

Science F-2

Assessment — topic checks and end-of-band review

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Topic 1 check — Observing the world, and using what we observe

This check is given by the teacher. The teacher reads all the words. The child looks, says, points, circles, sorts and does. The child does not need to read, and does not need to write. There is no time to beat. The child can take as long as they need.

The check is in two sittings, about 15 minutes each.

Topic 1 check · Chapter 1 · Codes VC2S2H01 and VC2S2H02

Total: 8 marks · VC2S2H01: 4 marks · VC2S2H02: 4 marks

Sitting 1 — Questions 1 to 4 · VC2S2H01 · 4 marks

Sitting 2 — Questions 5 to 7 · VC2S2H02 · 4 marks

Each question is worth 1 mark or 2 marks. A question gets all of its marks, or no marks.

scientific knowledge is based on observations of the natural world using the senses, and scientific tools and instruments — VC2S2H01

Evidences: students make and compare observations about the world around them.

science is used by people in their daily lives, including asking questions and using patterns from observations of the world around them to make scientific predictions — VC2S2H02

Evidences: They describe situations in their lives where they ask questions about natural phenomena and use patterns from their observations to make scientific predictions.

In this check you will:

- sort cards: observation, or not an observation (Q1)
- say which sense and which tool you use to observe (Q2, Q3)
- match people who do scientific work to what they observe (Q4)
- look at a week of mornings, and say the pattern and the prediction (Q5, Q6)
- tell about one time at home where you make a prediction from a pattern (Q7)

Before the check

Teacher notes.

- Make four small cards for Q1. Write one of these on each card: *The snail is small.* · *The bell is loud.* · *I like the snail.* · *I think the snail will hide.*
- Read every question aloud. The child can answer by sorting, pointing, circling, drawing lines or talking.
- For Q7, write down the child's words. Write the true words.
- If the child is not sure, read the question one more time.
- The people in Q4 are the four people from Chapter 1 (1A), *People who observe at work.*
- The answers for this check are at the back of this book.

Sitting 1 — Questions 1 to 4

Q1. (1 mark · VC2S2H01) Sort the four cards into two groups: **observation** and **not an observation**.

Q2. (1 mark · VC2S2H01) We hear the bird sing. Which sense do we use? Look at the sense cards. Point to or circle the sense.

Our five senses



Each sense has its own body part.

Five cards: sight with eyes, hearing with ears, smell with nose, taste with tongue, touch with skin.

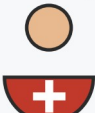
Q3. (1 mark · VC2S2H01) An ant is on a leaf. The ant is very small. Which tool helps you see the ant well? Circle one.

magnifying glass · binoculars · digital camera

Q4. (1 mark · VC2S2H01) Match each person to what they observe. Draw a line from each person to the right card.

The people are a **zoo keeper**, a **vet**, a **botanist** and a **park ranger**.

Match each person to what they observe

 a zoo keeper	•	•	the plants
 a vet	•	•	the park
 a botanist	•	•	the animals
 a park ranger	•	•	a sick bird

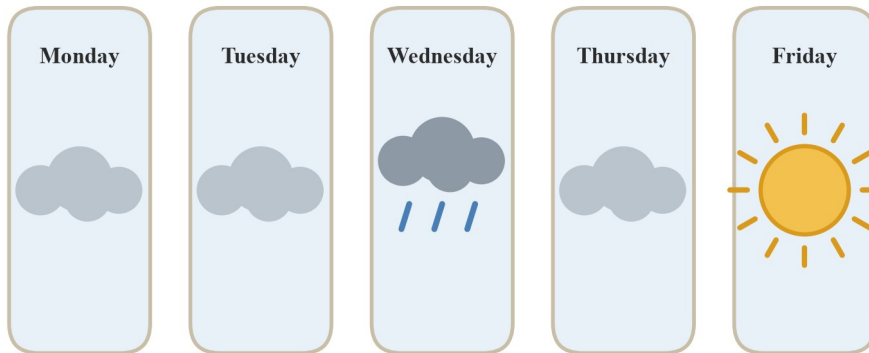
Draw a line from each person to what they observe.

A matching page: a zoo keeper, a vet, a botanist and a park ranger on the left; the plants, the park, the animals and a sick bird on the right.

Sitting 2 — Questions 5 to 7

Q5. (1 mark · VC2S2H02) Look at the week of mornings. Say the pattern.

One week of mornings



What do you notice?

The sky was cloudy on most days. That is a pattern.

Five day cards from Monday to Friday showing each morning's sky: cloud, cloud, rain, cloud, sun.

Q6. (1 mark · VC2S2H02) Look at the week of mornings again. Make a prediction. What might the next day be like?

Q7. (2 marks · VC2S2H02) Tell about one time at home. You see a pattern, and you make a prediction.

- What is the pattern? What happens again and again?
- What do you predict?

Teacher: write down the child's words. If the child is not sure, ask: What happens again and again at your home? What do you guess will happen next?

Mark record

Question	Code	Worth	Given
Q1 — sort the cards	VC2S2H01	1	
Q2 — which sense	VC2S2H01	1	
Q3 — which tool	VC2S2H01	1	
Q4 — match the person to the work	VC2S2H01	1	
Q5 — say the pattern	VC2S2H02	1	
Q6 — make a prediction	VC2S2H02	1	
Q7 — a pattern and a prediction at	VC2S2H02	2	

Question	Code	Worth	Given
home (oral)			
Total		8	

Topic 2 check — Plants and animals: groups, features, needs and places

This check is given by the teacher. The teacher reads all the words. The child looks, says, points, sorts, matches, draws lines and writes one word. The child does not need to read. There is no time limit. The child can take all the time they need.

