

English Level 6

End-of-level review, observation records and solutions

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English Level 6 — Observation checklist O1

This is a school-designed record. It is not a VCAA instrument, and it carries no mark. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against this page.

Observation checklist O1 — Speaking and Listening

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 4 (Chapter 4) · Teacher record

Topic coverage: Interaction knowledge · Voice features and spoken structure

Codes evidenced: VC2E6LY01 (performance half — interacting) · VC2E6LY02 (performance half — delivering)

Total marks	Unscored — qualitative record only (outside the 213-mark graded total)
Section structure	Five observable student actions, each with a dated observation space
Timing guidance	Untimed. Completed during normal classwork, two or three times per year.
Permitted materials	The student's usual classwork. Nothing is set or printed for the student.
Conditions	Teacher observation only. Record what the student says and does, in the teacher's own words. Record evidence, not adjectives. There is no score and no rating scale.

How to use this page

Watch and listen during normal speaking-and-listening classwork — discussions, presentations and group work. Two or three times per year, note what you observed for each action below, with the date. Score nothing. The five actions come from the Level 6 achievement standard's own words, so the record reads straight into reporting.

Student: _____ **Class:** _____

During interactions (VC2E6LY01)

Action 1 — Vivid vocabulary, formality and social distance

Uses vivid vocabulary and selects language to acknowledge formality and social distance when interacting.

Date	Observation — what the student said and did
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Action 2 — Paraphrasing, clarifying and arguing in discussion

Paraphrases others' contributions and asks clarifying questions; develops and supports arguments in discussion, sharing and evaluating information and opinions.

Date	Observation — what the student said and did
------	---

Action 3 — Objective and subjective language; bias

Explores objective and subjective language and identifies bias in what is heard and viewed.

Date	Observation — what the student said and did

When delivering to an audience (VC2E6LY02)

Action 4 — Structured spoken texts

Delivers a structured spoken text exploring topics and text types, including multimodal or digital elements.

Date	Observation — what the student said and did

Action 5 — Language and voice for purpose and audience

Selects language appropriate for purpose and audience and varies tone, volume, pitch and pace appropriately.

Date	Observation — what the student said and did

Anchor — the achievement standard's own words (TOC §1, Speaking and Listening)

“When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning. They explore objective and subjective language and identify bias. When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice.”

End of Observation checklist O1 — unscored

English Level 6 — Observation checklist O2

This is a school-designed record. It is not a VCAA instrument, and it carries no mark. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against this page.

Observation checklist O2 — Sustained writing

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 5 (Chapter 5) · Teacher record

Topic coverage: Sustained writing across the year's writing work

Code evidenced: VC2E6LY11 (write legibly, fluently and automatically for sustained periods)

Total marks	Unscored — qualitative record only (outside the 213-mark graded total)
Section structure	Three observable student actions, each with a dated observation space
Timing guidance	Untimed. Completed during normal classwork, two or three times per year.
Permitted materials	The student's usual writing — by hand or on keyboard. Nothing is set or printed for the student.
Conditions	Teacher observation only. Record what you see in the student's writing and writing behaviour, in the teacher's own words. Record evidence, not adjectives. There is no score and no rating scale.

How to use this page

Watch the student's writing during the sustained writing that every other section of this book already asks for — drafts, constructions and classwork. Two or three times per year, note what you observed for each action below, with the date. Score nothing. The three actions are the content description's own adverbs — *legibly*, *fluently*, *automatically* — observed over time.

Student: _____ **Class:** _____

Action 1 — Legibly

Writes legibly across sustained classwork.

Date	Observation — what the writing shows
------	--------------------------------------

Action 2 — Fluently

Writes fluently without labouring over letter formation or keyboarding.

Date	Observation — what the writing shows
------	--------------------------------------

Action 3 — Automatically, for sustained periods

Writes automatically while attending to content, for sustained periods.

Date

Observation — what the writing shows

Anchor — the achievement standard's own words (TOC §1, Writing)

“They write legibly and fluently for sustained periods.”

End of Observation checklist O2 — unscored

English Level 6 — End-of-Level-6 review

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Review R6 — End-of-Level-6 review

English 6 (Year 6) · Victorian Curriculum 2.0 · Assessment booklet · Review R6

Book coverage: All five chapters — 1 Language: interacting with others, organising texts · 2 Language: expressing and developing ideas · 3 Literature · 4 Literacy: speaking, words and fluency · 5 Literacy: contexts, analysis and creating texts

Codes assessed: VC2E6LA01–VC2E6LA09 (1A–2E) · VC2E6LE01–VC2E6LE05 (3A–3E) · VC2E6LY01–VC2E6LY10 (4A–5E) — 24 content descriptions, 2 marks per code

Name: _____ Date: _____

Total marks

48 (each item is worth 1 mark)

Section structure

Section A — Language (18 marks) · Section B — Literature (10 marks) · Section C — Literacy (20 marks)

Timing guidance

55 minutes. This review may be split across two sittings — Sitting 1 (about 30 minutes): Sections A and B (Q1–Q28). Sitting 2 (about 25 minutes): Section C (Q29–Q48). Your teacher may also run it as one sitting. This is a classroom check, not an exam.

Permitted materials

A pen or pencil. No other equipment is needed.

Conditions

Answer every item in order. Read each passage before its items. Every passage and scenario in this review was written for it. Your teacher may read any item to you.

Section A — Language (18 marks)

Codes: VC2E6LA01–VC2E6LA09, 2 marks per code — Q1–Q2 LA01 · Q3–Q4 LA02 · Q5–Q6 LA03 · Q7–Q8 LA04 · Q9–Q10 LA05 · Q11–Q12 LA06 · Q13–Q14 LA07 · Q15–Q16 LA08 · Q17–Q18 LA09.

Q1 (1 mark) Which sentence is the most formal? Circle the letter.

- A. ‘Hey, can we have a fete?’
- B. ‘We would like to ask whether the school could hold a fete.’
- C. ‘Fetes are cool, so let’s do one.’
- D. ‘Give us a fete, or we will be cross.’

Q2 (1 mark) Which greeting fits a formal letter to the school principal? Circle the letter.

- A. ‘Dear Mr Nguyen,’
- B. ‘Hi there!’
- C. ‘Yo, Teach!’
- D. ‘Hello Mr N.’

Q3 (1 mark) Which sentence is objective? Circle the letter.

- A. 'The fete was the best day ever.'
- B. 'The fete raised \$400 for new library books.'
- C. 'Everyone should love the fete.'
- D. 'The cakes looked yummy.'

Q4 (1 mark) Which small word slides a judgement into this sentence? Circle the letter. 'The gates finally opened at noon.'

- A. gates
- B. opened
- C. finally
- D. noon

Q5 (1 mark) Which is the first stage of a narrative? Circle the letter.

- A. orientation
- B. complication
- C. climax
- D. resolution

Q6 (1 mark) A factual recount puts its events in what order? Circle the letter.

- A. Alphabetical order
- B. Order of size
- C. Time order
- D. Order of colour

Q7 (1 mark) Which word repeats the key idea to tie these two sentences together? Circle the letter. 'The fete raised \$400. The _____ will buy new library books.'

- A. money
- B. weather
- C. hall
- D. students

Q8 (1 mark) Which sentence uses a repeated sentence opening for effect? Circle the letter.

- A. 'We ran and jumped and cheered.'
- B. 'We ran. We jumped. We cheered.'
- C. 'We did three fun things.'
- D. 'Running and jumping were fun.'

Q9 (1 mark) Build a sentence with an embedded clause. Drag one part from the box into the slot. Two parts stay in the box.

'The cake stall won the blue ribbon.'

Box: that sold the most
 cakes who sang loudly because

Q10 (1 mark) Choose the relative pronoun that fits the gap. Write it on the line.

‘The students _____ painted the hall arrived early.’

Q11 (1 mark) Which sentence uses an adverb group to tell *when*? Circle the letter.

- A. ‘The band played loudly.’
- B. ‘Late that afternoon, the band played.’
- C. ‘The band played, and everyone danced.’
- D. ‘The band from the city played.’

Q12 (1 mark) Choose the verb form that fits the gap. Circle the letter. ‘By the time the gates opened, the cake stall _____.’

- A. sells out
- B. had sold out
- C. is selling out
- D. will sell out

Q13 (1 mark) A photo of the fete is taken from low down, looking up at the tall maypole. What does this angle make the maypole look? Circle the letter.

- A. Small
- B. Tall and grand
- C. Blurry
- D. Far away

Q14 (1 mark) A photo of the fete shows only the overflowing bins. What view of the fete does that photo create? Circle the letter.

- A. ‘The fete was messy.’
- B. ‘The fete was quiet.’
- C. ‘The fete was cheap.’
- D. ‘The fete was early.’

Q15 (1 mark) Which sentence uses a simile? Circle the letter.

- A. ‘The marquee was as hot as an oven.’
- B. ‘The marquee was an oven.’
- C. ‘The marquee waved hello.’
- D. ‘It was about a million degrees in there.’

Q16 (1 mark) What is the effect of ‘the wind sang through the ropes’? Circle the letter.

- A. It tells the reader the time.
- B. It gives the wind a human action, so the night feels alive.
- C. It counts the ropes.
- D. It names the tent.

Q17 (1 mark) Which sentence uses the comma correctly? Circle the letter.

- A. ‘When the rain stopped, the fete began.’
- B. ‘When, the rain stopped the fete began.’
- C. ‘When the rain stopped the fete, began.’
- D. ‘When the rain, stopped the fete began.’

Q18 (1 mark) Where does the comma belong? Circle the letter. ‘After the speeches ended the crowd clapped.’

- A. After ‘speeches’
 - B. After ‘ended’
 - C. After ‘crowd’
 - D. No comma is needed
-

Section B — Literature (10 marks)

Codes: VC2E6LE01–VC2E6LE05, 2 marks per code — Q19–Q20 LE01 · Q21–Q22 LE04 · Q23–Q24 LE02 · Q25–Q26 LE03 · Q27–Q28 LE05.

Read both passages, then answer Q19–Q28. Both passages were written for this test.

Passage 1 — The Kite Maker *(written for this test)*

In 1908, gas lamps still lit the streets of Riverbend, and Tom delivered bread before school each morning. He earned two pennies a week, and every penny went into a tin behind the flour sacks. ‘What are you saving for?’ his mother asked one morning. ‘Paper,’ Tom said. ‘Big, light paper.’

By spring the tin was full. Tom bought the paper, the bamboo and a spool of red string. For three nights he cut, shaped and tied. On the fourth morning he carried his kite to the hill behind the mill.

The first try nose-dived into the grass. The second try spun and dropped. Tom walked back up the hill. ‘A kite does not know how to fly,’ his father had told him, ‘until someone is stubborn enough to teach it.’ The third try caught the wind and held it.

Passage 2 — Up *(written for this test)*

It tugs at the string like a bird on a wire, it hums to the wind a low, thin song. Dip, and climb. Dip, and climb. The sky is a river, wide and long. Hold on, little kite, to the trembling line — the ground grows small, the clouds grow near. What rises was never afraid to fall; it only learned to try again here.

Q19 (1 mark) Which detail places Passage 1 most strongly in its time? Circle the letter.

- A. ‘gas lamps still lit the streets of Riverbend’
- B. ‘Tom delivered bread before school’
- C. ‘Tom walked back up the hill’
- D. ‘The third try caught the wind’

Q20 (1 mark) Which response to Tom is backed by evidence from the passage? Circle the letter.

- A. 'Tom is patient — he saves pennies week after week. He tries again after two crashes.'
- B. 'Tom is lazy — he never helps his father.'
- C. 'Tom is frightened — he stays home from school.'
- D. 'Tom is rich — he buys whatever he wants.'

Q21 (1 mark) 'The sky is a river, wide and long.' Which device is this? Circle the letter.

- A. A simile
- B. A metaphor
- C. Hyperbole
- D. An idiom

Q22 (1 mark) What is the effect of repeating 'Dip, and climb' in Passage 2? Circle the letter.

- A. It makes the reader feel the kite's up-and-down movement.
- B. It shows the kite is broken.
- C. It tells the reader the time of day.
- D. It names the kite.

Q23 (1 mark) What theme do both passages share? Circle the letter.

- A. Keeping going until you succeed
- B. Losing a best friend
- C. A storm at sea
- D. A birthday surprise

Q24 (1 mark) How do the two passages differ most clearly? Circle the letter.

- A. Passage 1 tells a story in prose, and Passage 2 uses lines, rhythm and rhyme.
- B. Passage 1 reports facts; Passage 2 is made up.
- C. Passage 1 has a character; Passage 2 has no subject at all.
- D. Passage 1 is set in the past; Passage 2 is set in the future.

Q25 (1 mark) Both passages were written by the same writer. Which habit appears in both? Circle the letter.

- A. Both use short, repeated bursts when the going gets hard.
- B. Both open with a question.
- C. Both end with speech marks.
- D. Both are set in the same year.

Q26 (1 mark) Which feature is part of this writer's style in both passages? Circle the letter.

- A. Naming small, everyday things — pennies, tin, string and wind.
- B. Setting everything at a school.
- C. Rhyming every line.
- D. Giving every character a name.

Q27 (1 mark) The writer wants the kite's first real flight to feel like a triumph. Which sentence does that job best? Circle the letter.

- A. 'The third try caught the wind and held it.'
- B. 'The third try dropped just like the others.'
- C. 'Tom went home for his lunch.'
- D. 'The hill was very steep that day.'

Q28 (1 mark) Build a sentence with movement imagery about the kite. Drag each part from the box into the correct slot. One part stays in the box.

'□□□□□□□□ □□□□□□ □□□□□□□□□□□□□□.'

Box:	The kite	danced	above the rooftops	slept
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Section C — Literacy (20 marks)

Codes: VC2E6LY01–VC2E6LY10, 2 marks per code — Q29–Q30 LY01 · Q31–Q32 LY02 · Q33–Q34 LY05 · Q35–Q36 LY08 · Q37–Q38 LY06 · Q39–Q40 LY07 · Q41–Q42 LY09 · Q43–Q44 LY10 · Q45 and Q47 LY03 · Q46 and Q48 LY04.

Q29 (1 mark) Sam says: 'The incinerator bin near the oval is overflowing every single day.' Which is the best paraphrase of what Sam said? Circle the letter.

- A. 'Sam said the bin near the oval is full every day.'
- B. 'Sam said the bin near the oval is overflowing every single day, and it should be fixed at once.'
- C. 'Sam said bins are terrible.'
- D. 'Sam said the oval is overflowing.'

Q30 (1 mark) Mia says: 'The garden club meets after school.' Kim is not sure which days. Which question clarifies exactly that? Circle the letter.

- A. 'Which days does the garden club meet?'
- B. 'Why do you like the garden club?'
- C. 'Is the garden club the best club?'
- D. 'Who started the garden club?'

Q31 (1 mark) Zara is telling the class about the fete. She wants them to feel her excitement. Which voice feature should she change most? Circle the letter.

- A. Her tone — let her voice carry the feeling
- B. Her volume — whisper every word
- C. Her pitch — speak as low as she can
- D. Her pace — speak as slowly as she can

Q32 (1 mark) Ben is planning a short talk about the school garden. Which belongs in the opening of his talk? Circle the letter.

- A. A sentence that names his topic and hooks the audience
- B. His list of sources
- C. His thank-you to the audience
- D. His final recommendation

Read the passage, then answer Q33–Q44.

Seeds on the Move *(written for this test)*

A plant cannot walk, but its seeds can travel far from home.

On fur — The burr is a seed case covered in tiny hooks. The hooks grip a passing animal's coat, and the animal carries the burr for kilometres. At last the burr drops off into new soil.

On wings — The samara is a winged seed. It spins down from its tree like a tiny helicopter. The spin slows the fall, so the wind can carry the samara far away.

On water — A coconut can float for months. Its thick husk keeps the seed inside dry and safe until it reaches a new beach.

Q33 (1 mark) How does a burr travel? Circle the letter.

- A. On an animal's coat
- B. On the wind
- C. Across the ocean
- D. Under the soil

Q34 (1 mark) A reader says, 'All seeds float on water.' Which parts of the passage show the reader is wrong? Circle the letter.

