

Mathematics Level 1

Chapter 5 — Space: shapes, and giving and following directions · 2 subtopics · 2 CDs

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

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

Contents

Section	Page
Making, comparing and classifying familiar shapes and objects	2
Giving and following directions to move people and objects	12
Checkpoint CP5	25

Making, comparing and classifying familiar shapes and objects

Mathematics 1 · Level 1 · Chapter 5 — Space · Subtopic 5A. Teaching order: 12th of 15, after 4C.

Owens: VC2M1SP01 — “make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them”. Quoted verbatim. Source: Victorian Curriculum F–10 Version 2.0, Mathematics (VCAA), Level 1, Space, VC2M1SP01, via maths_1.json (VCAA export retrieved 2026-07-29).

Achievement standard (extract): “Students make, compare and classify shapes and objects using identifiable features.” Quoted verbatim from the same source.

Elaborations drawn on: VC2M1SP01.E01, .E02, .E03. VC2M1SP01.E04 is not used — see the Teacher note.

Linked bank: 240 MCQs keyed to VC2M1SP01 — digital asset only, not printed (TOC D12).

All task wording is read aloud by the teacher; responses are a word, a numeral, a drawing or a short sentence (TOC D17). Student-facing text runs from “What we are learning” to “Answers”; the front matter above and the Teacher note at the end are for the teacher.

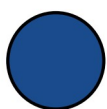
What we are learning

Shapes are all around us. Some shapes are flat, like a picture on paper. Some shapes are things we can hold, like a ball or a box. We call these things **objects**.

Flat shapes have sides and corners. Some flat shapes are round. They have no corners.

New words:

- A **circle** is round. It has no sides and no corners. A coin, a clock and a wheel look like circles.
- An **oval** is round, like an egg.
- A **triangle** has 3 sides and 3 corners.
- A **square** has 4 sides and 4 corners. All 4 sides are the same.
- A **rectangle** has 4 sides and 4 corners. A door and a window look like rectangles.
- A **quadrilateral** (say: kwod-ruh-lat-er-ul) is a shape with 4 sides. Squares and rectangles are quadrilaterals.



circle



oval



triangle



square

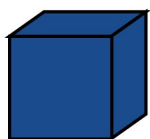


rectangle

Five flat shapes with their names: circle, oval, triangle, square and rectangle.

Objects we can hold

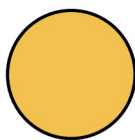
- A **cube** is like a box. All its sides are the same. A dice is a cube.
- A **cone** has a round part and one point. A party hat is a cone.
- A **ball** is round. It can roll.
- A **can** is like a tube. It can roll. It can stack too.



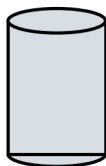
cube



cone



ball



can

Four objects with their names: cube, cone, ball and can.

We can make shapes. We can make shapes with sticks, string and clay. We can build with blocks and centi-cubes.

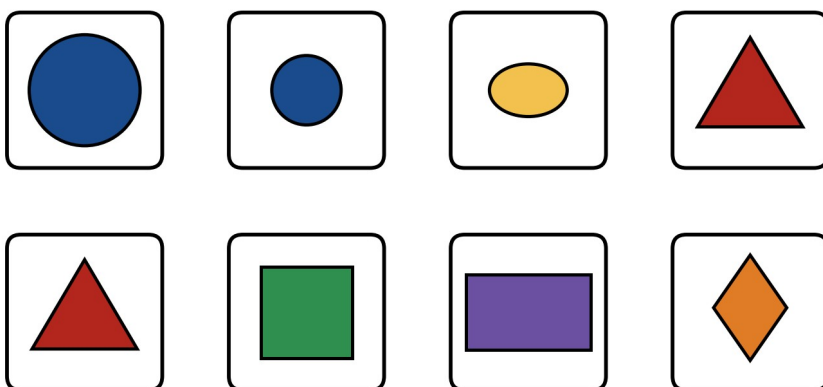
We can put shapes into groups. The shapes in one group are the same in some way. They are all round. Or they all have corners. Or they are the same colour or the same size.

We can say what is the same and what is different. A big circle and a small circle are the same shape. They are different sizes. A square and a triangle both have corners, but they are not the same shape.

Worked examples

Example 1 — put shapes into groups, and say what is the same and what is different

Here are 8 shape cards: 2 circles, 1 oval, 2 triangles, 1 square, 1 rectangle and 1 shape with 4 sides.



Eight shape cards: a big circle, a small circle, an oval, two triangles, a square, a rectangle and a shape with four sides.

You need: shape cards or paper shapes.

What we do	Why
1. Look at all 8 cards.	We want to find groups.
2. Put the round shapes in one group: 2 circles and 1 oval.	They are round. They have no corners.
3. Put the other shapes in one group: 2 triangles, 1 square, 1 rectangle and the 4-sided shape.	They all have sides and corners.
4. Say what is the same in group 1. All the shapes are round. They have no corners.	That is why they go together.
5. Say what is the same in group 2. All the shapes have corners.	That is why they go together.
6. Say what is different. The big circle and the small	Shapes in one group can be different too.

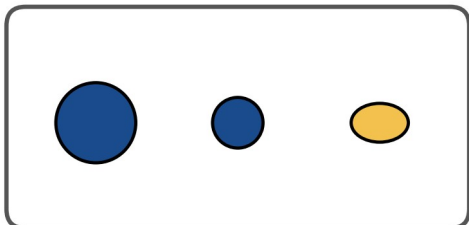
circle are different sizes. A triangle has 3 sides. A square has 4 sides.

7. Check: $3 + 5 = 8$. All 8 cards are in a group.

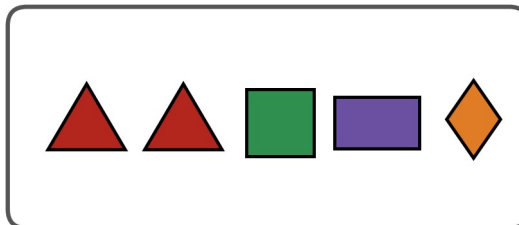
No cards left out.

group 1 — round: circle circle oval group 2 — corners: triangle triangle square rectangle 4-sided shape

group 1 — round



group 2 — corners

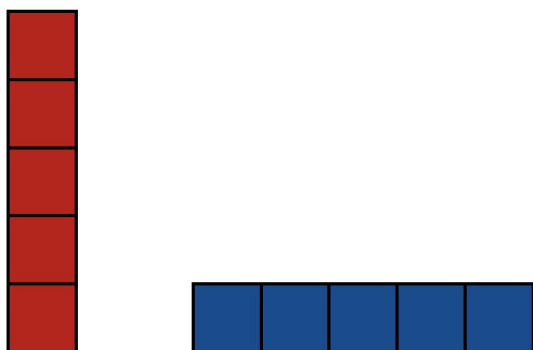


Two groups. Group 1 is round: two circles and an oval. Group 2 has corners: two triangles, a square, a rectangle and a shape with four sides.

We could put the same cards into groups in a new way: the small shapes and the big shapes. There is more than one way to make groups.

Example 2 — build with the same cubes, then compare

Mia and Ben each get 5 centi-cubes. They each build something. Then they look at the 2 builds.



Mia

Ben

Mia's build is a tall tower of five cubes. Ben's build is a long train of five cubes.

You need: 5 centi-cubes for each person.

1. Count the cubes. Mia has 5. Ben has 5.

They use the same number of cubes.

2. Mia builds up. She makes a tall tower.

Her build goes up.

3. Ben builds out. He makes a long train.

His build is long and flat.

4. What is the same? Both builds use 5 cubes.

The number of cubes is the same.

5. What is different? Mia's build is tall. Ben's build is long. They do not look the same.

Same cubes, different builds.

6. Check: count the cubes in each build. 5 and 5.

The count is right.

Mia: ☐ Ben: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

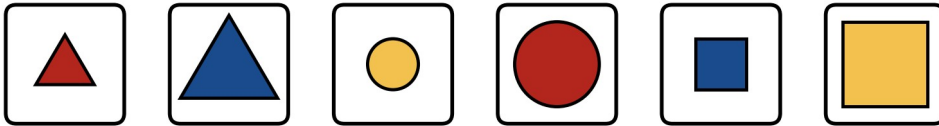
Mia's build is tall. Ben's build is long.

The same number of cubes can make different builds. Can you build a third way with 5 cubes? Try it.

Now you try

With your teacher

Q1. Shape cards. Your teacher gives you 6 cards: 2 triangles, 2 circles and 2 squares. They are different colours and different sizes.



Six cards: two triangles, two circles and two squares, in different colours and sizes.

- (a) Put the cards into groups. You can group them by shape, by colour or by size.
- (b) Say what is the same about the shapes in each group.
- (c) Say what is different.

Q2. The feel bag. Shape blocks are in a bag. Put your hand in. Do not look. Pick one shape.

- (a) Feel it. Say what you can feel: “It has corners.” “It is round.”
- (b) Your friend names the shape and says why. Then take turns.

Q3. Shape hunt in our room.

