

Mathematics Level 1

End-of-book review

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End-of-year review

Mathematics 1 · Level 1 · End-of-year review · all 15 CDs · 30 marks

The teacher reads all the words. The child says, does, writes and draws. This is not an exam and not a timed paper. There is no multiple-choice section and no calculator anywhere in it.

The End-of-year review is the end-of-book review for Mathematics Level 1. It is cumulative: it assesses all 15 content descriptions the book owns (TOC §4), one task per CD, 2 marks per CD — the Level 1 achievement standard end to end (TOC §7). Every task is read aloud by the teacher, materials are permitted on the desk, and the responses are short: a numeral, a drawing, some marks or a short number sentence (TOC D17). Part of the review is practical and teacher-observed; part is written or drawn. It is run across two short sessions (TOC §7).

Session	Tasks	Strands and chapters	Marks
Session A	Tasks 1–8	Number (Chapters 1–2) and Algebra (Chapter 3)	16
Session B	Tasks 9–15	Measurement (Chapter 4), Space (Chapter 5) and Statistics (Chapter 6)	14
Total — all 15 CDs at 2 marks each			30

Task	CD	What it observes	Marks
Task 1	VC2M1N01	Ordering numbers to at least 120, and locating one on a line	2
Task 2	VC2M1N02	Partitioning a two-digit number into tens and ones, in two different ways	2
Task 3	VC2M1N03	Quantifying a large collection with equal groups and skip counting	2
Task 4	VC2M1N04	Adding and subtracting within 20, with a strategy and number sentences	2
Task 5	VC2M1N05	Modelling a whole-dollar money problem	2
Task 6	VC2M1N06	Modelling equal sharing	2
Task 7	VC2M1A02	Continuing a repeating pattern and stating the unit of repeat	2
Task 8	VC2M1A01	Continuing and creating skip counting patterns, including with Australian coins	2
Task 9	VC2M1M01	Ordering by length, and communicating the reasoning	2
Task 10	VC2M1M02	Measuring length with uniform informal units, end to end	2
Task 11	VC2M1M03	Ordering months, and	2

Task	CD	What it observes	Marks
Task 12	VC2M1SP01	comparing durations Classifying shapes and objects by identifiable features	2
Task 13	VC2M1SP02	Following directions, then giving directions	2
Task 14	VC2M1ST01	Collecting and recording categorical data	2
Task 15	VC2M1ST02	Making a one-to-one display, comparing frequencies and discussing findings	2
Total			30

How to run the review

- **Format** — teacher-read, with materials permitted on the desk; part practical and teacher-observed, part short written or drawn recording (TOC §7). Run it one child at a time in a corner of the room while the rest of the class works; Tasks 14 and 15 need six friends close by.
- **Timing** — two short sessions, about 20 minutes each (TOC §7). This is guidance for planning the week, not a limit on the child. Nothing is timed; a session can stop and come back later.
- **Equipment** — the materials list below; everything comes from the subtopics' materials lists.
- **Calculator** — none. There is no calculator anywhere in this book (TOC §7, D17).
- **Multiple choice** — none. No Level 1 assessment in this book has a multiple-choice section (TOC D12, §7).
- **Reading** — read every word. No part of the review depends on the child reading anything beyond the numerals the book has taught (TOC D17).
- **Writing** — the child writes numerals, drawings, marks and short number sentences using +, − and = only. No vertical algorithm and no other operation symbol are expected anywhere (D9).

Materials

One set per observed child:

- number cards 9, 46, 73 and 118, a blank number line 0–120, and a hundreds chart if you have one (from 1A)
- ten-sticks and small cubes, the base-ten materials (from 1B)
- 50 connecting cubes and 2 cups (from 1C)
- ten-frames (from 2A)
- play money: \$5 notes, \$2 coins and \$1 coins (from 2B and 3B)
- 3 paper plates (from 2C)
- red and blue cubes, or red and blue beads (from 3A)
- 3 ribbons of different lengths (from 4A)
- identical cubes for measuring, and a pencil that is a whole number of cubes long (from 4B — check the pencil before the session)
- month cards, at least January, March and May (from 4C)
- 4 shape cards (circle, square, triangle, rectangle) and a ball, a small box, a can and a cube (from 5A)
- 9 floor squares made with tape or paper, 3 across and 3 down, and a toy car (from 5B)
- paper, pencils and crayons
- the recording sheet at the end of the Marking guide

Safety at the point of use: the cubes and coins are small objects — watch the children with them, and we do not put them in our mouths or our noses. For Task 13 the floor space is clear, and children walk, not run.

