

Mathematics Foundation

End-of-year review

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End-of-year review

All five strands · All 12 CDs · Observed tasks · 24 marks · Run in the last weeks of the year

The teacher reads all the words. The child says and does. The child does not need to read. The child writes nothing.

The End-of-year review is the last assessment in this book. It is not an exam and not a paper test (TOC §7, D10). It is a set of short observed tasks, run one-to-one or in a small group across several sessions in the last weeks of the school year. The review covers **all 12 CDs** of the Foundation year — every one of the five strands — and it is **cumulative**: every task draws on work the children already did in Chapters 1–6 and in the chapter checkpoints CP1–CP6. **There is no new content here.** A child meets only materials, words and moves they have met before. Every CD assessed here was already assessed in its chapter checkpoint; the review observes it once more, so a teacher can report against the achievement standard and the Level 1 teacher receiving the class can see where the gaps are (TOC §7).

Each CD is scored on its own, with **2 marks for each CD — 24 marks in all** (2 per CD × 12 CDs, the §7 rule). The other 52 assessed marks in this book come from the chapter checkpoints CP1–CP6; the book's assessed total is 76.

Task	CD	What it observes	Session	Marks
Task 1	VC2MFN01	Naming, representing and ordering numbers, zero to 20	A	2
Task 2	VC2MFN02	Subitising: seeing how many, up to 5	A	2
Task 3	VC2MFN03	Counting and comparing collections to 20, with reasoning	A	2
Task 4	VC2MFN04	Partitioning and combining collections to 10	A	2
Task 5	VC2MFN05	Adding to and taking away; paying with \$1 coins	B	2
Task 6	VC2MFN06	Equal sharing and equal grouping	B	2
Task 7	VC2MFA01	Following instructions, and repeating patterns, scored separately	B	2
Task 8	VC2MFM01	Direct comparison of length, capacity, mass and duration, with reasoning	C	2
Task 9	VC2MFM02	Days of the week and times of the day	C	2
Task 10	VC2MFSP01	Sorting, naming and making shapes, with reasons	D	2
Task 11	VC2MFSP02	Position and location in the classroom	D	2
Task 12	VC2MFST01	A two-outcome question: collecting, sorting and	D	2

Task	CD	What it observes	Session	Marks
		comparing		
		Total		24

How to run the review

- **Format** — observed, one-to-one or in a small group, with the materials on the desk. A corner of the room while the rest of the class works is fine. Task 12 runs best with a small group.
- **Sessions** — four short sessions, A to D, in the last weeks of the year. A session can stop and come back later. The guidance below is for the teacher planning the weeks, not a limit on the child.
- **Nothing is timed.** There is no time limit on the child (TOC §7).
- **No writing.** The child says and does. The teacher records the marks and the strategies. Where a numeral is recorded, the child holds up or puts down a numeral card.
- **No calculator.** There is no calculator anywhere in this book (D10).
- **Read every word.** No part of the review depends on the child reading anything.
- **Second tries.** A child who needs a second try at a task may have one; record the better evidence (as in CP5).

Things to get, for all four sessions:

- counters — at least 20, all the same
- numeral cards 0–20, from 1A
- dot cards 1–5 and the ten-box card, from 1B
- two mats, from 1C
- a cup, to hide counters under, from 1D
- beads, cups and toy people, from 2B
- \$1 coins — five or more, from 2A (Source: Royal Australian Mint, Circulating coins, retrieved 2026-08-19)
- one small thing with a \$3 tag, like the blue box from the 2A shop
- two pencils — one long, one short; two cups — one big, one little; water; a tin of baked beans; a packet of marshmallows; two pairs of sandals; a mat — from 4A
- the 7 day cards and the 4 sky cards, from 4B
- the 8 shape cards, paper, a coin and a square card to trace around, from 5A
- a box, a ball and a teddy or class toy, in the real classroom, from 5B
- the children's own shoes, and two mats or hoops, from 6A and CP6

Counters and beads are small objects. Watch the children with them. We do not put counters or beads in our mouths or our noses. We do not eat the beans or the marshmallows — they are for comparing mass (4A). Wipe up water spills at once. Clear floor space for the moving in Tasks 8 and 11; children walk, not run.

Session A — Number: how many? · Tasks 1–4 · 8 marks · Guidance: about 10 minutes per child.

Task 1 — Names, amounts and order, zero to 20 — VC2MFN01 — 2 marks

name, represent and order numbers, including zero to at least 20, using physical and virtual materials and numerals — VC2MFN01

Things: numeral cards 0–20 and counters. The same game as CPI Task 1, with new numbers.