- (a) Find 2 things with a circle part.
- (b) Find 2 things with a rectangle part.
- (c) Draw one of them. Write its name.

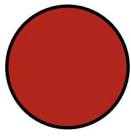
Q4. Build with 4 cubes. You and a friend each build something with 4 centi-cubes.

- (a) Build your shape.
- (b) What is the same about the 2 builds? What is different?

Q5. Make shapes with string and sticks.

- (a) Use the string to make a circle.
- (b) Use 3 sticks to make a triangle.
- (c) Tell your friend: how do you know it is a triangle?

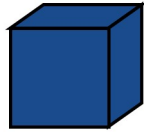
Q6. Roll or stack? Your teacher gives you a ball, a can, a cube, a cone, a box and an orange.



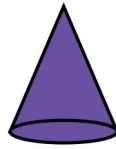
ball



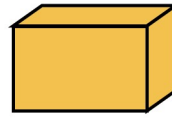
can



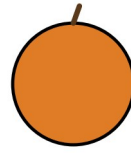
cube



cone



box



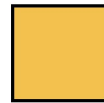
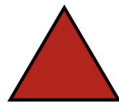
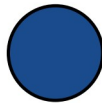
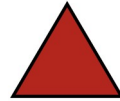
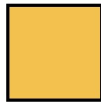
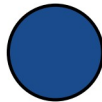
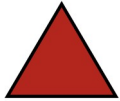
orange

Six objects with their names: ball, can, cube, cone, box and orange.

- (a) Which ones roll?
- (b) Which ones stack?
- (c) Why does the ball roll but the cube does not?

On your own

Q7. Here are 8 shape pictures: 3 triangles, 2 circles, 1 oval and 2 squares.



Eight shapes: three triangles, two circles, one oval and two squares.

- (a) Put them into groups your own way.
- (b) What is the same about the shapes in each group?

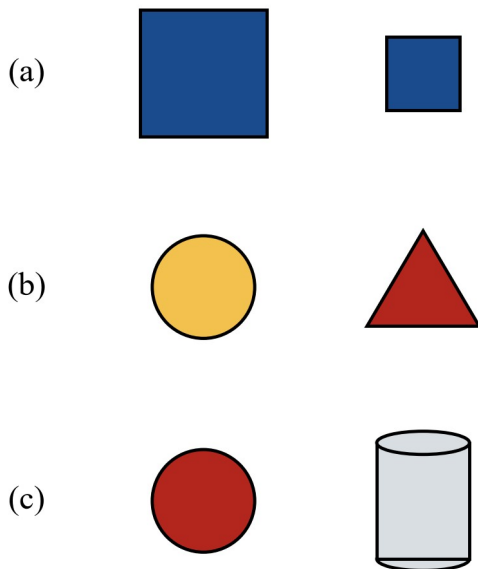
Q8. Who am I?

- (a) I am a flat shape. I am round. I have no sides and no corners. What am I?
- (b) I have 3 sides and 3 corners. What am I?
- (c) I have 4 sides and 4 corners. 2 of my sides are long and 2 are short. What am I?

Q9. Shapes at home or at school.

- (a) Draw 2 things with a triangle part. Write what they are.
- (b) Draw 1 thing with a circle part. Write what it is.

Q10. Same or different?



(a) A big square and a small square. (b) A circle and a triangle. (c) A ball and a can.

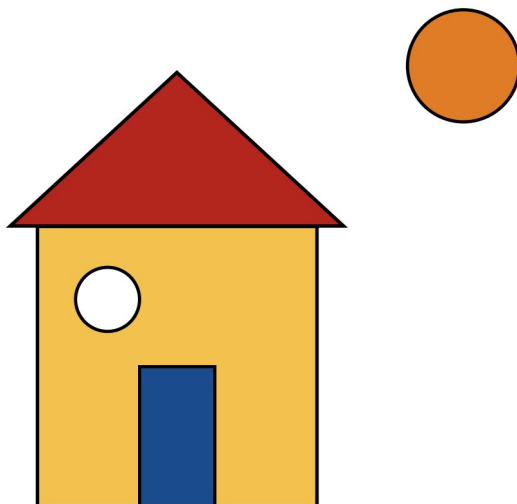
(a) A big square and a small square: the same shape, or not?

(b) A circle and a triangle: what is different?

(c) A ball and a can: what is the same? What is different?

Q11. Build 2 shapes. Use 6 centi-cubes for each one. Draw both builds. What is the same? What is different?

Q12. Make a picture with shapes. You can draw them, or glue shape cards on paper. Make something real, like a house, a car or the sun. Then count your shapes.



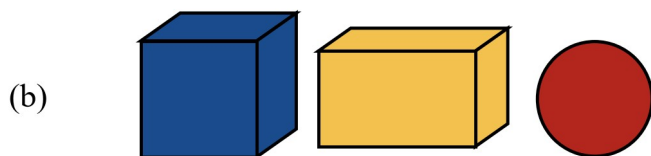
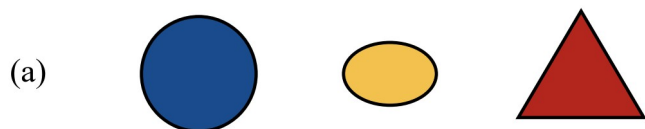
A house and the sun, made from shapes: a square wall, a triangle roof, a rectangle door and two circles.

(a) How many triangles? How many circles? How many squares?

(b) How many shapes in all?

Q13. Draw 1 thing that rolls and 1 thing that stacks. Write why each one works.

Q14. Which shape does not belong? Say why.



(a) A circle, an oval and a triangle. (b) A cube, a box and a ball.

(a) circle, oval, triangle

(b) cube, box, ball

Answers

- Q1.** (a) Answers will not all be the same. One way: the triangles together, the circles together, the squares together. (b) One answer: they are all the same shape. (c) One answer: they are different colours and different sizes.
- Q2.** (a) One answer: it is round and it has no corners — a circle. (b) Answers will not all be the same. Check: the reason matches the shape.
- Q3.** (a) One answer: a clock, a coin. (b) One answer: a door, a window. (c) Answers will not all be the same.
- Q4.** (b) Same: both builds use 4 cubes. Different: the builds do not look the same.
- Q5.** (c) One answer: it has 3 sides and 3 corners.
- Q6.** (a) The ball, the can, the cone and the orange. (b) The cube, the box and the can. (c) One answer: the ball is round, and the cube has flat parts.
- Q7.** (a) Answers will not all be the same. One way: the circles and the oval in one group, the shapes with corners in one group. (b) One answer: they are all round.
- Q8.** (a) A circle. (b) A triangle. (c) A rectangle.
- Q9.** (a) One answer: a roof, a flag. (b) One answer: a clock, a wheel, a coin.
- Q10.** (a) The same shape — both are squares. They are different sizes. (b) One answer: the circle is round and has no corners; the triangle has 3 sides and 3 corners. (c) Same: both can roll. Different: the ball is round; the can is like a tube. The can can stack. The ball does not stack.
- Q11.** Answers will not all be the same. Same: both builds use 6 cubes. Different: they do not look the same.
- Q12.** (a), (b) Answers will not all be the same. Check: the count in (b) matches all the shapes used. Example: 3 triangles, 2 circles and 1 square gives $3 + 2 + 1 = 6$ shapes in all.
- Q13.** Answers will not all be the same. One answer: a ball rolls because it is round; a cube stacks because it has flat parts.
- Q14.** (a) The triangle — it has corners. The circle and the oval are round. (b) The ball — it is round and it rolls. The cube and the box have corners, and they stack.
-

Teacher note

Curriculum map. This subtopic owns VC2M1SP01 in full (TOC §3, §4). The content description is delivered through materials-based making, describing and grouping, not through the elaborations one by one (D11): E01 (classifying a collection of shapes — circles, ovals, triangles and quadrilaterals — and saying what is the same within a group and what is different) → Example 1, Q1, Q7, Q14; E02 (describing a shape by feel so others can name it and give reasons) → Q2; E03 (comparing different objects built from the same number of cubes and discussing the differences) → Example 2, Q4, Q11. The CD’s second clause — “recognise familiar shapes and objects in the environment, identifying the similarities and differences between them” — is delivered by the shape hunts and environment referents (Q3, Q9, Q13, and the coin/clock/wheel/door/window/dice/party hat/can referents in the new-word lists). Both two-dimensional shapes and three-dimensional objects are covered, as the TOC Chapter 5 note requires: a 5A that teaches only flat shapes has under-delivered. Classification runs on identifiable features (round, sides, corners, flat parts, rolls, stacks) per the achievement-standard extract, and reasoning is scored, not optional: Q2(b), Q5(c), Q6(c), Q13 and Q14 all ask “why” (TOC §7: an item that scores only the answer fails this CD).

