It turns the verb ‘protect’ into the noun ‘protection’.	1
25	H5 Matching	VC2E5LY05	1→c (-tion: protect→protection) · 2→a (-ment: develop→development) · 3→d (-ful: colour→colourful) · 4→b (-less: care→careless). All four pairs must be correct.	1
26	H2 Multiple Choice	VC2E5LY06	B. ‘Food and hunting’	1
27	H1 Fill in the Blanks	VC2E5LY06	squid (accepted: <i>squid</i>)	1
28	H2 Multiple Choice	VC2E5LY06	A. Find the section about a particular topic quickly.	1
29	H2 Multiple Choice	VC2E5LY06	D. To lose old feathers and grow new ones.	1
30	H1 Fill in the Blanks	VC2E5LY06	smallest (accepted: <i>smallest</i>)	1
			Total	30

CD marks on this test: VC2E5LY01 5 · VC2E5LY02 5 · VC2E5LY03 5 · VC2E5LY04 5 · VC2E5LY05 5 · VC2E5LY06 5 — the 5-marks-per-CD schedule of TOC §7.2 (30 marks).

Model words for the building items (P2)

Item 16. Model: *revision* — prefix ‘re-’ + base ‘vision’; the spelling-and-meaning connection between ‘vision’, ‘television’ and ‘revision’ is the one taught in section 4D (VC2E5LY04.E01).

Item 17. Model: *protection* — base ‘protect’ + suffix ‘-ion’ (VC2E5LY04.E02, spelling generalisations).

Item 20. Model: *flexible* — base ‘flex’ + suffix ‘-ible’ (VC2E5LY04.E02).

Per-item content-description mapping

Item	CD	Elaborations drawn on
1, 2	VC2E5LY01	.E02 (asking specific questions to clarify a speaker’s meaning; reviewing ideas expressed)
3	VC2E5LY01	.E03 (linking a response to the contribution of another speaker)
4	VC2E5LY01	.E04 (choosing vocabulary and sentence structure for a formal context)
5	VC2E5LY01	.E04 (offering an opinion and persuading with support)
6	VC2E5LY02	.E01 (features of voice: tone, volume, pitch, pace)
7, 8, 9	VC2E5LY02	.E01 (choosing pace, volume and tone for audience understanding and effect)
10	VC2E5LY02	.E02 (reflecting on how new learning can be incorporated into a presentation)
11	VC2E5LY03	.E01 (the ‘our’ pattern family: journey, your, tour, sour)
12, 14	VC2E5LY03	.E01 (the ‘ough’ pattern with different pronunciations; spelling ‘cough’)
13, 15	VC2E5LY03	.E01 (the ‘ea’ and ‘oo’ patterns with different pronunciations)
16, 17, 20	VC2E5LY04	.E01, .E02 (building new words from known words, bases and affixes; spelling generalisations: suitable/likeable/collapsible family)
18, 19	VC2E5LY04	.E01 (word origins and the meaning carried by prefixes and suffixes)
21, 22	VC2E5LY05	.E01 (less common plurals from word origins: cactus/cacti, louse/lice)
23	VC2E5LY05	.E01 (irregular plurals)
24, 25	VC2E5LY05	.E02 (suffixes changing grammatical form: -tion/-ment verb to noun; -ful/-less)
26, 28	VC2E5LY06	.E03 (using signposting features

Item	CD	Elaborations drawn on
		such as headings and subheadings to navigate)
27, 30	VC2E5LY06	.E02 (scanning and skimming to check the pertinence of information)
29	VC2E5LY06	.E01 (using subject and technical vocabulary and a glossary to navigate a less familiar text)

Level discipline notes: Q3 stays within the LY03 scope — shared letter patterns with different pronunciations (‘our’, ‘ough’, ‘ea’, ‘oo’ families) — and does not reach into any Level 6 word-analysis CD. No embedded-clause, verb-choice or argument-analysis content is tested.

Sourcing: the fact file ‘Little Penguins — A Fact File’ and every scenario are original compositions for this book (TOC D10, §6; P5). Factual statements about little penguins are stated conservatively (about 30 centimetres tall; about one kilogram; small fish such as anchovies and sprats plus squid; nesting in burrows, rock gaps and under structures; colonies; coming ashore after dark; moulting once a year on land) and reflect common, well-established knowledge of the species. No NAPLAN or VCAA item content is reproduced.