1. **Name the numerals.** Say: *What number is this?* Show four cards in a mixed order: **16, 0, 9, 20**. Zero is in. Zero is a number, and zero is for no things (VC2MFN01.E04).
2. **Make an amount.** Say: *Get me twelve counters.* Watch the child count them out, one by one (VC2MFN01.E01). Then say: *Show me zero counters.* The child shows an empty place — no counters.
3. **Put numbers in order.** Put the number cards **8, 0, 17, 4** down in a mixed order. Say: *Put them in order, like the counting.* Then say: *What number comes after 12?* (VC2MFN01.E02)
4. **Say the place in the line.** Put five counters in a line. Say: *Which counter is second? Which one is last?* (VC2MFN01.E03)

Record: the names the child says; the amounts the child gets; the order the child makes; the number after 12; the place words the child uses.

Task 2 — Seeing how many: subitising, up to 5 — VC2MFN02 — 2 marks

recognise and name the number of objects within a collection up to 5 using subitising — VC2MFN02

Subitising is seeing how many there are, without counting. The children met it in 1B.

Things: dot cards 1–5 in different ways, from 1B, and the ten-box card.

Hold each card up for a quick look — about one second — and put it down.

1. **A quick look at four.** Show the card with four dots: two up, two down. Say: *How many dots did you see?* (VC2MFN02.E01)
2. **A quick look at five.** Show the card with five dots: two up, two down, one more. Say: *How many?*
3. **Who has more?** Put two dot cards down: one with **two** dots and one with **five** dots. Say: *Which card has more?* (VC2MFN02.E02)

Record the number the child says, and the way they did it: did they see it in the quick look, or count one by one? Both ways are strategies for saying how many. Cards go up to 5 only — that cap is set by the CD (D12).

Task 3 — Counting and comparing to 20, with reasoning — VC2MFN03 — 2 marks

quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning — VC2MFN03

Quantify means say how many. Compare means say which one is more.

*Things: counters and two mats, as in 1C Q14. Before the child comes, put **13** counters on one mat, spread out in a long line, and **16** counters on the other mat, close together. The long line looks bigger. Only the counting tells.*

1. **Count the first mat.** Point to the line of 13. Say: *How many counters are here?* Watch the counting: one number word for each counter, and the last word says how many (VC2MFN03.E01).
2. **Count the next mat.** Point to the pile of 16. Say: *And how many are here?*
3. **Compare.** Say: *Which mat has more?* (VC2MFN03.E02)
4. **The reasoning.** Say: *How do you know?* This CD asks the child to explain or demonstrate reasoning, so this mark is for the way the child knows, not the answer again. All of these are good:
 - *I counted them. Sixteen is more than thirteen.*
 - *the child matches the counters one to one, in pairs, to show it*
 - *Sixteen comes after thirteen in the counting.*

Task 4 — Parts and wholes, up to 10 — VC2MFN04 — 2 marks

partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts — VC2MFN04

To partition is to split into parts. To combine is to put the parts back together.

Things: ten counters, the cup, and numeral cards 0–10, from 1D. All collections stay up to 10 — the cap is set by the CD (D12).

1. **Split into parts.** Give the child seven counters. Say: *Split them into two parts. Tell me about the parts.* Good: *7 is 5 and 2* (VC2MFN04.E02).
2. **A different way.** Say: *Can you split 7 a different way?* Good: *7 is 4 and 3, or 7 is 6 and 1.*
3. **Put the parts together.** Say: *Put the parts back together. How many altogether?* Then hide some of eight counters under the cup and leave three out. Say: *Eight counters are mine. Three are out here. How many are under the cup?* The child lifts the cup to check (VC2MFN04.E01). For the teacher, the hidden part is $8 - 3 = 5$.

4. **Show the numbers.** Say: *Show me the number cards for the two parts and the whole.* For the split 5 and 2 make 7, the child shows the cards **5, 2** and **7**. Numerals only — at Foundation we do not write number sentences (VC2MFN04.E03; D12).

Record: the two ways the child split 7; the whole the child put back; the hidden part the child found; the numerals the child showed.

Session B — Number: acting out situations, and Algebra · Tasks 5–7 · 6 marks · Guidance: about 8 minutes per child.