Level boundary (D3). Level 1 classifies by identifiable features and by similarity and difference. The formal side-counting and spatial vocabulary of Level 2 VC2M2SP01 — ‘opposite’, ‘parallel’, and ‘curved’/‘straight’ as formal spatial terms — is not taught or assessed here (TOC Chapter 5 note). Students do count sides and corners informally as features; Foundation students have already sorted shapes by the number of sides (VC2MFSP01.E01), so this is rehearsal of assumed knowledge, not new Level 2 content. Inside the student-facing text, the at-level feature words *round*, *flat*, *sides* and *corners* do the work that ‘straight’/‘curved’ would otherwise do.

E04 exclusion. VC2M1SP01 .E04 (string games used in storytelling by Aboriginal and/or Torres Strait Islander Peoples; VCAA names *Karda*, Yandruwandha Peoples of north-eastern South Australia) is not covered, per CONTENT_POLICY Rule 1 (DJB 2026-08-15): Aboriginal and Torres Strait Islander content is deliberately excluded from ClassBasics books because accuracy cannot be guaranteed. This is an ACCEPTED exclusion, not a coverage gap: the CD itself is delivered in full through E01–E03 and class contexts (D11 — the elaborations are illustrations, not requirements). This note stands in for the §2A entry TOC.md must carry; TOC.md is read-only from this authoring seat.

Materials. Shape cards or paper shapes (circles, ovals, triangles, squares, rectangles, and at least one 4-sided shape that is not a square or rectangle); attribute blocks if available; a bag for the feel game, with small shape blocks inside; centi-cubes or other connecting cubes (at least 6 per student); string; craft sticks; clay; real objects for Q6 — a ball, a can, a cube block, a cone, a box and an orange; paper; pencils; glue for Q12.

Assumed Foundation skill, rehearsed only: sort, name and create familiar shapes, and recognise and describe familiar shapes within objects in the environment, giving reasons (VC2MFSP01) — rehearsed in the opening sorting steps, the shape hunt (Q3) and the making tasks (Q5, Q12), not taught as new and not assessed as a Level 1 outcome (D3).

Also drawn on (already taught, in the recommended sequence — D5): counting collections (1A, VC2M1N01) in the cube counts and shape counts, all counts at or below 12 and well inside the to-120 cap; the + and = symbols (2A, VC2M1N04) in the check steps; direct comparison language and short reasoning (4A, VC2M1M01) in the tall/long and same/different talk. No new number or measurement content is taught here.

Level 2 destination (named only, not taught — D3): VC2M2SP01 — recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as ‘opposite’, ‘parallel’, ‘curved’ and ‘straight’. The informal feature work here is what Level 2’s formal spatial language stands on (TOC §5: 5A → VC2M2SP01 → polygon properties).

Assessment. Chapter checkpoint T5 (12 marks across VC2M1SP01 + VC2M1SP02): part practical (shape sort, follow a direction sequence), part teacher-read (TOC §7). The 5A share is the practical shape sort with reasons: score the grouping and the “why” against the achievement-standard extract “Students make, compare and classify shapes and objects using identifiable features.”

Data note. Every object named in this section is a real everyday referent checkable in the classroom or at home (coin, clock, wheel, door, window, dice, party hat, can, orange, roof, flag); children’s names (Mia, Ben) are invented, as permitted (TOC §6). The coin’s round face follows the specifications of Australian circulating coins (Source: Royal Australian Mint, *Circulating coins*, retrieved 2026-08-07). All counts are at or below 12 and every sum is within 20 (D8); only + and = symbols are used (D9); no metric units (D7), no chance language (D6), no clock-face reading, no fractions.

Vocabulary gate record (DJB 2026-08-18). Student-facing text — everything from “What we are learning” to “Answers” — is at or below the Yr1 ladder ceiling (rank 1), verified with `load_ladder/check_text/tokenize` from `S:\Files\projects\mcq-system\reports\vocab_level_check.py`. Result: CLEAN — every token flagged above Yr1 is curriculum-exempt; no general word above Yr1 remains. The pandoc : : : custom-style fence lines were excluded from the checked region as non-rendered markup (identical blocks sit in `wb06_6B.md`). Curriculum-exempt words retained per VOCABULARY_LEVEL.md exemption 1 (words appearing in the VC2M1SP01 content description, achievement-standard extract or elaborations in `maths_1.json`), each defined at first use where student-facing: *objects*, *comparing*, *classifying*, *familiar* (CD/title), *different* (CD and E01), *quadrilateral(s)* (E01, defined with pronunciation in the new-word list; the singular is an inflection of the elaboration’s *quadrilaterals*, the same class as 6B’s *examples/example* note), *example(s)* (E04, in the “Worked examples” heading and one answer line only). No exemption-2 subject terms were needed: every shape name used is itself at or below Yr1 (*circle*, *oval*, *triangle*, *square*, *rectangle*, *cube*, *cone*) or curriculum-exempt (*quadrilateral*); the above-Yr1 names *sphere* and *cylinder* were avoided in favour of the real objects *ball* and *can*, and the above-Yr1 general words *sort*, *straight*, *curved*, *guess*, *riddle*, *share*, *piece* and *seem* were replaced with at-level phrasing (“put into groups”, *round/flat*, “names the shape”, “Who am I?”, “take turns”, *cards/shapes*, “does not belong”/“works”). Unplaced tokens (which cannot violate): *centi-cubes* (also a curriculum word, E03), the pronunciation guide syllables, and the function words *my/why*. The front

matter and this Teacher note are teacher-facing metadata and are not vocabulary-gated (WORD_LEVEL_POLICY Rule 3).

Giving and following directions to move people and objects

Mathematics 1 · Level 1 · Chapter 5 — Space · Subtopic 5B. Teaching order: 13th of 15, after 5A.

Owens: VC2M1SP02 — “give and follow directions to move people and objects to different locations within a space”. Quoted verbatim. Source: Victorian Curriculum F–10 Version 2.0, Mathematics (VCAA), Level 1, Space, VC2M1SP02, via `maths_1.json` (VCAA export retrieved 2026-07-29).

Achievement standard (extract): “They give and follow directions to move people and objects within a space.” Quoted verbatim from the same source.

Elaborations drawn on: VC2M1SP02.E01, .E02, .E03. VC2M1SP02.E04 is not used — see the Teacher note.

Linked bank: 192 MCQs keyed to VC2M1SP02 — digital asset only, not printed (TOC D12).

All task wording is read aloud by the teacher; responses are a word, a numeral, a drawing or a short sentence (TOC D17). Student-facing text runs from “What we are learning” to “Answers”; the front matter above and the Teacher note at the end are for the teacher.

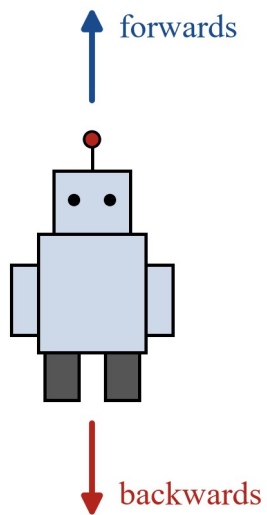
What we are learning

We can **give directions** and we can **follow directions**.

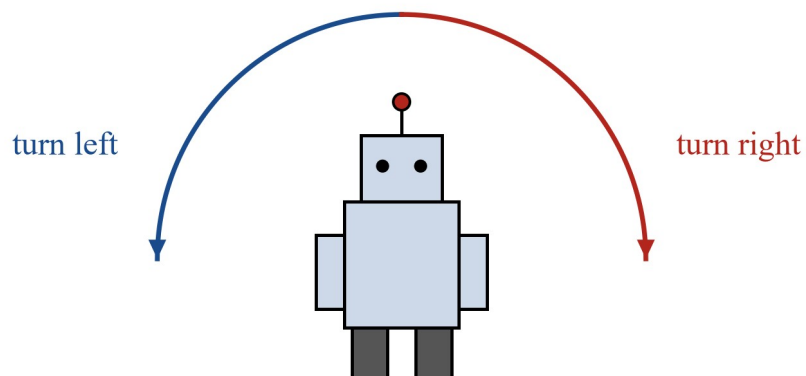
Directions tell someone which way to go. When we follow directions, we do what the words say. When we give directions, we say the words. We must say the right words. If we say “left” when it is not left, our friend goes the wrong way!

New words:

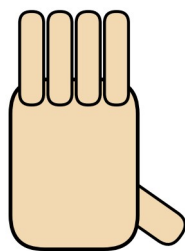
- **Forwards** means the way you are facing. If you walk forwards, you go the way you are looking.
- **Backwards** is the other way from forwards. You do not turn around. You go the way your back faces.
- **Straight ahead** means you keep going forwards. You do not turn.
- **Turn** means to face a new way. You can turn left or turn right.
- **Stop** means do not move.
- **Left and right:** we use a sticker to help us. The sticker goes on your right hand. Your other hand is your left hand. In this book, left and right mean YOUR left and YOUR right.
- A **step** is one move of your feet. We can count steps: 1 step, 2 steps, 3 steps.
- **Instructions** tell someone what to do. “Move forwards 2 steps” tells someone what to do.
- An **algorithm** (say: al-guh-ri-zum) is a list of steps in order. We do the steps one by one, from first to last. The steps must be in the right order.
- Your **position** is your place in a line. Position words are: first, second, third and fourth.
- A **robot** only moves when someone tells it to. It only does what it is told. We can play at being robots!
- An **object** is a thing. A book, a ball and a toy car are objects.