About this check

Covers	Chapter 2 — subtopics 2A, 2B and 2C
Content descriptions	VC2S2U01 (2A), VC2S2U02 (2B), VC2S2U03 (2C)
Total marks	12 — 4 marks for each content description
Sittings	Two sittings of about 15 minutes each. Sitting 1: Items 1–6, 6 marks. Sitting 2: Items 7–12, 6 marks.
Item marks	Every item is worth 1 mark. There are no part-marks.
Administration	Teacher-administered and read aloud. Untimed completion is permitted. A mark is a record that evidence was seen.

plants and animals have observable features that can be used to group them in different ways — VC2S2U01

plants and animals have basic needs, including air, water, food and shelter; the places where they live meet those needs — VC2S2U02

plants and animals have external features that perform different functions to enable their survival; in plants these features include roots, stems, leaves, flowers, fruit, bulbs, trunks and branches while different features in animals enable them to move, breathe, eat and respond to their environment — VC2S2U03

Mark scheme

Item	Sitting	The child	CD	Marks
1	1	Sorts the eight cards into groups	VC2S2U01	1
2	1	Says the rule used for Sort 1	VC2S2U01	1
3	1	Sorts the same cards a different way	VC2S2U01	1
4	1	Says the rule used for Sort 2	VC2S2U01	1
5	1	Matches the frog to a place where it can live	VC2S2U02	1
6	1	Matches the kangaroo to a place where it can live	VC2S2U02	1
7	2	Matches the platypus to a place where it can live	VC2S2U02	1
8	2	Says one need the place meets	VC2S2U02	1
9	2	Labels the feature at line A on the kangaroo	VC2S2U03	1
10	2	Labels the feature at line B on the	VC2S2U03	1

Item	Sitting	The child	CD	Marks
		kangaroo		
11	2	Matches the roots to their job	VC2S2U03	1
12	2	Matches the wings to their job	VC2S2U03	1
Total				12

VC2S2U01: Items 1–4, 4 marks. VC2S2U02: Items 5–8, 4 marks. VC2S2U03: Items 9–12, 4 marks.

How to give this check

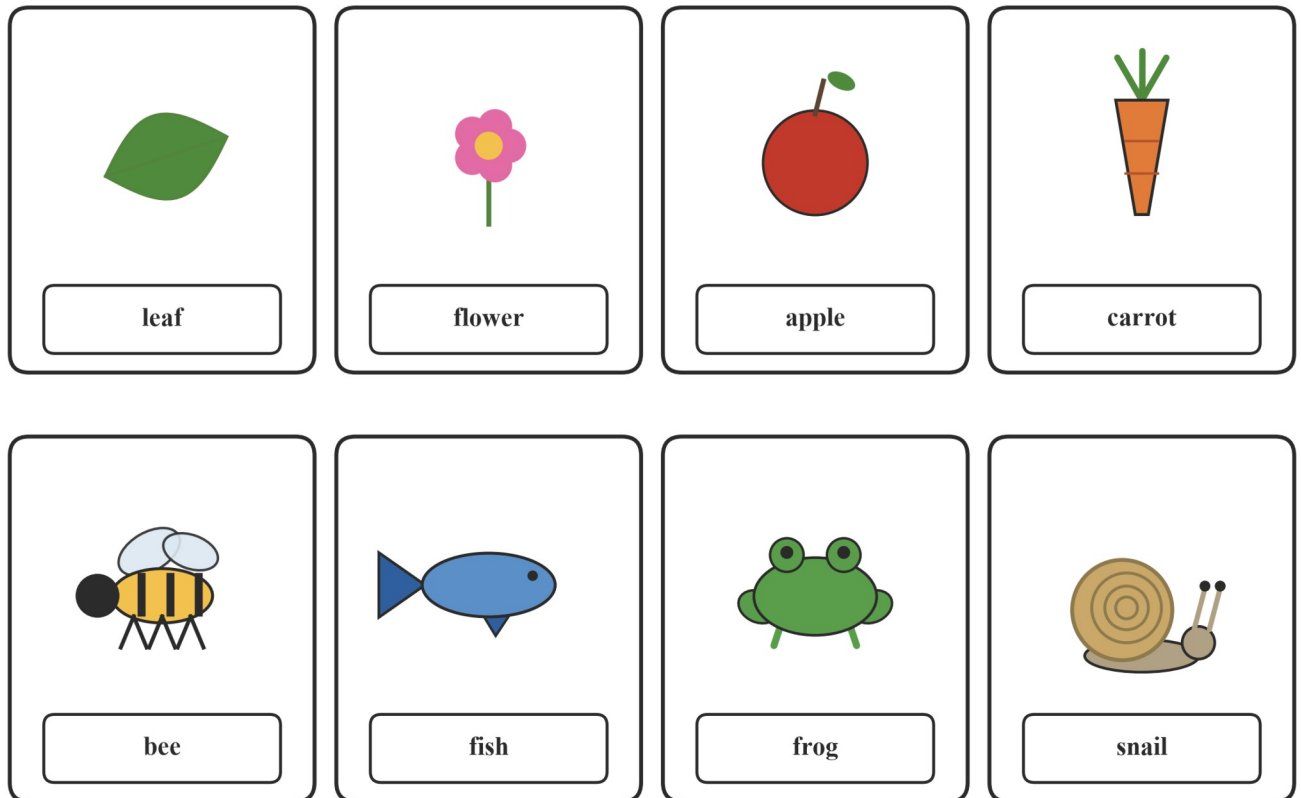
- Give the check to one child at a time. Read every item aloud. Reading is not being assessed.
- There is no time limit. Let the child take all the time they need.
- The child responds by sorting, saying, pointing, drawing lines and writing one word. There is no long writing.
- For Items 2, 4 and 8, write down what the child says, word for word.
- For Items 1 to 4: many rules are right. Any rule that sorts the cards into groups is a good rule. The two sorts must use different rules.
- A mark means you saw the evidence.