Task 5 — Adding to, taking away and paying with \$1 coins — VC2MFN05 — 2 marks

represent practical situations, including simple financial situations, involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies — VC2MFN05

Things: counters, numeral cards 0–10, five \$1 coins, and one small thing with a \$3 tag.

1. **The ducks story.** Say: *Five ducks are at the water. Three more ducks come. How many ducks are at the water now?* The child acts it out with counters (VC2MFN05.E01). Then say: *Two ducks go away. How many ducks are at the water now?* For the teacher, the story is $5 + 3 = 8$ and $8 - 2 = 6$.
2. **The shop.** Show the thing with the \$3 tag. Say: *The tag says \$3. Pay for it.* The child puts down three \$1 coins, one by one, and counts them (VC2MFN05.E02). Say: *How many coins did you pay? Show me the number card.* The child shows the card **3**.

\$1 coins are Australian circulating coinage (Source: Royal Australian Mint, Circulating coins, retrieved 2026-08-19). Money here is whole dollars only — no cents and no change at this level (TOC §6). Groups stay to at least 10, and a group may end at 0.

Record: the amounts the child says in the story (8, then 6); the coins the child pays; the numeral card the child shows.

Task 6 — Equal sharing and equal groups — VC2MFN06 — 2 marks

represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies — VC2MFN06

Equal sharing: each person gets the same. No one gets more. That is equal.

Things: six beads, two cups, two toy people, eight counters, numeral cards 0–10 — from 2B.

1. **Sharing.** Say: *Six beads for Mia and Sam. They want the same. What do you do?* Watch the child deal one at a time — one for Mia, one for Sam, and go on (VC2MFN06.E01). Say: *Does each get the same? How do you know? Show me the number card for what each one gets.* The child counts each share (3 and 3) and shows the card **3**.
2. **Grouping.** Say: *Eight counters. Put 2 counters in each group. Go on. How many groups?* The child makes the groups, counts them, and shows the card **4** (VC2MFN06.E02).

Record: the way the child shared (one at a time); the counts for each share; the number of groups; the numeral cards the child showed.

Task 7 — Following instructions, and repeating patterns — VC2MFA01 — 2 marks

follow a short sequence of instructions; recognise, copy, continue and create repeating patterns represented in different ways — VC2MFA01

VC2MFA01 carries two distinct ideas, and the review scores them separately (TOC §7): following a short sequence of instructions, and repeating patterns.

Things: a ball, a cup, a spoon and a mat, from 3A Example 1; red and blue beads, from 3A Example 2.

1. **Follow the instructions.** Say three things, one at a time: *Put the ball on the mat. Put the cup next to the ball. Put the spoon next to the cup.* The child does the three things in order (VC2MFA01.E01).
2. **Continue the pattern.** Lay the beads in a line: red, blue, red, blue, red. Say: *What comes next?* The child says or puts a blue bead (VC2MFA01.E03).

3. **Make a pattern.** Say: *Make your own repeating pattern. You can use the beads, or sounds, or moves. Say it to me.* The child makes a pattern that goes the same way all the time (VC2MFA01.E03, E04).

We do not ask the child to name the repeating unit — that is Level 1 (VC2M1A02). No skip counting, no number sequences, no coins in patterns (VC2M1A01).

Record: the order the child did the three things; the bead the child put next; the pattern the child made and said.

Session C — Measurement · Tasks 8–9 · 4 marks · Guidance: about 8 minutes per child.

Task 8 — Comparing things: length, mass and duration — VC2MFM01 — 2 marks

identify and compare attributes of objects and events, including length, capacity, mass and duration, use direct comparisons and communicate reasoning — VC2MFM01

An attribute is a way a thing is — how long it is, how heavy it is, how much it can hold, how long it takes. The children met the word in 4A.

Things: the two pencils, the tin of baked beans and the packet of marshmallows, the two cups and water, the two pairs of sandals, and a mat — all from 4A. Direct comparison only: no units of any kind, and no estimation (D11).

1. **Length.** Say: *Which pencil is longer?* Watch the child put the pencils on the mat and line up the ends (VC2MFM01.E02).
2. **Mass.** Say: *Which is heavier, the tin or the packet?* Watch the child heft them — one in this hand, one in that hand (VC2MFM01.E04). If there is time, compare the two cups with water too: *Which cup can have more in it?* — tip the water from the little cup to the big cup (VC2MFM01.E01).
3. **Duration.** Two children put on their sandals. Say: *Start at the same time.* Watch. Say: *Who takes longer? How do you know?* (VC2MFM01.E03)

Record: the attribute words the child says (longer, heavier, more, takes longer); the way the child compared — lined up the ends, hefted, started at the same time; the how-they-know words.