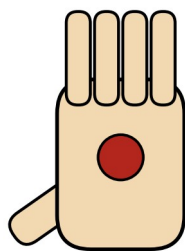
A robot faces up. Forwards is the way it faces. Backwards is the other way.



A robot faces up. It can turn left and it can turn right.



your left hand



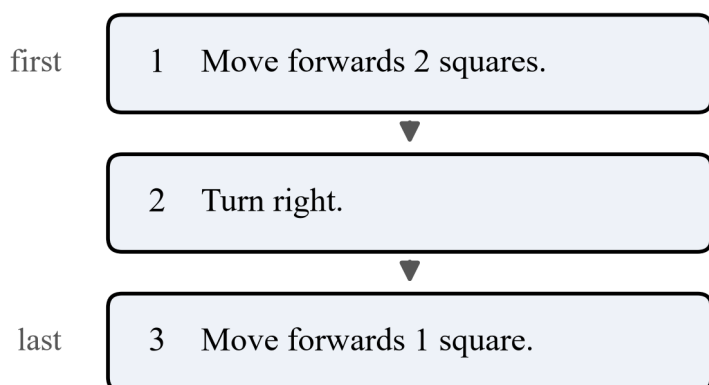
the sticker

your right hand

The sticker is on the right hand. The other hand is the left hand.

We can move people and objects to new places. A person can walk to a new place in the room. An object can move too: a toy car can go forwards on the floor, and a book can move from the desk to the shelf.

We can follow a set of steps. Listen to each step. Do it. Then do the next step.



Steps in order, from first to last: 1, 2, 3.

Worked examples

Example 1 — follow directions: move the toy car on the floor squares

The teacher reads the steps. You move the car.

You need: 9 floor squares made with tape (3 across and 3 down), a toy car, and word cards with forwards, backwards, turn left, turn right and stop.

Put the car on the left square in the bottom row. The car faces up. Stand at the back of the car and face the same way as the car.

The steps:

1. Move forwards 2 squares.
2. Turn right.
3. Move forwards 1 square.

4. Stop.

What we do

Why

1. The car starts on the left square in the bottom row. It faces up.
2. Move forwards 2 squares: up and up. The car is now on the top-left square.
3. Turn right. Now the car faces the right side of the room.
4. Move forwards 1 square: to the right. The car is now on the top-middle square.
5. Stop. The car stays there.
6. Check: the car moved 2 squares, then 1 square. $2 + 1 = 3$ squares.

This is the start.

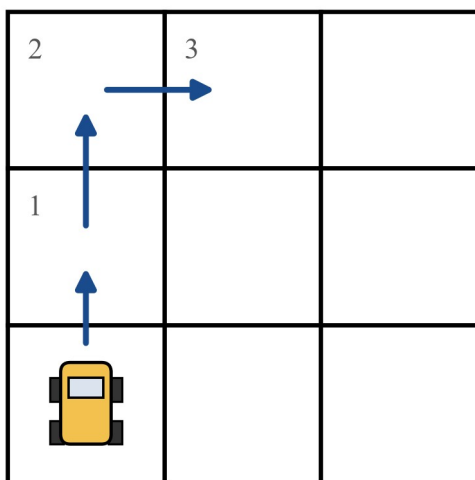
Forwards is the way the car faces.

A turn makes the car face a new way.

Forwards is now the new way the car faces.

The car is in a new place.

We can count the squares it moved.



A toy car on floor squares. It goes forwards 2, turns right, then goes forwards 1.

2 ^ 3 >

1 ^

car ^

1, 2: forwards 2 squares. 3: turn right, then forwards 1 square.

The car went to a new place because we followed the steps in order. What if we do the steps in a new order? The car goes to a different place! The steps must be in the right order.

Example 2 — give directions: the robot game

Mia is the robot. Ben gives the instructions. A robot only moves when someone tells it to.

You need: a big clear space in the room, the class mat, the teacher's desk, and a sticker on the right hand of each child.

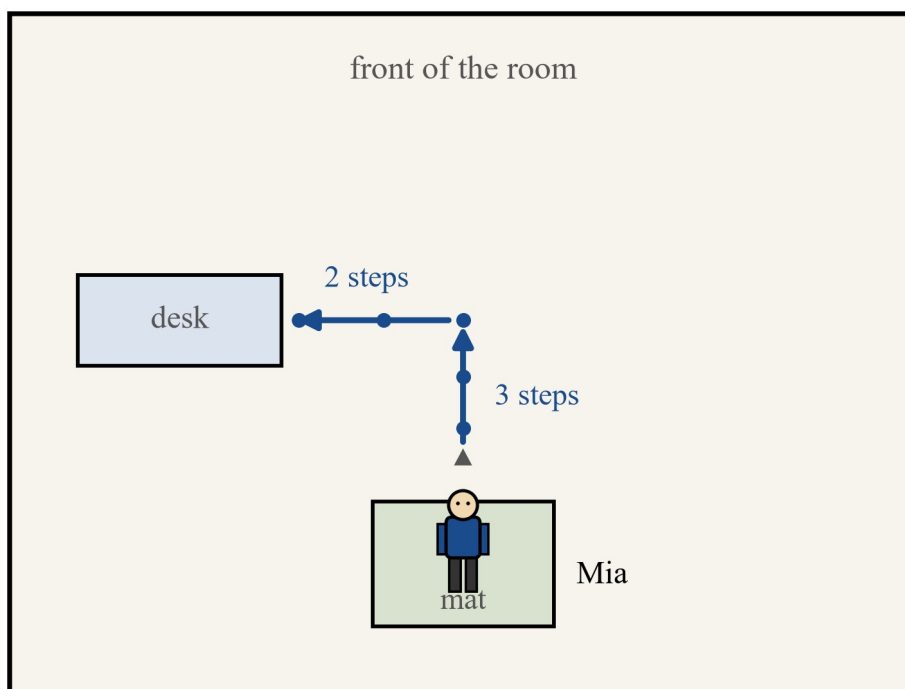
Mia stands on the mat. She faces the front of the room. Ben wants Mia to get to the teacher's desk.

Ben's steps:

1. "Move forwards 3 steps."
2. "Stop."

3. "Turn left."
4. "Move forwards 2 steps."
5. "Stop."

What we do	Why
1. Mia stands on the mat. She faces the front of the room.	This is the start.
2. Ben says, "Move forwards 3 steps." Mia walks forwards: 1, 2, 3.	Mia only moves when Ben tells her to.
3. Ben says, "Stop." Mia stops.	Stop means do not move.
4. Ben says, "Turn left." Mia turns left. She faces a new way.	A turn makes her face a new way.
5. Ben says, "Move forwards 2 steps." Mia walks forwards: 1, 2.	Forwards is now the new way she faces.
6. Ben says, "Stop." Mia is at the teacher's desk.	She is in the new place.
7. Now swap! Mia gives the instructions and Ben is the robot.	We can give and follow directions.



Mia goes forwards 3 steps from the mat, turns left, then goes forwards 2 steps to the desk.

front of the room

desk < . . T 2 steps || 3 steps | mat

Mia starts on the mat, facing the front of the room. She goes forwards 3 steps to T, turns left, then goes forwards 2 steps to the desk.

Ben used the right words, so Mia got to the desk. If Ben says "left" when he needs to say "right", Mia goes the wrong way. The words must be right!

Now you try

With your teacher

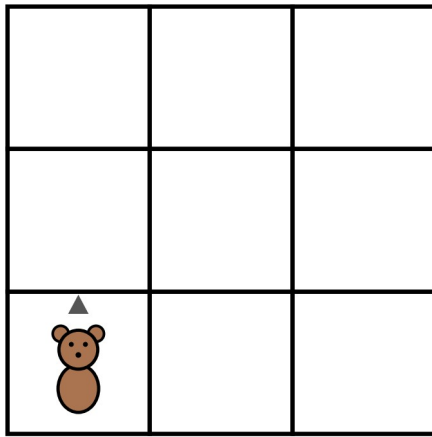
Q1. Listen and move. Stand by your desk. All face the same way. Your teacher says one word at a time: “Forwards! Stop! Turn right! Forwards! Stop!” You do what each word says.

- (a) Which word tells you to move the way you are facing?
- (b) Which word tells you to face a new way?
- (c) Which word tells you to not move?

Q2. Floor squares. The teddy starts on the left square in the bottom row. It faces up. Your teacher reads the steps:

1. Move forwards 1 square.
2. Turn right.
3. Move forwards 2 squares.

Move the teddy, one step at a time.



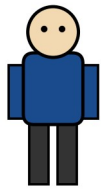
A teddy is on the left square in the bottom row. It faces up.

- (a) Where does the teddy end up?
- (b) How many squares did the teddy move in all?