Sitting 1 — Items 1 to 6 — 6 marks — about 15 minutes

Task A — Sort the cards (VC2S2U01, 4 marks)

What you need: the eight picture cards from Topic 2A — leaf, flower, apple, carrot, bee, fish, frog and snail. If the cards are not at hand, use the picture below.

The eight picture cards



Eight picture cards in two rows: leaf, flower, apple and carrot in the first row, bee, fish, frog and snail in the second row. Each card has a name under the picture.

Item 1. (VC2S2U01 · 1 mark) Sort the eight cards into groups. Use any rule that works.

The child moves the cards into groups on the table. If there are no cards, the child points to the picture and says the groups.

Item 2. (VC2S2U01 · 1 mark) Say the rule you used.

Teacher: write down the rule the child says.

Item 3. (VC2S2U01 · 1 mark) Sort the same eight cards again. Use a different rule this time.

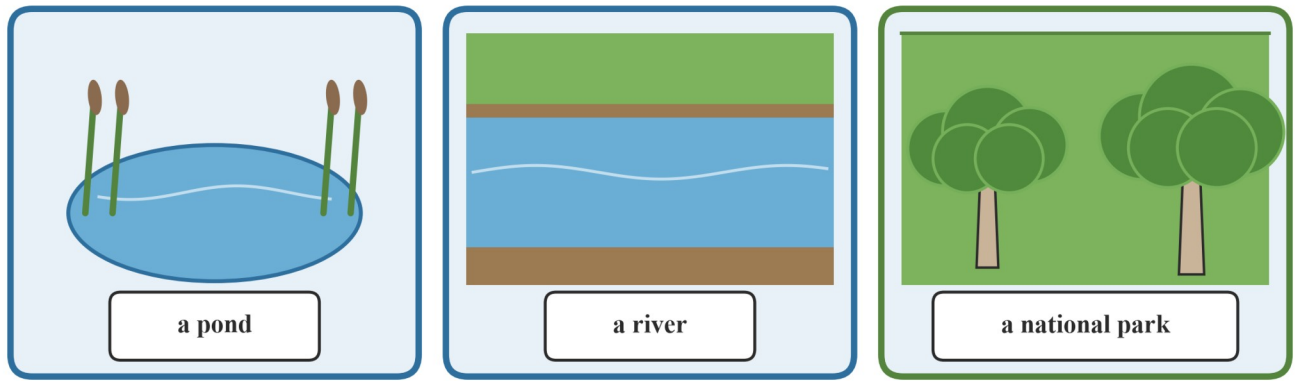
Item 4. (VC2S2U01 · 1 mark) Say the new rule.

Teacher: write down the rule the child says.

Task B — Match the animal to the place (VC2S2U02, first part, 2 marks)

Look at the places and the animals.

Look at the places and the animals

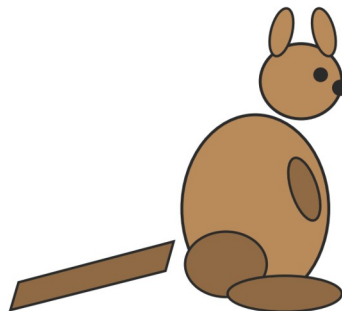


?

?



frog



kangaroo

Draw a line from each animal to a place where it can live.

Three place boxes at the top: a pond with reeds, a river with banks, and a national park with trees and grass. Below them are two animals: a frog and a kangaroo. Lines can be drawn from each animal to a place.

Item 5. (VC2S2U02 · 1 mark) Draw a line from the frog to the place where it can live.

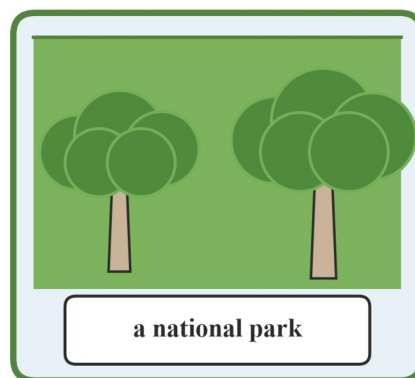
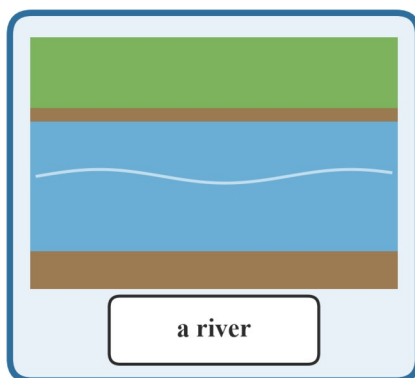
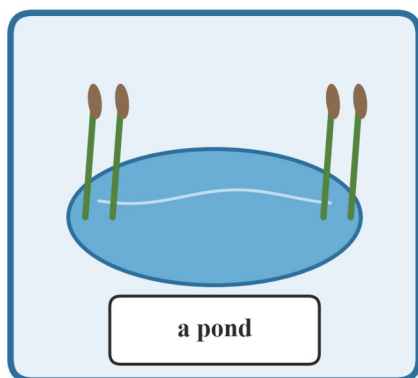
Item 6. (VC2S2U02 · 1 mark) Draw a line from the kangaroo to the place where it can live.