Task 9 — Days of the week and times of the day — VC2MFM02 — 2 marks

sequence days of the week and times of the day, including morning, lunchtime, afternoon and night-time, and connect them to familiar events and actions — VC2MFM02

Things: the 7 day cards and the 4 sky cards, from 4B.

1. **The days in order.** Put the day cards down in a mixed order. Say: *Put the days in order. Start with Monday.* Then say: *What day comes after Sunday?* The days always go in the same order, and after Sunday comes Monday — the week repeats, like the patterns of 3A (VC2MFM02.E02).
2. **The times of the day.** Put the sky cards down in a mixed order. Say: *Put the day in order — morning, lunchtime, afternoon, night-time.* Then say: *What do we do in the morning? When do we eat lunch? When do we play? When do we sleep?* (VC2MFM02.E01)

Accept the school-day facts from 4B as extra evidence: Monday, Tuesday, Wednesday, Thursday and Friday are school days; Saturday and Sunday are the weekends (Source: Victorian Government, School Term Dates 2026, retrieved 2026-08-19). There is no clock anywhere in this book — clock reading is Level 2 (VC2M2M04), not here.

Record: the day order the child makes; the day after Sunday; the sky-card order; the events the child connects to each time of the day.

Session D — Space and Statistics · Tasks 10–12 · 6 marks · Guidance: about 10 minutes per child. Task 12 runs best with a small group.

Task 10 — Sort, name and make shapes — VC2MFSP01 — 2 marks

sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons — VC2MFSP01

Things: the 8 shape cards from 5A (2 circles, 2 squares, 2 triangles and 2 rectangles, in 2 colours and 2 sizes), paper, a coin and a square card to trace around.

1. **Sort.** Say: *Put the cards in groups. Sort them your way.* Watch the child sort (VC2MFSP01.E01).
2. **Reason.** Say: *How did you sort them? Why do they go in these groups?* This CD says “giving reasons”, so this mark is for the why of the sort.
3. **Name.** Point to one card of each shape, one at a time. Say: *What is this shape?* — circle, square, triangle, rectangle.
4. **Make or find.** Say: *Make a shape on the paper. You can trace around the coin or a card. Tell me what you made.* Or accept a shape found in a real object: *The top of the tin is close to a circle* (VC2MFSP01.E02, E04). Keep the “(close to)” honesty of E04: real things are close to the shape, not the same as the shape card.

This is the same sort-and-say as 5A Q13 and CP5 Task 1, observed again.

Record: the groups the child made; the why the child said; the shape names; the shape the child made or found.

Task 11 — Where things are — VC2MFSP02 — 2 marks

describe the position and location of themselves and objects in relation to other people and objects within a familiar space — VC2MFSP02

Things: a ball, a box and a teddy or class toy, in the real classroom, as in 5B.

1. **An object in relation to an object.** Put the ball in the box, then on top of the box, then under the box. Each time: *Where is the ball?* (VC2MFSP02.E01)
2. **An object in relation to a person.** Put the teddy next to the child. Say: *Where is the teddy?* Good: *The teddy is next to me.*
3. **Where you are, and where you put it.** Say: *Go and stand in a new place. Where are you now?* Then: *Hide the ball where I cannot see it. Now tell me: where did you hide the ball?* Good: *I hid it behind the bin. It is near the door.* (VC2MFSP02.E02)

The words to listen for are the 5B words: in, on top of, under, underneath, behind, next to, between and near. No maps, no grids and no left/right route talk — those are later levels (VC2M1SP02, VC2M2SP02), not here.

Record: the position words the child says for the ball, the teddy, themselves, and the hiding place.

Task 12 — Our two-outcome question — VC2MFST01 — 2 marks

collect, sort and compare data represented by objects and images in response to given investigative questions that have only 2 outcomes and relate to familiar situations — VC2MFST01

Data is what we find out. The children met the word in 6A. The question has only 2 outcomes — that is the CD’s rule, and it is kept here.

Things: the shoes the children are wearing (one shoe per child in the group), and 2 mats or 2 hoops — from 6A Example 1 and CP6.

The question is fixed. It comes from VC2MFST01.E02:

Do more people in our class today have shoes with laces than without?

When the task runs with a small group, the teacher says *our group* in place of *our class*.

