

Mathematics Level 2

End-of-level review

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.

End-of-year review

This review looks back at all the maths you did this year: Number, Algebra, Measurement, Space and Statistics. There is no new work in it. Take your time, show your working, and have a go.

Things you can use: counters, cubes, bundling sticks, a number line, a hundreds chart, paper strips for folding, toy money (\$1 and \$2 coins, and \$5, \$10 and \$20 notes), a paper-plate clock, a 2026 wall calendar, pencils and paper.

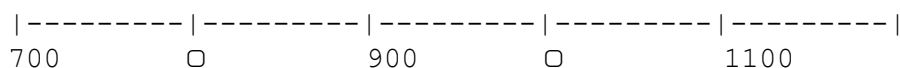
How this review works:

- There are 19 questions in 2 sessions. Do Session 1 on one day and Session 2 on another day. Each session is short.
- There is no time limit. The times on each session are a guide for your teacher only.
- You may use materials for any question.
- No calculators.
- Your teacher may read any question to you.

Session 1 — Number and Algebra

Guidance: about 20 minutes.

Q1. a. This number line counts by 100s. Fill in the boxes.



b. Put these numbers in order, from smallest to largest.

534, 354, 543

Q2. a. 462 is □ hundreds, □ tens and □ ones.

b. Rename 462. It is □ tens and □ ones.

Q3. Solve. Show how you work it out.

a. $47 + 35 = \square$

b. $82 - 27 = \square$

Q4. a. There are 3 rows of apples. Each row has 5 apples. How many apples is that in all?

Fill in: $\square + \square + \square = \square$ and $\square \times \square = \square$

b. 18 stickers are shared into 3 equal groups. How many stickers are in each group?

Fill in: $\square \div \square = \square$

Q5. Your class has an end-of-year party. Party hats cost \$2 each. The class buys 5 hats.

(The dollar amounts in this question are made up for you to practise with. Level 2 uses whole dollars only.)

a. How much do the 5 hats cost? Write the number sentence.

b. The class pays with a \$20 note. How much change do they get? Write the number sentence.

c. How did you know which operations to use? Say it or write it.

Q6. Take a paper strip. Fold it in half. Then fold it in half again. Open it up.

a. How many equal parts are there? □

b. What is each part called? □

Q7. This pattern starts at 3 and goes up by 2 each time. Fill in the missing numbers.

3, 5, 7, $\square$, $\square$

Q8. You know that $8 + 7 = 15$. Use that fact.

$$15 - 8 = \square$$

Q9. a. Double 8 is $\square$.

b. Half of 16 is $\square$.

Q10. Count back by 2s. You take away 2 each time. Fill in the missing numbers.

20, 18, 16, $\square$, $\square$

Session 2 — Measurement, Space and Statistics

Guidance: about 15 minutes.

Q11. Mia measures the desk with counters. The desk is 20 counters long. Ben measures the same desk with cubes. A cube is longer than a counter.

- Who gets a bigger number for the desk — Mia or Ben? Why?
- You need to measure the length of the classroom. Would you use counters or brooms? Why?

Q12. Melbourne Cup Day is on Tuesday 3 November 2026. The last day of Term 4 is on Friday 18 December 2026.

Source: Business Victoria, Victorian public holidays 2026, business.vic.gov.au, retrieved 2026-08-19.

Source: Department of Education (Victoria), School term dates and holidays Victoria, vic.gov.au, retrieved 2026-08-19.

Count on from one date to the next: do not count the first day; count the days after it, up to and including the big day.

- How many days are left in November after Melbourne Cup Day? (Hint: November has 30 days.)
- How many days from Melbourne Cup Day to the last day of Term 4?

Q13. The big hand points to 6. The little hand is between 2 and 3. What time is it?

Q14. The school race is 8 laps. A lap is one time around the track. Halfway means half of the way.

Mia stops at the halfway point. How many laps has she run?