Sitting 2 — Items 7 to 12 — 6 marks — about 15 minutes

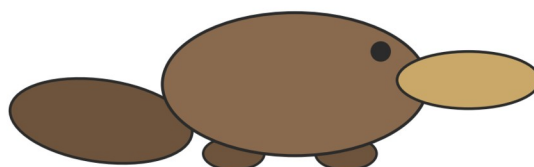
Task B — Match the animal to the place (VC2S2U02, second part, 2 marks)

Look at the places and the animals again.

Look at the places and the animals again



?



platypus

Draw a line from the platypus to a place where it can live.

Three place boxes at the top: a pond with reeds, a river with banks, and a national park with trees and grass. Below them is one animal: a platypus. Lines can be drawn from the platypus to a place.

Item 7. (VC2S2U02 · 1 mark) Draw a line from the platypus to the place where it can live.

Item 8. (VC2S2U02 · 1 mark) Pick one animal from Task B. Say one need its place gives it. Say one of: *air · water · food · shelter*.

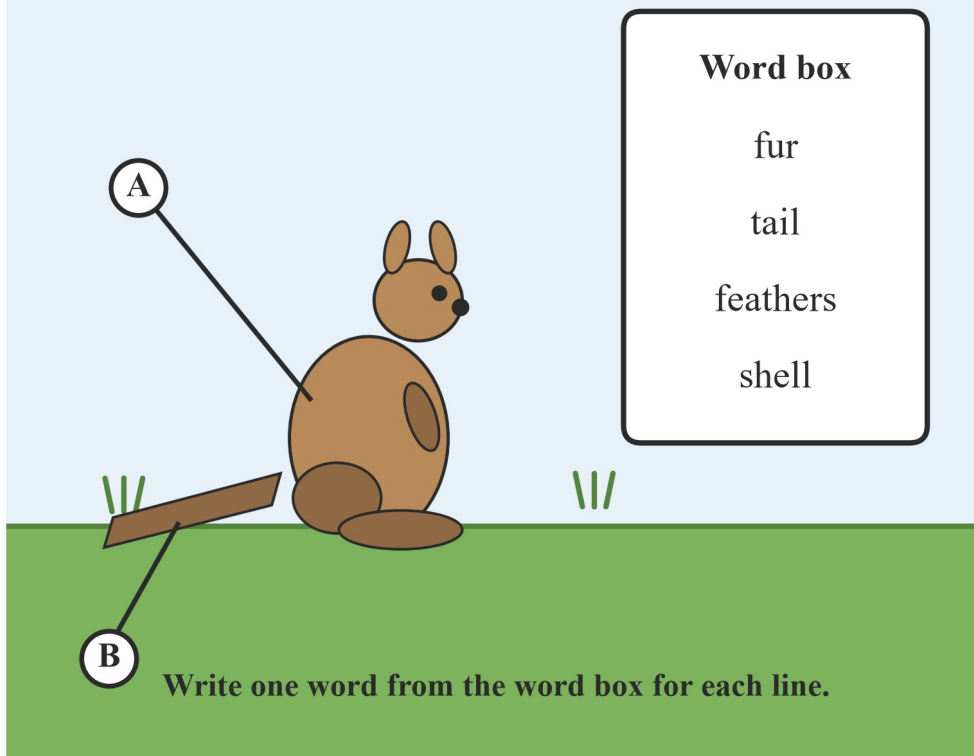
Teacher: write down the animal and the need the child says.

Task C — Label the features (VC2S2U03, 2 marks)

Look at the kangaroo. Line A and line B point to two features of the kangaroo. Write one word from the word box for each line.

Word box: *fur · tail · feathers · shell*

Label the kangaroo



A kangaroo standing on grass. Two blank lines point to it: line A points to the soft covering on its body, and line B points to its long tail. A word box with four words sits beside it: fur, tail, feathers and shell.

Item 9. (VC2S2U03 · 1 mark) Line A points to a feature of the kangaroo. Write the word for that feature.

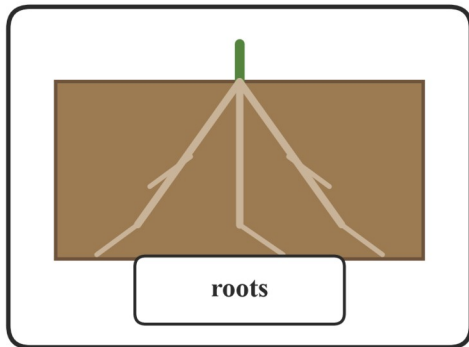
Item 10. (VC2S2U03 · 1 mark) Line B points to a feature of the kangaroo. Write the word for that feature.

Teacher: if the child says the word but does not want to write it, write the word down as the child says it.

Task D — Match the feature to its job (VC2S2U03, 2 marks)

Each feature does a job. Draw a line from each feature to its job.

Each feature does a job

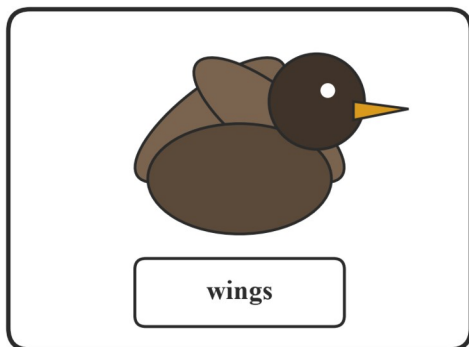


?

takes in water

?

helps it fly



?

makes seeds

Draw a line from each feature to its job.