1. **Collect.** Say: *Let’s find out. Each of you, take off one shoe.* To the observed child: *Collect the shoes. One shoe for each child in our group.*
2. **Sort.** Say: *Sort the shoes. Shoes with laces go on this mat. Shoes with no laces go on that mat.*
3. **Compare.** Say: *Which mat has more shoes? How do you know?* If the child waits, say: *Match the shoes. One here, one there.*
4. **Answer.** Say: *So — do more people in our group today have shoes with laces than without?*

One-to-one alternative, from 6A Q12: ask the friends Did you see a bird today? Collect the answers with counters into a yes box and a no box, sort them, match one to one, and say which has more. Score it the same way.

No tally marks, no numbered axis and no frequency table — those are Level 1 (VC2M1ST01, VC2M1ST02). The shoes themselves are the data display.

Record: the collection (one shoe each, no one missed, no one twice); the two sorted groups; the way the child compared; the answer the child gives.

Marking guide

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

End-of-year review — total: 24 marks. §7 derives the review marks as 2 marks per CD × 12 CDs. Every one of the 12 CDs contributes its own, separately scored observation, so a coverage audit can read delivery straight off this mark scheme. Whole marks only: each row scores 1 or 0.

The rubrics are written in the words of each CD's own achievement standard extract, carried in the authority file (S : \Files\projects\mcq-system\data\vc2_books\maths_F.json). The extracts are quoted verbatim, so a teacher's judgement maps to the VCAA wording with no translation. Where a CD carries two distinct ideas, the two ideas are scored separately (TOC §7): Task 7 scores instruction-following and repeating patterns on their own; Task 8 scores the attribute comparisons and duration on their own; Task 12 scores collecting-and-sorting and comparing on their own.

Reasoning is scored, not just the answer. VC2MFN03 says “explain or demonstrate reasoning”, VC2MFM01 says “communicating reasoning” and VC2MFSP01 says “giving reasons”. Tasks 3, 8 and 10 carry a reasoning mark each: a rubric there that scored only the answer would fail to assess its CD (TOC §7).

Task 1 — VC2MFN01 — 2 marks

students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20. — VC2MFN01, achievement standard extract

Mark	Look for
1	Number names connect with numerals and amounts: the child names the cards 16, 0, 9 and 20 — with 0 as zero — gets twelve counters, and shows zero counters as an empty place.
1	Position in the sequence of numbers: the child puts 8, 0, 17, 4 in order, says the number after 12, and uses second and last for the counters in the line.

Task 2 — VC2MFN02 — 2 marks

They use subitising and counting strategies to quantify collections. — VC2MFN02, achievement standard extract

Mark	Look for
1	The child says how many on the card with four dots and on the card with five dots, after the quick look.
1	The child says which card has more, two dots or five dots.

Record the strategy each time — saw it in the quick look, or counted one by one. The extract names both strategies; both are good.

Task 3 — VC2MFN03 — 2 marks

Students compare the size of collections to at least 20. — VC2MFN03, achievement standard extract

Mark	Look for
1	The child counts both collections — 13 and 16 — one number word for each counter, and the last word says how many.
1	The child compares the size of the collections and explains or demonstrates reasoning — says or shows how they know.

The second mark is required by the CD: VC2MFN03 says “explain or demonstrate reasoning”. Give the mark when the child counts to justify which is more, matches the counters one to one, or uses the number order — for example, sixteen comes after thirteen. A child who says which mat has more but gives no way of knowing does not get the second mark.

Task 4 — VC2MFN04 — 2 marks

They partition and combine collections up to 10 in different ways, representing these with numbers. — VC2MFN04, achievement standard extract

Mark	Look for
1	The child partitions seven counters into two parts in two different ways and names the parts — 7 is 5 and 2, then 7 is 4 and 3.
1	The child combines: says the whole when the parts go back together, finds the hidden part of 8, and represents the parts and the whole with numeral cards.

Numerals only. A number sentence is not required of a Foundation child (D12).

Task 5 — VC2MFN05 — 2 marks

Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. — VC2MFN05, achievement standard extract

Mark	Look for
1	The child represents the ducks story with materials: adds to and takes away from the group, and says how many now — 8, then 6.
1	The child represents the money situation: pays \$3 with three \$1 coins and records the result with the numeral card 3.

Task 6 — VC2MFN06 — 2 marks

Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. — VC2MFN06, achievement standard extract (shared verbatim with VC2MFN05)

Mark	Look for
1	The child shares six beads between two people, one at a time, says the sharing is equal because the counts are the same — 3 and 3 — and shows the numeral card 3.
1	The child makes equal groups of 2 from eight counters, counts the groups — 4 — and shows the numeral card 4.