End of T4 solutions. This block is removable as a whole page unit (L1).

English Level 5 — Chapter 5 test (T5)

Chapter test T5 · Chapter 5 — Literacy: texts in context, analysing, creating and editing (sections 5A–5E) · 25 marks

English Level 5 (Year 5) · Victorian Curriculum 2.0

Chapter coverage: Chapter 5 — how texts reflect their time and place; features that meet purpose and audience; comprehension strategies across two texts on one topic; creating structured informative texts; editing against agreed criteria.

Content descriptions assessed:

- VC2E5LY07 — describe the ways in which a text reflects the time and place in which it was created (section 5A)
- VC2E5LY08 — explain characteristic features used to meet the purpose and audience in different types of texts (section 5B)
- VC2E5LY09 — use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings (section 5C)
- VC2E5LY10 — create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate (section 5D)
- VC2E5LY11 — re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features (section 5E)

Marks and structure: 25 marks over 25 items — Question 1, items 1–4 (VC2E5LY07) · Question 2, items 5–8 (VC2E5LY08) · Question 3, items 9–16 (VC2E5LY09) · Question 4, items 17–22 (VC2E5LY10) · Question 5, items 23–25 (VC2E5LY11). Every item is worth 1 mark.

Timing: guidance time 30 minutes (about 1 minute per item plus reading time). This is a classroom check, not an exam. There is no strict time limit; your teacher will let you finish.

Permitted materials: none. No dictionary, no notes. Answers are given on screen (H5P); for paper administration, write your answers in the spaces your teacher gives you.

This is a school-designed test. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 5 achievement standard, not against a mark on this test.

Conditions

- Your teacher may read any question or option aloud to you (live teacher read-aloud; no recorded audio is needed for this test). The teacher will not help with answers.
- Every item is objective and is marked against a fixed key.
- Attempt every item.

Words you need (read these before you start; every term used on this paper is defined here first):

- **main idea** — what a text is mostly about
- **prediction** — a thoughtful guess about what will happen next, using clues from the text
- **criteria** — the rules a group agrees to use when checking work; one rule is called a **criterion**
- **mascot** — a character that stands for a group or a cause
- **technical vocabulary** — the special words that belong to a topic, such as ‘compost’, ‘layered’ and ‘turned’
- **recount** — a text that tells back something that really happened

Question 1 — A text from another time (4 marks)

Read the extract below, then answer items 1–4. It was written for this book in the style of a 1958 country newspaper.

FERNBANK GAZETTE — FRIDAY 14 MARCH 1958 (style extract)

The Fernbank Progress Association held its annual picnic in the Memorial Gardens last Saturday, and a splendid time was had by all. Motor cars lined the kerb from two o'clock, and the railway refreshment room did a brisk trade in cups of tea. The Fernbank Brass Band played selections, and children entered the fancy-dress competition, judged by the Mayoress. The highlight of the afternoon was the wireless quiz, in which Mr H. Patterson of Station Road carried off the hamper prize. The Association thanks the ladies of the committee for their tireless work, and reminds residents that the picture theatre will screen a new adventure film next Thursday. Admission sixpence.

Glosses: a *wireless* is an old word for a radio · a *picture theatre* is what people called a cinema · *sixpence* is an old Australian coin — money was then counted in shillings and pence

Item 1 — What dated words reveal. [1 mark]

Match each expression from the extract with what it tells the reader about the time it was written. (One mark for the whole item: all four pairs must be correct.)

Expression	What it tells the reader
1. 'the wireless quiz'	a. money was counted in shillings and pence, not dollars and cents
2. 'Motor cars lined the kerb'	b. radios provided the entertainment that screens give today
3. 'the picture theatre'	c. people used a longer, older way of saying 'cars'
4. 'Admission sixpence'	d. people called cinemas by this name

Item 2 — A dated idiom. [1 mark]

The extract says 'a splendid time was had by all'. What does this idiom mean?

- A. Only a few people enjoyed the picnic.
- B. The picnic was cancelled.
- C. Everyone at the picnic enjoyed themselves very much.
- D. The picnic finished earlier than planned.

Item 3 — Vocabulary that dates a text. [1 mark]

Which set of words most strongly suggests that this extract was written long ago?