Two features on the left: roots in the soil, and a duck with its wings open. Three jobs on the right: takes in water, helps it fly, and makes seeds. Lines can be drawn from each feature to a job.

Item 11. (VC2S2U03 · 1 mark) Draw a line from the **roots** to their job.

Item 12. (VC2S2U03 · 1 mark) Draw a line from the **wings** to their job.

Teacher record

CD	Subtopic	Items	Marks available	Marks
VC2S2U01	2A	1–4	4	
VC2S2U02	2B	5–8	4	
VC2S2U03	2C	9–12	4	
Total			12	

Record the marks for each sitting as soon as the sitting is done. The records are evidence for reporting against the achievement standard for the band. They are not used to rank children.

Topic 3 check — Materials, mixtures and physical change

This check is run with the teacher. The teacher reads all the words aloud. The child points, sorts, says and does. The child does not need to read. The child does not need to write.

About this check

This is the written check for Chapter 3. It is run with a materials tray.

- **Total: 12 marks.**
- **Two sittings.** Sitting 1 — Items 1–3 (6 marks). Sitting 2 — Items 4–6 (6 marks). Each sitting is about 15 minutes.
- **No time limit.** Untimed completion is permitted. A child may take as long as they need.
- Reading is not assessed. Every word is read aloud by the teacher.
- Each content description is worth 4 marks: VC2S2U04 — Items 1 and 2 · VC2S2U05 — Items 3 and 4 · VC2S2U06 — Items 5 and 6.
- Every item is worth 2 marks. Item marks at this band are 1 or 2 only. There are no part-marks and no half-marks: an item scores 2 when the evidence is seen, and 0 otherwise. A mark is a record that evidence was seen.

A **physical change** is a change to a material where the material stays the same. The object looks different, but it is still the same material.

In this check the child will:

- say the material each object is made of (Item 1)
- sort objects by a property and say the rule (Item 2)
- find a mixture and say how it is different from its parts (Items 3 and 4)
- do and name two physical changes (Items 5 and 6)

objects can be made of one or more different materials; these materials have observable properties — VC2S2U04

Evidences: They describe the observable properties of the materials that make up objects.

materials can be combined in a variety of ways for particular purposes; the properties of objects and mixtures can differ from the properties of the materials from which they are made — VC2S2U05

Evidences: They provide examples of objects and mixtures that are made from a combination of materials, and distinguish between the properties of objects or mixtures and those of the materials from which they are made.

materials can be changed physically by different actions without changing their material composition, including by bending, twisting, stretching, crushing, squashing and breaking into smaller pieces — VC2S2U06

Evidences: They identify ways to change materials without changing their material composition.

What you need — the materials tray

One tray per child, or one tray shared with the teacher. Put out the objects as each item needs them.

Objects

- a wood block
- a metal spoon
- a plastic cup
- a rubber band
- a fabric strip
- a sponge

- a cardboard strip
- a glass marble — a small part

Mixture cups

- cup A — dry sand
- cup B — water
- cup C — wet sand (sand and water, mixed before the check)

Action cards and change objects (Sitting 2)

- six action cards: *bend, twist, stretch, crush, squash, break*
- a cardboard strip (bend) · a fabric strip (twist) · a rubber band (stretch) · an empty plastic drink bottle (crush) · a sponge (squash) · a sheet of paper (break)

Safety — at point of use

- We never taste materials. Nothing from the tray goes in the mouth. The water in cup B is for the check, not for drinking.
- The glass marble is small. It must not go in the mouth.
- Stretch the rubber band gently. Let go slowly, not fast.
- Tear the paper with hands. Scissors are for the teacher only.
- Glass can break. If something breaks, do not touch it. Tell the teacher.
- Wash hands after the sand.

Sitting 1 — Items 1–3 (6 marks)

Item 1 — Name the materials [2 marks · VC2S2U04]

Set up: Put out the wood block, the metal spoon and the plastic cup.

Read aloud: Look at these three objects. An **object** is a thing we can see and touch. The **material** is what an object is made of. Say the material of each object.

Evidence for 2 marks: the child names all three materials — wood, metal and plastic.

Item 2 — Sort by an observed property [2 marks · VC2S2U04]

Set up: Put out the fabric strip, the rubber band, the sponge, the wood block, the metal spoon and the glass marble. Put out two hoops or two mats for the groups.

Read aloud: A **property** is something we can observe about a material. Sort the six objects into two groups. Use one property. Then say your rule.

Evidence for 2 marks: the child makes two groups and says the rule, and the groups match the rule. Any observed property is fine — bendy or not bendy, hard or soft, rough or smooth, colour. Any rule that works is a good rule.

The marble is small. It must not go in the mouth.

Item 3 — Find the mixture [2 marks · VC2S2U05]

Set up: Put out cup A (dry sand), cup B (water) and cup C (wet sand).

Read aloud: A **mixture** is two or more materials put together. Look at the three cups. One of them is a mixture. Point to the mixture. Say the materials it is made of.

Evidence for 2 marks: the child points to cup C (the wet sand) and says the two materials — sand and water.

Sitting 2 — Items 4–6 (6 marks)

Item 4 — The mixture is different from its parts [2 marks · VC2S2U05]

Set up: Keep the three cups. Put a tray on the table for squeezing.