Task 7 — VC2MFA01 — 2 marks

follow a short sequence of instructions — VC2MFA01, content description (the first idea)

Students represent, continue and create simple repeating patterns. — VC2MFA01, achievement standard extract (the second idea)

Mark	Look for
1	The child follows the sequence of instructions: ball on the mat, cup next to the ball, spoon next to the cup — the three things done in order.

Mark	Look for
1	The child continues the bead pattern — blue comes next — and creates a pattern that goes the same way all the time, with beads, sounds or moves.

Task 8 — VC2MFM01 — 2 marks

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. — VC2MFM01, achievement standard extract

Mark	Look for
1	The child identifies the attribute and compares directly, for at least two of length, capacity and mass: lines up the ends to say which pencil is longer, hefts to say which is heavier, or tips the water to say which cup can have more.
1	The child compares duration — the two sandal-putting starts at the same time, and the one still going takes longer — and communicates reasoning: says how they know.

The second mark carries the CD's "communicating reasoning". A child who says who takes longer but gives no way of knowing does not get it. Duration is scored on its own because it is the one children lose (TOC §7).

Task 9 — VC2MFM02 — 2 marks

sequence days of the week — VC2MFM02, content description (the days)

They sequence and connect familiar events to the time of day. — VC2MFM02, achievement standard extract (the times of the day)

Mark	Look for
1	The child puts the day cards in order from Monday, and says the day after Sunday is Monday — the week repeats.
1	The child puts the sky cards in order — morning, lunchtime, afternoon, night-time — and connects a familiar event to each: get up, eat lunch, play, sleep.

Task 10 — VC2MFSP01 — 2 marks

Students name, create and sort familiar shapes and give their reasoning. — VC2MFSP01, achievement standard extract

Mark	Look for
1	The child sorts the 8 cards by one rule, names circle, square, triangle and rectangle, and makes a shape by tracing or drawing, or finds a shape in a real object — <i>close to a circle</i> .
1	The child gives their reasoning — says the why of the sort: <i>They are all red.</i> / <i>They all have 3 sides.</i>

The second mark is required by the CD: VC2MFSP01 says "giving reasons". A correct sort with no reason scores the first mark only.

Task 11 — VC2MFSP02 — 2 marks

They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. — VC2MFSP02, achievement standard extract

Mark	Look for
1	The child says where the ball is in relation to the box — in, on top of, under — and where the teddy is in relation to a person.
1	The child says where they are in a new place, and says where they hid the ball, with position words — two words for the hiding place: <i>behind the bin, near the door</i> .

Task 12 — VC2MFST01 — 2 marks

Students collect, sort and compare data in response to questions in familiar contexts. — VC2MFST01, achievement standard extract

Mark	Look for
1	The child collects and sorts the data in response to the question: one shoe for each child in the group, no one missed and no one twice, every shoe in one of the 2 outcome groups.
1	The child compares the 2 groups — matching one to one or counting both groups — says which has more, or that they are the same, and answers the question from the data.

If the one-to-one alternative runs instead (the bird question with counters, from 6A Q12), score the same two rows: collect-and-sort into yes and no, then compare-and-answer.

Marking rules

- Whole marks only; each row scores 1 or 0. Review total 24: 2 marks for each of the 12 CDs.
- Award the mark for the child's own words, said or shown. Scribe them as said. A point plus *there, behind that* with a look at the bin counts if the place is clear.
- Recording is with numeral cards. Number sentences with +, – and = are not required of a Foundation child (D12); where this guide annotates for the teacher, it uses the proper minus, for example $8 - 3 = 5$.
- Nothing is timed, and no written response is required (TOC §7).
- Not scored, because it is not Foundation: number sentences and vertical algorithms (Level 2, VC2M2N04); units of any kind and estimation (Level 1 VC2M1M02, Level 3 VC2M3N06); clock reading (Level 2, VC2M2M04); naming the repeating unit (Level 1, VC2M1A02); classifying three-dimensional objects (Level 1, VC2M1SP01); maps, grids and route directions (Levels 1–2, VC2M1SP02, VC2M2SP02); tally marks, numbered axes, frequency tables and more than two outcomes (Level 1, VC2M1ST01, VC2M1ST02). No chance or probability talk anywhere (D6).
- Keep the “(close to)” honesty: *the door is close to a rectangle* is a correct naming, not a mistake to fix.