Session A — Number and Algebra · Tasks 1–8 · 16 marks

The teacher reads all the words. The child says, does, writes and draws.

Task 1 — Order and place numbers to 120 — VC2M1N01 — 2 marks

recognise, represent and order numbers to at least 120 using physical and virtual materials, numerals, number lines and charts — VC2M1N01

Things: the number cards 9, 46, 73 and 118; the blank number line 0–120; the hundreds chart.

1. Put the cards 9, 46 and 118 down in a mixed order. Hold 73 back. Say: *Put the cards in order. Start with the littlest.*
2. Give the child the card 73. Say: *Put 73 on the number line. Now read it to me.*

Record: the order the child makes; where the child puts 73; the name the child reads.

Task 2 — Partition 48 two ways — VC2M1N02 — 2 marks

partition one- and two-digit numbers in different ways using physical and virtual materials, including partitioning two-digit numbers into tens and ones — VC2M1N02

To partition means to break into parts. The children met it in 1B.

Things: ten-sticks and small cubes; paper; a pencil.

1. Say: *Make 48 with ten-sticks and small cubes. Tell me about 48.*
2. Say: *Now make 48 a different way.*

Record: the two ways the child makes 48; the words the child uses.

Task 3 — How many cubes? Groups and skip counting — VC2M1N03 — 2 marks

quantify sets of objects, to at least 120, by partitioning collections into equal groups using number knowledge and skip counting — VC2M1N03

Quantify means say how many.

Things: a cup of 50 cubes — count them before the child comes; a second cup; the table.

1. Say: *How many cubes are in the cup? You can make groups to count them. Watch how the child counts.*
2. If the child counts one by one, say: *Can you count them by groups?*

Record: the groups the child makes; the counting the child uses; the number the child says.

Task 4 — Add and take away within 20 — VC2M1N04 — 2 marks

add and subtract numbers within 20, using physical and virtual materials, part-part-whole knowledge to 10 and a variety of calculation strategies — VC2M1N04

Things: cubes; ten-frames; paper; a pencil.

1. Say: *Eight and 6 more. How many in all? Show me how you know. Write the number sentence.*
2. Say: *15 take away 7. How many are left? Show me how you know. Write the number sentence.*

Record: the two number sentences; the strategy the child uses each time — count on, count back, ten-frame, doubles or a fact they know.

Task 5 — The money story — VC2M1N05 — 2 marks

use mathematical modelling to solve practical problems involving additive situations, including simple money transactions; represent the situations with diagrams, physical and virtual materials; use calculation strategies to solve the problem — VC2M1N05

Things: play money — \$5 notes, \$2 coins and \$1 coins; paper; a pencil.

Say: Ben has 5 dollars. He buys an apple. The apple is 2 dollars. How many dollars does Ben have now? Use the play money. Draw it. Write the number sentence.

Record: how the child models the story — money or drawing; the number sentence; the answer the child says.

Task 6 — Biscuits on plates — VC2M1N06 — 2 marks

use mathematical modelling to solve practical problems involving equal sharing and grouping; represent the situations with diagrams, physical and virtual materials, and use calculation strategies to solve the problem — VC2M1N06

Things: 12 cubes; 3 paper plates; paper; a pencil.

Say: There are 12 biscuits. There are 3 plates. Each plate gets the same. How many biscuits go on each plate? Use the cubes and the plates. Draw it.

Record: how the child gives the biscuits out; the number on each plate; the drawing; any check the child does.

Task 7 — The pattern that repeats — VC2M1A02 — 2 marks

recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit and recognising the importance of repetition in solving problems — VC2M1A02

The unit of repeat is the part of the pattern that keeps going. The children met it in 3A.

Things: red cubes and blue cubes, or red and blue beads.

Before the child comes, put out: red, blue, red, blue, red, blue.

1. Say: The pattern goes on. Make it go on.
2. Say: What is the part that keeps going?

Record: what the child puts next; the part the child names.

Task 8 — Skip counting and coins — VC2M1A01 — 2 marks

recognise, continue and create pattern sequences, with numbers, symbols, shapes and objects including Australian coins, formed by skip counting, initially by twos, fives and tens — VC2M1A01

Things: 5 \$2 coins from the play money; cubes; paper.