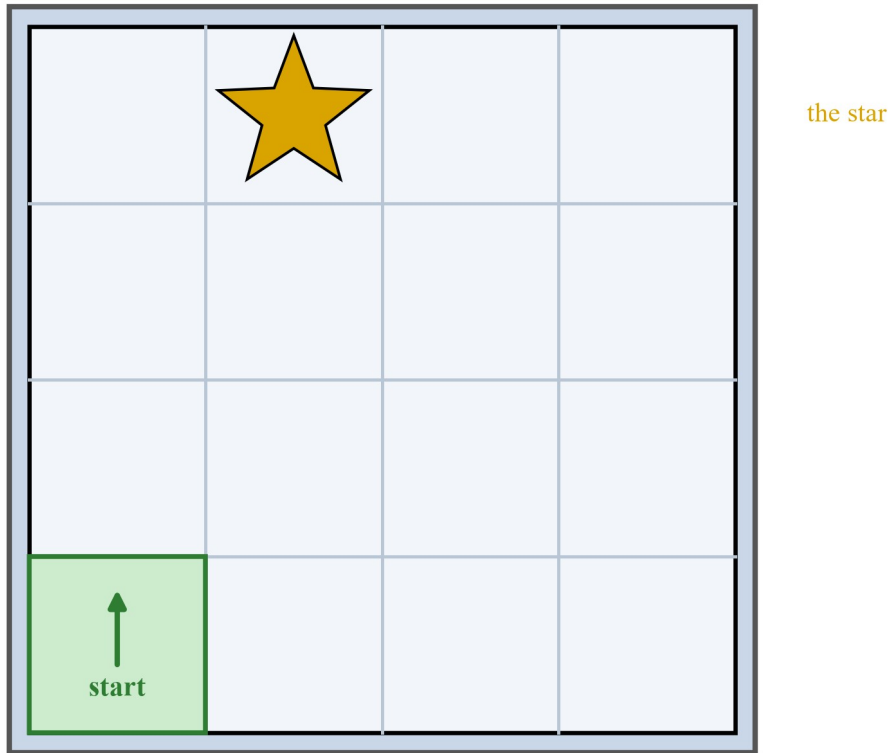
Q15. The long hand of a clock starts at 12. Clockwise is the way the hands of a clock go.

The long hand makes a three-quarter turn clockwise. What number does it point to now?

Q16. a. I am a shape. I have 4 straight sides. All my sides are equal. What shape am I?

- Sam stands a square up on a corner. Sam says, “It is not a square now.” Is Sam right? Why?

Q17. Look at the 4×4 mat. The counter starts on the green square, facing the way the green arrow points. The star is the place to get to.



A 4 by 4 floor mat. The start square is the bottom left corner square, green, with a small arrow facing the top of the page. A gold star is on the top row, on the square one in from the left.

Follow the instructions: *1 to the right, 3 forward.* Where does the counter finish?

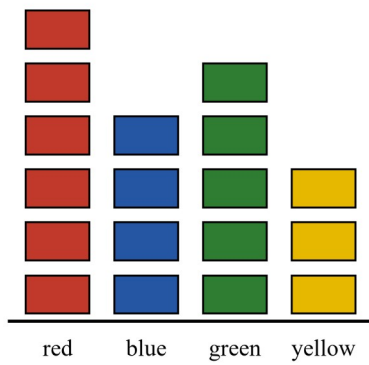
Q18. A class asks: “How do the children in our class get to school?” Here are the answers:

walk 6 · bike 4 · car 5 · tram 3

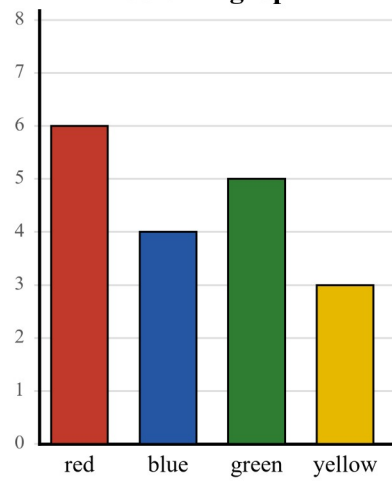
- How do most children get to school?
- How many children are there in all?

Q19. The same votes are shown two ways: a picture graph and a column graph. In the picture graph, one square is one vote.

Picture graph



Column graph



The favourite-colour data shown two ways, side by side: a picture graph and a column graph.

- Which colour has the most votes? How many?
- Say one thing that is the same in both graphs, and one thing that is different.

Marking guide

This review is a classroom instrument, not an exam. It is written, materials are permitted, it is run across two short sessions, and it is untimed: the guidance durations (about 20 minutes for Session 1, about 15 minutes for Session 2) are for a teacher planning a lesson. No calculators. Any item may be read aloud by the teacher. It is cumulative across the whole book: there is no new content, and no CD is assessed here that is not already assessed in its chapter check (all 19 CDs are assessed in checks C1–C5). The total is **30 marks**. No multiple-choice items are used (0 of 30 marks; §7 allows no more than a quarter of the marks of any check for multiple choice).