Elaboration traceability (join keys, per D13 — linkage, not a syllabus). Task 1 draws on VC2MFN01.E01–.E04; Task 2 on VC2MFN02.E01 and .E02; Task 3 on VC2MFN03.E01 and .E02; Task 4 on VC2MFN04.E01–.E03; Task 5 on VC2MFN05.E01 and .E02; Task 6 on VC2MFN06.E01 and .E02; Task 7 on VC2MFA01.E01, .E03 and .E04; Task 8 on VC2MFM01.E01–.E04 (all four); Task 9 on VC2MFM02.E01 and .E02; Task 10 on VC2MFSP01.E01, .E02 and .E04; Task 11 on VC2MFSP02.E01 and .E02; Task 12 on VC2MFST01.E02. Not drawn on: VC2MFN01.E05, VC2MFN03.E04 and .E05, VC2MFN04.E04, VC2MFN05.E03 and .E04, VC2MFN06.E03, VC2MFA01.E02 and .E05, VC2MFM02.E03–.E05, VC2MFSP01.E03 and .E05, VC2MFSP02.E03, and VC2MFST01.E01, .E03–.E06. Among these, the Aboriginal and Torres Strait Islander elaborations are excluded per CONTENT_POLICY Rule 1 (front-of-book note) and recorded as §2A exclusions, reported ACCEPTED by the coverage audit — never silently dropped. The review, like every checkpoint, is scored

against each CD's text and its achievement-standard extract (D13), and the remaining elaborations fully illustrate all 12 CDs. The 96 MCQs keyed to each CD belong to the digital question layer and play no part here (D9).

Recording sheet

Session	Task	CD	Marks	Strategy notes
A	1 — names, amounts, order	VC2MFN01	____/2	
A	2 — subitising to 5	VC2MFN02	____/2	saw it / counted
A	3 — counting, comparing, reasoning	VC2MFN03	____/2	
A	4 — parts and wholes to 10	VC2MFN04	____/2	
B	5 — adding, taking away, \$1 coins	VC2MFN05	____/2	
B	6 — equal sharing and grouping	VC2MFN06	____/2	
B	7 — instructions; patterns	VC2MFA01	____/2	
C	8 — length, mass, duration	VC2MFM01	____/2	
C	9 — days and times of the day	VC2MFM02	____/2	
D	10 — shapes: sort, name, make	VC2MFSP01	____/2	
D	11 — where things are	VC2MFSP02	____/2	
D	12 — our two-outcome question	VC2MFST01	____/2	
Total			____/24	

What the marks say

A child who scores across all twelve tasks is showing the Foundation achievement standard, strand by strand, in the words of the authority file:

- “students make connections between number names, numerals and position in the sequence of numbers from zero to at least 20.” — VC2MFN01
- “They use subitising and counting strategies to quantify collections.” — VC2MFN02
- “Students compare the size of collections to at least 20.” — VC2MFN03
- “They partition and combine collections up to 10 in different ways, representing these with numbers.” — VC2MFN04
- “Students represent practical situations, including simple financial situations involving money, that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.” — VC2MFN05 and VC2MFN06 (one sentence, shared verbatim)

- *“Students represent, continue and create simple repeating patterns.” — VC2MFA01*
- *“Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events.” — VC2MFM01*
- *“They sequence and connect familiar events to the time of day.” — VC2MFM02*
- *“Students name, create and sort familiar shapes and give their reasoning.” — VC2MFSP01*
- *“They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space.” — VC2MFSP02*
- *“Students collect, sort and compare data in response to questions in familiar contexts.” — VC2MFST01*

This is the record a Foundation teacher reports against the achievement standard, and the record the Level 1 teacher receives. A mark not scored here is a gap: it was observed in the chapter checkpoint, it is observed again here, and it carries forward to the start of Level 1, where each strand of this book is picked up and built on (TOC §1).

Solutions

The review is observed, not written, so its solutions are what the teacher looks to see and to hear. Below is what full marks looks like for each task — one full run, in the words a teacher might write down. Children's own numbers, sorts, patterns and hiding places will differ; score the observation, not the script. Where a task says answers vary, any response that meets the Look-for row scores the mark.

Task 1 — VC2MFN01 — 2 of 2

Mark 1. The child names the cards: *sixteen, zero, nine, twenty*. Gets twelve counters, one by one, stopping at twelve. For zero counters, shows an empty place: *Zero is for no things*.