- A. 'picnic', 'Saturday', 'tea'
- B. 'wireless', 'picture theatre', 'sixpence'
- C. 'band', 'children', 'prize'
- D. 'gardens', 'committee', 'Thursday'

Item 4 — Social expectations of the time. [1 mark]

'The Association thanks the ladies of the committee for their tireless work.'

What does this sentence tell the reader about social expectations in 1958?

- A. Community work of this kind was publicly described as the work of ‘the ladies’, showing how people of the time expected roles to be shared.
- B. Committees in 1958 never thanked anyone.
- C. The Association was unhappy with the committee.
- D. Only men ever attended picnics in 1958.

Question 2 — Features that meet purpose and audience (4 marks)

Read the poster below, written for this book, then answer items 5–8.

SAVE FERNBANK CREEK BEND!

Fernbank Creek Bend is home to platypus, and families have picnicked there for generations. Now a proposal would turn the bend into a car park.

The Fernbank Creek Group says: the bend is worth saving. Come to the community meeting and have your say.

MEETING — SATURDAY 2 PM, FERNBANK HALL

Bring a friend. Every voice counts.

— *Koko the kookaburra, our creek mascot*

Item 5 — The purpose of the text. [1 mark]

What is the main purpose of this poster?

- A. to sell tickets to a concert at Fernbank Hall
- B. to persuade people in the community to act to save the creek bend
- C. to tell the history of Fernbank Creek in a story
- D. to teach readers how to build a car park

Item 6 — A feature matched to the purpose. [1 mark]

Why does the poster print the meeting day, time and place in bold letters?

- A. to fill up empty space on the poster
- B. because bold letters are easier to print
- C. so readers know exactly when and where to act, straight away
- D. to hide the meeting from busy people

Item 7 — Match the feature to its job. [1 mark]

Match each feature of the poster with the job it does. (One mark for the whole item: all four pairs must be correct.)

Feature	Job
1. the heading ‘SAVE FERNBANK CREEK BEND!’	a. shows why the place matters to the community
2. ‘home to platypus ... families have picnicked there for generations’	b. tells readers exactly when and where to act
3. ‘MEETING — SATURDAY 2 PM, FERNBANK HALL’	c. grabs attention and names the issue at once

Feature	Job
4. 'Bring a friend.'	d. invites readers to grow support for the cause

Item 8 — A character carrying the message. [1 mark]

The poster is signed by Koko the kookaburra, the group's mascot. Why do persuasive texts often use a character like Koko instead of plain words alone?

- A. because mascots are required by law
- B. because characters are cheaper than ink
- C. because a kookaburra can sign legal documents
- D. because a friendly character draws readers in and helps carry the message

Question 3 — Two texts, one topic: 'Compost at Fernbank' (8 marks)

Read both texts below, written for this book, then answer items 9–16.

Text 1 — Compost at Fernbank (from the Fernbank Primary newsletter)

Compost turns kitchen scraps into rich soil. At Fernbank Primary, the compost bin stands beside the school garden. Fruit and vegetable scraps, dry leaves and grass clippings go in; meat and plastic never do. A working compost heap is warm inside, because tiny living things are busy breaking the scraps down. Every week, the compost is turned with a fork so that air reaches every part. After about three months, the scraps become dark, crumbly compost, ready to feed the garden.

Text 2 — Sadie's Saturday Compost Club (a student's recount)

On Saturday I joined Fernbank's Compost Club. Alfie and I carried a bucket of apple cores and banana peels from the morning-tea table. 'Layer it gently,' said Mr Chen, our gardening teacher, so we spread our scraps over the dry leaves like a blanket. When I touched the side of the bin, it felt warm! I was surprised — I never knew rotting could make heat. By the end of the morning, my hands were muddy and I felt proud. Our scraps are going to feed the school garden, and next Saturday I am bringing my little brother.

Item 9 — The main idea of Text 1. [1 mark]

What is the main idea of Text 1?

- A. what compost is and how Fernbank Primary makes it
- B. why students should never eat fruit
- C. the history of the school garden
- D. how to build a wooden compost bin

Item 10 — The purpose of Text 2. [1 mark]

What is the purpose of Text 2?

- A. to explain the science of composting step by step
- B. to persuade readers to buy a compost bin
- C. to recount Sadie's own experience of joining the Compost Club
- D. to describe Mr Chen's whole life story

Item 11 — A literal detail. [1 mark]

According to Text 1, which two things never go into the compost bin?