Read aloud: To **squeeze** means to press together. Take some dry sand. Squeeze it. Now take some wet sand. Squeeze it. Which one holds a shape? Say how the mixture is different from its parts.

Evidence for 2 marks: the child squeezes both, and says that the mixture (the wet sand) holds a shape or stays in a ball, and the parts cannot do that on their own — the dry sand crumbles, and the water goes out flat.

Sand must not go in the mouth. Wash your hands after the sand.

Item 5 — Demonstrate and name a physical change: change 1 [2 marks · VC2S2U06]

Set up: Put out the six action cards and the change objects: a cardboard strip, a fabric strip, a rubber band, an empty plastic drink bottle, a sponge and a sheet of paper.

Read aloud: We can change a material. After the change, it is still the same material. An **action** is a thing we do. Pick one action card. Do the action to one object. Say the name of the action.

Then ask: Is it still the same material?

Evidence for 2 marks: the child does the action that matches the card, names the action, and says the material is still the same — for example, *I stretched the rubber band. It is still rubber.*

Stretch the rubber band gently. Let go slowly. Tear the paper with hands — scissors are for the teacher only. Crush the bottle with hands.

Item 6 — Demonstrate and name a physical change: change 2 [2 marks · VC2S2U06]

Set up: Keep the action cards and change objects out.

Read aloud: Pick a different action card. Do the action to one object. Say the name of the action.

Then ask: Is it still the same material?

Evidence for 2 marks: the child does a second, different action, names it, and says the material is still the same — for example, *I squashed the sponge. It is still sponge.*

Same safety rules as Item 5.

Record of marks

The teacher fills this in.

Item	CD	Marks	Scored (2 or 0)
1 · Name the materials	VC2S2U04	2	
2 · Sort by an observed property	VC2S2U04	2	
3 · Find the mixture	VC2S2U05	2	
4 · The mixture is different from its parts	VC2S2U05	2	
5 · Demonstrate and name a physical change: change 1	VC2S2U06	2	
6 · Demonstrate and name a physical change: change 2	VC2S2U06	2	
Total		12	

Topic 4 check — Earth and space sciences: changes, the sky, and caring for Earth

This check is done with the teacher. The teacher reads all the words out loud. The child looks, says, points and does. The child does not need to read.

For the teacher

- You read every word out loud. Reading is not being checked.
- There is no time limit. The child can take as long as they need.
- This check is made for two sittings of about 15 minutes each. Sitting 1 is Q1–Q4, 6 marks. Sitting 2 is Q5–Q7, 6 marks.
- The child answers by pointing, sorting, matching, circling, drawing, writing one word, doing and saying. You write down what the child says.
- Each question is worth 1 or 2 marks. There are no part marks. A mark is a record that you saw the child do the thing.
- **Total: 12 marks** — 4 marks for each of the three codes: VC2S2U07, VC2S2U08 and VC2S2U09.

This check is about what we learned in Chapter 4: the seasons, the sky, and caring for Earth.

daily and seasonal changes in the weather and the environment can be observed and affect decisions made in everyday life — VC2S2U07

Evidences: They identify daily and seasonal changes and describe ways these changes affect everyday life.

Earth is one of 8 planets in our solar system; observing the sky reveals patterns in the changing positions of the Sun, Moon, planets and stars — VC2S2U08

Evidences: They identify celestial objects and describe patterns they see in the sky.

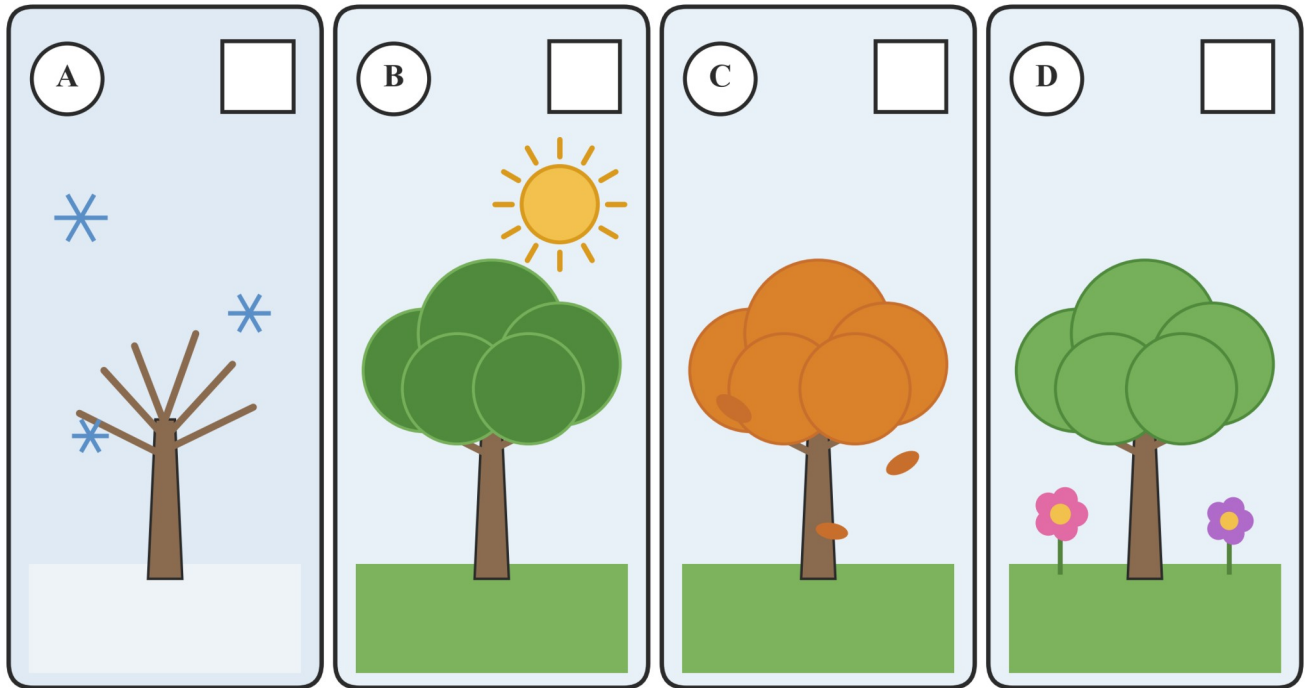
taking care of Earth's water, land and air involves consideration of reducing, re-using and recycling materials to conserve Earth's resources — VC2S2U09