Q3. The robot game. Work with a friend. One of you is the robot. The other one gives the instructions. The robot only moves when told to. Get the robot from one side of the space to the other side. Then swap.

- (a) Say the steps you used.
- (b) Did the robot get to the right place? If not, which word was wrong?

Q4. Line up. Mia, Ben, Sam and Jack stand in a line. Your teacher gives directions: “Mia, stand first. Ben, stand next to Mia. Sam, stand next to Ben. Jack, stand last.”



Mia



Ben



Sam



Jack

Mia, Ben, Sam and Jack stand in a line.

- (a) Who is second in the line?
- (b) Who is fourth in the line?
- (c) Then your teacher says, “Sam, go to the front of the line.” Who is third now?

Q5. Line up in height order. 4 children stand together. Look: who is short? Who is tall?

- (a) Talk with your group. Make a line from short to tall. Who is first? Who is second? Who is third? Who is fourth?
- (b) Say the positions in your line: “___ is first. ___ is second. ___ is third. ___ is fourth.”
- (c) Now make the line from tall to short. What is different?

Q6. Give directions to move an object. A book is on the desk. Your friend must move the book to the shelf. Give the directions.

- (a) Say your directions to your friend. Use the words forwards, backwards, left and right.
- (b) Did the book get to the shelf? If not, say new directions.

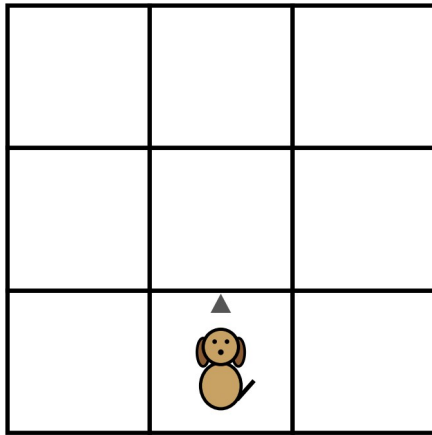
On your own

Q7. Follow the steps on paper. The toy dog starts on the bottom-middle square. It faces up. The steps are:

1. Move forwards 1 square.
2. Turn right.
3. Move forwards 1 square.

Draw the path of the dog. Put a cross on the square where the dog ends up.

dog ^

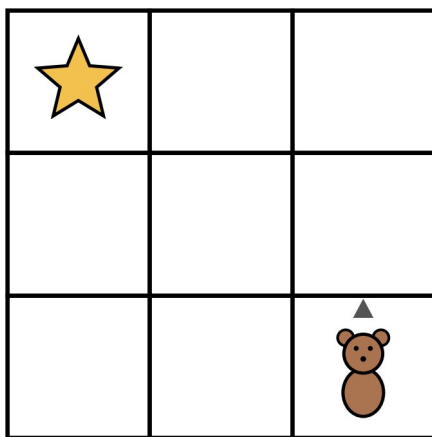


A toy dog is on the middle square in the bottom row. It faces up.

Q8. Make the steps. The teddy starts on the right square in the bottom row. It faces up. The teddy wants to get to the star square. Write or draw the steps. Use the words forwards, turn left, turn right and stop.

(a) How many squares does the teddy move in all?

teddy ^



A teddy is on the right square in the bottom row. The star is on the left square in the top row.

Q9. Right or wrong? The car starts on the left square in the bottom row. It faces up. It goes to the top-middle square. Look at the path in the picture. Ben says the steps were:

1. Move forwards 2 squares.
2. Turn left.
3. Move forwards 1 square.

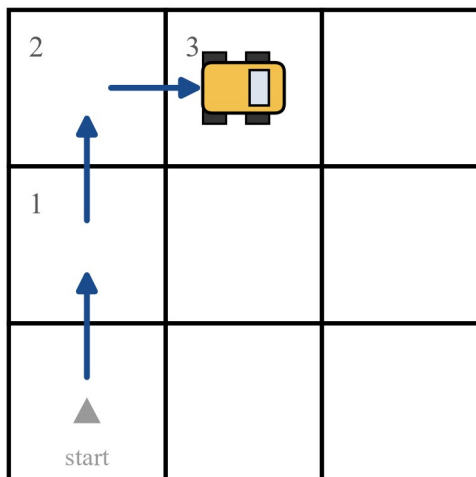
(a) Are Ben's steps right? Yes or no.

(b) Say why. If a word is wrong, say the right word.

2 3 car

1

start ^



The car goes up 2 squares, then right 1 square.

Q10. Position words. 4 toy animals stand in a line. The dog is first, the cat is second, the bird is third and the fish is fourth.

first second third fourth dog cat bird fish

first



second



third



fourth



A dog, a cat, a bird and a fish in a line: first, second, third and fourth.

- (a) Which animal is second?
- (b) Which animal is fourth?
- (c) The fish moves to the front of the line. Now which animal is second?

Q11. Make your own steps. Use the floor squares and a toy. Make a list of 3 steps for your toy. Give the steps to a friend. Your friend follows them.

- (a) Where does your toy end up?
- (b) Did it go to the place you want? If not, make the steps right with your friend.

Q12. Fix the wrong word. Mia says: “Move forwards 2 squares. Turn left. Move forwards 1 square.” But the car must go to the right side of the room. It goes to the left side!

- (a) Which word is wrong?

(b) What should Mia say?

Q13. Directions in our room. Think of the way from your desk to the door of the room.

(a) Draw the way.

(b) Say or write 2 directions to get from your desk to the door.

Q14. Position drawing. Draw 4 children in a line.

(a) Draw a hat on the child who is first.

(b) Draw a ball next to the child who is third.

(c) Circle the child who is fourth.

Answers

Q1. (a) Forwards. (b) Turn right. (c) Stop.

Q2. (a) The teddy ends up on the middle-right square. (b) $1 + 2 = 3$ squares.

Q3. (a) Answers will not all be the same. Check: each step uses words like forwards, backwards, turn left, turn right or stop. (b) Answers will not all be the same. Check: the answer matches the walk. If the robot went the wrong way, the wrong word is the one to fix.

Q4. (a) Ben. (b) Jack. (c) Ben — the line is now Sam, Mia, Ben, Jack.

Q5. (a), (b) Answers will not all be the same. Check: the line goes from short to tall, and the position words match the line. (c) The line is now the other way: the tallest child is first.

Q6. (a) Answers will not all be the same. Check: the words forwards, backwards, left and right are used. (b) Check: the book gets to the shelf.

Q7. The dog goes up 1 square, turns right, then goes right 1 square. It ends up on the middle-right square. The cross goes on that square.

Q8. One way: move forwards 2 squares, turn left, move forwards 2 squares, stop. (a) $2 + 2 = 4$ squares.

Q9. (a) No. (b) The path turns right, not left. The right word is “turn right”.

Q10. (a) The cat. (b) The fish. (c) The dog — the line is now fish, dog, cat, bird.

Q11. Answers will not all be the same. Check: the list has 3 steps, and the friend follows all 3 steps.

Q12. (a) “Left” is the wrong word. (b) Mia should say “turn right”.

Q13. Answers will not all be the same. Check: the drawing and the 2 directions match the room.

Q14. Check: the hat is on the first child, the ball is next to the third child, and the fourth child is circled.

Teacher note

Curriculum map. This subtopic owns VC2M1SP02 in full (TOC §3, §4). The content description is delivered through materials-based following and giving of step-by-step instruction sets, not through the elaborations one by one (D11): E01 (interpreting and following directions around familiar locations, with the meaning and importance of the direction words — forwards, backwards, straight ahead, left, right, turn) → the new-word list, Example 1, Q1, Q2, Q9, Q12, Q13; E02 (creating and following an algorithm to move an object or a person, only moving as instructed — explicitly an algorithm per the TOC Chapter 5 note) → Example 2, Q3, Q7, Q8, Q11; E03 (following directions to move people into different positions within a line, using ordinal and positional language, including lining up in height order after directly comparing heights) → Q4, Q5, Q10, Q14. Both halves of the CD are delivered — giving (Example 2, Q3, Q6, Q8, Q11, Q12, Q13) and following (Example 1, Q1, Q2, Q3, Q7, Q9, Q11) — and both kinds of thing moved: people (Example 2, Q1, Q3, Q4, Q5) and objects (Example 1, Q6, Q7, Q8). Reasoning is scored, not optional: Q1 asks what each word means, Q3(b), Q9 and Q12 ask students to find and fix a wrong direction word and say why (TOC §7: an item that scores only the answer fails this CD).

Algorithm note. VC2M1SP02 . E02 is explicitly an algorithm, and this section names it as one: a list of steps in order, done one by one, where the order of the steps is what makes the outcome right. The word *algorithm* is curriculum-exempt (it appears in E02) and is defined at first use with a pronunciation guide, in the same way 5A handles *quadrilateral*. Per TOC §5, 5B has no VCE mathematics destination as taught; its real forward destinations are Level 6 Cartesian coordinates and the sequencing-and-instruction work in Digital Technologies. No VCE networks claim is made.