- A. fruit and vegetables
- B. dry leaves and grass clippings
- C. air and water
- D. meat and plastic

Item 12 — Building meaning from the text. [1 mark]

Complete the sentence from Text 1. Type one word in the blank.

‘A working compost heap is ____ inside, because tiny living things are busy breaking the scraps down.’

Item 13 — Predicting. [1 mark]

A prediction is a thoughtful guess about what will happen next, made from clues in the text. Which question asks for a prediction about Text 2?

- A. What did Sadie carry in the bucket?
- B. What might Sadie’s little brother see and do at Compost Club next Saturday?
- C. Who is the gardening teacher?
- D. Where does the compost bin stand?

Item 14 — Comparing the texts: what both share. [1 mark]

Which idea appears in BOTH texts?

- A. Sadie’s little brother will join the club.
- B. The bin felt warm when touched.
- C. The finished compost feeds the school garden.
- D. Meat must never go into the bin.

Item 15 — Comparing the texts: what is unique. [1 mark]

Which detail appears ONLY in Text 2?

- A. Sadie felt proud, and her hands were muddy by the end of the morning.
- B. The compost is turned every week.
- C. Fruit and vegetable scraps go into the bin.
- D. The compost is ready after about three months.

Item 16 — How the writer shows feeling. [1 mark]

Mark the TWO words in this sentence from Text 2 that show how Sadie felt: ‘I was *surprised* — I never knew rotting could make heat. By the end of the morning, my hands were *muddy* and I felt *proud*.’

Words to choose from: **surprised · muddy · proud**

Question 4 — Creating an informative report (6 marks)

Sadie and Alfie's class is writing an information report about the school compost project. Items 17–22 are about the choices they make while writing it.

Item 17 — Opening the report. [1 mark]

Which sentence is the best opening topic sentence for the report?

- A. 'One sunny day, a compost bin dreamed of adventures.'
- B. 'Fernbank Primary's compost project turns the school's kitchen scraps into food for the garden.'
- C. 'Hey, do you like compost? I sure do!'
- D. 'Stuff goes in the bin and things happen.'

Item 18 — Ordering the paragraphs. [1 mark]

Drag the paragraph-topic cards into the best order for the report, from first to last.

Word cards: **Introduce the compost project** · **Explain what goes into the bin** · **Describe how the compost is turned and heats up** · **Say when the compost is ready to use**

Write the order in the answer box.

Item 19 — A pronoun that points back. [1 mark]

Complete the sentence so the pronoun points clearly back to 'the compost'. Type one word in the blank.

'The students turn the compost every week so that ____ gets air.'

Item 20 — Building a sentence that gives a reason. [1 mark]

Drag the word cards into order to build one clear sentence that gives a reason.

Word cards: **Sadie** · **watered** · **the compost** · **because** · **it** · **was dry**

Write the sentence in the answer box.

Item 21 — Technical vocabulary for the purpose. [1 mark]

Which sentence uses technical vocabulary suited to an information report?

- A. 'The stuff gets flipped around sometimes.'
- B. 'They do the bin thing every week.'
- C. 'The compost is turned with a fork so that air reaches every part.'
- D. 'It all gets mixed up and stuff.'

Item 22 — A concluding statement. [1 mark]

Which sentence is the best concluding statement for the report?

- A. 'The end.'
- B. 'Anyway, that's about it for now.'
- C. 'Who cares about compost, really?'
- D. 'The compost project shows how the school's scraps can become soil that feeds our garden.'

Question 5 — Editing against agreed criteria (3 marks)

The class agreed on three editing criteria: spell carefully; keep to complete sentences; give each paragraph one main idea. Items 23–25 ask you to apply them.

Item 23 — Find the misspelling. [1 mark]

In the sentence below, mark the ONE word that is spelt incorrectly.

‘The club recieves fruit scraps from the canteen every week.’

Item 24 — Fixing a run-on sentence. [1 mark]

Alfie’s draft reads: ‘Compost Club was started last term by Alfie and Sadie it meets every Saturday morning.’

Which edit makes it correct?

- A. ‘Compost Club was started last term by Alfie and Sadie it meets every Saturday morning!’
- B. ‘Compost Club was started last term by Alfie and Sadie. It meets every Saturday morning.’
- C. ‘Compost club, was started last term by Alfie and Sadie it meets, every Saturday morning.’
- D. ‘COMPOST CLUB WAS STARTED BY ALFIE AND SADIE!!!’