Rubrics are written in the language of each CD's achievement-standard extract from the authority file (`maths_2.json`), and they score the strategy as well as the answer. Where a mark requires a strategy or a reason, a correct answer alone does not earn it; if the answer is right but no working is shown, ask the student to tell you how they worked it before awarding the mark.

Marks

Q	Session	Strand	CD	Owner	Marks
Q1	1	Number	VC2M2N01	1A	2
Q2	1	Number	VC2M2N02	1B	2
Q3	1	Number	VC2M2N04	1C	2
Q4	1	Number	VC2M2N05	1D	2
Q5	1	Number	VC2M2N06	1E	3
Q6	1	Number	VC2M2N03	1F	1
Q7	1	Algebra	VC2M2A01	2A	1
Q8	1	Algebra	VC2M2A02	2C	1
Q9	1	Algebra	VC2M2A03	2D	2
Q10	1	Algebra	VC2M2A04	2B	1
Q11	2	Measurement	VC2M2M01	3A	2
Q12	2	Measurement	VC2M2M03	3B	2
Q13	2	Measurement	VC2M2M04	3C	1
Q14	2	Measurement	VC2M2M02	3D	1
Q15	2	Measurement	VC2M2M05	3E	1
Q16	2	Space	VC2M2SP01	4A	2
Q17	2	Space	VC2M2SP02	4B	1
Q18	2	Statistics	VC2M2ST01	5A	1
Q19	2	Statistics	VC2M2ST02	5B	2
Total					30

Strand totals: Number 12 · Algebra 5 · Measurement 7 · Space 3 · Statistics 3. All five strands and all 19 CDs appear.

Achievement-standard extracts

The extracts below are quoted verbatim from `maths_2.json`; some appear in the file as sentence fragments, and are quoted as they stand.

CD	Achievement-standard extract
VC2M2N01	“students order and represent numbers to at least 1000;”
VC2M2N02, VC2M2N04	“apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts; and regroup partitioned numbers to assist in calculations.”
VC2M2N05, VC2M2N06	“They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies.”
VC2M2N03	“Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts.”
VC2M2A01, VC2M2A04	“Students describe and continue patterns that increase and decrease additively by a constant amount and identify missing elements in the pattern.”
VC2M2A02, VC2M2A03	“They recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.”
VC2M2M01	“Students use uniform informal units to measure and compare shapes and objects.”
VC2M2M03, VC2M2M04	“They determine the number of days between events using a calendar and read time on an analog clock to the hour, half-hour and quarter hour.”
VC2M2M02	See the D25 note below the rubric for Q14.
VC2M2M05	“Students use quarter, half, three-quarter and full measures of turn in everyday situations.”
VC2M2SP01	“Students compare and classify shapes, describing features using formal spatial terms.”
VC2M2SP02	“They locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.”
VC2M2ST01, VC2M2ST02	“Students use a range of methods to collect, record, represent and interpret categorical data in response to questions.”

Question-by-question rubric

Q1 — 2 marks (VC2M2N01). The student orders and represents numbers to at least 1000.

- 1 mark: represents the numbers on the line — both boxes filled: 800 and 1000. The line runs past 1000, which is in scope here (VC2M2N01 . E01, D19).
- 1 mark: orders the numbers — 354, 534, 543.

Q2 — 2 marks (VC2M2N02). The student applies knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts.

- 1 mark: standard partition — 4 hundreds, 6 tens and 2 ones.
- 1 mark: non-standard renaming — 46 tens and 2 ones (VC2M2N02 . E02). Materials may be used to regroup.

Q3 — 2 marks (VC2M2N04). The student regroups partitioned numbers to assist in calculations. Each mark requires the correct answer with a strategy shown.

- 1 mark: $47 + 35 = 82$ with working (for example partitioning tens and ones, bridging to 10, near doubles, counting on, a number line or informal jottings). No vertical algorithm (D18).
- 1 mark: $82 - 27 = 55$ with working (for example $82 - 20 = 62$, then $62 - 7 = 55$, or counting back).

Q4 — 2 marks (VC2M2N05). The student represents the situation and chooses calculation strategies for multiplicative problems.

- 1 mark: $5 + 5 + 5 = 15$ and $3 \times 5 = 15$ (the same situation as repeated addition and as multiplication).
- 1 mark: $18 \div 3 = 6$ (equal sharing). Materials or drawings are acceptable support; the number sentences must be filled in.

Q5 — 3 marks (VC2M2N06). The student uses mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Whole dollars only (D9).