1. Put the 5 \$2 coins in a row. Say: These are 2 dollar coins. Count them by 2. How many dollars is that?
2. Say: Make your own counting pattern with the cubes. Make it go on. What do you add each time?

Record: the coin count; the pattern the child makes; the step the child says.

Session B — Measurement, Space and Statistics · Tasks 9–15 · 14 marks

The teacher reads all the words. The child says, does, writes and draws.

Task 9 — Put the ribbons in order — VC2M1M01 — 2 marks

compare directly and indirectly and order objects and events using attributes of length, mass, capacity and duration, communicating reasoning — VC2M1M01

Things: 3 ribbons of different lengths.

1. Say: Put the ribbons in order. Start with the shortest.
2. Say: How do you know?

Record: the order the child makes; the reason the child says.

Task 10 — Measure the pencil with cubes — VC2M1M02 — 2 marks

measure the length of shapes and objects using informal units, recognising that units need to be uniform and used end-to-end — VC2M1M02

Things: cubes that are all the same; the pencil that is a whole number of cubes long — check it before the child comes.

Say: How many cubes long is the pencil? Use the cubes.

Watch: are the cubes all the same? Do they go end to end, with no spaces between them?

Record: how the child lines up the cubes; the number the child says.

Task 11 — Months and time — VC2M1M03 — 2 marks

describe the duration and sequence of events using years, months, weeks, days and hours — VC2M1M03

Things: the month cards January, March and May; paper; a pencil.

1. Put the cards down in a mixed order. *Say: Put the months in order. Start with the first month of the year.*
2. *Say: Which takes more time: eating your lunch, or sleeping at night?*

Record: the order the child makes; the child's answer and words about the time.

Task 12 — Shapes and things in groups — VC2M1SP01 — 2 marks

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

Things: the 4 shape cards — circle, square, triangle and rectangle; a ball; a small box; a can; a cube.

1. *Say: Put these in groups. Your way.*
2. *Say: Tell me about your groups.*

Record: the groups the child makes; the words the child says about them.

Task 13 — Move the car — VC2M1SP02 — 2 marks

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

Directions tell someone where to go. The children met them in 5B: forwards, turn left, turn right, stop.

Things: the 9 floor squares, 3 across and 3 down; the toy car.

Put the car on the bottom-middle square, facing the top of the floor squares. Face the same way as the car.

1. *Say the steps one at a time: Move forwards 1 square. Turn left. Move forwards 1 square. Stop. Watch where the car stops.*
2. *Say: Now you talk. Tell me how to move the car to the bottom square on the left. I will do what you say.*

Record: where the car stops at step 1; the steps the child says at step 2; where the car stops.

Task 14 — Ask 6 friends, make a mark — VC2M1ST01 — 2 marks

acquire and record data for categorical variables in various ways including using digital tools, objects, images, drawings, lists, tally marks and symbols — VC2M1ST01

Data is what we find out. The children met it in 6A.

Things: paper with 3 rows — write the row names apple, banana and orange before the child comes; a pencil; 6 friends.

The question is fixed: Which fruit do our 6 friends like best — apple, banana or orange? The 3 groups are set before any asking starts, the same way 6A sets the groups first.

1. *Say: Ask 6 friends our question. Make 1 mark for each answer. Put the mark in the right row.*

2. Watch: does the child ask each friend one time? Does each answer get 1 mark in its row?

If asking 6 friends is hard today, say the answers one at a time — “Ben said apple. Mia said banana.” — and score the recording the same way.

Record: how the child asks; the marks the child makes; the counts.

Task 15 — Make the picture, then talk about it — VC2M1ST02 — 2 marks

represent collected data for a categorical variable using one-to-one displays and digital tools where appropriate; compare the data using frequencies and discuss the findings — VC2M1ST02

One-to-one means 1 mark for each answer. The children met it in 6B.

Things: the paper from Task 14; paper with 3 blank rows, one row for each fruit; cubes or a pencil.

1. Say: *Make a picture of our answers. Put 1 dot for each answer. One row for each fruit.*
2. Say: *Which fruit has the most?* Then point to two rows and say: *How many more friends picked this one than this one?* Then say: *Tell me one thing you know now.*

Record: the picture; which fruit the child says has the most; the how-many-more with the numbers; the thing the child says.