- A. 'On fur' and 'On wings'
- B. 'On water' only
- C. The first sentence only
- D. No part of the passage

Q35 (1 mark) The passage says the husk keeps the seed ‘safe until it reaches a new beach.’ What does the passage suggest happens then? Circle the letter.

- A. The seed can grow into a new plant, far from its parent.
- B. The seed sinks to the bottom.
- C. The seed turns into a burr.
- D. The seed floats back home.

Q36 (1 mark) Choose the word that completes the summary of the passage. Write it on the line.

Choose from: travel · sing · sleep · shine

‘The passage’s big idea is that seeds can _____.’

Q37 (1 mark) Who was this passage most likely written for? Circle the letter.

- A. Young readers learning how nature works
- B. Scientists publishing a report
- C. Gardeners selling seeds
- D. Historians studying ships

Q38 (1 mark) Which choice shows the text was written for readers like you? Circle the letter.

- A. It explains the word ‘burr’ straight after it uses it.
- B. It names three kinds of seed.
- C. It uses headings.
- D. It is about plants.

Q39 (1 mark) What job do the headings ‘On fur’, ‘On wings’ and ‘On water’ do? Circle the letter.

- A. They sort the three ways seeds travel, so a reader can find each one fast.
- B. They tell the reader when the passage was written.
- C. They make the passage funnier.
- D. They list the writer’s sources.

Q40 (1 mark) Why does the passage compare the samara to ‘a tiny helicopter’? Circle the letter.

- A. To help the reader picture the spinning fall
- B. To show the seed has an engine
- C. To tell the reader where trees grow
- D. To prove the seed is heavy

Q41 (1 mark) These four cards make a new paragraph about dandelion seeds, mixed up. Drag them into the logical order. Write 1–4 in the boxes.

Card	Order
‘One puff of wind can send hundreds of seeds across a field.’	☐
‘Some seeds travel by wind on their own parachutes.’	☐
‘Each dandelion seed carries a tuft of fine hairs.’	☐
‘The hairs catch the air, and the seed floats away.’	☐

Q42 (1 mark) Choose the connective that fits the gap. Circle the letter. ‘The hairs catch the air, _____ the seed floats away.’

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

Q43 (1 mark) This sentence has one misspelled word. Mark the word.

‘Seeds can travle far from home.’

Q44 (1 mark) Which is the better edit of this sentence, and why? Circle the letter. ‘The coconut, it floats for months.’

- A. ‘The coconut floats for months.’ — it cuts the repeat, so the meaning is clearer
- B. ‘The coconut it floats for months and weeks.’ — it adds words, but the repeat stays
- C. ‘Coconuts floats for months.’ — it changes one word, but the subject and verb do not match
- D. ‘The coconut floats for months, and it floats for a long time.’ — it joins a new clause, but the repeat stays

Q45 (1 mark) Which word has a silent letter? Circle the letter.

- A. autumn
- B. garden
- C. sunset
- D. insect

Q46 (1 mark) What does the prefix *re-* mean in ‘replant’? Circle the letter.

- A. again
- B. before
- C. not
- D. under

Q47 (1 mark) Say the word *vegetation* one syllable (beat) at a time. How many syllables does it have? Circle the letter.

- A. Two
- B. Three
- C. Four
- D. Five

Q48 (1 mark) Change the *y* to *i*, then add the suffix *-ness*. Write the new word on the line.

merry → _____

End of Review R6 — 48 marks

English Level 6 — End-of-Level-6 review: Solutions

Review R6 — End-of-Level-6 review · 48 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Assessment booklet · Review R6

Codes assessed: VC2E6LA01–VC2E6LA09 · VC2E6LE01–VC2E6LE05 · VC2E6LY01–VC2E6LY10 (24 content descriptions, 2 marks per code)

Teacher copy. Every item scores 1 mark for the keyed response. The drag items (Q9, Q28) and the ordering item (Q41) score 1 mark for all slots or cards correct. Every item is objectively markable (P1).

VC2E6LY11 carries no graded marks on this paper (§7.2 exception); it is evidenced by observation checklist O2.

Full answer key

Item	Section	Key	Notes and accepted variants
Q1	A	B	‘We would like to ask whether the school could hold a fete’ is careful, official language — the formality a whole-school request calls for. A and C are colloquial (‘Hey’, ‘cool’); D makes a blunt demand.
Q2	A	A	A formal letter opens with ‘Dear’ plus title and family name. B and C are greetings between friends; D shortens the name and drops ‘Dear’.
Q3	A	B	A checkable fact: a number raised, a stated purpose. A, C and D carry feelings or push (‘best’, ‘should’, ‘yummy’).
Q4	A	C	‘Finally’ is a small push word: it tells the reader the gates opened late, without ever saying so.
Q5	A	A	A narrative opens with the orientation — settling the reader into who, where and when (1C).
Q6	A	C	A factual recount puts its events in the time order they happened (1C).
Q7	A	A	Word association: the general word ‘money’ stands for the \$400 already named, tying the two sentences together (1D).
Q8	A	B	‘We ran. We jumped. We cheered.’ repeats the sentence opening ‘We’ for effect (1D).
Q9	A	that sold the most cakes	Model below. The embedded clause sits right beside ‘the cake stall’. ‘Who sang loudly’ is for people; ‘because’ cannot sit in the middle slot.
Q10	A	who	Accept <i>who</i> (also <i>that</i>). The relative pronoun hooks the clause into ‘the

Item	Section	Key	Notes and accepted variants
			students' — people (2A).

Item	Section	Key	Notes and accepted variants
Q11	A	B	‘Late that afternoon’ is an adverb group telling when, out the front of the sentence. A tells how; C adds a second clause; D names which band (2B).
Q12	A	B	‘Had sold out’ — the elaborated past tense for the earlier of two past times: the selling out happened before the gates opened (2B).
Q13	A	B	Camera low, looking up, makes the maypole look tall and grand — the angle positions the viewer to feel it is big (2C).
Q14	A	A	Showing only the overflowing bins positions the viewer to see the fete as messy. What a photo leaves out is as much a choice as what it keeps (2C).
Q15	A	A	‘As hot as an oven’ compares with ‘as’ — a simile. B is a metaphor, C personification, D hyperbole (2D).
Q16	A	B	Personification: the wind gets a human action (singing), so the night feels alive (2D).
Q17	A	A	The comma goes after the dependent clause (‘When the rain stopped’), before the independent clause (2E).
Q18	A	B	Comma after ‘ended’: the dependent clause ‘After the speeches ended’ comes first, so the comma separates it from ‘the crowd clapped’ (2E).
Q19	B	A	Gas lamps place the story in a time before electric street lights. Delivering bread (B), walking up a hill (C) and a kite flying (D) could belong to any time.

Item	Section	Key	Notes and accepted variants
Q20	B	A	The passage shows Tom saving pennies week after week and trying again after two crashes — the evidence for ‘patient’. B, C and D invent what is not in the passage.
Q21	B	B	‘The sky is a river’ says one thing IS another, without ‘like’ or ‘as’ — a metaphor.
Q22	B	A	The repeated ‘Dip, and climb’ makes the reader feel the kite’s up-and-down movement — sound and rhythm doing meaning’s work.
Q23	B	A	Both passages are about keeping going: someone ‘stubborn enough to teach’ the kite; the kite that ‘only learned to try again’.
Q24	B	A	Passage 1 tells a story in prose sentences and paragraphs; Passage 2 uses lines, rhythm and rhyme. B is wrong — Passage 1 is made up too; C is wrong — Passage 2 is about the kite; D is wrong — Passage 2 names no time.
Q25	B	A	Both pieces use short, repeated bursts where the going gets hard: ‘The first try... The second try...’; ‘Dip, and climb. Dip, and climb.’ B, C and D are not true of both.
Q26	B	A	Both passages name small, everyday things — pennies, tin and string; string and wind. B, C and D do not hold for both pieces.
Q27	B	A	‘Caught the wind and held it’ lands the triumph: after two crashes, the third try succeeds. Model below.
Q28	B	The kite danced above the rooftops.	Drag order: <i>The kite / danced / above the rooftops</i> . ‘Slept’ stays in

Item	Section	Key	Notes and accepted variants
			the box — it is not movement imagery. Model below.

Item	Section	Key	Notes and accepted variants
Q29	C	A	The paraphrase keeps Sam's meaning in plainer words. B adds an opinion Sam never said; C and D change the meaning.
Q30	C	A	Kim is not sure which days, so the clarifying question asks exactly that. B, C and D ask about other things.
Q31	C	A	Tone lets the voice carry feeling. Whispering (B), a low pitch (C) or a slow pace (D) would flatten the excitement.
Q32	C	A	The opening names the topic and hooks the audience. Sources, thank-yous and recommendations belong at the end.
Q33	C	A	Locate: the burr's hooks grip a passing animal's coat.
Q34	C	A	Check back: 'On fur' and 'On wings' are two ways seeds travel that are not floating on water, so 'all seeds float' is wrong.
Q35	C	A	Infer: if the husk keeps the seed safe until a new beach, the seed can start growing there, far from its parent.
Q36	C	travel	Accept <i>travel</i> only. The passage's big idea is that seeds can travel far from home.
Q37	C	A	Short, friendly sentences and explained words point to young readers learning how nature works. Scientists (B), sellers (C) and historians (D) would get a very different text.
Q38	C	A	The passage explains 'burr' straight after it uses it — a choice made for readers meeting the word for the first time.
Q39	C	A	The headings sort the three

Item	Section	Key	Notes and accepted variants
			ways seeds travel, so a reader can find each one fast.
Q40	C	A	Most readers have seen a helicopter spin down; the comparison helps them picture the samara's spinning fall.
Q41	C	Card order 2, 3, 4, 1 (as listed in the paper)	1 mark for all four in order. The topic sentence names parachutes; the next card introduces the dandelion's hairs; 'The hairs' links back to that card; the last card zooms out to hundreds of seeds. Model paragraph below.
Q42	C	A	'So' joins cause and effect: the hairs catch the air, so the seed floats away.
Q43	C	travle	The misspelled word. Fix: <i>travel</i> .
Q44	C	A	'The coconut floats for months.' cuts the repeated 'it', so the meaning is clearer. B and D keep the repeat; C breaks the subject-verb match.
Q45	C	A	The <i>n</i> in 'autumn' is silent. Every letter in garden, sunset and insect is sounded.
Q46	C	A	<i>Re-</i> means again: to replant is to plant again.
Q47	C	C	<i>Veg-e-ta-tion</i> — four syllables (beats).
Q48	C	merriness	Accept <i>merriness</i> only. Change the <i>y</i> to <i>i</i> , then add <i>-ness</i> : merry → merriness.

Total: 48 marks.

Models for the construction items and the craft choice (P2)

Q9 — embedded-clause drag (Section A).

'The cake stall that sold the most cakes won the blue ribbon.'

Construction principle: the embedded clause sits right beside the noun group it describes — *the cake stall* — with no comma, the which-one embedding taught in 2A.

Q28 — movement-imagery sentence drag (Section B).

‘The kite danced above the rooftops.’

Construction principle: a movement verb (*danced*) plus a place phrase (*above the rooftops*) builds movement imagery — the craft 2D’s figurative toolkit and 3E’s experimenting supply.

Q27 — craft choice (Section B). The keyed choice is the passage’s own closing sentence:

‘The third try caught the wind and held it.’

Craft principle: short, plain words land the triumph — after two crashes, the sentence does not celebrate out loud; it holds, the way the kite holds.

Q41–Q42 — paragraph construction (Section C). Model paragraph assembled from the keyed card order (Q41), card text as written:

Some seeds travel by wind on their own parachutes. Each dandelion seed carries a tuft of fine hairs. The hairs catch the air, and the seed floats away. One puff of wind can send hundreds of seeds across a field.

Construction principle: the topic sentence names the paragraph’s big idea (wind and parachutes); the next card zooms in on one seed’s hairs; *The hairs* repeats the key word to glue the next sentence (the repetition-for-cohesion move of 1D); the last card zooms out to hundreds of seeds. The keyed connective in Q42 is *so* — cause and effect:

‘The hairs catch the air, so the seed floats away.’

Marks by content description

CD	Section	Items	Marks
VC2E6LA01 (1A — Formality and social distance)	A	Q1–Q2	2

CD	Section	Items	Marks
VC2E6LA02 (1B — Objective and subjective language; identifying bias)	A	Q3–Q4	2
VC2E6LA03 (1C — Texts organised into characteristic stages and phases)	A	Q5–Q6	2
VC2E6LA04 (1D — Sequence and cohesion through intentional repetition)	A	Q7–Q8	2
VC2E6LA05 (2A — Embedded clauses)	A	Q9–Q10	2
VC2E6LA06 (2B — Verbs, elaborated tenses and adverb groups)	A	Q11–Q12	2
VC2E6LA07 (2C — Point of view in images and sound)	A	Q13–Q14	2
VC2E6LA08 (2D — Vivid vocabulary and figurative language)	A	Q15–Q16	2
VC2E6LA09 (2E — Commas separating dependent and independent clauses)	A	Q17–Q18	2
VC2E6LE01 (3A — Responses to characters and events in context)	B	Q19–Q20	2
VC2E6LE04 (3D — Sound and imagery: meaning and effect)	B	Q21–Q22	2
VC2E6LE02 (3B — Comparing language choices, topics, themes and plots)	B	Q23–Q24	2
VC2E6LE03 (3C — An author's individual style)	B	Q25–Q26	2
VC2E6LE05 (3E — Creating literature: craft choices)	B	Q27–Q28	2
VC2E6LY01 (4A — Interaction skills: paraphrasing, questioning, clarifying)	C	Q29–Q30	2
VC2E6LY02 (4B — Voice features and spoken-text structure)	C	Q31–Q32	2

CD	Section	Items	Marks
VC2E6LY05 (4E — Reading for meaning; re-reading and checking)	C	Q33–Q34	2
VC2E6LY08 (5C — Comprehension: infer and summarise)	C	Q35–Q36	2
VC2E6LY06 (5A — Texts reflect their context and audience)	C	Q37–Q38	2
VC2E6LY07 (5B — Structures and features working together)	C	Q39–Q40	2
VC2E6LY09 (5D — Text construction)	C	Q41–Q42	2
VC2E6LY10 (5E — Editing against agreed criteria)	C	Q43–Q44	2
VC2E6LY03 (4C — Complex words: phonological and morphological knowledge)	C	Q45, Q47	2
VC2E6LY04 (4D — Spelling: affixes and generalisations)	C	Q46, Q48	2

2 marks per code across all 24 objectively-assessable CDs (§7.7). VC2E6LY11 (5F) carries no graded marks (§7.2 exception) and is evidenced by observation checklist O2.