Ordinal language. E03’s ordinal and positional language is delivered with *first*, *second*, *third* and *fourth* in lines of up to 4. The line length is capped at 4 because the vocabulary ladder places *fifth* at Yr3; the CD and E03 do not stipulate a line length, so nothing is lost (vocabulary gate note below). Ordinal and positional language is named in the

elaborations but the meta-words *ordinal* and *positional* themselves (Yr9 and Yr4) stay in this teacher note; students work with the position words directly.

Left and right are frame-dependent (CONTESTED_TERMS Rule 1b). *Left* and *right* are precisely defined once the frame is stated and ambiguous without it. This section states the frame: left and right mean the student's OWN left and right, fixed to the student's body, with a sticker on the right hand as the marker (a stipulated frame, applied the same way for every student). To keep the frame single, all students face the same way in the whole-class tasks (Q1), and the student following a direction set stands behind the moving object and faces the same way as it (Example 1), so "the car's right" and "my right" agree. The mirror case — two children facing each other, for whom left and right swap — is deliberately not assessed here; it is named so the teacher is not caught by it, and the robot game keeps everyone facing one way.

E04 exclusion. VC2M1SP02.E04 (describing a familiar journey across Country/Place using directional language) is Aboriginal and Torres Strait Islander material — one of the seven Level 1 elaborations VCAA wrote without naming a People, place or language group (TOC D16). It is not covered, per CONTENT_POLICY Rule 1 (DJB 2026-08-15): Aboriginal and Torres Strait Islander content is deliberately excluded from ClassBasics books because accuracy cannot be guaranteed. This is an ACCEPTED exclusion, not a coverage gap: the CD itself is delivered in full through E01–E03 and classroom contexts (D11 — the elaborations are illustrations, not requirements). This note stands in for the §2A entry TOC.md must carry; TOC.md is read-only from this authoring seat.

Cross-subject note (TOC §5, item 6). The directional vocabulary built here is the same vocabulary VC2 Science F–2 VC2S2U11 uses to describe pushes and pulls "in terms of strength and direction". Science assumes Mathematics taught it; this book is where it is done.

Level boundary (D3). A turn here is a change of facing, described with *left* and *right*; turn as a measured quantity (half-turns, quarter-turns) is Level 2 VC2M2M05 and is not taught or assessed here. Distances are counted in squares and steps — informal units iterated end to end, rehearsing 4B (VC2M1M02) — with no metric units (D7). The floor and paper squares are squares to move on, not coordinate grids: no axes, no coordinates and no scale, which are Level 6 and beyond (TOC §5). Positional language (in, on, under, next to, between) is Foundation VC2MFSP02, rehearsed in Q4, Q10 and Q14, not taught as new and not assessed as a Level 1 outcome (D3).

Materials. Masking tape or floor-spot markers to make 3-by-3 floor squares; a toy car; a teddy; small toy animals (dog, cat, bird, fish); word cards (forwards, backwards, turn left, turn right, stop); stickers for right hands; the class mat and the teacher's desk (or two named spots in the room); paper and pencils for Q7, Q8, Q13, Q14; printed copies of the Q7 and Q8 square boards if students do not draw their own.

Assumed Foundation skills, rehearsed only: position language (VC2MFSP02) in the line and grid tasks, and following instructions (VC2MFA01) throughout — both rehearsed, not taught as new and not assessed as Level 1 outcomes (D3).

Also drawn on (already taught, in the recommended sequence — D5): direct comparison of height (4A, VC2M1M01) in Q5; counting and the + and = symbols (1A, VC2M1N01; 2A, VC2M1N04) in the step counts. All counts are at or below 4 and every sum is within 20 (D8). No new number or measurement content is taught here.

Level 2 destination (named only, not taught — D3): VC2M2M05 — turns (half-turns and quarter-turns), which stands on the left/right change-of-facing work here. The longer destination is Level 6 coordinates (TOC §5).

Assessment. Chapter checkpoint T5 (12 marks across VC2M1SP01 + VC2M1SP02): part practical (shape sort, follow a direction sequence), part teacher-read (TOC §7). The 5B share is the practical giving-and-following of a direction sequence: score following (does the student or object arrive at the named place?) and giving (are the direction words right, in the right order?) against the achievement-standard extract "They give and follow directions to move people and objects within a space.", with the "why" and word-fix reasoning from Q3(b), Q9 and Q12 scored as reasoning.

Data note. Every object and place named in this section is a real everyday referent checkable in any classroom (mat, desk, door, shelf, book, toy car, teddy, toy animals, tape, stickers); children's names (Mia, Ben, Sam, Jack) are invented, as permitted (TOC §6). All counts are at or below 4 and every sum is within 20 (D8); only + and = symbols are used (D9); no metric units (D7), no chance language (D6), no clock-face reading, no fractions. en-AU spelling throughout.

Vocabulary gate record (DJB 2026-08-18). Student-facing text — everything from “What we are learning” to “Answers” — is at or below the Yr1 ladder ceiling (rank 1), verified with `load_ladder/check_text/tokenize` from `S:\Files\projects\mcq-system\reports\vocab_level_check.py`. Result: CLEAN — every token flagged above Yr1 is curriculum-exempt; no general word above Yr1 remains. The pandoc : : custom-style fence lines were excluded from the checked region as non-rendered markup (identical blocks sit in `wb05_5A.md` and `wb06_6B.md`). Curriculum-exempt words retained per VOCABULARY_LEVEL.md exemption 1 (words appearing verbatim in the VC2M1SP02 content description, achievement-standard extract or elaborations in `maths_1.json`), each defined at first use where student-facing: *directions* (CD/title), *different* (CD), *objects* (CD) and *object* (E02), *forwards*, *backwards*, *straight ahead* (E01), *instructions* (E01–E02), *algorithm* (E02, defined with pronunciation), *position(s)* (E03, both forms verbatim), *height* (E03, in “height order”), and *example(s)* (E01–E03 “for example”, in the “Worked examples” heading; *examples* is the plural inflection of the elaboration word, the same class as 5A’s *quadrilateral(s)* note). Exempt words that sit at or below Yr1 anyway and were never flagged: *move(s)*, *follow(s)*, *give(s)*, *people*, *turn*, *left*, *right*, *step(s)*, *robot*, *words*, *order*, *line*. No exemption-2 subject terms were needed: every direction and position word used is at or below Yr1 or curriculum-exempt. Above-Yr1 general words flagged in draft and fixed by at-level swaps (meaning unchanged): *bottom-left/bottom-right* (Yr2 compound lemmas) → “the left/right square in the bottom row”; *behind* (Yr2) → “at the back of”; the child’s name *Lily* (the ladder places *lily* at Yr7) → *Jack* (placed F, like *Mia* and *Ben*; *Sam* is unplaced); singular *direction* (Yr2) → rephrased so only the CD’s exempt plural *directions* remains. Above-Yr1 general words avoided at drafting: *machine* (“only moves when someone tells it to”), *important* (“the words must be right”), *fifth* (lines capped at four, *first–fourth*), *counter(s)* (“toy”, “teddy”, “car”), *grid* (“floor squares”, “squares on paper”), *correct* (“right”), *queue* (“line”), *leader* (“the other one gives the instructions”), and *careful*, *quickly*, *those*, *passes*, *wristband*. Unplaced tokens (which cannot violate): the pronunciation-guide syllables (*al-guh-ri-zum*), *Sam* and *why*; *sticker(s)* is placed at or below Yr1. The front matter and this Teacher note are teacher-facing metadata and are not vocabulary-gated (WORD_LEVEL_POLICY Rule 3).

Checkpoint CP5

Chapter 5 — Space: shapes, and giving and following directions · CP5 · VC2M1SP01 and VC2M1SP02 · 12 marks

The teacher reads all the words. You look, you say, and you do. You can write or draw a short answer. You do not need to read.

make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them — VC2M1SP01

give and follow directions to move people and objects to different locations within a space — VC2M1SP02

Both quoted verbatim. Source: Victorian Curriculum F–10 Version 2.0, Mathematics (VCAA), Level 1, Space, via `maths_1.json` (VCAA export retrieved 2026-07-29).

Chapter	5 — Space · topic checkpoint, TOC §7 row T5
Content descriptions	VC2M1SP01 (Task 1) and VC2M1SP02 (Task 2), each scored on its own
Format	Part practical (shape sort, follow a direction sequence), part teacher-read (TOC §7). Teacher-read; materials on the desk. Run one-to-one or in a small group while the rest of the class works.
Marks	12 — 6 marks per CD the chapter owns (TOC §7): Task 1 scores VC2M1SP01 (6 marks), Task 2 scores VC2M1SP02 (6 marks)
Timing	No time limit. There is no timed paper in this book (TOC §7, D17). The guidance duration is for the teacher planning the week, not a limit on the child.
Equipment	Listed under each task below, all on the desk before the task starts.
Calculator	None. There is no calculator anywhere in this book (TOC §7, D17).
Response	Spoken words, short writing or drawing (D17). The teacher writes down the child’s words.