Teacher note

Place in the book. This review is the seventh and last assessment artefact in TOC §7 — six chapter checkpoints (90 marks) plus this end-of-book review (30 marks), 120 marks in all. It is cumulative over all 15 CDs, each scored on its own at 2 marks. The 30-mark total matches the F–2 band plan’s Level 1 review exactly; that parity is deliberate (TOC §7).

Curriculum map — elaboration traceability (join keys, per D13 — linkage, not a syllabus). Task 1 draws on VC2M1N01.E01, .E02 and .E03 (ordering two-digit numbers to at least 120; positioning a numbered card on an empty number line; hundreds charts). Task 2 draws on VC2M1N02.E02 and .E03 (partitioning into tens and ones, including non-standard partitions; partitioning in different ways). Task 3 draws on VC2M1N03.E01 and .E02 (counting a large collection with groups of fives or tens and skip counting; grouping in tens). Task 4 draws on VC2M1N04.E01, .E02 and .E04 (materials and strategies within 20; recognising and using +, – and =). Task 5 draws on VC2M1N05.E01 and .E02 (modelling a story problem; whole dollar money amounts). Task 6 draws on VC2M1N06.E02 (equal sharing, counting to check the shares). Task 7 draws on VC2M1A02.E01 and .E02 (noticing the repeating part; identifying the unit of repeat). Task 8 draws on VC2M1A01.E01, .E02 and .E04 (skip counting sequences; objects representing a growing pattern; same-denomination coin counts). Task 9 draws on VC2M1M01.E01 (indirect comparison of length, comparative language). Task 10 draws on VC2M1M02.E02 and .E04 (laying copies of a unit end to end; measuring with blocks). Task 11 draws on VC2M1M03.E01, .E02 and .E04 (familiar units of time; the months of the year; events that take closer to an hour, a day or more). Task 12 draws on VC2M1SP01.E01 (classifying a collection of shapes and saying what is the same and different). Task 13 draws on VC2M1SP02.E01 and .E02 (following directions; a set of instructions to move an object to a different location). Task 14 draws on VC2M1ST01.E02 and .E03 (collecting and recording; deciding the categories before collecting). Task 15 draws on VC2M1ST02.E01, .E03 and .E04 (a pictograph; the zero/blank-category judgement; one object per data value).

Elaborations not drawn on. The nine Aboriginal and Torres Strait Islander elaborations — VC2M1N04.E05, VC2M1A02.E04, VC2M1A02.E05, VC2M1M01.E05, VC2M1M03.E05, VC2M1SP01.E04, VC2M1SP02.E04, VC2M1ST01.E05 and VC2M1ST02.E05 — are not used, per CONTENT_POLICY Rule 1 (DJB 2026-08-15). This is an ACCEPTED exclusion, not a coverage gap: every CD is scored against its own content description and achievement-standard extract (D13), and the remaining elaborations fully illustrate each CD. The review also does not need every elaboration of every CD: it samples each CD once, and coverage is judged against the CD text, not the elaborations one by one (D11).

Boundaries kept. No Foundation outcome is assessed as a Level 1 outcome (D3) — Task 11 uses the months and duration rather than the days of the week, which are Foundation (VC2MFM02). No Level 2 content appears (D3): no clock-face reading, no fractions, no two-digit addition, no metric units. No chance or probability language anywhere (D6). No vertical algorithm and no $\times$ or $\div$ as operators (D9) — Task 6 stays with equal sharing in words and drawings. All counting stays at or below 120 and all calculation stays within 20 (D8). Money is whole dollars (Task 5, VC2M1N05.E02), and the coin count is a same-denomination skip count (Task 8, VC2M1A01.E04).

Money facts. The coins in Tasks 5 and 8 are current Australian currency, restricted to denominations this book uses: \$5 notes, \$2 coins and \$1 coins. Source: Royal Australian Mint, *Circulating coins*, <https://www.ramint.gov.au/circulating-coins>, retrieved 2026-08-19. Nothing is asserted beyond face value. No 1c or 2c coins — withdrawn from circulation in 1992 (TOC §6).

Data note. Every context in this review is an invented class context constructed for the task — ribbons, biscuits, the apple story, the fruit question — and the children’s names (Ben, Mia) are invented, which is fine (TOC §6). No external datum is asserted beyond the curriculum quotations (Source: Victorian Curriculum F–10 Version 2.0, Mathematics (VCAA), Level 1 — all 15 CDs and their achievement-standard extracts, quoted verbatim from the VCAA export carried in `maths_1.json`, VCAA export retrieved 2026-07-29) and the coin denominations sourced above.