Evidences: They suggest ways that the use of common materials can be reduced, re-used and recycled, and explain the importance of these actions for sustainability.

Sitting 1 — about 15 minutes, 6 marks

Q1. (VC2S2U07 · 2 marks) Look at the four season cards. They are mixed up.

Four season cards — mixed up



Put the cards in order for Victoria, starting with summer.

Write 1, 2, 3, 4 in the boxes.

Four season cards, mixed up, each with a letter and a blank box for a number: card A shows a tree with no leaves and snow on the ground, card B shows the same tree with green leaves under a hot sun, card C shows the same tree with orange leaves falling, and card D shows the same tree with new green leaves and small flowers.

Put the cards in order for Victoria, starting with summer. Write 1, 2, 3, 4 in the boxes. Or point to the cards in order and say each season.

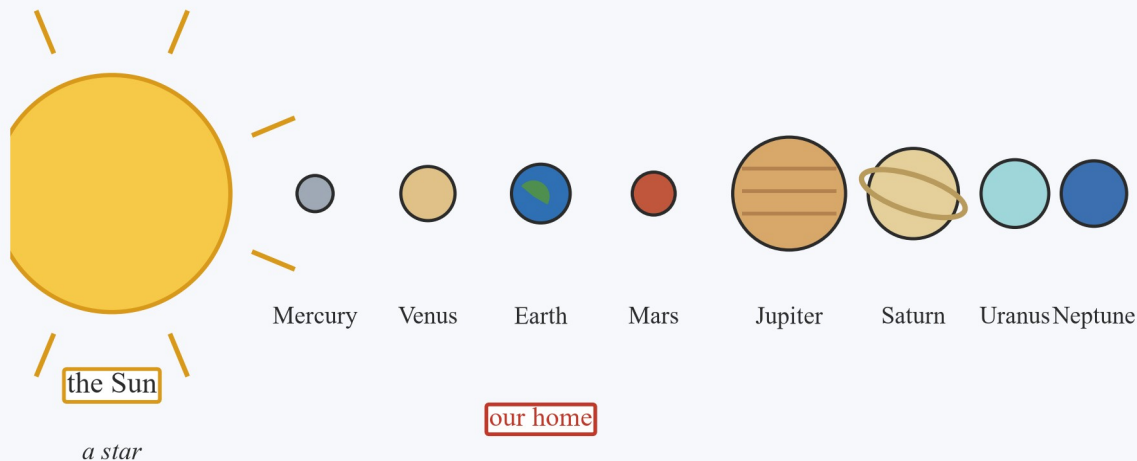
Q2. (VC2S2U07 · 2 marks) A **decision** is what we choose to do. The seasons change what we choose to do.

Say one decision for each season. *The teacher writes what the child says.*

Season	One decision
summer	
autumn	
winter	
spring	

Q3. (VC2S2U08 · 1 mark) Look at the model of our solar system. Point to Earth.

Our solar system: the Sun and 8 planets



This is a model. In the picture the planets are close together so we can see them. In space they are very far from each other.

A model of our solar system: the Sun on the left, then the 8 planets in a row, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune, with Earth marked our home, and a note that in space the planets are very far from each other.

Q4. (VC2S2U08 · 1 mark) The Sun, the Moon, the stars and the planets are **celestial objects**. That means they are things in space.

Say two celestial objects.

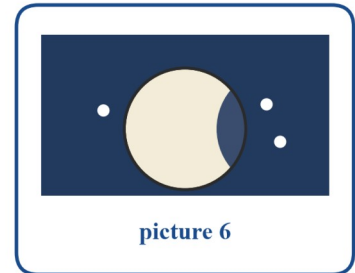
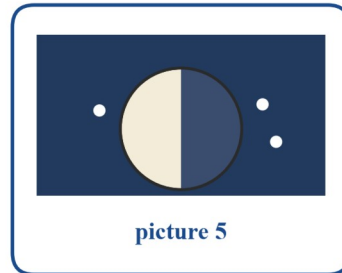
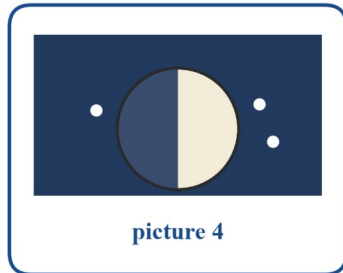
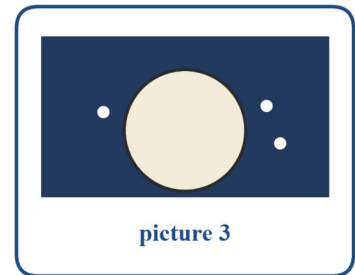
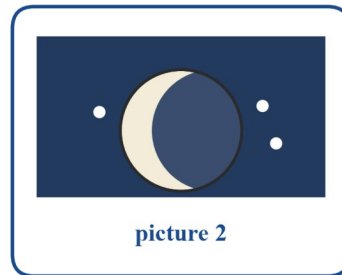
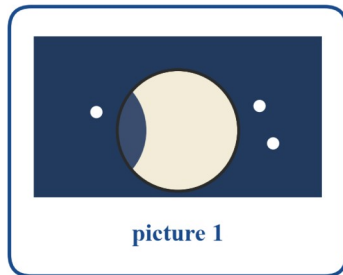
Safety. We never look straight at the Sun.