Teacher note. (adult-facing) CP5 is an observed checkpoint, not an exam (TOC §7, D17). **Nothing is timed**; there is no timed paper, no multiple-choice section and no calculator anywhere in this book (TOC §7, D12, D17). The teacher reads every task aloud, the materials are on the desk, and the child responds by saying, doing, writing or drawing a short answer (D17). Each CD is scored separately at **6 marks per CD** (TOC §7): Task 1 scores VC2M1SP01 (6 marks) and Task 2 scores VC2M1SP02 (6 marks) — 12 marks in total. The rubric is written in the language of each CD’s achievement-standard extract, quoted verbatim in the Marking guide, so a teacher’s judgement maps to VCAA wording without translation (TOC §7). Both CDs carry reasoning in their own text — VC2M1SP01 ends “identifying the similarities and differences between them” — so the rubric scores the reason, not only the answer: a rubric that scores only the answer fails these CDs (TOC §7). CP5 observes each subtopic’s share exactly as fixed in its teacher note: Task 1 is the practical shape sort with reasons (5A Teacher note, Assessment); Task 2 is the practical giving-and-following of a direction sequence with the word-fix reasoning (5B Teacher note, Assessment). The 240 MCQs keyed to VC2M1SP01 and the 192 MCQs keyed to VC2M1SP02 belong to the digital question layer and play no part here (D12). **Safety at point of use:** clear floor space for the moving in Task 2, and tape the board where children will not catch their feet on the tape; children walk, not run; craft sticks stay on the desk. **Exclusions:** VC2M1SP01.E04 (string games; VCAA names *Karda*, Yandruwandha Peoples of north-eastern South Australia) and VC2M1SP02.E04 (a journey across Country/Place) are Aboriginal and Torres Strait Islander material and are not drawn on — excluded per CONTENT_POLICY Rule 1 (DJB 2026-08-15) and recorded as ACCEPTED exclusions in the 5A and 5B Teacher notes, never silently dropped. The checkpoint is scored against each CD’s text and achievement-standard extract; elaborations are illustrations, not requirements (D11). **Level boundary (D3):** classification by identifiable features and giving-and-following directions as taught in 5A and 5B — no formal side-counting vocabulary (‘opposite’,

‘parallel’, ‘curved’/‘straight’ as formal terms, Level 2 VC2M2SP01), no measured turns (Level 2 VC2M2M05), no maps or coordinates (Level 6 and beyond, TOC §5), no metric units (D7), no clock-face reading, no fractions, no chance language (D6). Sorting shapes (VC2MFSP01) and position words (VC2MFSP02) are assumed Foundation skills rehearsed here, not scored as new outcomes (D3).

Data note. Every object named in this checkpoint is a real everyday referent checkable in any classroom (shape cards, craft sticks, string, a ball, a can, a cube block, a box, a teddy, a toy car, tape, stickers, a clock, a door); children’s names (Ben) are invented, as permitted (TOC §6). CD text and achievement-standard extracts are quoted verbatim from `maths_1.json` (VCAA export retrieved 2026-07-29). All counts are at or below 8 and every step sequence is at or below 4 steps (D8); no operation symbols are needed in this checkpoint (D9); no metric units (D7), no chance language (D6), no clock-face reading, no fractions. en-AU spelling throughout.

Vocabulary gate record (2026-08-23). Student-facing text — the read-aloud lines at the top, the words line, the task headings, the part labels, and every sentence and step read aloud to the child in Task 1 and Task 2 — is at or below the Yr1 ladder ceiling (rank 1), verified with `load_ladder/check_text/tokenize` from S:

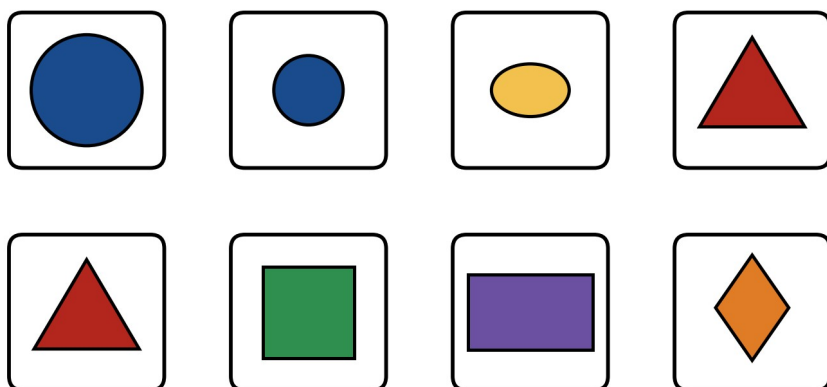
`\Files\projects\mcq-system\reports\vocab_level_check.py` against the live ladder (46,022 lemmas). Result: CLEAN — no general word above Yr1 remains in the student-facing region. Above-Yr1 words retained as curriculum-exempt per VOCABULARY_LEVEL.md exemption 1 (words appearing verbatim in the VC2M1SP01/VC2M1SP02 content descriptions, achievement-standard extracts or elaborations in `maths_1.json`): *backwards, classify, compare, differences, directions, environment, familiar, identifying, locations, recognise, similarities* — every one already introduced in 5A or 5B. The subtitle line (“Chapter 5 — Space: ...”) is a title/front-matter line, as in the sibling checkpoints; its one above-Yr1 word (*chapter*, Yr2) sits inside the read-aloud listening allowance (WORD_LEVEL_POLICY Rule 4: stem ceiling +2). The Source citation line after the CD quotes is §6 sourcing metadata, not text a child decodes. The caption lines inside the pandoc `::: custom-style fences` were excluded from the checked region as non-rendered markup (identical blocks sit in `wb05_5A.md` and `wb05_5B.md`). No exemption-2 subject terms were needed: every shape, object and direction word is at or below Yr1 or curriculum-exempt; the above-Yr1 general words *sort* and *aloud* were replaced at drafting with at-level phrasing (“put into groups”, “reads all the words”). The front matter table, this Teacher note, the materials lines and the Marking guide are teacher-facing metadata and are not vocabulary-gated (WORD_LEVEL_POLICY Rule 3). Unplaced tokens in the student-facing region: none.

The words here are the words from 5A and 5B: shape, circle, oval, triangle, square, rectangle, ball, can, cube, box, roll, stack, forwards, backwards, turn left, turn right, stop, step.

Task 1 — Classify, compare and make shapes (VC2M1SP01) — 6 marks

Guidance duration: about 5 minutes per child.

Materials on the desk: the 8 shape cards from 5A (2 circles — 1 big and 1 small, 1 oval, 2 triangles, 1 square, 1 rectangle and 1 shape with 4 sides that is not a square or a rectangle), 3 craft sticks, string, 4 objects — a ball, a can, a cube block and a box — and paper and a pencil.



Eight shape cards: a big circle, a small circle, an oval, two triangles, a square, a rectangle and a shape with four sides.

Teacher script. Lay out the cards, the sticks, the string and the objects. No help. Write down the child's words.

1. **Groups.** "Put the shape cards into groups. Your way." Watch the grouping. (1 mark)
2. **Why.** "What is the same about the shapes in each group?" Write down the words. This is the identifying-features reasoning VC2M1SP01 asks for: "identifying the similarities and differences between them". (1 mark)
3. **Compare.** Hold up the big circle and the small circle. "What is the same? What is different?" (1 mark)
4. **Make.** "Use 3 sticks to make a triangle. Use the string to make a circle." Watch the making. (1 mark)
5. **Find.** "Find 1 thing with a circle part. Find 1 thing with a rectangle part. Tell me what they are." (1 mark)
6. **Roll or stack?** The ball, the can, the cube block and the box are on the desk. "Which ones roll? Which ones stack?" (1 mark)

Task 2 — Give and follow directions (VC2M1SP02) — 6 marks

Guidance duration: about 5 minutes per child.

Materials and space: a 3-by-3 board of squares made with tape on the floor or the desk (or the paper boards below), a teddy, a toy car, the word cards from 5B (forwards, backwards, turn left, turn right, stop), and a sticker for the child's right hand. Clear floor space. Children walk, not run.

teddy ^

Board for parts 1 and 2. The teddy is on the middle square in the bottom row. It faces up.

car ^

Board for parts 3 and 4. The car is on the left square in the bottom row. It faces up. The star is on the right square in the middle row.

Teacher script. Put the sticker on the child's right hand. Left and right mean the child's OWN left and right, and the child stands facing the same way as the teddy and the car (the 5B frame). Write down the child's words.

1. **Follow.** "The teddy is on the middle square in the bottom row. It faces up." Read the steps one at a time. The child moves the teddy.
 1. Move forwards 2 squares.
 2. Turn right.
 3. Move forwards 1 square.
 4. Stop.Watch each step. (1 mark)
2. **Where.** "Where does the teddy end up?" (1 mark)
3. **Give.** "The car is on the left square in the bottom row. It faces up. The star is on the right square in the middle row. Give the directions to move the car to the star." The child says the steps. The child can write or draw them too. (1 mark for the right words, 1 mark for the right order)
4. **Fix the wrong word.** Read this: "Ben puts the teddy on the middle square in the bottom row. The teddy faces up. Ben says: Move forwards 1 square. Turn left. Move forwards 1 square. Stop. Ben wants the teddy to go to the right square in the middle row." Then ask: "Are Ben's steps right? Which word is wrong? What should Ben say?" (1 mark for finding the wrong word, 1 mark for the fix)

Marking guide

This part is for adults. It is not read to the class.