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LA01	Register and address	Multiple Choice (most formal wording)
Q2	VC2E6LA01	Register and address	Multiple Choice (formal letter greeting)
Q3	VC2E6LA02	Objective vs subjective	Multiple Choice (objective sentence)
Q4	VC2E6LA02	Objective vs subjective	Multiple Choice (loaded word)
Q5	VC2E6LA03	Stages and phases	Multiple Choice (first stage of a narrative)
Q6	VC2E6LA03	Stages and phases	Multiple Choice (order in a factual recount)
Q7	VC2E6LA04	Repetition and cohesion	Multiple Choice (word-association link)
Q8	VC2E6LA04	Repetition and cohesion	Multiple Choice (repeated sentence opening)
Q9	VC2E6LA05	Embedded clauses	Drag the Words (embedded-clause construction)
Q10	VC2E6LA05	Embedded clauses	Fill in the Blanks (relative pronoun)
Q11	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (adverb group of when)
Q12	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (elaborated tense)
Q13	VC2E6LA07	Point of view in images and sound	Multiple Choice (camera angle)
Q14	VC2E6LA07	Point of view in images and sound	Multiple Choice (photo selection)
Q15	VC2E6LA08	Vivid vocabulary and figurative language	Multiple Choice (simile)
Q16	VC2E6LA08	Vivid vocabulary and figurative language	Multiple Choice (effect of personification)
Q17	VC2E6LA09	The clause comma	Multiple Choice (correct comma)
Q18	VC2E6LA09	The clause comma	Multiple Choice (comma placement)
Q19	VC2E6LE01	Contexts and responses	Multiple Choice (context detail)
Q20	VC2E6LE01	Contexts and responses	Multiple Choice (evidence-backed response)
Q21	VC2E6LE04	Sound and imagery	Multiple Choice (metaphor)
Q22	VC2E6LE04	Sound and imagery	Multiple Choice (effect of repetition)
Q23	VC2E6LE02	Comparing texts	Multiple Choice (shared

Item	CD	§7 family	H5P type theme)
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Item	CD	§7 family	H5P type
Q24	VC2E6LE02	Comparing texts	Multiple Choice (form difference)
Q25	VC2E6LE03	Author's style	Multiple Choice (recurring habit)
Q26	VC2E6LE03	Author's style	Multiple Choice (stylistic feature)
Q27	VC2E6LE05	Craft choices	Multiple Choice (sentence for a stated effect)
Q28	VC2E6LE05	Craft choices	Drag the Words (imagery-rich sentence)
Q29	VC2E6LY01	Interaction knowledge	Multiple Choice (paraphrase that keeps meaning)
Q30	VC2E6LY01	Interaction knowledge	Multiple Choice (clarifying question)
Q31	VC2E6LY02	Voice features and spoken structure	Multiple Choice (voice feature for feeling)
Q32	VC2E6LY02	Voice features and spoken structure	Multiple Choice (opening of a talk)
Q33	VC2E6LY05	Reading unit — locate and check	Multiple Choice (locate)
Q34	VC2E6LY05	Reading unit — locate and check	Multiple Choice (check back against the text)
Q35	VC2E6LY08	Reading unit — infer and summarise	Multiple Choice (infer)
Q36	VC2E6LY08	Reading unit — infer and summarise	Fill in the Blanks (summary cloze)
Q37	VC2E6LY06	Reading unit — audience and context	Multiple Choice (audience)
Q38	VC2E6LY06	Reading unit — audience and context	Multiple Choice (feature for young readers)
Q39	VC2E6LY07	Reading unit — structures and features at work	Multiple Choice (headings' job)
Q40	VC2E6LY07	Reading unit — structures and features at work	Multiple Choice (comparison's job)
Q41	VC2E6LY09	Text construction	Drag and Drop (paragraph ordering)
Q42	VC2E6LY09	Text construction	Multiple Choice (connective choice)
Q43	VC2E6LY10	Editing against agreed criteria	Mark the Words (proofreading — spelling)
Q44	VC2E6LY10	Editing against agreed criteria	Multiple Choice (better edit — meaning)
Q45	VC2E6LY03	Complex words	Multiple Choice (silent letter)
Q46	VC2E6LY04	Spelling new and technical words	Multiple Choice (prefix meaning)
Q47	VC2E6LY03	Complex words	Multiple Choice (syllable)

Item	CD	§7 family	H5P type
Q48	VC2E6LY04	Spelling new and technical words	count) Fill in the Blanks (y to i, add -ness)

Achievement-standard mapping (sentences quoted verbatim from TOC §1)

- Sections B and C evidence Reading and Viewing (TOC §7.7 mode map): “*When reading and viewing, students engage with a range of different types of texts for meaning.*” and “*When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.*” — here by reading two self-contained literary passages (a 1908-set prose narrative and a poem) and one informative unit, locating, checking back, inferring, summarising and comparing. “*They explain the effects of imagery and sound devices in texts*” is evidenced by Q21–Q22 and Q28; “*They explain how still images, moving images and sound create point of view*” by the photographic angle and selection items Q13–Q14.
- Sections A and C evidence Writing (TOC §7.7 mode map): “*They use text structures, including repetition, to create sequence and cohesion, sentence structure to expand ideas, and punctuation to create clarity*” — here by embedded-clause construction (Q9–Q10), repetition and cohesion choices (Q7–Q8), comma placement (Q17–Q18) and the paragraph construction of Q41–Q42. “*They edit their texts using an agreed set of criteria and explore editing choices*” is evidenced by Q43–Q44; “*They spell new and technical words using phonic, morphemic and grammatical knowledge*” by Q43, Q45–Q48.
- The interaction and voice-feature knowledge items Q29–Q32 sit in Section C. They evidence the knowledge halves of the Speaking and Listening sentences — “*use appropriate strategies such as paraphrasing and questioning*” and “*use appropriate features of voice*” — whose performance halves remain reserved to observation checklist O1 (§7.6).
- Reading-integration evidence: “*They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas*” — the reading unit (Q33–Q40) draws on all three, and Section A’s items evidence the grammatical and comma knowledge named.
- The mode map in TOC §7.7 places R6 sections B and C under Reading and Viewing and R6 sections A and C under Writing. R6 is the Year 6 exit check and the readiness check for _build7\ (§7.7).

Score box

Section A /18	Section B /10	Section C /20	Total /48
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English Level 6 — Chapter test T1

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Chapter test T1 — Language: interacting with others, organising texts

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 1 (Chapter 1)

Chapter coverage: Chapter 1 — 1A Formality and social distance · 1B Objective and subjective language · 1C Stages and phases · 1D Repetition and cohesion

Codes assessed: VC2E6LA01 (1A) · VC2E6LA02 (1B) · VC2E6LA03 (1C) · VC2E6LA04 (1D)

Name: _____ Date: _____

Total marks

20 (each item is worth 1 mark)

Section structure

Section A — Register and address (5 marks) · Section B — Objective and subjective language (5 marks) · Section C — Stages and phases (5 marks) · Section D — Repetition and cohesion (5 marks)

Timing guidance

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

A pen or pencil. No other equipment is needed.

Conditions

Answer every item and write your answers on this paper. Your teacher may read any item to you.

Section A — Register and address (5 marks)

Code: VC2E6LA01 — understand how language varies as levels of formality and social distance change.

Q1 (1 mark) Maya wants to ask her principal to start a lunchtime chess club. She writes a letter. Which level of language best fits this audience and situation? Circle the letter.

- A. Slang — very relaxed words shared by a close group
- B. Colloquial — relaxed everyday words like ‘arvo’
- C. Conversational — friendly but polite talk
- D. Formal — careful, official language

Q2 (1 mark) The Governor-General, acting for the King, visits your school. Which is the correct formal way to address them? Circle the letter.

- A. Your Majesty
- B. Your Excellency
- C. Madam President
- D. Prime Minister

Q3 (1 mark) Match each person in official life with the correct way to address them. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Person

Answer

1. The King, Australia’s head of state

☐



Person	Answer
2. The president of another country, at an official welcome	☐
3. The head of the Australian government, opening the school fete	☐
4. Your principal, whose family name is Gupta	☐
A. Prime Minister	
B. Mr Gupta	
C. Your Majesty	
D. Madam President	

Q4 (1 mark) Complete the sentence with a more formal word. In a formal letter, a more careful word for ‘reckon’ is:

‘I _____ that many students would join the club.’

Q5 (1 mark) Ben will speak to the school council about getting new library books. Which opening best fits this formal audience? Circle the letter.

- A. ‘Hey everyone, chuck us some money for books!’
- B. ‘Good afternoon, councillors. I believe our library needs new books, and I will give three reasons why.’
- C. ‘So, books are pretty good, I guess.’
- D. ‘Listen up — we want new books now.’

Section B — Objective and subjective language (5 marks)

Code: VC2E6LA02 — understand the uses of objective and subjective language, and identify bias.

Q6 (1 mark) Which sentence is objective — it reports something that can be checked? Circle the letter.

- A. ‘The concert starts at 6 pm on Friday.’
- B. ‘The concert will be the best night of the year.’
- C. ‘I hope the concert never ends.’
- D. ‘Everyone loves the school concert.’

Q7 (1 mark) Here is a caption under a photo of the school parade. Circle the ONE word that makes this caption subjective — the loaded word that adds a judgement.

‘The parade finally started at 10 am.’

Q8 (1 mark) Choose the sentence that reports the same fact as ‘The bus was late again’ without the push. Circle the letter.

- A. ‘The bus arrived later than planned.’
- B. ‘The bus was late once more, as it always is.’
- C. ‘The shockingly late bus annoyed everyone.’
- D. ‘Nobody can stand the late bus.’

Q9 (1 mark) A student writes: ‘Our new garden should make every student proud.’ This sentence would best fit in — circle the letter:

- A. a news report, because it gives checkable facts
- B. an editorial, because it gives an opinion and pushes a position
- C. a factual recount, because it retells events in time order
- D. a procedure, because it tells the reader how to do something

Q10 (1 mark) Here is a heading from a school newsletter. Circle the word that shows bias.

‘Terrible plan will close our pool’

Section C — Stages and phases (5 marks)

Code: VC2E6LA03 — explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features.

Q11 (1 mark) Match each text type with its typical stages. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Text type	Answer
1. Narrative	☐
2. Review	☐
3. Discussion	☐
4. Historical recount	☐

- A. Statement of position, arguments for both sides, conclusion
- B. Orientation, events in time order, significance
- C. Orientation (with a hook or flashback), complication, resolution
- D. Title and verdict, overview, evaluation, recommendation

Q12 (1 mark) A story begins: ‘The trophy was already on the shelf when Sam finally believed it had happened. It had all begun three weeks earlier ...’ The words ‘It had all begun three weeks earlier’ start which phase of the introduction? Circle the letter.

- A. A hook
- B. A flashback
- C. A resolution
- D. A recommendation

Q13 (1 mark) A story opens: ‘One slip, and the race was gone.’ This opening is — circle the letter:

- A. a flashback — it jumps back in time to an earlier moment
- B. a hook — it drops the reader into a tense moment without explaining why
- C. an evaluation — it gives a judgement with reasons
- D. a significance stage — it tells why the event mattered

Q14 (1 mark) A review says: ‘The songs are catchy, and the costumes are funny, but the second act is too long.’ Which stage of a review is this? Circle the letter.

- A. The verdict
- B. The overview
- C. The evaluation
- D. The recommendation

Q15 (1 mark) A writer tells the story of a dropped sandwich under the title ‘The saddest day in the history of the world’. Which strategy is the writer using? Circle the letter.

- A. Exaggeration, to create humour
 - B. A flashback, to jump back in time
 - C. Time markers, to order events
 - D. A recommendation, to help readers decide
-

Section D — Repetition and cohesion (5 marks)

Code: VC2E6LA04 — understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabulary.

Q16 (1 mark) These four sentences are out of order. Write the letters in the order that makes a paragraph with a clear sequence. (1 mark for the full order correct.)

- A. Then, green shoots pushed up through the dirt.
- B. Finally, the class shared the vegetables it had grown.
- C. First, the class turned the soil.
- D. Next, the students planted the seeds.

Order: ☐ ☐ ☐ ☐

Q17 (1 mark) Fill the blank with ONE word that points back to ‘the chess club’ without repeating it.

‘Tom joined the chess club last term. The _____ meets every Friday in the library.’

Q18 (1 mark) A writer keeps pointing back to ‘the goldfish’ without repeating the word: ‘Nell won a goldfish at the fete. The _____ now lives in a bowl by her bed.’ Which word best fills the gap? Circle the letter.

- A. fish
- B. water
- C. shelf
- D. room

Q19 (1 mark) ‘The hall was full before the show. After the show, the hall was empty.’ Which pair of words from these sentences are antonyms? Circle the letter.

A. full — empty

B. hall — show

C. full — hall

D. show — before

Q20 (1 mark) Use words from the box to complete both sentences. (1 mark for both correct.)

Box: refrain synonym antonym key word

(a) A word that means nearly the same as another word is a _____.

(b) A line that comes back again and again in a poem is a _____.

End of Chapter test T1 — 20 marks

English Level 6 — Chapter test T1: Solutions

Chapter test T1 — Language: interacting with others, organising texts · 20 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 1 (Chapter 1)

Codes assessed: VC2E6LA01 · VC2E6LA02 · VC2E6LA03 · VC2E6LA04

Teacher copy. The matching items (Q3, Q11) score 1 mark for all four pairs correct; all other items score 1 mark for the keyed response. Every item is objectively markable (P1).

Full answer key

Item	Section	Key	Notes and accepted variants
Q1	A	D	Formal language fits a written request to a person in an official role.
Q2	A	B	‘Your Excellency’ is the set way to address the Governor-General. ‘Your Majesty’ addresses the monarch; ‘Madam President’ addresses a president; ‘Prime Minister’ addresses the head of government.
Q3	A	1 C, 2 D, 3 A, 4 B	1 mark for all four correct.
Q4	A	believe	Accept: <i>think, believe</i> . (Cloze variant list: the formal word must replace ‘reckon’; ‘think’ and ‘believe’ are the taught swaps.)
Q5	A	B	A formal audience gets a careful greeting, full words and a clear purpose.
Q6	B	A	A start time can be checked. B, C and D carry feelings or judgements.
Q7	B	finally	‘Finally’ is the small push word: it tells the reader the start was late, without saying so.
Q8	B	A	Keeps the checkable fact and drops ‘again’ and the feeling words.
Q9	B	B	‘Should’ and ‘proud’ give an opinion and push a position — the job of an editorial.
Q10	B	Terrible	‘Terrible’ loads the heading against the plan before any fact is given.
Q11	C	1 C, 2 D, 3 A, 4 B	1 mark for all four correct.
Q12	C	B	‘It had all begun three weeks earlier’ jumps back in time — a flashback phase.
Q13	C	B	The opening drops the reader into a tense moment with no explanation — a hook.
Q14	C	C	Judgements with reasons

Item	Section	Key	Notes and accepted variants
Q15	C	A	belong to the evaluation stage. The title claims far more than the event — exaggeration to create humour.
Q16	D	C, D, A, B	The time words First, Next, Then, Finally set the sequence. 1 mark for the full order.
Q17	D	club	Word association: the general word ‘the club’ stands for ‘the chess club’ already named. Accept <i>club</i> only.
Q18	D	A	‘Fish’ is a general word (synonym/word association) pointing back to the goldfish; the other options do not.
Q19	D	A	Full and empty are opposites; the pair ties the two sentences and marks the change.
Q20	D	(a) synonym, (b) refrain	1 mark for both correct.

Total: 20 marks.

Marks by content description

CD	Section	Items	Marks
VC2E6LA01 (1A — Formality and social distance)	A	Q1–Q5	5

CD	Section	Items	Marks
VC2E6LA02 (1B — Objective and subjective language; identifying bias)	B	Q6–Q10	5
VC2E6LA03 (1C — Stages and phases)	C	Q11–Q15	5
VC2E6LA04 (1D — Repetition and cohesion)	D	Q16–Q20	5

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LA01	Register and address	Multiple Choice
Q2	VC2E6LA01	Register and address	Multiple Choice
Q3	VC2E6LA01	Register and address	Matching
Q4	VC2E6LA01	Register and address	Fill in the Blanks
Q5	VC2E6LA01	Register and address	Multiple Choice
Q6	VC2E6LA02	Objective vs subjective	Multiple Choice
Q7	VC2E6LA02	Objective vs subjective	Mark the Words
Q8	VC2E6LA02	Objective vs subjective	Multiple Choice
Q9	VC2E6LA02	Objective vs subjective	Multiple Choice
Q10	VC2E6LA02	Objective vs subjective	Mark the Words
Q11	VC2E6LA03	Stages and phases	Matching
Q12	VC2E6LA03	Stages and phases	Multiple Choice
Q13	VC2E6LA03	Stages and phases	Multiple Choice
Q14	VC2E6LA03	Stages and phases	Multiple Choice
Q15	VC2E6LA03	Stages and phases	Multiple Choice
Q16	VC2E6LA04	Repetition and cohesion	Drag and Drop (ordering)
Q17	VC2E6LA04	Repetition and cohesion	Fill in the Blanks
Q18	VC2E6LA04	Repetition and cohesion	Multiple Choice
Q19	VC2E6LA04	Repetition and cohesion	Multiple Choice
Q20	VC2E6LA04	Repetition and cohesion	Drag the Words

Achievement-standard mapping (sentences quoted verbatim from TOC §1)

- Section A (VC2E6LA01) evidences Speaking and Listening: *“select language to acknowledge formality and social distance”*.
- Section B (VC2E6LA02) evidences Speaking and Listening: *“They explore objective and subjective language and identify bias.”*
- Section C (VC2E6LA03) evidences Reading and Viewing: *“They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes.”*
- Section D (VC2E6LA04) evidences Writing: *“They use text structures, including repetition, to create sequence and cohesion”*.