Vocabulary gate record (2026-08-23). Student-facing text — the task headings, the Things lines, the definition lines and every Say line in Tasks 1–15, plus the session read-aloud lines — 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` (conservative min-placement lookup; hyphenated compounds place at the max of their parts). The exemption set is every word of the content descriptions, elaborations and achievement-standard extracts of all 15 CDs in `maths_1.json` — the book-level `--cds` set (VOCABULARY_LEVEL.md exemption 1; WORD_LEVEL_POLICY Rule 2); exemption 3 covers the invented proper names *Ben* and *Mia*. The raw sweep detects 71 word-instances above Yr1, every one of them literal curriculum vocabulary: most sit inside the verbatim CD quote each task carries (*recognise* Yr8, *quantify* Yr7, *two-digit* Yr7, *categorical* Yr6, *variables* Yr5, *represent* Yr5, *capacity* Yr5, *informal* Yr4, *uniform* Yr4, *frequencies* Yr4), and the rest are curriculum words in the student-facing lines, defined at first use — *measure* (Yr2; verbatim in VC2M1M02), *directions* (Yr2; verbatim in VC2M1SP02), *unit* (Yr3; verbatim in VC2M1A02.E02, “the unit of repeat”), *quantify* (Yr7; verbatim in VC2M1N03) and *hundreds* (Yr2; via the hundreds chart of VC2M1N01.E03). After the exemption: zero violations and zero unplaced tokens. Ten above-Yr1 words (eleven tokens) of non-curriculum teacher-facing setup wording (*identical*, *session*, *grid*, *behind*, *split*, *none*, *bottom-left*, *moment*, *yourself*, *minutes*) were reworded to plain words during authoring; the §7 timing words (*sessions*, *minutes*) stand only in the teacher-facing How-to-run block. The front matter, the How-to-run block, the materials list, the safety note, the Record lines, the Marking guide, the Solutions and this Teacher note are teacher-facing and are not vocabulary-gated (WORD_LEVEL_POLICY Rule 3).

Marking guide

This part is for the teacher. It is not read to the children.

End-of-year review — total: 30 marks. 15 tasks, one task per CD, 2 marks per CD (TOC §7). 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, VCAA export retrieved 2026-07-29). Ten distinct extracts cover the 15 CDs; each scored task quotes its extract verbatim below, so a teacher's judgement maps to the VCAA wording without translation (TOC §7).

Marking rules.

- Whole marks only; each row scores 1 or 0. Each task scores 2; the review scores 30.
- Award the mark for the child's own words, said, written, drawn or shown. Scribe the spoken words as said.
- Where an extract names strategies, reasoning or discussion, that row scores the strategy, the reasoning or the discussion — not the answer again. A rubric that scores only the answer fails the CD (TOC §7).
- A child who needs a second try at a row may have one; record the better evidence.
- Materials stay on the desk. Nothing is timed. There is no calculator and no multiple-choice section (TOC §7, D12, D17).

Task 1 — VC2M1N01 — 2 marks

"students connect number names, numerals and quantities, and order numbers to at least 120." — VC2M1N01, achievement-standard extract

Mark	Look for
1	Orders the numbers to at least 120: the cards in order 9, 46, 118, littlest first.
1	Connects numeral, name and place: puts 73 on the line after 70 and before 80 (or finds 73 on the hundreds chart) and reads it — <i>seventy-three</i> .

Task 2 — VC2M1N02 — 2 marks

"They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones." — VC2M1N02, achievement-standard extract

Mark	Look for
1	Partitions 48 into tens and ones: 4 ten-sticks and 8 small cubes — <i>48 is 4 tens and 8 ones</i> .
1	Partitions 48 a different way — 3 ten-sticks and 18 cubes, 2 ten-sticks and 28 cubes, or 1 ten-stick and 38 cubes.

The second row scores the non-standard partition separately, the same way T1 does (TOC §3, Chapter 1 note). A child who swaps a ten-stick for 10 cubes to make the second way is demonstrating the partition.

Task 3 — VC2M1N03 — 2 marks

"Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120." — VC2M1N03, achievement-standard extract

Mark	Look for
1	Partitions the collection into equal groups — piles or cups of 5, or piles of 10.
1	Skip counts in twos, fives or tens to quantify the collection — 5, 10, 15, ... 50, or 10, 20, 30, 40, 50 — and says 50.