Mark 2. Puts the cards in order: 0, 4, 8, 17. Says: *Thirteen comes after twelve*. Points to the counters in the line: *This one is second. This one is last*.

Task 2 — VC2MFN02 — 2 of 2

Mark 1. After the quick look: *Four*. After the next quick look: *Five*. Strategy note: saw both in the quick look (subitising); counting one by one also scores.

Mark 2. Looks at the card with two dots and the card with five dots: *That one has more. Five is more than two*.

Task 3 — VC2MFN03 — 2 of 2

Mark 1. Counts the long line: one, two, and go on to *thirteen*. Counts the close pile: one, two, and go on to *sixteen*. One number word for each counter; the last word says how many.

Mark 2. *That mat has more*. Asked how they know: *I counted them. Sixteen is more than thirteen*. Matching the counters one to one, or *Sixteen comes after thirteen*, also scores.

Task 4 — VC2MFN04 — 2 of 2

Mark 1. Splits seven counters: *7 is 5 and 2*. A different way: *7 is 4 and 3*. Answers vary — any two different part-pairs for 7 score.

Mark 2. Puts the parts back: *Seven altogether*. For the hidden part of 8 with 3 out: lifts the cup — *Five are under the cup*. Shows the cards 5, 2, 7 for the parts and the whole.

Task 5 — VC2MFN05 — 2 of 2

Mark 1. Gets five counters for the ducks. Puts three more down: *Eight ducks*. Puts two away: *Six ducks are at the water now*.

Mark 2. Looks at the \$3 tag. Puts down \$1 coins one by one: *one, two, three*. Shows the card 3.

Task 6 — VC2MFN06 — 2 of 2

Mark 1. Deals the beads one at a time: *One for Mia. One for Sam*. Counts each share: *Three and three. It is equal — the numbers are the same*. Shows the card 3.

Mark 2. Makes groups of 2 from the eight counters, and counts the groups: *one, two, three, four*. Shows the card 4.

Task 7 — VC2MFA01 — 2 of 2

Mark 1. Ball on the mat first, cup next to the ball next, spoon next to the cup last — the three things in order.

Mark 2. Looks at red, blue, red, blue, red: *Blue comes next*, and puts it there. Then makes a pattern — answers vary; one way: *Clap, tap, clap, tap, clap, tap — it goes the same way all the time*.

Task 8 — VC2MFM01 — 2 of 2

Mark 1. Puts the pencils on the mat and lines up the ends: *The red pencil is longer*. Hefts the tin and the packet, one in each hand: *The tin is heavier. It takes my hand down*.

Mark 2. The two children start putting on their sandals at the same time. Mia has her sandals on. Sam is still going. Sam takes longer. Asked how they know: They started at the same time. Sam is still going.

Task 9 — VC2MFM02 — 2 of 2

Mark 1. Puts the day cards in order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. After Sunday comes Monday. The week starts again.

Mark 2. Puts the sky cards in order: morning, lunchtime, afternoon, night-time. We get up in the morning. We eat lunch at lunchtime. We play in the afternoon. We sleep at night-time.

Task 10 — VC2MFSP01 — 2 of 2

Mark 1. Sorts the 8 cards — answers vary; one way: four groups by shape. Names circle, square, triangle and rectangle. Traces around the coin: I made a circle. Finding a shape in a real object — The top of the tin is close to a circle — also counts.

Mark 2. Asked why the cards go in these groups: They are all the same shape. These all have 3 sides. Any true why scores — colour and size are good rules too.

Task 11 — VC2MFSP02 — 2 of 2

Mark 1. The ball is in the box. The ball is on top of the box. The ball is under the box. The teddy is next to me.

Mark 2. Moves to a new place: I am near the door. Hides the ball: I hid it behind the bin. It is near the door. Answers vary — two position words for the hiding place score.

Task 12 — VC2MFST01 — 2 of 2

Mark 1. Collects one shoe for each child in the group — no one missed, no one twice. Sorts them: every shoe with laces on the laces mat, every shoe with no laces on the other mat. (Answers vary with the group's shoes — for the bird-question alternative, counters in a yes box and a no box score the same row.)

Mark 2. Matches the shoes one to one: These shoes have no match. More shoes have laces. Yes — more people have shoes with laces than without. If the groups are the same, They are the same — no mat has more answers the question and scores. Zero shoes on one mat is still data, and the other mat still has more — zero is in scope in this book (VC2MFN01).