Score box

Section A /5	Section B /5	Section C /5	Section D /5	Total /20
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English Level 6 — Chapter test T2

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Chapter test T2 — Language: expressing and developing ideas

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 2 (Chapter 2)

Chapter coverage: Chapter 2 — 2A Embedded clauses · 2B Verbs, elaborated tenses and adverb groups · 2C Point of view in images and sound · 2D Vivid vocabulary and figurative language · 2E The clause comma

Codes assessed: VC2E6LA05 (2A) · VC2E6LA06 (2B) · VC2E6LA07 (2C) · VC2E6LA08 (2D) · VC2E6LA09 (2E)

Name: _____ Date: _____

Total marks

25 (each item is worth 1 mark)

Section structure

Section A — Embedded clauses (5 marks) · Section B — Verbs, tenses and adverb groups (5 marks) · Section C — Point of view in images and sound (5 marks) · Section D — Vivid vocabulary and figurative language (5 marks) · Section E — The clause comma (5 marks)

Timing guidance

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

A pen or pencil. No other equipment is needed.

Conditions

Answer every item and write your answers on this paper. Your teacher may read any item to you. In Section C the pictures and sounds are written out in words — read each description carefully before you answer.

Section A — Embedded clauses (5 marks)

Code: VC2E6LA05 — understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas.

Q1 (1 mark) Combine these two sentences into one by embedding a clause into the noun group. Drag each word or group of words from the box into the correct slot. One slot is already filled.

- Sentence 1: Mia baked the cake.
- Sentence 2: The cake won first prize at the fete.

‘Mia baked the cake **that** □□□□□□□□□□□□□□ at the fete.’

Box: won first prize the cake Mia

Q2 (1 mark) Choose the relative pronoun that correctly completes the sentence. Circle the letter.

‘The student _____ won the art prize is in Year 6.’

- A. which
- B. who
- C. whose
- D. where

Q3 (1 mark) Which sentence correctly combines the two ideas by embedding a clause into the noun group? Circle the letter.

- Idea 1: Sam read the book.
- Idea 2: Ms Chen recommended the book.

- A. Sam read the book, Ms Chen recommended it.
- B. Sam read the book that Ms Chen recommended.
- C. Sam read the book which Ms Chen recommended the book.
- D. Ms Chen recommended, Sam read the book.

Q4 (1 mark) This sentence has a dangling embedding — the embedded clause sits next to the wrong noun, so it sounds as if the oval trained all term:

‘The team celebrated the win at the oval that trained all term.’

Which repair fixes the sentence? Circle the letter.

- A. The team that trained all term celebrated the win at the oval.
- B. The team celebrated the win that trained all term at the oval.
- C. The team celebrated at the oval the win that trained all term.
- D. The team celebrated the win at the oval, which trained all term.

Q5 (1 mark) Complete the sentence with the correct relative pronoun.

‘The boy _____ backpack was left at the library went to the office.’

Section B — Verbs, tenses and adverb groups (5 marks)

Code: VC2E6LA06 — understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas.

Q6 (1 mark) A recipe tells the cook to cut the carrot into small, even cubes. Which precise verb says exactly that? Circle the letter.

- A. slice
- B. dice
- C. fillet
- D. segment

Q7 (1 mark) Choose the elaborated verb group that best sharpens the idea, showing the work went on over time. Circle the letter.

‘Kim _____ the model plane for three weeks before the show.’

- A. built
- B. has been building
- C. builds
- D. building

Q8 (1 mark) Which sentence uses the present tense to talk about a fixed plan in future time? Circle the letter.

- A. The camp bus will leave at 8 am tomorrow.
- B. The camp bus leaves at 8 am sharp tomorrow.
- C. The camp bus left at 8 am yesterday.
- D. The camp bus is leaving soon, I think.

Q9 (1 mark) Fill the blank with an adverb group that tells WHEN the bell rings.

‘The bell rings _____.’

Q10 (1 mark) Which sentence uses the simple present tense for a timeless fact — the kind used in informative reports? Circle the letter.

- A. Nell lives near the river.
 - B. The choir practises every Tuesday.
 - C. Water freezes at zero degrees.
 - D. We packed up before lunch.
-

Section C — Point of view in images and sound (5 marks)

Code: VC2E6LA07 — identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view.

Each item describes a picture, a sequence or a sound. Read the description, then answer.

Q11 (1 mark) A photo story about Leo’s first footy match has three photos. Photo 1 is taken from low down, looking up at Leo, so he looks tall against the sky. Photo 2 is taken at eye level. Photo 3 is taken from high above, so Leo looks small in the middle of the ground. Which photo positions the viewer to feel Leo is big and important? Circle the letter.

- A. Photo 1, because looking up at someone makes them look powerful
- B. Photo 2, because eye level always looks powerful
- C. Photo 3, because looking down makes someone look powerful
- D. All three, because they show the same player

Q12 (1 mark) Two graphs show the same fact: the number of books borrowed from the school library each week for four weeks (12, 13, 14 and 15 books). Graph P starts its side numbers at 0. Graph Q starts its side numbers at 40, so the small rise looks like a huge jump. Which choice below names what Graph Q does? Circle the letter.

- A. It positions the viewer to see the rise as bigger than it really is.
- B. It positions the viewer to see the rise as smaller than it really is.
- C. It shows the numbers more fairly than Graph P.
- D. It hides the numbers from the viewer.

Q13 (1 mark) The fete committee keeps two tables. Table 1 lists the money each stall raised; the cake stall is on top. Table 2 lists the students' votes for favourite stall; the dunk-the-teacher stall is on top. The committee wants to argue that the cake stall was the best stall. Which table puts the viewer on that side? Circle the letter.

- A. Table 1, because it shows the cake stall raised the most money
- B. Table 2, because it shows the most votes
- C. Both tables, because both mention the cake stall
- D. Neither table, because tables have no point of view

Q14 (1 mark) Ava is adding sound to a short film called *The First Lap*. Track A is fast drums with a loud crowd cheering. Track B is slow, quiet music with the sound of a heartbeat. Which track positions the viewer to feel what the runner feels — nervous and alone before the race? Circle the letter.

- A. Track A, because fast drums and cheering feel exciting
- B. Track B, because the heartbeat puts the viewer inside the runner's feelings
- C. Both tracks, because they play over the same scene
- D. Neither track, because sound cannot carry feelings

Q15 (1 mark) In a picture book, every page shows only what Mia can see, and the reader knows only what Mia knows. Which point-of-view job is the book using? Circle the letter.

- A. Where the camera puts you
 - B. Whose eyes the story uses
 - C. Whose side you are put on
 - D. What the caption says
-

Section D — Vivid vocabulary and figurative language (5 marks)

Code: VC2E6LA08 — examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole.

Q16 (1 mark) Match each sentence with its device and effect. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Sentence	Answer
1. 'The library was as quiet as snow.'	☐
2. 'The bell screamed at us to come inside.'	☐
3. 'I have told you a hundred times to pack your bag.'	☐
4. 'The spelling test was a piece of cake.'	☐

- A. Hyperbole — a big exaggeration that pushes how strongly the speaker feels
- B. Idiom — a fixed phrase whose meaning belongs to the whole group of words
- C. Simile — compares two things using *as*, so the quiet feels deep and soft
- D. Personification — gives the bell a human job, so it feels loud and bossy

Q17 (1 mark) A poster for the school clean-up day says: 'Our yard is _____ in rubbish.' Which vivid word best sharpens the worry? Circle the letter.

- A. sitting
- B. drowning
- C. resting
- D. lying

Q18 (1 mark) A writer gives human qualities to something that is not human, like *the old house groaned*. Which naming word names this device? Circle the letter.

- A. Simile
- B. Metaphor
- C. Personification
- D. Hyperbole

Q19 (1 mark) Complete the metaphor with one word.

'The playground was a _____ of red hats.'

Q20 (1 mark) Which sentence uses emotive vocabulary to stir pride in the school? Circle the letter.

- A. 'There is some rubbish in the yard.'
- B. 'The bins were emptied this morning.'
- C. 'Our yard is drowning in rubbish — and we are the ones who can fix it.'
- D. 'Rubbish belongs in the bin.'

Section E — The clause comma (5 marks)

Code: VC2E6LA09 — understand how to use commas to separate a dependent clause from an independent clause.

Q21 (1 mark) This sentence is missing one comma. Mark the ONE word that the comma should come straight after.

‘When the rain stopped we ran outside.’

Q22 (1 mark) Which sentence is punctuated correctly? Circle the letter.

- A. The sun set, and the stars came out.
- B. The sun set and, the stars came out.
- C. The sun, set and the stars came out.
- D. The sun set and the stars, came out.

Q23 (1 mark) This sentence joins two independent clauses with *and*, but the comma is missing. Mark the ONE word that the comma should come straight after.

‘The players warmed up and the coach set out the cones.’

Q24 (1 mark) Which sentence needs NO comma? Circle the letter.

- A. When the wind picks up the kite will climb.
- B. The kite will climb when the wind picks up.
- C. Because the soil was dry we watered it.
- D. If it rains the fete moves inside.

Q25 (1 mark) Complete the rule with one word.

‘When a dependent clause opens a sentence, put a _____ at the end of it.’

End of Chapter test T2 — 25 marks

English Level 6 — Chapter test T2: Solutions

Chapter test T2 — Language: expressing and developing ideas · 25 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 2 (Chapter 2)

Codes assessed: VC2E6LA05 · VC2E6LA06 · VC2E6LA07 · VC2E6LA08 · VC2E6LA09

Teacher copy. The matching item (Q16) scores 1 mark for all four pairs correct; all other items score 1 mark for the keyed response. Every item is objectively markable (P1).

Full answer key

Item	Section	Key	Notes and accepted variants
Q1	A	that won first prize at the fete	Drag order: <i>won, first prize</i> . The embedded clause sits right beside ‘the cake’ with no comma — the which-one kind taught in 2A.
Q2	A	B	‘Who’ is the relative pronoun for people. ‘Which’ is for things, ‘whose’ shows belonging, ‘where’ names a place.
Q3	A	B	The clause <i>that Ms Chen recommended</i> is embedded into the noun group ‘the book’. A and D leave two separate clauses; C repeats the noun.
Q4	A	A	The repair moves the embedded clause beside the noun it describes — <i>the team that trained all term</i> — so the meaning lands on the team, not the oval.
Q5	A	whose	‘Whose’ shows belonging (the backpack belongs to the boy). Only <i>whose</i> accepted.
Q6	B	B	To dice is to cut into small, even cubes. To slice is to cut into flat pieces, to fillet is to cut meat or fish away from bone, to segment is to divide into parts.
Q7	B	B	‘Has been building’ is an elaborated verb group (two helping verbs plus the main verb) that shows the work went on over time.
Q8	B	B	The present tense (‘leaves’) names a fixed plan in future time. A uses <i>will</i> , C is past, D is vague.
Q9	B	any adverb group of WHEN	Accept any time adverb group, e.g. <i>at 3 pm, after lunch, every afternoon, before the bus leaves</i> . It must tell when, not how or where.
Q10	B	C	Water freezes at zero

Item	Section	Key	Notes and accepted variants
Q11	C	A	Camera low, looking up, makes Leo look tall and powerful — the viewer is positioned to feel he is big and important.
Q12	C	A	Starting the side numbers at 40 stretches the small rise (12 to 15) into what looks like a huge jump — the graph positions the viewer to see the rise as bigger than it is.
Q13	C	A	Table 1 (money raised) is the table that puts the viewer on the cake stall's side, because it shows the cake stall on top. Table 2 puts the viewer on the dunk-the-teacher stall's side.
Q14	C	B	The slow music and heartbeat put the viewer inside the runner's feelings — nervous and alone. Track A puts the viewer in the cheering crowd instead.
Q15	C	B	Showing only what Mia sees and knows is the job 'whose eyes the story uses'.
Q16	D	1 C, 2 D, 3 A, 4 B	1 mark for all four correct.
Q17	D	B	'Drowning' is vivid and emotive: it makes the yard sound in trouble. The other options are flat.
Q18	D	C	Personification gives human qualities to something not human.
Q19	D	sea	Accept <i>sea</i> (also <i>ocean</i>). The metaphor says the playground <i>is</i> a sea of hats.
Q20	D	C	'Our yard' and 'we are the ones who can fix it' aim at pride. The other sentences just report.
Q21	E	stopped	<i>When the rain stopped</i> is a dependent clause at the front of the sentence, so the comma sits after <i>stopped</i> : 'When the rain

Item	Section	Key	Notes and accepted variants
Q22	E	A	stopped, we ran outside.’ Two independent clauses joined by <i>and</i> take a comma before the conjunction. The other options put the comma in the wrong place.
Q23	E	up	The new-subject test: <i>the players</i> and <i>the coach</i> are two subjects, so two clauses — the comma sits after <i>up</i> , before <i>and</i> .
Q24	E	B	The dependent clause comes last, so the conjunction <i>when</i> already does the joining — no comma. A, C and D all front the dependent clause and need their comma.
Q25	E	comma	Accept <i>comma</i> (or ‘,’ drawn in the blank). The fronted dependent clause gets its comma.

Total: 25 marks.

Marks by content description

CD	Section	Items	Marks
VC2E6LA05 (2A — Embedded clauses)	A	Q1–Q5	5

CD	Section	Items	Marks
VC2E6LA06 (2B — Verbs, elaborated tenses and adverb groups)	B	Q6–Q10	5
VC2E6LA07 (2C — Point of view in still images, moving images and sound)	C	Q11–Q15	5
VC2E6LA08 (2D — Vivid vocabulary and figurative language)	D	Q16–Q20	5
VC2E6LA09 (2E — The clause comma)	E	Q21–Q25	5

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LA05	Embedded clauses	Drag the Words (combining by embedding)
Q2	VC2E6LA05	Embedded clauses	Multiple Choice
Q3	VC2E6LA05	Embedded clauses	Multiple Choice
Q4	VC2E6LA05	Embedded clauses	Multiple Choice (repairing a dangling embedding)
Q5	VC2E6LA05	Embedded clauses	Fill in the Blanks
Q6	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (precise verb)
Q7	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (elaborated tense)
Q8	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (future- time forms)
Q9	VC2E6LA06	Verbs, tenses and adverb groups	Fill in the Blanks (adverb group)
Q10	VC2E6LA06	Verbs, tenses and adverb groups	Multiple Choice (simple present jobs)
Q11	VC2E6LA07	Point of view in images and sound	Multiple Choice (described photo story)
Q12	VC2E6LA07	Point of view in images and sound	Multiple Choice (described graph pair)
Q13	VC2E6LA07	Point of view in images and sound	Multiple Choice (described table pair)
Q14	VC2E6LA07	Point of view in images and sound	Multiple Choice (described sound tracks)
Q15	VC2E6LA07	Point of view in images and sound	Multiple Choice (described picture book)
Q16	VC2E6LA08	Vivid vocabulary and figurative language	Matching (device to example and effect)
Q17	VC2E6LA08	Vivid vocabulary and figurative language	Multiple Choice (vivid word for a persuasive context)
Q18	VC2E6LA08	Vivid vocabulary and figurative language	Multiple Choice (naming words)
Q19	VC2E6LA08	Vivid vocabulary and figurative language	Fill in the Blanks (building a metaphor)
Q20	VC2E6LA08	Vivid vocabulary and figurative language	Multiple Choice (emotive vocabulary)
Q21	VC2E6LA09	The clause comma	Mark the Words (fronted dependent clause)
Q22	VC2E6LA09	The clause comma	Multiple Choice (compound-sentence comma)
Q23	VC2E6LA09	The clause comma	Mark the Words (new- subject test)
Q24	VC2E6LA09	The clause comma	Multiple Choice (trailing dependent clause, no

Item	CD	§7 family	H5P type
Q25	VC2E6LA09	The clause comma	comma) Fill in the Blanks (naming the rule)

Achievement-standard mapping (sentences quoted verbatim from TOC §1)

- Sections A, B and E (VC2E6LA05, VC2E6LA06, VC2E6LA09) evidence Reading and Viewing: *“They read by integrating phonic, morphemic and vocabulary knowledge; grammatical knowledge such as complex sentences and adverb groups; and knowledge of the multiple uses of commas.”* Embedded clauses and elaborated tenses feed the complex-sentence and adverb-group knowledge; Section E feeds the multiple uses of commas.
- Section C (VC2E6LA07) evidences Reading and Viewing: *“They explain how still images, moving images and sound create point of view.”*
- Section D (VC2E6LA08) evidences Writing: *“They use vivid, emotive vocabulary. They experiment with language features and literary devices.”*

Score box

Section A /5	Section B /5	Section C /5	Section D /5	Section E /5	Total /25
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English Level 6 — Chapter test T3

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Chapter test T3 — Literature

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 3 (Chapter 3)

Chapter coverage: Chapter 3 — 3A Contexts and responses · 3B Comparing texts · 3C An author's style · 3D Sound and imagery · 3E Creating literature (craft)

Codes assessed: VC2E6LE01 (3A) · VC2E6LE02 (3B) · VC2E6LE03 (3C) · VC2E6LE04 (3D) · VC2E6LE05 (3E)

Name: _____ Date: _____

Total marks

25 (each item is worth 1 mark)

Section structure

Unit 1 — Passage A: The Water Cart (7 marks) · Unit 2 — Passage B: two tellings of the same theme (6 marks) · Unit 3 — Passage C: one writer, two pieces (6 marks) · Unit 4 — Passage D: the ballad (6 marks)

Timing guidance

35 minutes, 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

A pen or pencil. No other equipment is needed.