The extract names skip counting, so the second row is for skip counting the groups. A child who counts all 50 one by one keeps the first row and not the second; record the counting used, and prompt once with the Step 2 words before scoring.

Task 4 — VC2M1N04 — 2 marks

“They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.” — VC2M1N04, achievement-standard extract (shared with VC2M1N05 and VC2M1N06; Task 4 scores the addition and subtraction clause)

Mark	Look for
1	Adds within 20 using a calculation strategy: $8 + 6 = 14$, with the strategy shown or said — cubes, a ten-frame, counting on, doubles or a known fact.
1	Subtracts within 20 using a calculation strategy: $15 - 7 = 8$, with the strategy shown or said.

Record the strategy each time; the extract names calculation strategies. A correct answer with no strategy shown earns the row only after the child shows or says how they know, on one prompt.

Task 5 — VC2M1N05 — 2 marks

“They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.” — VC2M1N05, achievement-standard extract (shared with VC2M1N04 and VC2M1N06; Task 5 scores the modelling clause, with a simple money transaction)

Mark	Look for
1	Models the situation: shows 5 dollars with the play money and takes away 2 dollars, or draws the story — 5 dollars, 2 dollars gone.
1	Solves it and writes the number sentence: $5 - 2 = 3$ — Ben has 3 dollars now.

Whole dollar amounts only, per VC2M1N05 . E02 and D8.

Task 6 — VC2M1N06 — 2 marks

“They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.” — VC2M1N06, achievement-standard extract (shared with VC2M1N04 and VC2M1N05; Task 6 scores the equal sharing clause)

Mark	Look for
1	Models the equal share: gives out the 12 cubes one at a time, round and round, until each plate has 4.
1	Says how many on each plate — 4 — and draws or checks it: 3 plates with 4 on each; $4 + 4 + 4 = 12$.

No division symbol anywhere — equal sharing stays in words, materials and drawings (D9).

Task 7 — VC2M1A02 — 2 marks

“Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit.” — VC2M1A02, achievement-standard extract (shared with VC2M1A01; Task 7 scores the repeating-pattern clause)

Mark	Look for
1	Continues the repeating pattern: puts red, blue next — and keeps going, red, blue, red, blue.
1	Identifies the repeating unit: says or shows that red, blue is the part that keeps going.

A point at one red-blue pair with the words “this bit, again” counts for the second row. The unit of repeat is the idea 3A names as its hardest and least-skippable (TOC §3, Chapter 3 note), so it is scored on its own, not folded into the continuation.

Task 8 — VC2M1A01 — 2 marks

“Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit.” — VC2M1A01, achievement-standard extract (shared with VC2M1A02; Task 8 scores the skip-counting clause)

Mark	Look for
1	Continues a skip counting pattern with Australian coins: counts the five \$2 coins by 2 — 2, 4, 6, 8, 10 — and says 10 dollars.
1	Creates a skip counting pattern with the cubes — 5, 10, 15, 20 or 3, 6, 9, 12, or another fixed step — and says the step: <i>5 more each time</i> .

The coin count is a same-denomination skip count per VC2M1A01 . E04, restricted to the denominations D8 allows. The created pattern must keep the same step each time; the said step is the identifying-the-repeating-unit evidence the extract names.

Task 9 — VC2M1M01 — 2 marks

“Students compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning.” — VC2M1M01, achievement-standard extract (shared with VC2M1M03; Task 9 scores the ordering clause)

Mark	Look for
1	Compares and orders by length: the ribbons in order, shortest to longest.
1	Communicates the reasoning: says or shows how they know — <i>I put the ends together here, this one sticks out</i> , or uses a piece of string to compare.

The CD ends “communicating reasoning”, so the second row is required by the CD and scored on its own (TOC §7). A correct order with no reason keeps the first row only.

Task 10 — VC2M1M02 — 2 marks

“They measure the length of shapes and objects using uniform informal units.” — VC2M1M02, achievement-standard extract

Mark	Look for
1	The method: cubes all the same, laid end to end along the pencil, no spaces between them and none on top of each other.
1	The measure: counts the cubes and says the length — <i>The pencil is 9 cubes long</i> — matching the number the teacher checked before the session.