- 1 mark: the cost — $5 \times 2 = 10$, so \$10, number sentence written.
- 1 mark: the change — $20 - 10 = 10$, so \$10 change, number sentence written.
- 1 mark: the justification of the operation choices (VC2M2N06.E01) — for example “I used multiplication because it is the same amount again and again; I used subtraction because I knew what they paid and the cost, and needed the change.” Spoken or written; the mark requires a reason tied to the story, not just the operation names.

Q6 — 1 mark (VC2M2N03). The student identifies and represents part-whole relationships of halves, quarters and eighths.

- 1 mark: 4 equal parts, and each part is one-quarter. Words only — no fraction symbol is required or accepted as the answer (D10).

Q7 — 1 mark (VC2M2A01). The student continues a pattern that increases additively by a constant amount and identifies the missing elements.

- 1 mark: 9 and 11 (both required).

Q8 — 1 mark (VC2M2A02). The student recalls and demonstrates proficiency with addition and subtraction facts within 20, applying the addition fact to the related subtraction fact.

- 1 mark: 7.

Q9 — 2 marks (VC2M2A03). The student recalls multiplication facts for twos through doubling and halving.

- 1 mark: double 8 is 16.
- 1 mark: half of 16 is 8.

Q10 — 1 mark (VC2M2A04). The student continues a pattern that decreases additively by a constant amount — repeated subtraction of 2 from a starting value.

- 1 mark: 14 and 12 (both required).

Q11 — 2 marks (VC2M2M01). The student uses uniform informal units to measure and compare objects. Each mark requires the comparison or choice **and** the reason — the justification is part of the CD (VC2M2M01.E01, .E04).

- 1 mark: Mia gets the bigger number, because the counter is smaller than the cube, and smaller units give a larger number of units for the same desk.
- 1 mark: brooms, because the classroom is long and a longer unit suits a long thing (a counter would need a very large number of units).

Q12 — 2 marks (VC2M2M03). The student determines the number of days between events using a calendar, counting with the stated frame (the first day is not counted; the last day is).

- 1 mark: 27 days left in November after Melbourne Cup Day — $30 - 3 = 27$.
- 1 mark: 45 days from Melbourne Cup Day to the last day of Term 4 — 27 days left in November and 18 days of December: $27 + 18 = 45$. Horizontal sentences or calendar counting; no vertical algorithm (D18).

Q13 — 1 mark (VC2M2M04). The student reads time on an analog clock to the hour, half-hour and quarter hour.

- 1 mark: half past 2 (the minute hand at 6 is half past; the hour hand past 2 keeps the hour at 2).

Q14 — 1 mark (VC2M2M02). Rubric wording per D25 and §7: the export carries the turn sentence on this CD, but this rubric is written against the part-whole sentence — “Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts.” — because that is what the CD describes.

- 1 mark: 4 laps — half of 8, applied to the event.

Q15 — 1 mark (VC2M2M05). The student uses quarter, half, three-quarter and full measures of turn in everyday situations.

- 1 mark: the long hand points to 9.

Q16 — 2 marks (VC2M2SP01). The student compares and classifies shapes, describing features using formal spatial terms.

- 1 mark: square — classified by 4 straight sides with all sides equal.
- 1 mark: no, Sam is not right, with the property reason — the turned shape still has 4 equal straight sides and 4 corners; a turn does not change the shape (VC2M2SP01.E02). The mark requires the property count, not an appeal to how it looks.

Q17 — 1 mark (VC2M2SP02). The student moves position by following directions and pathways in a two-dimensional representation.

- 1 mark: the counter finishes on the star (the top row, one square in from the left). The answer describes the square, not a grid reference — none is used at this level (D16).

Q18 — 1 mark (VC2M2ST01). The student interprets categorical data in response to a question.

- 1 mark: walk (6 is the largest count), and 18 children in all ($6 + 4 + 5 + 3 = 18$). Both required.

Q19 — 2 marks (VC2M2ST02). The student interprets two representations of the same categorical data and identifies common and distinctive features. One-to-one displays only (D17).

- 1 mark: red, with 6 votes.
- 1 mark: one valid thing that is the same (for example both show the same 18 votes; red is the most in both; yellow is the least in both) and one valid thing that is different (for example the picture graph shows each vote one by one, one square per vote; the column graph shows one column for each group with numbers up the side, so the biggest group is fast to find).

Solutions

Q1. a. The line counts by 100s: 700, 800, 900, 1000, 1100. The boxes are 800 and 1000. b. Read each number. 354 is the smallest and 543 is the largest.