Item 25 — One main idea per paragraph. [1 mark]

Sadie’s paragraph mixes two ideas: it explains what goes into the compost bin, and then tells a funny story about Alfie’s dog digging in the garden. The agreed criterion says each paragraph should have ONE main idea. Which edit best follows the criterion?

- A. Move the story about Alfie’s dog into its own paragraph, so the first paragraph keeps only the bin facts.
- B. Delete everything and leave an empty page.
- C. Write both ideas in bigger letters.
- D. Add three more unrelated stories to the same paragraph.

End of Chapter 5 test (T5). The solutions and marking key start on the next page.

English Level 5 — Chapter 5 test (T5) — Solutions and marking key

Teacher copy · 25 marks · Keep this key with the test. The test is auto-marked on screen against these keys; this copy is for the teacher's record and for paper administration.

Content descriptions assessed: VC2E5LY07 (5A), VC2E5LY08 (5B), VC2E5LY09 (5C), VC2E5LY10 (5D), VC2E5LY11 (5E) — Chapter 5. VC2E5LY12 is not on this paper; it is carried by the observation record O2 (handwriting), per TOC §7.

This is the marking key for a school-designed test. It is not a VCAA instrument.

How to administer. One sitting; guidance time 30 minutes; no strict time limit. The teacher may read any question or option aloud (live read-aloud; no recorded audio needed). Every item is objective and worth 1 mark. All five texts are printed in the test; no item presumes any text read outside the paper.

Marking key

Item	Family (H5P)	CD	Answer	Mark
1	H5 Matching	VC2E5LY07	1→b (wireless = radio entertainment) · 2→c (older way of saying 'cars') · 3→d (picture theatre = cinema) · 4→a (shillings and pence). All four pairs must be correct.	1
2	H2 Multiple Choice	VC2E5LY07	C. Everyone at the picnic enjoyed themselves very much.	1
3	H2 Multiple Choice	VC2E5LY07	B. 'wireless', 'picture theatre', 'sixpence'	1
4	H2 Multiple Choice	VC2E5LY07	A. Community work of this kind was publicly described as the work of 'the ladies', showing how people of the time expected roles to be shared.	1
5	H2 Multiple Choice	VC2E5LY08	B. to persuade people in the community to act to save the creek bend	1
6	H2 Multiple Choice	VC2E5LY08	C. so readers know exactly when and where to act, straight away	1
7	H5 Matching	VC2E5LY08	1→c (heading	1

Item	Family (H5P)	CD	Answer	Mark
			grabs attention, names the issue) · 2→a (shows why the place matters) · 3→b (tells readers when and where to act) · 4→d (invites readers to grow support). All four pairs must be correct.	
8	H2 Multiple Choice	VC2E5LY08	D. because a friendly character draws readers in and helps carry the message	1
9	H2 Multiple Choice	VC2E5LY09	A. what compost is and how Fernbank Primary makes it	1
10	H2 Multiple Choice	VC2E5LY09	C. to recount Sadie's own experience of joining the Compost Club	1
11	H2 Multiple Choice	VC2E5LY09	D. meat and plastic	1
12	H1 Fill in the Blanks	VC2E5LY09	warm (accepted: <i>warm</i>)	1
13	H2 Multiple Choice	VC2E5LY09	B. What might Sadie's little brother see and do at Compost Club next Saturday?	1
14	H2 Multiple Choice	VC2E5LY09	C. The finished compost feeds the school garden.	1
15	H2 Multiple Choice	VC2E5LY09	A. Sadie felt proud, and her hands were muddy by the end of the morning.	1
16	H4 Mark the Words	VC2E5LY09	Mark surprised and proud . 'Muddy' describes Sadie's hands, not her feelings.	1
17	H2 Multiple Choice	VC2E5LY10	B. 'Fernbank Primary's compost project turns the school's kitchen scraps into food for the garden.'	1