Conditions

Answer every item and write your answers on this paper. Your teacher may read any item to you. Everything you need is printed here — no item asks about a text you have read outside this test. All four passages were written for this test.

Unit 1 — Passage A: *The Water Cart*

Items Q1–Q7 go with this passage. Read it first. The items on this passage ask about contexts (historical, cultural and social), about responses to characters and events, and about craft choices.

Passage A — The Water Cart (written for this test)

The year was 1935, and the rain had not come to the Riverbend district for eleven months. The dam was a circle of cracked mud. Every Tuesday, the town water cart came out to the farms — one tin for drinking, one for cooking, and not a drop wasted.

Nell, twelve, knew the rules by heart. She counted the cups as her father poured them. Her little brother Max watched the tin, licking his lips.

On this Tuesday the cart was late. It came over the rise at last, slow and wrong. The horse stood with its head down, the dust thick in its coat. Old Mr Reilly sat on the seat, holding the reins with one hand. His other hand held his side.

‘The horse gave up on me halfway,’ he said. ‘I walked the last mile.’

Father helped him down. Nell looked at the horse. Its sides heaved.

‘He needs water,’ Nell said.

Father shook his head slowly. ‘What he needs is the week’s drinking water. All of it.’

Max held the tin to his chest. Nell looked at the horse, then at the tin, then at the long dry road back to town.

Q1 (1 mark) What is the strongest context of Passage A? Circle the letter.

- A. Historical — the story is set in a named time long ago, and its clues show how people lived then
- B. Cultural — the story is mostly about a celebration and its customs
- C. Social — the story is mostly about joining a new group at school
- D. None — the story has no context

Q2 (1 mark) ‘She counted the cups as her father poured them.’ What does this detail tell the reader about life in this setting? Circle the letter.

- A. The family measured water carefully because there was so little of it
- B. The family did not like the taste of the water
- C. Nell was practising her counting for school
- D. Father did not trust Nell to pour the water

Q3 (1 mark) The detail ‘The dam was a circle of cracked mud’ tells the reader that the district had been _____ for a long time.

Q4 (1 mark) Which sentence is a response to Nell’s father that is backed by evidence from the passage? Circle the letter.

- A. He is putting his family first — the text says the horse would need ‘the week’s drinking water. All of it.’
- B. He is mean and does not like horses.
- C. He is braver than anyone else in the story.
- D. He is scared of Mr Reilly.

Q5 (1 mark) Max holds the tin to his chest. What does this action show about the setting? Circle the letter.

- A. Water is so precious that even a child guards it
- B. Max wants to carry the tin to school
- C. Max is playing a game with the tin
- D. The tin belongs to Max and nobody else

Q6 (1 mark) The writer wants the horse to feel exhausted and pitiful. Which sentence does that job best? Circle the letter.

- A. ‘The horse stood with its head down, the dust thick in its coat.’
- B. ‘The horse was tired.’
- C. ‘The horse was the fastest horse in the district.’
- D. ‘The horse had four legs and a tail.’

Q7 (1 mark) Build a sentence with touch imagery about the dry day. Drag each word from the box into the correct slot. Two words stay in the box.

‘The dry wind _____ Nell’s cheeks _____ sandpaper.’

Box: rubbed like cold softly

Unit 2 — Passage B: two tellings of the same theme

Items Q8–Q13 go with these two extracts. Both were written for this test. Both tell a story about coming home — but the choices underneath the topic are different.

Text 1 — The Stone of Fenn Vale (*fantasy quest, written for this test*)

The stone in Zara’s pocket was a small sun, warm and awake. It had chosen her, and it would not be carried into the dark of the vale by anyone else. Step after step, the mist pulled at her cloak. Step after step, the pines leaned in to listen. Step after step, the way behind her closed like a curtain. There was no turning back, and no need to. At the far end of the vale the lights of home were already lit — they had been waiting for her.

Text 2 — The Long Way Round (*realistic, written for this test*)

I took the long way home after the game. It was the kind of long way where your feet know every crack in the footpath. I could still hear the whistle in my head, the one that said we had lost. Maybe if I walked slowly enough, the feeling would get tired and drop off. Our street came over the hill at last. Kitchen light. The smell of toast. Dad’s laugh through the window. I wasn’t over the loss. But I was almost home, and that turned out to be a kind of start.

Q8 (1 mark) Match each quote from the two texts with the lens it shows. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Quote	Answer
1. ‘It had chosen her, and it would not be carried into the dark of the vale by anyone else.’	☐
2. ‘Maybe if I walked slowly enough, the feeling would get tired and drop off.’	☐
3. ‘Step after step’ — repeated three times	☐
4. ‘The stone in Zara’s pocket was a small sun’	☐

A. Low modality — words like *maybe* leave room for doubt

B. Repetition — saying the phrase again slows the walk down and makes each step heavier

C. High modality — strong words shut the door on doubt

D. Metaphor — one thing is said to be another thing, to lend it its feelings

Q9 (1 mark) Text 1 is told by a third-person narrator. Text 2 is told with ‘I’. What does the ‘I’ do for the reader? Circle the letter.

A. It puts the reader inside the narrator’s head, hearing every doubt as it happens

B. It makes the story feel like a legend told out loud

C. It hides what the narrator thinks

D. It tells the reader which side to take

Q10 (1 mark) What big idea — the theme — do both texts share? Circle the letter.

- A. It takes courage to go out into the world
- B. Coming home can help you begin again
- C. Magic is real if you believe in it
- D. Winning the game is all that matters

Q11 (1 mark) In Text 2, ‘Kitchen light. The smell of toast.’ are short pieces placed alone. What is the effect of placing them this way? Circle the letter.

- A. The reader stops on each small, homely thing — the shortness is a spotlight
- B. The reader hurries past them to the next event
- C. They tell the reader the time of day in a factual way
- D. They show that the narrator is cross about the game

Q12 (1 mark) What is the topic that both texts share? Circle the letter.

- A. A storm at sea
- B. Coming home
- C. A first day at a new school
- D. A lost animal

Q13 (1 mark) A writer adds one more line to Text 2. Which line best keeps Text 2’s quiet, honest voice? Circle the letter.

- A. ‘I wiped my face on my sleeve and kept walking.’
 - B. ‘My heart was a drum as I climbed our street.’
 - C. ‘There was no turning back. Not tonight. Not ever.’
 - D. ‘The street stretched out before me like a red carpet for a hero.’
-

Unit 3 — Passage C: one writer, two pieces

Items Q14–Q19 go with these two pieces. Both were written for this test by the same writer. Read them side by side and look for the habits underneath.

Text 1 — The Bell in the Fog *(written for this test)*

Who rings the harbour bell when the fog rolls in?

Every grey morning, the same slow note rolled across the water, and every grey morning, Maya listened from the jetty. One morning she followed the sound down the stone steps. The fog was thick, the boards were wet, and the gulls flew low and quiet. At the end of the jetty she found no sailor and no stranger — only old Mrs Lee from the fish shop, holding the rope with both hands. ‘So the small boats find their way home,’ she said. Maya took the rope beside her, and the bell’s warm note rang the fog home.

Text 2 — The Garden Coat *(written for this test)*

Who moved the old coat from the hook by the door?

Every morning the coat hung by the shed, and every morning Ben checked its pockets for treasure. One cold morning a pocket was full of something soft — a small wren had built her nest in the lining. Ben stood very still. The garden was quiet, the air was sharp, and the small bird watched him with one bright eye. He

told no one. From that day he left the coat where it hung, and in summer the wren paid him back in song, bright as coins in the air. Some treasures, his gran said, are better left hanging.

Q14 (1 mark) This writer loves words for light and quiet. In the sentence below from Text 2, mark the TWO words that show this habit.

‘The garden was quiet, the air was sharp, and the small bird watched him with one bright eye.’

Q15 (1 mark) Both texts open with — circle the letter:

- A. a mystery question
- B. a date and a time
- C. a loud piece of action
- D. a piece of dialogue

Q16 (1 mark) Which habit do both texts share? Circle the letter.

- A. A young person notices something small, and the story ends warm, echoing the opening feeling
- B. A frightening villain who is never caught
- C. A joke at the end of the story
- D. A story set in a big city

Q17 (1 mark) Which word best names the tone both texts give off? Circle the letter.

- A. Warm
- B. Spooky
- C. Cross
- D. Fearful

Q18 (1 mark) Which sentence is the best style statement for this writer? Circle the letter.

- A. This writer opens with a mystery question, tells gentle stories about kindness, and loves quiet words and warm endings.
- B. This writer writes loud adventure stories about battles and villains.
- C. This writer writes funny stories full of jokes and surprises.
- D. This writer writes spooky stories about ghosts.

Q19 (1 mark) A third piece by this same writer would most likely begin with — circle the letter:

- A. *Who left the gate swinging in the wind?*
- B. Bang! The door flew open.
- C. Once upon a time, in a castle far away ...
- D. Tuesday was the worst day of Kim’s life.

Unit 4 — Passage D: the ballad

Items Q20–Q25 go with this poem. It is a ballad — a poem that tells a story, in four-line stanzas with a steady beat, a rhyme on lines 2 and 4, and a repeating part called a refrain. Read it aloud.

Passage D — The Lantern Ride (*a ballad, written for this test*)

The storm came down on Ferny Creek the night Prince ran away, she lit her lantern, pulled her coat and set out through the grey.

Home, Prince, home, through the wind and the rain, follow the lantern light home again!

She heard a whinny by the creek where the flood waters lay, she found him shivering, cold and scared, in the dark before the day.

Home, Prince, home, through the wind and the rain, follow the lantern light home again!

When the sun came up on Ferny Creek the storm had rolled away, and Ruby walked with Prince beside, and the birds were back to play.

Home, Prince, home — through the wind and the rain, she found her pony and brought him home again!

Q20 (1 mark) In the second stanza, mark the ONE word that is onomatopoeia — a word that sounds like the noise it names.

‘She heard a whinny by the creek’

Q21 (1 mark) Match each choice from the ballad with its device and effect. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Choice from the ballad	Answer
1. the long <i>o</i> sound repeated in ‘Home, Prince, home’	☐
2. ‘the birds were back to play’	☐
3. the ‘Home, Prince, home’ lines coming back after every stanza	☐
4. ‘away’ rhyming with ‘grey’, ‘lay’ and ‘play’	☐

A. Alliteration — the repeated *b* sounds hurry and brighten the line

B. Refrain — it builds hope each time it returns, because the reader knows more of the story

C. Assonance — the repeated vowel sound stretches out like a call across the hills

D. Rhyme — it makes each stanza feel like a song that is easy to clap and remember

Q22 (1 mark) Clap the beat of this line. How many beats does it have? Circle the letter.

‘the night Prince ran away’

A. 2

B. 3

C. 4

D. 5

Q23 (1 mark) The refrain changes the last time it comes back: ‘she found her pony and brought him home again!’ Why does the writer change it? Circle the letter.

A. Because the story has changed — Prince was lost, and now he is found

B. Because the writer ran out of words

C. Because the refrain must always be different

D. Because the rhythm was wrong before

Q24 (1 mark) ‘She lit her lantern, pulled her coat / and set out through the grey.’ What is the best explanation of the effect of ‘set out through the grey’? Circle the letter.

- A. Sight imagery — it lets the reader see the dark, wet night and feel Ruby’s courage in stepping into it
- B. Onomatopoeia — ‘grey’ sounds like the storm
- C. High modality — it shuts the door on doubt
- D. A refrain — it comes back after every stanza

Q25 (1 mark) Build a line of sound imagery to add to the ballad. Drag each word from the box into the correct slot. Two words stay in the box.

‘The rain _____ on the lantern like _____.’

Box: drummed tiny fingers jumped stones

End of Chapter test T3 — 25 marks

English Level 6 — Chapter test T3: Solutions

Chapter test T3 — Literature · 25 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 3 (Chapter 3)

Codes assessed: VC2E6LE01 · VC2E6LE02 · VC2E6LE03 · VC2E6LE04 · VC2E6LE05

Teacher copy. The matching items (Q8, Q21) score 1 mark for all four pairs correct; all other items score 1 mark for the keyed response. Every item is objectively markable (P1).

Full answer key

Item	Unit	Key	Notes and accepted variants
Q1	1	A	The named year (1935), the water cart and the counted cups are historical context clues — they show when the story happens and how people lived then.
Q2	1	A	Counting the cups shows water was measured carefully because there was so little of it.
Q3	1	dry	Accept <i>dry</i> (also <i>hot</i>). The cracked mud of the dam is a context clue: no rain for a long time.
Q4	1	A	A strong response gives a reason and points to the words that prove it — here, the father's own line about the week's drinking water. The distractors give judgements with no evidence from the passage.
Q5	1	A	In a drought setting, even a child guards the family's water.
Q6	1	LE05 craft — A	The head-down horse with dust thick in its coat lets the reader see the exhaustion. B tells without showing; C and D do not build exhaustion or pity.
Q7	1	LE05 craft — rubbed ... like	'The dry wind <i>rubbed</i> Nell's cheeks <i>like</i> sandpaper.' — touch imagery built with a simile. The words <i>cold</i> and <i>softly</i> stay in the box.
Q8	2	1 C, 2 A, 3 B, 4 D	1 mark for all four correct. <i>Chosen/would not</i> shuts the door on doubt (high modality); <i>maybe</i> leaves room for doubt (low modality); the repeated phrase gathers weight (emphasis/repetition); the stone <i>is</i> a small sun (metaphor).
Q9	2	A — the 'I' puts the reader inside the narrator's head, hearing every doubt as it	First-person narrator: the reader hears the thinking as it happens. The legend

Item	Unit	Key	Notes and accepted variants
		happens.	voice (B) belongs to Text 1's third-person telling.