Checkpoint CP5 — total: 12 marks. Task 1 (VC2M1SP01): 6 marks. Task 2 (VC2M1SP02): 6 marks. Whole marks only: each row scores 1 or 0.

The rubric is written in the language of the achievement-standard extracts carried in the authority file (maths_1.json) for each CD, quoted verbatim (TOC §7):

“Students make, compare and classify shapes and objects using identifiable features.” — VC2M1SP01 achievement-standard extract

“They give and follow directions to move people and objects within a space.” — VC2M1SP02 achievement-standard extract

Source: Victorian Curriculum F–10 Version 2.0, Mathematics (VCAA), Level 1, Space, via maths_1.json (VCAA export retrieved 2026-07-29).

Task 1 — VC2M1SP01: classify, compare and make shapes (6 marks)

VC2M1SP01 ends “identifying the similarities and differences between them”, so the reasoning is scored, not just the answer (TOC §7). Row 2 is the reasoning row: it is awarded for the *why* of the sort. A correct sort with no reason scores row 1 only.

Mark	Achievement-standard wording	What to look for	Accept
1	“classify shapes and objects”	Puts the 8 cards into groups that follow one rule	by shape; round-or-corners; by size; by colour
1	“using identifiable features”	Says the feature of each group — the why	“They are all round.” / “They all have corners.” / “They are the big ones.”
1	“compare”	Big circle and small circle: says the same shape AND the different size	“They are both circles. One is big and one is small.”
1	“make ... shapes”	Makes a triangle with the 3 sticks and a circle with the string	3 sticks closed into 3 sides; the string round with no corners
1	“recognise familiar shapes and objects in the environment”	Names one real thing with a circle part and one real thing with a rectangle part	a clock, a coin, a wheel; a door, a window, a book cover
1	“classify ... objects using identifiable features”	Says which of the 4 objects roll and which stack	Roll: the ball and the can. Stack: the cube block and the box. Accept the can for both.

Task 2 — VC2M1SP02: give and follow directions (6 marks)

The CD asks for giving AND following, and for moving objects as well as people. Rows 5 and 6 score the reasoning: finding the wrong word and fixing it (TOC §7; the shape of 5B Q3(b), Q9 and Q12).

Mark	Achievement-standard wording	What to look for	Accept
1	“follow directions to move people and objects”	Moves the teddy through all 4 steps in the order read	forwards 2, turn right, forwards 1, stop — one step at a time
1	“to different locations	Says or points to the	the right square in the top

Mark	Achievement-standard wording	What to look for	Accept
	within a space”	teddy’s end square	row
1	“give directions” — the right words	The directions use the right direction words and the right turn	“Move forwards 1 square. Turn right. Move forwards 2 squares. Stop.”
1	“give directions” — the right order	The child’s steps, followed in the order given, move the car to the star square	the car ends on the right square in the middle row
1	“follow directions” — judging a set of steps	Says Ben’s steps are not right, and finds the wrong word	“No. Turn left is wrong.”
1	“give directions” — the fix	Says the word that fixes it	“Say turn right.”

Marking rules.

- Whole marks only; each row scores 1 or 0. Task total 12: 6 for VC2M1SP01 and 6 for VC2M1SP02.
- Award the mark for the child’s own words, said, shown, written or drawn. Scribe them as said. A point plus “there, that one” counts if the square is clear.
- Task 1 row 1: any consistent rule counts — the sort does not have to be by shape (5A Example 1: “There is more than one way to make groups.”).
- Task 2 rows 3 and 4: any set of steps counts if the words are direction words and the car gets to the star when the steps are followed in order — longer sets that use backwards are accepted for row 4. A set that uses a wrong turn word (turn left where the path needs turn right) does not score row 3, even if a later step brings the car back to the star.
- The frame: left and right mean the child’s OWN left and right, with the sticker hand as right (the 5B frame), and the child faces the same way as the teddy and the car. If the frame is lost, set the child again and read the step again; do not score a mirror mistake against the child.
- Not scored, because it is not Level 1: formal side-counting vocabulary (‘opposite’, ‘parallel’, ‘curved’/‘straight’ as formal terms — Level 2 VC2M2SP01); measured turns, half-turns and quarter-turns (Level 2 VC2M2M05); maps, grids with axes and coordinates (Level 6 and beyond, TOC §5); metric units (Level 3, D7). Position words (in, on, under, next to) are Foundation VC2MFSP02, rehearsed only, not scored as a new outcome (D3).
- Nothing is timed (TOC §7, D17). A child who needs a second try at a row may have one; record the better evidence.

Elaboration traceability (join keys, per D11 — linkage, not a syllabus). Task 1 draws on VC2M1SP01 .E01 (classifying a collection of shapes and saying what is the same within a group and what is different) for the sort-and-say shape; the make, find and roll-or-stack parts sit on the CD’s own verbs — “make”, “recognise familiar shapes and objects in the environment” — as taught in 5A (Q3 shape hunt, Q5 making with sticks and string, Q6 roll or stack). VC2M1SP01 .E02 (the feel bag) and .E03 (building with cubes) are 5A classroom activities and are not needed for scoring here. Task 2 draws on VC2M1SP02 .E01 (the direction words — forwards, backwards, turn left, turn right — and following them) and .E02 (the steps as an algorithm, in order). .E03 (lines with ordinal words) is taught in 5B and not needed for scoring here. VC2M1SP01 .E04 and VC2M1SP02 .E04 are not drawn on: Aboriginal and Torres Strait Islander content is excluded per CONTENT_POLICY Rule 1 and recorded as an ACCEPTED exclusion in the 5A and 5B Teacher notes — never silently dropped. Coverage of each CD is judged against the CD text and its achievement-standard extract (D11).

Sample record — full marks (12 of 12).

Task 1. The child puts the cards into 2 groups: the round shapes here, the shapes with corners there. Asked why: “These are all round. They have no corners. These all have corners.” Big and small circle: “They are both circles. One is big and one is small.” Makes a triangle with the 3 sticks and a circle with the string. “The clock has a circle part. The door has a rectangle part.” “The ball and the can roll. The cube block and the box stack.”

Row	Evidence	Mark
“classify”	2 groups: round / with corners	1
“using identifiable features”	“These are all round. ... These all have corners.”	1
“compare”	“They are both circles. One is big and one is small.”	1
“make”	triangle with 3 sticks, circle with the string	1
“recognise ... in the environment”	clock — circle part; door — rectangle part	1
“classify ... objects”	ball and can roll; cube block and box stack	1

Task 2. The child moves the teddy forwards 2 squares, turns right, moves forwards 1 square and stops. Points to the right square in the top row. Gives: “Move forwards 1 square. Turn right. Move forwards 2 squares. Stop.” Fix: “No. Turn left is wrong. Say turn right.”

Row	Evidence	Mark
“follow directions”	all 4 steps, in order	1
“to different locations”	the right square in the top row	1
“give directions” — words	forwards, turn right, forwards	1
“give directions” — order	the car gets to the star square	1
judging the set of steps	“Turn left is wrong.”	1
the fix	“Say turn right.”	1

Task 1: 6. Task 2: 6. **Total: 12 of 12.**

Sample record — part marks (8 of 12).

Task 1. The child sorts the cards by colour into 2 groups: “They are all red.” / “They are the blue ones.” Big and small circle: “They are both circles. One is big and one is small.” Makes the triangle; the string shape stays open. “The clock has a circle part. The door has a rectangle part.” Says the can stacks but not rolls.

Row	Evidence	Mark
“classify”	2 colour groups, one rule	1
“using identifiable features”	“They are all red.”	1
“compare”	“They are both circles. One is big and one is small.”	1
“make”	triangle yes; string shape open	0
“recognise ... in the environment”	clock; door	1
“classify ... objects”	misses that the can rolls	0

Task 2. The child follows all 4 steps in order and points to the right square in the top row. Gives: “Move forwards 1 square. Turn right. Move forwards 1 square. Stop.” — the car stops in the middle, not on the star. Fix: “No. Turn left is wrong.” Asked “What should Ben say?”, the child does not say the new word.

Row	Evidence	Mark
“follow directions”	all 4 steps, in order	1
“to different locations”	the right square in the top row	1

Row	Evidence	Mark
“give directions” — words	right turn word: turn right	1
“give directions” — order	the car stops in the middle, not on the star	0
judging the set of steps	“Turn left is wrong.”	1
the fix	no fix word said	0

Task 1: 4. Task 2: 4. **Total: 8 of 12.** The make row, the can-rolls row, the gets-to-the-star row and the fix row are the rows children most often lose; all four come back in the Level 1 Review (TOC §7).