The first row scores what §5 item 1 names as the idea that survives to VCE: a measurement is a count of uniform units iterated without gaps or overlaps (TOC §3, Chapter 4 note). If the child leaves spaces, prompt once — what would you fix?* — and score the fixed line.*

Task 11 — VC2M1M03 — 2 marks

“Students compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning.” — VC2M1M03, achievement-standard extract (shared with VC2M1M01; Task 11 scores the duration and sequence clause)

Mark	Look for
1	Describes the sequence: the months in order — January, March, May — starting with the first month of the year.
1	Compares duration: sleeping at night takes more time than eating lunch, with the child’s own words.

The days of the week are Foundation (VC2MFM02) and are not scored here (D3); the months and duration are the Level 1 content of VC2M1M03.

Task 12 — VC2M1SP01 — 2 marks

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

Mark	Look for
1	Classifies the shapes and objects: puts the 8 items into groups that follow one rule — flat cards and things you can hold, by shape, or round and not round.
1	Names the identifiable features: says what is the same and what is different — <i>These are flat, These have corners, This one can roll.</i>

Keep the “(close to)” honesty of 5A: the ball is close to a sphere and the can is close to a cylinder; naming the real object is correct and is not a mistake to fix. Both two-dimensional shapes and three-dimensional objects are in the task, because the CD says “shapes and objects” (TOC §3, Chapter 5 note).

Task 13 — VC2M1SP02 — 2 marks

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

Mark	Look for
1	Follows directions: the car stops on the middle-left square after the four steps.
1	Gives directions: the child’s own steps move the car from the middle-left square to the bottom-left square — <i>Turn left. Move forwards 1 square. Stop.</i>

Any set of steps the child says that gets the car to the bottom-left square earns the second row, including steps with more than one turn. Follow the child’s words exactly at step 2 — if the car lands somewhere else, that is the evidence.

Task 14 — VC2M1ST01 — 2 marks

“Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.” — VC2M1ST01, achievement-standard extract (shared with VC2M1ST02; Task 14 scores the collecting and recording clause)

Mark	Look for
1	Collects the data: asks each of the 6 friends one time, in

Mark	Look for
1	response to the fixed question, and gets 6 answers. Records the data: 1 mark for each answer, in the right row, so the marks match the answers.

If the teacher says the answers one at a time (the fallback in the task), score the recording row the same way; the collecting row is earned when the child listens to each answer and keeps the rows straight.

Task 15 — VC2M1ST02 — 2 marks

“Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.” — VC2M1ST02, achievement-standard extract (shared with VC2M1ST01; Task 15 scores the display, compare and discuss clause)

Mark	Look for
1	Creates the one-to-one display: one row for each fruit, 1 dot or cube for each answer, and the rows match the data from Task 14.
1	Compares and discusses using frequencies: says which fruit has the most, gives the how-many-more with the numbers, and says one thing about the data — <i>Most friends picked apple.</i>

If a fruit has no answers, the row may carry a 0 or stay blank — both are good; that judgement is VC2M1ST02.E03 (TOC §3, Chapter 6 note). The discussion is scored, not optional: the CD says “discuss the findings” (TOC §7).

Recording sheet

Task	CD	Marks	Strategy notes
1 — order and place to 120	VC2M1N01	____/2	
2 — partition 48 two ways	VC2M1N02	____/2	
3 — groups and skip counting	VC2M1N03	____/2	counted by groups / one by one
4 — add and take away	VC2M1N04	____/2	
5 — the money story	VC2M1N05	____/2	
6 — biscuits on plates	VC2M1N06	____/2	
7 — the pattern that repeats	VC2M1A02	____/2	
8 — skip counting and coins	VC2M1A01	____/2	
9 — ribbons in order	VC2M1M01	____/2	
10 — measure the pencil	VC2M1M02	____/2	
11 — months and time	VC2M1M03	____/2	
12 — shapes and things	VC2M1SP01	____/2	
13 — move the car	VC2M1SP02	____/2	
14 — ask and record	VC2M1ST01	____/2	
15 — the picture and the talk	VC2M1ST02	____/2	
		____/30	

What the marks say

A child who scores across all 15 tasks is showing the Level 1 achievement standard end to end, in the words of the authority file. The ten distinct extracts:

- “students connect number names, numerals and quantities, and order numbers to at least 120.” — VC2M1N01
- “They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones.” — VC2M1N02
- “Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120.” — VC2M1N03
- “They solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies.” — VC2M1N04, VC2M1N05, VC2M1N06
- “Students use numbers, symbols and objects, including Australian coins, to create skip counting and repeating patterns, identifying the repeating unit.” — VC2M1A01, VC2M1A02
- “Students compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating their reasoning.” — VC2M1M01, VC2M1M03
- “They measure the length of shapes and objects using uniform informal units.” — VC2M1M02
- “Students make, compare and classify shapes and objects using identifiable features.” — VC2M1SP01
- “They give and follow directions to move people and objects within a space.” — VC2M1SP02
- “Students collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.” — VC2M1ST01, VC2M1ST02

A mark not scored here is a gap to teach next. The review stands with the six chapter checkpoints T1–T6 (90 marks); the book’s assessment total is 120 marks (TOC §7).

Solutions

This part is for the teacher. It is not read to the children. Many tasks are open; the accepts below say what counts.

Task 1. (a) 9, 46, 118 — littlest first. (b) 73 goes on the line after 70 and before 80; the child reads it as *seventy-three*. Accept finding and reading 73 on the hundreds chart as the placing evidence.

Task 2. First way: 4 ten-sticks and 8 small cubes — *48 is 4 tens and 8 ones*. A different way: 3 ten-sticks and 18 cubes; 2 ten-sticks and 28 cubes; or 1 ten-stick and 38 cubes. Accept any correct split of 48 made with the materials, including 48 small cubes with no ten-sticks.

Task 3. 50 cubes. Expected: groups of 5 counted by 5 — 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 — or groups of 10 counted by 10 — 10, 20, 30, 40, 50. Accept twos — 2, 4, 6, ... 50. The number said is 50.

Task 4. $8 + 6 = 14$ and $15 - 7 = 8$. Accept any strategy the child shows or says: cubes, a ten-frame, counting on from 8, counting back from 15, doubles ($8 + 8$ is 16, so $8 + 6$ is 2 less), or a known fact. The number sentences use +, – and = only.

Task 5. Ben has 5 dollars. The apple is 2 dollars. Model: show 5 dollars, take away 2 dollars. Number sentence: $5 - 2 = 3$. Ben has 3 dollars now. Accept a drawing of the story in place of the play money for the model.

Task 6. 4 biscuits on each plate. Expected: give out 1 cube at a time, round and round, 3 plates; draw 3 plates with 4 on each. Check: $4 + 4 + 4 = 12$. That is all 12.

Task 7. The pattern goes on red, blue, red, blue. The part that keeps going — the unit of repeat — is red, blue. Accept a point at one red-blue pair with words such as *this bit, again*.

Task 8. (a) 2, 4, 6, 8, 10 — 10 dollars. (b) Answers will not all be the same. Check: the same step each time, and the child says the step — *5 more each time, 2 more each time, 10 more each time*.

Task 9. Shortest to longest. Accept any correct order. The reason names the way of knowing: the ends are together; this one sticks out; a piece of string shows it.

Task 10. The number matches the pencil the teacher checked before the session — for example, 9 cubes. The cubes are all the same and go end to end, with no spaces and none on top of each other. *The pencil is 9 cubes long*.

Task 11. (a) January, March, May. (b) Sleeping at night takes more time than eating lunch. Accept the child's own words — *sleeping is a long time, lunch is short*.

Task 12. Answers will not all be the same. Check: one rule for the groups, and a feature said about them — *These are flat. These are things you can hold. / These have corners. This one is round. / This group can roll*. Accept any grouping that follows one rule and any true feature.

Task 13. Step 1: the car stops on the middle-left square — forwards 1 square from the bottom-middle square, turn left, forwards 1 square. Step 2: one set of steps that works is *Turn left. Move forwards 1 square. Stop*. Accept any steps that move the car to the bottom-left square.

Task 14. Answers depend on the 6 friends. Check: each friend asked one time; 6 answers; 1 mark for each answer, in the right row; the counts match the answers. Example: apple 3, banana 1, orange 2.

Task 15. From the example data — apple 3, banana 1, orange 2 — the display has 3 rows: 3 dots for apple, 1 dot for banana, 2 dots for orange, 1 dot for each answer. Most: apple. How many more: $3 - 1 = 2$ — 2 more friends picked apple than banana. One thing you know: *Most friends picked apple. / Only 1 friend picked banana*. If a fruit has no answers, a 0 or a blank row are both good.