Item	Unit	Key	Notes and accepted variants
Q10	2	B	Both texts end where home is: Text 1's home lights have been waiting; Text 2's narrator is almost home, 'and that turned out to be a kind of start.'
Q11	2	A	The short pieces placed alone work as a spotlight: the reader stops on each small, homely thing.
Q12	2	B	Both texts are about coming home — the topic on the surface. The theme (the idea underneath) is what Q10 asks about.
Q13	2	LE05 craft — A	'I wiped my face on my sleeve and kept walking.' keeps Text 2's quiet, honest voice. B and D reach for large figurative language and C for Text 1's high-modality legend voice.
Q14	3	quiet, bright	Two targets. 'Quiet' is a word for quiet; 'bright' is a word for light. 'Sharp' is an air-feel word, not a light-and-quiet word.
Q15	3	A	Both pieces open with an italic mystery question — a habit of this writer.
Q16	3	A	Both pieces put a young person noticing something small beside a kind older voice, and both end warm, echoing the opening feeling.
Q17	3	A	The tone is warm, with a little mystery in it. Nothing in either piece is spooky, cross or fearful.
Q18	3	A	The style statement gathers habits that can be proven in both texts: question openings, gentle kindness stories, quiet words, warm endings. The distractors claim habits that appear in neither text.
Q19	3	LE05 craft — A	A mystery question opening keeps the writer's

Item	Unit	Key	Notes and accepted variants
			habits. The other openings start with action noise, a fairy-tale place or a bold claim — none of which this writer does.
Q20	4	whinny	A whinny is the sound a horse makes — the word sounds like the noise it names.
Q21	4	1 C, 2 A, 3 B, 4 D	1 mark for all four correct. The long <i>o</i> stretches (assonance); the <i>b</i> sounds hurry and brighten (alliteration); the returning lines build hope (refrain); the end rhymes make the stanza song-like (rhyme).
Q22	4	B	Three beats: <i>the NIGHT Prince RAN a- WAY</i> .
Q23	4	A	The refrain changes because the story has changed: Prince was lost, and now he is found.
Q24	4	A	‘Set out through the grey’ is sight imagery: the reader sees the dark, wet night and feels Ruby’s courage in stepping into it.
Q25	4	LE05 craft — drummed ... tiny fingers	‘The rain <i>drummed</i> on the lantern like <i>tiny fingers</i> .’ — sound imagery built with onomatopoeia and a simile. The words <i>jumped</i> and <i>stones</i> stay in the box.

Total: 25 marks.

Marks by content description

CD	Hostings	Items	Marks
VC2E6LE01 (3A — Contexts and responses)	Unit 1	Q1–Q5	5

CD	Hostings	Items	Marks
VC2E6LE02 (3B — Comparing texts)	Unit 2	Q8–Q12	5
VC2E6LE03 (3C — An author’s style)	Unit 3	Q14–Q18	5
VC2E6LE04 (3D — Sound and imagery)	Unit 4	Q20–Q24	5
VC2E6LE05 (3E — Creating literature: craft choices)	Units 1–4	Q6–Q7, Q13, Q19, Q25	5

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LE01	Contexts	Multiple Choice
Q2	VC2E6LE01	Contexts	Multiple Choice
Q3	VC2E6LE01	Contexts	Fill in the Blanks
Q4	VC2E6LE01	Responses to characters and events	Multiple Choice
Q5	VC2E6LE01	Responses to characters and events	Multiple Choice
Q6	VC2E6LE05	Craft choices	Multiple Choice (most effective descriptive option for a stated effect)
Q7	VC2E6LE05	Craft choices	Drag the Words (building an imagery-rich sentence)
Q8	VC2E6LE02	Comparing texts	Matching (quote to lens)
Q9	VC2E6LE02	Comparing texts	Multiple Choice (narrator and voice)
Q10	VC2E6LE02	Comparing texts	Multiple Choice (theme)
Q11	VC2E6LE02	Comparing texts	Multiple Choice (emphasis)
Q12	VC2E6LE02	Comparing texts	Multiple Choice (topic)
Q13	VC2E6LE05	Craft choices	Multiple Choice (keeping a text's voice)
Q14	VC2E6LE03	Author's style	Mark the Words (marking recurring stylistic features)
Q15	VC2E6LE03	Author's style	Multiple Choice (opening habit)
Q16	VC2E6LE03	Author's style	Multiple Choice (shared habits)
Q17	VC2E6LE03	Author's style	Multiple Choice (tone)
Q18	VC2E6LE03	Author's style	Multiple Choice (style statement)
Q19	VC2E6LE05	Craft choices	Multiple Choice (adapting an author's opening habit)
Q20	VC2E6LE04	Sound and imagery	Mark the Words (onomatopoeia in a stanza)
Q21	VC2E6LE04	Sound and imagery	Matching (device to meaning and effect)
Q22	VC2E6LE04	Sound and imagery	Multiple Choice (rhythm — beats in a ballad line)
Q23	VC2E6LE04	Sound and imagery	Multiple Choice (the refrain's effect)
Q24	VC2E6LE04	Sound and imagery	Multiple Choice (imagery and effect)
Q25	VC2E6LE05	Craft choices	Drag the Words (building an imagery-rich line)

Achievement-standard mapping (sentences quoted verbatim from TOC §1)

- Units 1–2 (VC2E6LE01, VC2E6LE02) evidence Reading and Viewing: *“When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.”*
 - Unit 3 (VC2E6LE03) likewise evidences Reading and Viewing: exploring and comparing texts to build literal and inferred meanings — here across one writer’s pieces.
 - Unit 4 (VC2E6LE04) evidences Reading and Viewing: *“They explain the effects of imagery and sound devices in texts.”*
 - The craft items (VC2E6LE05: Q6–Q7, Q13, Q19, Q25) evidence Writing: *“They use vivid, emotive vocabulary. They experiment with language features and literary devices.”*
-

Score box

LE01 /5	LE02 /5	LE03 /5	LE04 /5	LE05 /5	Total /25
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English Level 6 — Chapter test T4

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Chapter test T4 — Literacy: speaking and listening, word knowledge and fluency

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 4 (Chapter 4)

Chapter coverage: Chapter 4 — 4A Interaction skills · 4B Delivering spoken texts · 4C Complex words · 4D Spelling new and technical words · 4E Reading accurately and fluently

Codes assessed: VC2E6LY01 (4A) · VC2E6LY02 (4B) · VC2E6LY03 (4C) · VC2E6LY04 (4D) · VC2E6LY05 (4E)

Name: _____ Date: _____

Total marks

25 (each item is worth 1 mark)

Section structure

Section A — Interaction knowledge (5 marks) · Section B — Voice features and spoken structure (5 marks) · Section C — Complex words (5 marks) · Section D — Spelling new and technical words (5 marks) · Section E — Fluency and navigation (5 marks)

Timing guidance

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

A pen or pencil. No other equipment is needed.

Conditions

Answer every item and write your answers on this paper. Your teacher may read any item to you. Section E sits on an informative passage printed inside this test — read it first, then answer its items. Every passage and scenario in this test was written for the test.

Section A — Interaction knowledge (5 marks)

Code: VC2E6LY01 — use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions.

Q1 (1 mark) In a group discussion about the school fete, Mia says:

‘The cake stall needs two more helpers, because the line gets longest just after lunch.’

Which paraphrase keeps Mia’s whole meaning, uses different words, and ends as a check? Circle the letter.

A. ‘The cake stall needs two more helpers, because the line gets longest just after lunch.’

B. ‘So the cake stall is the busiest stall at the whole fete?’

C. ‘So you’re saying the cake stall is short of two people, and its busiest time will be after lunch — is that right?’

D. ‘Cake stall — short of helpers?’

Q2 (1 mark) The group is planning the end-of-year picnic. Tom says, ‘Let’s meet at the courts on Friday.’ Nobody is sure which courts he means. Which question clears up the one unclear word without challenging the idea? Circle the letter.

- A. ‘Why do you always pick Friday for everything?’
- B. ‘What would make this the best picnic we have ever had?’
- C. ‘Can we just not have a picnic at all?’
- D. ‘Which courts — the ones by the hall or the ones by the gate?’

Q3 (1 mark) Match each question to its kind. Write the correct letter (A–B) in each box. (1 mark for all four correct.)

Question	Answer
1. ‘What time does the excursion bus leave?’	☐
2. ‘What did you enjoy most about the camp?’	☐
3. ‘How many books did our class read this term?’	☐
4. ‘Why should we start a lunchtime chess club?’	☐

- A. Closed question — asks for a precise response
- B. Open question — invites the speaker to give more information

Q4 (1 mark) Kim wants to borrow the school hall for a games afternoon. She goes to the principal’s office to ask. Which sentence is dressed right for this audience and purpose? Circle the letter.

- A. ‘Hey, we need the hall on Friday for games. Cool?’
- B. ‘Thank you, Principal. May I ask whether the hall is free on Friday afternoon? Our class would like to hold a games afternoon.’
- C. ‘The hall is obviously ours on Friday, because we asked first.’
- D. ‘Whatever you decide about the hall is fine with us.’

Q5 (1 mark) A discussion has been running for ten minutes. The group has talked about three different ideas and has lost track of what it first decided. Which strategy from the toolkit fits this moment? Circle the letter.

- A. Review — look back over what the group has said and decided
- B. Pause — stop talking and give everyone time to think
- C. Repeat — say the key point one more time
- D. Clarify — ask a small question to clear up one unclear word

Section B — Voice features and spoken structure (5 marks)

Code: VC2E6LY02 — deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice.

Q6 (1 mark) Match each speaking job to the feature of voice that does it. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Speaking job	Answer
1. You give two numbers the audience must remember.	☐
2. The back row of the hall must hear every word.	☐
3. You reach the sad part, and the room should feel it matters.	☐
4. You reach the spooky line, and you want the room to lean in.	☐

- A. Tone — the feeling your voice carries
- B. Volume — how loud or soft you are
- C. Pitch — how high or low your voice sounds
- D. Pace — how fast or slow you speak

Q7 (1 mark) Ava is telling a ghost story to her class. On the spooky line, her voice drops low and deep, and the whole room leans in. Which feature of voice is doing the work? Circle the letter.

- A. Pace
- B. Pitch
- C. Volume
- D. Tone

Q8 (1 mark) Sam says, ‘Our class won the trivia night,’ slowly and softly, looking at the floor. What will the audience most likely understand? Circle the letter.

- A. That Sam is excited and proud of the win
- B. That Sam wants the room to laugh
- C. That Sam feels this is sad news, even though the words say a win
- D. Nothing — only the words carry meaning

Q9 (1 mark) Kim is giving a talk asking her class to start a weekly reading hour. She has finished her body and is ready for her close. Which sentence belongs in the close? Circle the letter.

- A. ‘Good morning, everyone.’
- B. ‘Last term, our class read forty books in one hour each week.’
- C. ‘Some will say we are too busy — but busy classes need quiet reading most.’
- D. ‘To finish, one reading hour a week, every week. Thank you for listening.’

Q10 (1 mark) Leo is giving a talk to the school council about new bike racks. He wants to add one mode that carries part of the message — not decoration. Which addition passes the take-it-away test? Circle the letter.

- A. A map of the yard with the three rack spots marked, because it shows what words alone cannot
 - B. A poster that repeats his claim word for word
 - C. A second copy of his notes, held up for the room
 - D. Loud music played while he speaks
-

Section C — Complex words (5 marks)

Code: VC2E6LY03 — use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words.

Q11 (1 mark) The word *pneumonia* starts with the letters *pn*. When you say the word, what happens to the *p*? Circle the letter.

- A. The *p* is the loudest sound in the word
- B. The *p* makes an /f/ sound
- C. The *p* is silent, so the word starts with the /n/ sound
- D. The *p* is said twice

Q12 (1 mark) Say the word *island* out loud. Complete the sentence.

‘In the word *island*, the letter _____ is written but not spoken.’

Q13 (1 mark) Which split shows the syllables of *resuscitate*? Circle the letter.

- A. res-us-cit-ate
- B. re-sus-ci-tate
- C. resu-scit-ate
- D. re-susc-ita-te

Q14 (1 mark) The ending *-ation* appears in the word *vegetation*. What job does *-ation* do? Circle the letter.

- A. It means under
- B. It means again
- C. It means not, or the opposite
- D. It turns the word into a thing

Q15 (1 mark) You want to spell the word for the plants growing in a park. You already know the word *vegetable*. Which spelling is right? Circle the letter.

- A. vegetation
 - B. vegetation
 - C. vejétation
 - D. vegetasion
-

Section D — Spelling new and technical words (5 marks)

Code: VC2E6LY04 — use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words.

Q16 (1 mark) This sentence has ONE misspelled word. Mark that word.

‘The team recieved its medals after the grand final.’

Q17 (1 mark) Which sentence has NO spelling mistakes? Circle the letter.

A. ‘The fire drill is desinged to keep us safe.’

B. ‘We hope there is never a real emergeny.’

C. ‘The stall holder gave us a discount.’

D. ‘Nan bought a bag of lollys.’

Q18 (1 mark) Build the word that means the state of having gone missing. Drag each part from the box into the correct slot. One part stays in the box.

‘The □□□□□□□□ □□□□□□□□ □□□□□□□□ of the school mascot stayed a mystery all week.’

Box: dis appear ance un

Q19 (1 mark) The Greek root *pent* means the number 5, and *athlon* means contest. What is a pentathlon? Circle the letter.

A. A contest of ten events

B. A contest of five events

C. A person who trains for contests

D. A contest held under the sea

Q20 (1 mark) Complete the generalisation.

‘When *happy* takes the suffix *-ness*, the *y* changes to _____, so the new word is spelled *happiness*.’

Section E — Fluency and navigation (5 marks)

Code: VC2E6LY05 — select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed.

Items Q21–Q25 go with this passage. Read it first. The items ask you to locate facts, infer, re-read and check, and navigate by the headings.

Passage E — Meet the Echidna (an informative text, written for this test)

The echidna is a small, spiky mammal found all over Australia. It is one of only two kinds of mammal in the world that lay eggs. The other is the platypus.

A coat of spikes

An echidna’s back is covered in sharp spikes. The spikes are really stiff hairs made of a material called keratin. When a fox or a dog comes close, the echidna curls into a tight ball or digs fast into the soil, so only spikes show.

Finding food

Echidnas eat ants and termites. They sniff out a nest with their long nose, then tear it open with strong claws. A sticky tongue flicks in and out to scoop up the insects. The tongue can be as long as a pencil. Echidnas have no teeth at all.

A baby called a puggle

A mother echidna lays one soft egg and keeps it warm in a pouch. When the egg hatches, the baby — called a puggle — drinks milk and rides in the pouch until its spikes start to grow.

Q21 (1 mark) How many kinds of mammal in the world lay eggs? Circle the letter.

- A. One
- B. Two
- C. Three
- D. Four

Q22 (1 mark) An echidna curls into a tight ball when a fox comes close. Why does it do this? Circle the letter.

- A. So it can roll away fast
- B. So it can go to sleep
- C. So the fox will share its food
- D. So the fox can only touch spikes, and the echidna stays safe

Q23 (1 mark) In the section *A coat of spikes*, the text says the spikes are really stiff hairs. Complete the sentence.

‘The spikes are made of a material called _____.’

Q24 (1 mark) You need one fast fact about what baby echidnas are called. Which heading do you go to first? Circle the letter.

- A. A baby called a puggle
- B. A coat of spikes
- C. Finding food
- D. None — you read the whole passage from the start

Q25 (1 mark) A reader wants to check the claim that echidnas do not chew their food. Which sentence from *Finding food* should the reader re-read? Circle the letter.

- A. ‘Echidnas have no teeth at all.’
- B. ‘Echidnas eat ants and termites.’
- C. ‘They sniff out a nest with their long nose.’
- D. ‘The tongue can be as long as a pencil.’

End of Chapter test T4 — 25 marks

English Level 6 — Chapter test T4: Solutions

Chapter test T4 — Literacy: speaking and listening, word knowledge and fluency · 25 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 4 (Chapter 4)

Codes assessed: VC2E6LY01 · VC2E6LY02 · VC2E6LY03 · VC2E6LY04 · VC2E6LY05

Teacher copy. The matching items (Q3, Q6) score 1 mark for all pairs correct; all other items score 1 mark for the keyed response. Every item is objectively markable (P1).