Item	Family (H5P)	CD	Answer	Mark
18	H3 Drag-text / ordering	VC2E5LY10	Model order: Introduce the compost project → Explain what goes into the bin → Describe how the compost is turned and heats up → Say when the compost is ready to use (introduce the topic, then group related information in sequence, ending with the outcome)	1
19	H1 Fill in the Blanks	VC2E5LY10	it (accepted: <i>it</i>)	1
20	H3 Drag-text / ordering	VC2E5LY10	Model sentence: Sadie watered the compost because it was dry. (independent clause + dependent clause giving the reason)	1
21	H2 Multiple Choice	VC2E5LY10	C. ‘The compost is turned with a fork so that air reaches every part.’	1
22	H2 Multiple Choice	VC2E5LY10	D. ‘The compost project shows how the school’s scraps can become soil that feeds our garden.’	1
23	H4 Mark the Words	VC2E5LY11	Mark recieves → the correct spelling is <i>receives</i> (i-before-e does not apply after c). No other word is marked.	1
24	H2 Multiple Choice	VC2E5LY11	B. ‘Compost Club was started last term by Alfie and Sadie. It meets every Saturday morning.’	1
25	H2 Multiple Choice	VC2E5LY11	A. Move the story about Alfie’s dog into its own	1

Item	Family (H5P)	CD	Answer	Mark
			paragraph, so the first paragraph keeps only the bin facts.	
			Total	25

CD marks on this test: VC2E5LY07 4 · VC2E5LY08 4 · VC2E5LY09 8 · VC2E5LY10 6 · VC2E5LY11 3 — exactly the per-CD item counts of TOC §7.4 (25 marks).

Model orders and sentences for the construction items (P2)

Item 18 (paragraph ordering). Model: *Introduce the compost project → Explain what goes into the bin → Describe how the compost is turned and heats up → Say when the compost is ready to use.* The report introduces the topic, groups related information in well-sequenced paragraphs, and ends with the outcome (VC2E5LY10 .E03).

Item 20 (sentence building). Model: *Sadie watered the compost because it was dry.* An independent clause plus one dependent clause giving the reason (VC2E5LY10 .E05); the fronted variant *Because it was dry, Sadie watered the compost* is welcomed in class discussion, while the platform key accepts the card order given.

Per-item content-description mapping

Item	CD	Elaborations drawn on
1, 3	VC2E5LY07	.E01 (ideas conveyed by vocabulary, including idiomatic expressions that change with time)
2	VC2E5LY07	.E01 (a dated idiom interpreted from context)
4	VC2E5LY07	.E02 (ideas reflecting the social expectations of the time)
5, 6	VC2E5LY08	.E01 (features of a text advocating community action used to meet its purpose)
7	VC2E5LY08	.E01 (each feature matched to the job it does for purpose and audience)
8	VC2E5LY08	.E02 (a character used to deliver a persuasive message; original mascot Koko the kookaburra)
9, 10	VC2E5LY09	.E01 (summarising to determine the main idea; purpose of each text)
11, 12	VC2E5LY09	.E01 (literal meaning; building inferred meaning from the text)
13	VC2E5LY09	.E01 (predicting from textual clues)
14, 15	VC2E5LY09	.E03 (comparing two texts on the same topic: similarities and differences)
16	VC2E5LY09	.E01 (evaluating how language builds meaning — feeling words)
17, 21, 22	VC2E5LY10	.E03, .E04 (introducing the topic; technical vocabulary for purpose; concluding statement)
18	VC2E5LY10	.E02, .E03 (planning a report;

Item	CD	Elaborations drawn on
19	VC2E5LY10	sequencing ideas logically) .E05 (pronoun references)
20	VC2E5LY10	.E05 (complex sentences: an independent clause plus a dependent clause)
23	VC2E5LY11	.E01 (editing for accuracy of spelling)
24	VC2E5LY11	.E01 (editing for accuracy of grammar: complete sentences)
25	VC2E5LY11	.E01 (editing against negotiated criteria for text structure: one main idea per paragraph)

Level discipline notes: the Gazette extract is an original pastiche written in the style of a 1958 country newspaper (it carries a byline saying so); it is not presented as a genuine historical document, and no historical source is fabricated. The poster items discuss features meeting purpose and audience only — no contention/tone/appeals vocabulary is used. No argument-analysis or essay content is tested; LY10 items stay at one independent clause plus one dependent clause.

Sourcing: the 1958-style Gazette extract, the ‘Save Fernbank Creek Bend!’ poster, ‘Compost at Fernbank’ (Text 1), ‘Sadie’s Saturday Compost Club’ (Text 2) and every item are original compositions for this book (TOC D10, §6; P5). No published text, NAPLAN or VCAA content is reproduced or required.

End of T5 solutions. This block is removable as a whole page unit (L1).