∴ a. 800, 1000 b. 354, 534, 543.

Q2. a. In 462, the 4 is hundreds, the 6 is tens and the 2 is ones. b. Rename with tens: 46 tens is 460, and 2 more ones is 462, so 462 is 46 tens and 2 ones.

∴ a. 4 hundreds, 6 tens and 2 ones b. 46 tens and 2 ones.

Q3. a. One way: $47 + 30 = 77$, then $77 + 5 = 82$. b. One way: $82 - 20 = 62$, then $62 - 7 = 55$. Other strategies (partitioning, bridging to 10, a number line) are also correct.

∴ a. 82 b. 55.

Q4. a. 3 rows of 5 apples: $5 + 5 + 5 = 15$, and that is $3 \times 5 = 15$. b. Share 18 stickers into 3 equal groups: $18 \div 3 = 6$.

∴ a. 15 apples; $5 + 5 + 5 = 15$ and $3 \times 5 = 15$ b. 6 stickers; $18 \div 3 = 6$.

Q5. a. 5 hats at \$2 each is 5 equal groups of \$2: $5 \times 2 = 10$. The hats cost \$10. b. Pay \$20 and count up from 10 to 20: $20 - 10 = 10$. The change is \$10. c. Multiplication fits because the same amount comes again and again (5 hats, \$2 each). Subtraction fits because we know what they paid and the cost, and need the missing part — the change.

∴ a. \$10; $5 \times 2 = 10$ b. \$10 change; $20 - 10 = 10$ c. reasons as given.

Q6. Fold in half: 2 equal parts. Fold in half again: each half is halved again, so there are 4 equal parts. Each part is one-quarter of the strip.

∴ 4 equal parts; each part is one-quarter.

Q7. Start at 3 and add 2 each time: 3, 5, 7, 9, 11.

∴ 9, 11.

Q8. $8 + 7 = 15$, so taking the 8 back off gives $15 - 8 = 7$.

∴ 7.

Q9. a. Double 8: $8 + 8 = 16$. b. Half of 16: share 16 into 2 equal groups — $16 \div 2 = 8$.

∴ a. 16 b. 8.

Q10. Take away 2 each time: 20, 18, 16, 14, 12.

∴ 14, 12.

Q11. a. Mia gets the bigger number. The counter is smaller than the cube, so it takes more counters to measure the same desk. A smaller unit gives a larger number of units. b. Use brooms. The classroom is long, and a longer unit suits a long thing — counters would need a very large number of units.

∴ a. Mia; the smaller unit needs more units b. brooms; a longer unit suits a long thing.

Q12. a. November has 30 days. Days left after Tuesday 3 November: $30 - 3 = 27$. b. Count on: 27 days left in November, then 18 days of December up to and including Friday 18 December: $27 + 18 = 45$. Check: 45 days is 6 weeks and 3 days, and 3 days after a Tuesday is a Friday, which matches the last day of Term 4.

∴ a. 27 days b. 45 days.

Q13. The big hand points to 6: that is half past. The little hand is past 2 and not yet at 3, so the hour is still 2.

∴ Half past 2.

Q14. The race is 8 laps. Half of 8 is 4, so the halfway point is after 4 laps.

∴ 4 laps.

Q15. From 12, going clockwise: a quarter turn reaches 3, a half turn reaches 6, and a three-quarter turn reaches 9.

∴ 9.

Q16. a. A shape with 4 straight sides, all equal, is a square. b. No. A turn does not change the shape: the square on its corner still has 4 equal straight sides and 4 corners, so it is still a square.

∴ a. square b. no — it still has 4 equal sides and 4 corners.

Q17. Start on the green square. 1 to the right moves the counter 1 square to the right. 3 forward moves it 3 squares up, into the top row. It lands on the star.

∴ On the star — the top row, one square in from the left.

Q18. a. The biggest number is 6, for walk. b. Add all the counts: $6 + 4 = 10$, $5 + 3 = 8$, and $10 + 8 = 18$.

∴ a. walk b. 18 children.

Q19. a. The red row is the longest in the picture graph, and the red column is the tallest in the column graph: red has 6 votes. b. The same: both graphs show the same 18 votes, and red is the most in both (yellow is the least in both).

Different: the picture graph shows each vote one by one — one square for each vote — and the column graph shows one column for each group with numbers up the side, so the biggest group is fast to find there.

∴ a. red, 6 votes b. one same thing and one different thing, as given.