Full answer key

Item	Section	Key	Notes and accepted variants
Q1	A	C	Keeps the whole meaning in different words and ends as a check. A copies the words (copying is not paraphrasing); B grows the meaning beyond what Mia said; D shrinks it to a headline and loses the reason and the timing.
Q2	A	D	A clarifying question targets one unclear word — ‘the courts’ — without challenging the idea. A challenges the person; B is an open question that never clears up ‘courts’; C changes the idea.
Q3	A	1 A, 2 B, 3 A, 4 B	1 mark for all four correct. Questions 1 and 3 ask for a precise response (a time, a number); questions 2 and 4 invite the speaker to give more information.
Q4	A	B	Dressed for the principal: polite framing, careful words, a clear ask. A is friend-clothes; C makes a rude claim; D never makes the ask.
Q5	A	A	Review — the group has lost track of what it said and decided, so it looks back over the talk. Pause gives thinking time; repeat says one point again; clarify clears up one unclear word.
Q6	B	1 D, 2 B, 3 A, 4 C	1 mark for all four correct. Slow down for numbers (pace); louder for the back row (volume); the feeling in the voice carries the sad part (tone); dropping the voice low pulls the room in on the spooky line (pitch).
Q7	B	B — Pitch	Low and deep is pitch (how high or low the voice sounds). Volume is loud/soft; pace is

Item	Section	Key	Notes and accepted variants
			fast/slow; tone is the feeling the voice carries.

Item	Section	Key	Notes and accepted variants
Q8	B	C	The slow, soft delivery and the eyes on the floor tell the audience this feels like sad news — the voice changes what the audience understands, even when the words stay the same.
Q9	B	D	The close sums up and restates the claim, then thanks the audience. A belongs in the opening; B is body evidence; C is the body's fair answer to the other side.
Q10	B	A	The map shows what words alone cannot — take it away and the talk is weaker. Repeating the claim or the notes is decoration; the music carries no part of the message.
Q11	C	C	The <i>p</i> in <i>pneumonia</i> is silent; the word starts with the /n/ sound — an uncommon letter pattern decoded with phonic knowledge.
Q12	C	s	Accept <i>s</i> (also accept <i>the letter s</i>). 'Island' sounds like <i>eye-land</i> ; the <i>s</i> is written but not spoken.
Q13	C	B	Four beats: <i>re-sus-ci-tate</i> . The <i>c</i> before <i>i</i> is soft, so it says /s/.
Q14	C	D	<i>-ation</i> turns a word into a thing. 'Under' is <i>sub-</i> ; 'again' is <i>re-</i> ; 'not, or the opposite' is <i>dis-</i> .
Q15	C	B	<i>Vegetation</i> shares the chunk <i>veget-</i> with the known word <i>vegetable</i> , and the ending is <i>-ation</i> . The other spellings do not match the word family.
Q16	D	recieved	The misspelled word. Fix: <i>received</i> — <i>i</i> before <i>e</i> , except after <i>c</i> ; a <i>c</i> comes first, so the <i>ei</i> team goes in.
Q17	D	C	A is <i>desinged</i> (fix:

Item	Section	Key	Notes and accepted variants
			<i>designed</i> — base word <i>design</i> keeps its silent <i>g</i>); B is <i>emergeney</i> (fix: <i>emergency</i>); D is <i>lollys</i> (fix: <i>lollies</i> — <i>y</i> after a consonant becomes <i>ies</i>). C has no mistakes.
Q18	D	dis + appear + ance	‘The disappearance of the school mascot stayed a mystery all week.’ The part <i>un</i> stays in the box.
Q19	D	B	<i>Pent</i> (5) + <i>athlon</i> (contest) = a contest of five events. Ten events is a decathlon (<i>dec</i> = 10); a person who trains for contests is an athlete (<i>ath</i> = contest or outstanding skill).
Q20	D	i	Accept <i>i</i> . Change <i>y</i> to <i>i</i> before the suffix: <i>happy</i> → <i>happiness</i> .
Q21	E	B	Locate: ‘It is one of only two kinds of mammal in the world that lay eggs.’
Q22	E	D	Infer: the echidna curls up ‘so only spikes show’ — the spikes keep it safe.
Q23	E	keratin	Locate in <i>A coat of spikes</i> : the spikes are stiff hairs made of keratin.
Q24	E	A	Navigate by the headings: the baby fact lives under <i>A baby called a puggle</i> . Informative texts are for searching, not for reading from the start (D).
Q25	E	A	Re-read and check: no chewing without teeth — ‘Echidnas have no teeth at all.’ is the sentence that checks the claim.

Total: 25 marks.

Marks by content description

CD	Section	Items	Marks
VC2E6LY01 (4A — Interaction knowledge)	A	Q1–Q5	5

CD	Section	Items	Marks
VC2E6LY02 (4B — Voice features and spoken structure)	B	Q6–Q10	5
VC2E6LY03 (4C — Complex words)	C	Q11–Q15	5
VC2E6LY04 (4D — Spelling new and technical words)	D	Q16–Q20	5
VC2E6LY05 (4E — Fluency and navigation)	E	Q21–Q25	5

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LY01	Interaction knowledge	Multiple Choice (paraphrase that keeps meaning)
Q2	VC2E6LY01	Interaction knowledge	Multiple Choice (clarifying question)
Q3	VC2E6LY01	Interaction knowledge	Matching (sorting open from closed questions)
Q4	VC2E6LY01	Interaction knowledge	Multiple Choice (formal vs informal wording)
Q5	VC2E6LY01	Interaction knowledge	Multiple Choice (strategy choice)
Q6	VC2E6LY02	Voice features and spoken structure	Matching (voice feature to purpose and audience effect)
Q7	VC2E6LY02	Voice features and spoken structure	Multiple Choice (feature a described delivery uses)
Q8	VC2E6LY02	Voice features and spoken structure	Multiple Choice (one line, two deliveries)
Q9	VC2E6LY02	Voice features and spoken structure	Multiple Choice (structure — opening, body, close)
Q10	VC2E6LY02	Voice features and spoken structure	Multiple Choice (multimodal elements)
Q11	VC2E6LY03	Complex words	Multiple Choice (uncommon letter pattern)
Q12	VC2E6LY03	Complex words	Fill in the Blanks (silent letter)
Q13	VC2E6LY03	Complex words	Multiple Choice (morphemic analysis)
Q14	VC2E6LY03	Complex words	Multiple Choice (word part to meaning)
Q15	VC2E6LY03	Complex words	Multiple Choice (vocabulary-clue spelling)
Q16	VC2E6LY04	Spelling new and technical words	Mark the Words (proofreading — mistake identified)
Q17	VC2E6LY04	Spelling new and technical words	Multiple Choice (proofreading — mistake not identified)
Q18	VC2E6LY04	Spelling new and technical words	Drag the Words (building from prefix, base word and suffix)
Q19	VC2E6LY04	Spelling new and technical words	Multiple Choice (Greek roots)
Q20	VC2E6LY04	Spelling new and technical words	Fill in the Blanks (spelling generalisation)
Q21	VC2E6LY05	Fluency and navigation	Multiple Choice (locate)
Q22	VC2E6LY05	Fluency and navigation	Multiple Choice (infer)
Q23	VC2E6LY05	Fluency and navigation	Fill in the Blanks (locate)

Item	CD	§7 family	H5P type
Q24	VC2E6LY05	Fluency and navigation	Multiple Choice (navigate by heading)
Q25	VC2E6LY05	Fluency and navigation	Multiple Choice (re-read and check)

Achievement-standard mapping (sentences quoted verbatim from TOC §1 and the section files)

- Sections A and B (VC2E6LY01, VC2E6LY02) evidence Speaking and Listening: *“When interacting with others, students use vivid vocabulary, select language to acknowledge formality and social distance, and use appropriate strategies such as paraphrasing and questioning.”* and *“When speaking to an audience, students deliver structured spoken texts, exploring topics and text types, including multimodal or digital elements. They select language appropriate for purpose and audience and use appropriate features of voice.”*
- Sections C and D (VC2E6LY03, VC2E6LY04) evidence Reading and Viewing: *“They read by integrating phonic, morphemic and vocabulary knowledge”* — the combined phonological, morphological and vocabulary knowledge of Section C and the base-word, affix, letter- pattern, generalisation and word-origin knowledge of Section D.
- Section E (VC2E6LY05) likewise evidences Reading and Viewing: *“When reading and viewing, students engage with a range of different types of texts for meaning.”* — here by reading an informative text accurately, locating and inferring, re-reading to check, and navigating by its headings.

Score box

Section A /5	Section B /5	Section C /5	Section D /5	Section E /5	Total /25
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English Level 6 — Chapter test T5

This is a school-designed check. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Level 6 English achievement standard, not against a mark on this paper.

Chapter test T5 — Literacy: contexts, analysis and creating texts

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 5 (Chapter 5)

Chapter coverage: Chapter 5 — 5A Texts in their context · 5B Structures and features working together · 5C Comprehension strategies · 5D Creating texts for purpose and audience · 5E Re-reading and editing

Codes assessed: VC2E6LY06 (5A) · VC2E6LY07 (5B) · VC2E6LY08 (5C) · VC2E6LY09 (5D) · VC2E6LY10 (5E)

Name: _____ Date: _____

Total marks

25 (each item is worth 1 mark)

Section structure

Section A — Texts in their context (4 marks) · Section B — Structure and features working together (4 marks) · Section C — Comprehension across sources (8 marks) · Section D — Text construction (6 marks) · Section E — Editing against agreed criteria (3 marks)

Timing guidance

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

A pen or pencil. No other equipment is needed.

Conditions

Answer every item and write your answers on this paper. Your teacher may read any item to you. Section C sits on two short texts printed inside this test, and Section D sits on a survey fact frame printed inside this test — read them first, then answer their items. Every artifact, passage and scenario in this test was written for the test.

Section A — Texts in their context (4 marks)

Code: VC2E6LY06 — examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created.

Items Q1–Q4 go with these two artifacts. Both were written for this test, each in the flavour of its own time. Read them first.

Artifact A — The Riverbend Gazette, Saturday 3 May 1952 (a news report, written for this test)

FIRST TRAFFIC LIGHTS FOR MAIN STREET. Riverbend's first traffic lights began work on Friday at the corner of Main Street and Station Road. The council paid ninety pounds for the lights. A police officer stood at the corner all morning to show drivers how the new signals worked. One driver who passes the corner every day said he was glad the lights had come. 'Bicycles and vans all share that corner,' he said. 'Now we take turns.' The lights will run from eight in the morning until six at night.

Artifact B — Sunbeam Torch, newspaper advertisement, 1962 (drawn for this test)

THE TORCH EVERY BOY WANTS! The Sunbeam Torch shines bright for a full week on one battery. Ask your dad for a Sunbeam this Christmas. Only five shillings, at every hardware shop.

Q1 (1 mark) Which detail in Artifact A is the strongest clue that the report was written before Australia changed from pounds to dollars in 1966? Circle the letter.

- A. The lights stood at the corner of Main Street and Station Road
- B. The lights ran from eight in the morning until six at night
- C. The council paid ninety pounds for the lights
- D. A police officer stood at the corner all morning

Q2 (1 mark) Artifact A says a police officer stood at the corner ‘to show drivers how the new signals worked’. What does this detail reflect about Riverbend in 1952? Circle the letter.

- A. Drivers in the town did not follow road rules
- B. Traffic lights were new to the town, and drivers had to learn them
- C. The police officer directed traffic at that corner every day for years
- D. Traffic lights were already common in every town

Q3 (1 mark) Match each choice in the artifacts to what it reflects about its context. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Choice in an artifact	Answer
1. The report prices the lights at ‘ninety pounds’.	☐
2. The ad says ‘Ask your dad’.	☐
3. The report says a police officer showed drivers how the lights worked.	☐
4. The ad is printed in black and white in a newspaper.	☐

- A. Families read printed papers for their news and ads; there were no screen ads yet
- B. Ads spoke to the parent who did the buying, not straight to the child
- C. Money was counted in pounds, before Australia changed to dollars
- D. Traffic lights were so new to the town that drivers had to be shown how they worked

Q4 (1 mark) Artifact B opens with ‘THE TORCH EVERY BOY WANTS!’ What does the ad take for granted about its time? Circle the letter.

- A. Children had their own money to buy torches
- B. Every boy already owned a torch
- C. Torches worked only at Christmas
- D. Boys wanted torches as gifts, and dads did the buying

Section B — Structure and features working together (4 marks)

Code: VC2E6LY07 — analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences.

Items Q5–Q8 go with these two texts about the same topic. Both were written for this test. Read them side by side.

Text B1 — the school newsletter (print) *(written for this test)*

Breakfast club starts Monday

Riverbend Primary School's new breakfast club starts on Monday in Room 4, and it runs every weekday from 8:00 to 8:45 am. Every student is welcome, and breakfast is free. Helpers serve cereal, fruit and toast. Students who eat breakfast settle into class calmly, and the club gives every child a warm start to the day. Families can sign up at the front office.

Text B2 — the school website (digital) *(written for this test)*

Breakfast club

Menu: Home · Clubs · Calendar · Contact us

When and where

- Monday to Friday · 8:00–8:45 am · Room 4

Who can come

- Every student · breakfast is free

How to join

- Sign up at the front office, or use the button below

[Join the breakfast club →]

Q5 (1 mark) Match each pair of choices to the purpose it best serves. Write the correct letter (A–D) in each box. (1 mark for all four correct.)

Pair of choices	Answer
1. Numbered steps and command words like 'click', 'press' and 'send'	☐
2. A headline claim up top and loaded words like 'unmissable'	☐
3. One plain sentence with a checkable number, like '\$412 raised'	☐
4. A story opening with vivid, funny picture words	☐

A. Inform — give the reader facts

B. Persuade — move the reader to act

C. Instruct — tell the reader what to do

D. Entertain — tell the reader a story to enjoy

Q6 (1 mark) A parent has ten seconds. They need to find when the breakfast club runs. Which text helps them most, and why? Circle the letter.

A. Text B1, because it tells the whole story from top to bottom

B. Text B2, because the bullets under 'When and where' give the days, times and room in one look

C. Text B1, because its headline is the biggest thing on the page

D. Text B2, because its menu lists every part of the website

Q7 (1 mark) Which features in Text B2 are navigation tools that a printed newsletter page cannot offer? Circle the letter.

- A. The menu and the join button, which let a reader jump around the site and act with one click
- B. The bullet list, because print texts never use bullets
- C. The subheadings, because print texts never use subheadings
- D. The words ‘Every student’, because every reader needs them

Q8 (1 mark) A class is judging which text communicates the three key facts (when, who, how to join) most clearly. Which judgement comes with the best reason? Circle the letter.

- A. Text B1, because paragraphs are always clearer than bullets
 - B. Text B2, because the menu shows every page of the website
 - C. Text B2, because the three subheadings sort the facts into named parts, and each bullet carries one fact
 - D. Text B1, because it uses the word ‘free’, and Text B2 does not
-

Section C — Comprehension across sources (8 marks)

Code: VC2E6LY08 — use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings.

Items Q9–Q16 go with these two texts on one topic. Both were written for this test. Read them both before you answer.

Text 1 — the school newsletter *(an informative report, written for this test)*

New tank for the school garden

Last Friday, workers fitted a 5,000-litre rainwater tank beside the school garden. The tank collects rain from the hall roof through a new pipe. In a dry year, the tank can save enough water to keep the garden growing through summer. The tank cost \$1,200, paid for by last term’s school fete. Ms Chen said the garden club would check the water level every week.

Text 2 — Mia’s diary *(a personal text, written for this test)*

Thursday. I could not sleep last night, because I kept listening for rain. This morning I ran straight to the new tank before the bell. The water level still sat at the bottom, so I crossed my fingers for the grey clouds over the hill. Every drop that falls on the hall roof now runs down the pipe and into our tank. That water will keep our tomatoes alive in January. I put my hand on the tank and made it a promise. We will not waste a drop.

Q9 (1 mark) How much water can the new tank hold? Circle the letter.

- A. 1,200 litres
- B. 500 litres
- C. 2,000 litres
- D. 5,000 litres

Q10 (1 mark) In Text 2, Mia says, ‘I kept listening for rain.’ What can the reader infer from this? Circle the letter.

- A. Mia wants it to rain so the new tank can fill
- B. Mia is afraid of storms
- C. Mia cannot sleep because the tank is noisy
- D. Mia wants to stay home from school

Q11 (1 mark) Which statement can a reader know only by reading both texts together? Circle the letter.

- A. The tank sits beside the school garden
- B. The water Mia hopes for will help grow the garden’s tomatoes
- C. The tank cost \$1,200
- D. Mia checked the tank before the bell

Q12 (1 mark) This sentence comes from Text 2. Mark the words that show Mia hoping, rather than a fact.

‘The water level still sat at the bottom, so I crossed my fingers for the grey clouds over the hill.’

Q13 (1 mark) A reader wants checkable facts about what the tank cost and how much it can hold. Which text helps most, and why? Circle the letter.

- A. Text 2, because it is easier to read
- B. Text 2, because Mia saw the tank with her own eyes
- C. Text 1, because it gives numbers and details that can be checked
- D. Text 1, because it is longer than Text 2

Q14 (1 mark) What is the biggest difference between the two texts? Circle the letter.

- A. Text 1 reports facts for the whole school, and Text 2 tells one student’s own feelings
- B. Text 1 is a diary, and Text 2 is a news report
- C. Text 1 tells a made-up story, and Text 2 reports facts
- D. The two texts disagree about where the tank is

Q15 (1 mark) What idea connects both texts? Circle the letter.

- A. Both texts say the fete paid for the tank
- B. Both texts share the idea that saving water is worth doing
- C. Both texts are written by Mia
- D. Both texts give the price of the tank

Q16 (1 mark) Complete this summary of both texts with one word.

‘Read together, the two texts show that the new tank helps the school save _____, so the garden can keep growing through summer.’

Section D — Text construction (6 marks)

Code: VC2E6LY09 — create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate.

Items Q17–Q22 go with this survey fact frame, written for this test. Read it first.

Survey facts — how do we get to school?

In Term 1, Grade 6 counted how every student at Riverbend Primary School arrived one Monday morning. Of 240 students, 120 came by car, 80 walked, 25 came by bus, and 15 rode a bike. In Term 2, the school added ten new bike racks near the gate. In Term 3, the class counted again. Bike riders had doubled to 30, and car trips had fallen to 105.

Q17 (1 mark) The class is writing its survey up as a report. Drag the five paragraph cards into a logical order, so each idea follows the one before it. Write 1–5 in the boxes.

Paragraph card	Order
What we found — the counts for each way of travelling	☐
Closing — what we can all do	☐
How we found out — our Term 1 survey	☐
Opening — what we set out to find out	☐
What our school did — the new bike racks, and the Term 3 count	☐

Q18 (1 mark) Which sentence works best as the topic sentence for the ‘What we found’ paragraph? Circle the letter.

- A. ‘Our class counted every student at the gate one Monday morning.’
- B. ‘The school added ten new bike racks in Term 2.’
- C. ‘Thank you for reading our report.’
- D. ‘On survey day, half our students arrived by car.’

Q19 (1 mark) Choose the connective that fits the gap. Write it on the line.

Choose from: as a result · however · first · for example

‘The school added ten new bike racks in Term 2. _____, the number of students riding to school doubled.’

Q20 (1 mark) The class wrote this sentence for the school council. ‘We recommend that the council fund ten more bike racks, so fewer cars crowd the school gate.’ Now the class wants to give the same idea to the Prep class. Which version fits the younger audience? Circle the letter.

- A. ‘Ride your bike to school — there is a new rack waiting for you!’
- B. ‘We recommend funding for ten additional racks.’
- C. ‘Car congestion at the gate should be reduced.’
- D. ‘Each rack cost fifty dollars from the fete money.’

Q21 (1 mark) The class is making a poster to persuade students to ride to school. Which line uses the rule of three? Circle the letter.

- A. 'Who wants to sit in a car queue every morning?'
- B. 'Every Monday. Every single Monday.'
- C. 'Ride for fun. Ride for the planet. Arrive ready to learn.'
- D. 'Bikes might help a little, maybe.'

Q22 (1 mark) The poster's closing line needs the strongest push. Which modal verb fits the gap? Circle the letter.

'You _____ try riding to school next week.'

- A. might
 - B. must
 - C. could
 - D. should
-

Section E — Editing against agreed criteria (3 marks)

Code: VC2E6LY10 — re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices.

Q23 (1 mark) This passage has ONE misspelled word. Mark that word.

'Last Friday, our class plantd a new gum tree by the library. We will water it every week.'

Q24 (1 mark) Ben's draft says this. 'We watered the seedlings. We watered the seedlings every day.' Which edit is better, and what does it improve? Circle the letter.

- A. 'We watered the seedlings every day.' — it cuts the repeat, so the meaning is clear
- B. 'We watered them. We watered the seedlings every day.' — it adds a pronoun, and the repeat stays
- C. 'WE WATERED THE SEEDLINGS EVERY DAY.' — it makes every letter big
- D. 'We watered the seedlings, we watered the seedlings every day.' — it joins the two sentences, and the repeat stays

Q25 (1 mark) The draft says, 'The tomato plants grows tall in the sun.' Which edit is better, and why? Circle the letter.

- A. 'The tomato plants grows very tall in the sun.' — it adds a word, and the verb error stays
- B. 'tomato plants grows tall in the sun.' — it takes away the capital, and the verb error stays
- C. 'The tomato plants grows tall.' — it cuts the ending, and the verb error stays
- D. 'The tomato plants grow tall in the sun.' — a plural subject takes a plural verb, so this fixes the grammar

End of Chapter test T5 — 25 marks

English Level 6 — Chapter test T5: Solutions

Chapter test T5 — Literacy: contexts, analysis and creating texts · 25 marks

English 6 (Year 6) · Victorian Curriculum 2.0 · Booklet 5 (Chapter 5)

Codes assessed: VC2E6LY06 · VC2E6LY07 · VC2E6LY08 · VC2E6LY09 · VC2E6LY10

Teacher copy. The matching items (Q3, Q5) score 1 mark for all four pairs correct; all other items score 1 mark for the keyed response. Every item is objectively markable (P1).

Full answer key

Item	Section	Key	Notes and accepted variants
Q1	A	C	‘Ninety pounds’ is money counted in pounds, so before Australia changed to dollars in 1966. Street names (A), opening hours (B) and the officer’s presence (D) could belong to any decade.
Q2	A	B	Someone had to <i>show</i> drivers how the signals worked — the lights were new to the town. A blames the drivers; C invents ‘for years’; D says the opposite of the clue.
Q3	A	1 C, 2 B, 3 D, 4 A	1 mark for all four correct. Pounds point to pre-1966 money; ‘ask your dad’ points to the parent-buyer of the time; the officer teaching drivers points to a new technology; a black-and-white newspaper ad points to a paper-reading, pre-screen world.
Q4	A	D	The ad’s selling line assumes a torch is a boy’s gift and that dad is the buyer. A reverses the buying; B contradicts ‘wants’; C invents a rule the ad never makes.
Q5	B	1 C, 2 B, 3 A, 4 D	1 mark for all four correct. Steps and commands instruct; a headline claim with loaded words persuades; a plain checkable number informs; a funny story opening entertains.
Q6	B	B	The bullets under ‘When and where’ give the days, times and room in one look. The story order (A) and the headline (C) are slower for one fast fact; the menu (D) helps browsing of the whole site, not this one answer.
Q7	B	A	Menus, links and buttons

Item	Section	Key	Notes and accepted variants
			are screen tools a paper page cannot offer. Bullets and subheadings (B, C) work in print too; ‘Every student’ (D) is content, not navigation.

Item	Section	Key	Notes and accepted variants
Q8	B	C	The verdict names the features and gives a reason: subheadings sort the facts, bullets give one fact per line. A leans on 'always'; B's menu does not carry the facts; D is wrong on its own terms — Text B2 also says 'free'.
Q9	C	D	Locate in Text 1: 'a 5,000-litre rainwater tank'. \$1,200 (A) is the price, not the size.
Q10	C	A	Infer: Mia keeps listening for rain because she wants the tank to fill. No fear (B), no noise (C), no wish to stay home (D) is in the text.
Q11	C	B	Text 1 says the tank keeps the garden growing; Text 2 says 'our tomatoes'. Only read together do they show the water will help grow the tomatoes. A, C and D each come from one text alone.
Q12	C	crossed my fingers	The hoping words. 'The water level still sat at the bottom' is the fact; 'crossed my fingers' is Mia's hope for the grey clouds.
Q13	C	C	Evaluate: Text 1 carries the checkable numbers (5,000 litres, \$1,200). Ease of reading (A), seeing the tank (B) and length (D) are not reasons a fact can be checked.
Q14	C	A	Text 1 reports facts for the school; Text 2 tells one student's feelings. B reverses the kinds; C calls a report made-up; D invents a disagreement the texts do not have.
Q15	C	B	Connect: both texts share the idea that saving water is worth doing — Text 1's 'save enough water', Text

Item	Section	Key	Notes and accepted variants
			2's 'We will not waste a drop.' A and D are true of Text 1 only; C is true of neither.

Item	Section	Key	Notes and accepted variants
Q16	C	water	Accept <i>water</i> (also accept <i>rainwater</i>). The one-word summary of what both texts show together.
Q17	D	Opening 1, How we found out 2, What we found 3, What our school did 4, Closing 5	1 mark for all five in order. The opening states the question; the method follows; the findings come from the method; the school's action answers the findings; the closing says what readers can do.
Q18	D	D	The topic sentence states the paragraph's main finding — half the students came by car (120 of 240). A is the method; B belongs in 'What our school did'; C is a closing line.
Q19	D	as a result	Accept <i>as a result</i> (any capitalisation). The racks caused the doubling; <i>however</i> would turn against the first sentence; <i>first</i> and <i>for example</i> do not fit the join.
Q20	D	A	Short, friendly, 'you' words, and an excited invitation — dressed for five-year-olds. B and C keep council clothes; D adds an adult cost detail.
Q21	D	C	Three pushes in a row — ride for fun, ride for the planet, arrive ready to learn. A is a rhetorical question; B is repetition of the same phrase; D is a soft modal with no device.
Q22	D	B	<i>Must</i> is the strongest push on the modal scale (must, should, can, could, might).
Q23	E	plantd	The misspelled word. Fix: <i>planted</i> .
Q24	E	A	Cutting the repeat clears the meaning — the meaning criterion asks for no repeats. B and D leave the repeat in place; C changes nothing about the

Item	Section	Key	Notes and accepted variants
Q25	E	D	repeat. 'Plants' is plural, so it takes the plural verb <i>grow</i> — the grammar criterion. A, B and C all keep the verb error.

Total: 25 marks.

Model texts for Section D — text construction (P2)

Model report assembled from the keyed choices (Q17 order, Q18 topic sentence, Q19 connective). The construction principle: a report's ideas follow a logical order — opening, method, findings, response, closing — so the reader is never lost.

How do we get to school?

Opening — what we set out to find out

How do students at Riverbend Primary School get to school? Our class wanted to find out, and we wanted to know whether anything could change the answer.

How we found out — our Term 1 survey

One Monday morning in Term 1, our class counted how every student arrived. We counted all 240 students.

What we found

On survey day, half our students arrived by car. Of the 240 students, 120 came by car, 80 walked, 25 came by bus, and 15 rode a bike.

What our school did

In Term 2, the school added ten new bike racks near the gate. As a result, when we counted again in Term 3, bike riders had doubled to 30, and car trips had fallen to 105.

Closing — what we can all do

Fewer cars at the gate means safer mornings for everyone. If you can, walk or ride to school next week.

Model audience recast (Q20). The same idea, dressed for the Prep class: short words, short sentences, a 'you' voice, and the invitation first. The council version keeps *recommend*, *fund* and the gate problem; the Prep version lets all of that go. Principle: when the audience changes, the words, sentence length and feeling change on purpose.

'Ride your bike to school — there is a new rack waiting for you!'

Model persuasive line and closing (Q21–Q22). The rule of three gives the poster three pushes in a row, and *must* gives the closing its strongest push. Principle: rhetorical devices make a message stick; modal verbs set how hard the sentence pushes.

'Ride for fun. Ride for the planet. Arrive ready to learn.'

'You must try riding to school next week.'

Marks by content description

CD	Section	Items	Marks
VC2E6LY06 (5A — Texts in their context)	A	Q1–Q4	4

CD	Section	Items	Marks
VC2E6LY07 (5B — Structure and features working together)	B	Q5–Q8	4
VC2E6LY08 (5C — Comprehension across sources)	C	Q9–Q16	8
VC2E6LY09 (5D — Text construction)	D	Q17–Q22	6
VC2E6LY10 (5E — Editing against agreed criteria)	E	Q23–Q25	3

The 4/4/8/6/3 split follows the §7.4 row for T5; §7.2's general 5-marks-per-CD rule yields to the row for this test.

Per-item CD and H5P family mapping

Item	CD	§7 family	H5P type
Q1	VC2E6LY06	Texts in their context	Multiple Choice (context clue — money)
Q2	VC2E6LY06	Texts in their context	Multiple Choice (what a detail reflects)
Q3	VC2E6LY06	Texts in their context	Matching (artifact choice to context)
Q4	VC2E6LY06	Texts in their context	Multiple Choice (what an ad takes for granted)
Q5	VC2E6LY07	Structure and features working together	Matching (structure and feature pair to purpose)
Q6	VC2E6LY07	Structure and features working together	Multiple Choice (navigation — the fastest path to one fact)
Q7	VC2E6LY07	Structure and features working together	Multiple Choice (navigation — digital-only features)
Q8	VC2E6LY07	Structure and features working together	Multiple Choice (evaluation — clear communication)
Q9	VC2E6LY08	Comprehension across sources	Multiple Choice (locate)
Q10	VC2E6LY08	Comprehension across sources	Multiple Choice (infer)
Q11	VC2E6LY08	Comprehension across sources	Multiple Choice (integrate across both texts)
Q12	VC2E6LY08	Comprehension across sources	Mark the Words (marking evidence)
Q13	VC2E6LY08	Comprehension across sources	Multiple Choice (evaluate the source)
Q14	VC2E6LY08	Comprehension across sources	Multiple Choice (compare the texts)
Q15	VC2E6LY08	Comprehension across sources	Multiple Choice (text-to-text connection)
Q16	VC2E6LY08	Comprehension across sources	Fill in the Blanks (summary cloze)
Q17	VC2E6LY09	Text construction	Drag and Drop (ordering report paragraphs)
Q18	VC2E6LY09	Text construction	Multiple Choice (topic-sentence choice)
Q19	VC2E6LY09	Text construction	Fill in the Blanks (connective choice)
Q20	VC2E6LY09	Text construction	Multiple Choice (recasting for a second audience)
Q21	VC2E6LY09	Text construction	Multiple Choice (rhetorical device — rule of three)
Q22	VC2E6LY09	Text construction	Multiple Choice (modal

Item	CD	§7 family	H5P type
			verb for persuasive effect)
Q23	VC2E6LY10	Editing against agreed criteria	Mark the Words (proofreading — spelling)
Q24	VC2E6LY10	Editing against agreed criteria	Multiple Choice (better edit — meaning)
Q25	VC2E6LY10	Editing against agreed criteria	Multiple Choice (better edit — grammar)

Achievement-standard mapping (sentences quoted verbatim from TOC §1)

- Sections A and C (VC2E6LY06, VC2E6LY08) evidence Reading and Viewing: “*When demonstrating understanding of texts, students explore and compare characters and events, and information and ideas, from different historical, cultural or social contexts to build literal and inferred meanings.*” — here by reading context clues in period artifacts and by locating, inferring and integrating across two sources.
- Section B (VC2E6LY07) likewise evidences Reading and Viewing: “*They explain how different types of texts, both print and digital, adapt text structures and language features for specific purposes.*” — here by matching structures and features to purpose and judging which features aid navigation and clear communication.
- Section D (VC2E6LY09) evidences Writing: “*When creating written and spoken texts for specific purposes and audiences, students explore ideas and experiment with textual details from texts, and include appropriate multimodal elements.*” and “*They use text structures, including repetition, to create sequence and cohesion*” — here by ordering report ideas, choosing topic sentences and connectives, recasting for an audience, and choosing rhetorical devices and modal verbs.
- Section E (VC2E6LY10) likewise evidences Writing: “*They edit their texts using an agreed set of criteria and explore editing choices.*” — here by proofreading and by naming what each better edit improves.
- The mode map in TOC §7.7 places T5 (a–c) under Reading and Viewing and T5 (d–e) under Writing.

Score box

Section A /4	Section B /4	Section C /8	Section D /6	Section E /3	Total /25
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