Sitting 2 — about 15 minutes, 6 marks

Q5. (VC2S2U08 · 2 marks) These pictures are from a class Moon diary. They are all mixed up.

moon pictures from our class diary

we looked at the Moon at night and drew what we saw



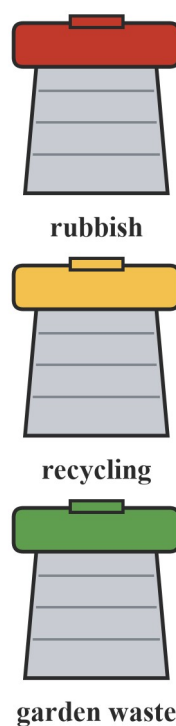
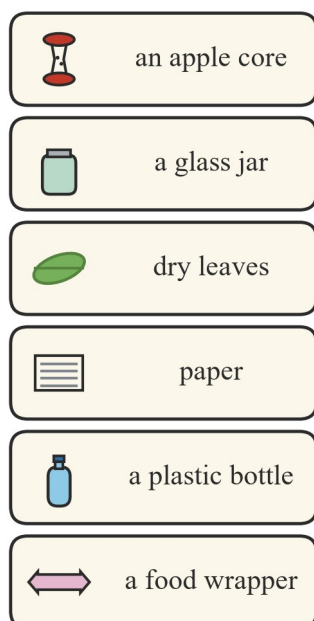
the pictures are all mixed up.

Six night-sky cards from a class diary, mixed up: a Moon more than half lit with a small dark part on the left, a crescent lit on the left, a full Moon, a Moon lit on the right half, a Moon lit on the left half, and a Moon more than half lit with a small dark part on the right.

Put the pictures in order to show how the Moon changes through the month. The pattern comes back to the start. That is a **cycle**. Point to the pictures in order, or say the order.

Q6. (VC2S2U09 · 2 marks) Look at the picture. Draw a line from each thing to the right bin. These are the bin rules for the City of Greater Geelong, as at August 2026.

Which bin? Draw a line from each thing to a bin.

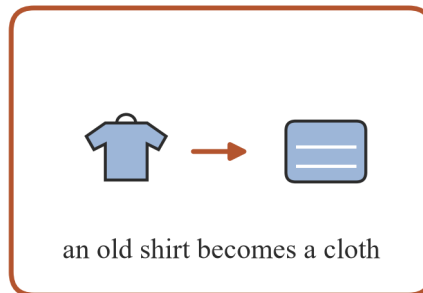
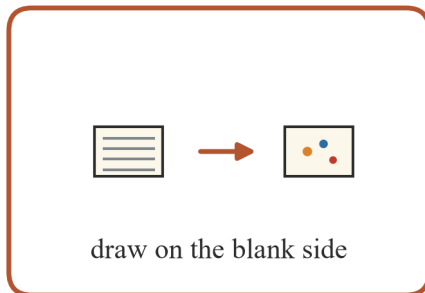
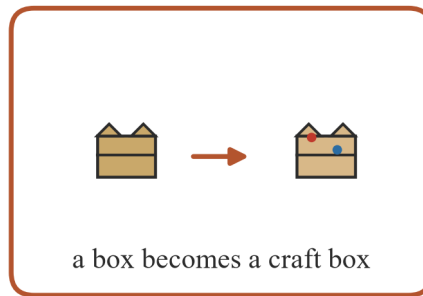
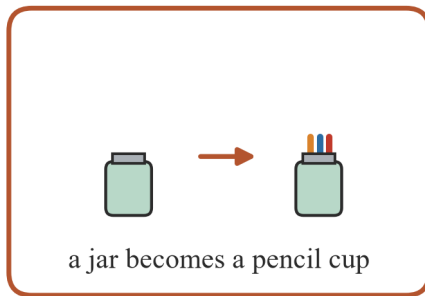


A sorting activity: six things in a column (an apple core, a glass jar, dry leaves, paper, a plastic bottle, a food wrapper) and three bins on the right (rubbish with a red lid, recycling with a yellow lid, garden waste with a green lid); the child draws a line from each thing to a bin.

Source: City of Greater Geelong, Your recycling bin, 2026. Retrieved 2026-08-22. Source: City of Greater Geelong, Your garden waste bin, 2026. Retrieved 2026-08-22.

Q7. (VC2S2U09 · 2 marks) Look at the re-use ideas.

Use it again — four re-use ideas



Re-using means we use less new stuff. That helps Earth.

Four re-use ideas in four cards: a jar becomes a pencil cup, a box becomes a craft box, we draw on the blank side of paper with writing on one side, and an old shirt becomes a cloth; at the bottom, re-using means we use less new stuff, that helps Earth.

- Pick one re-use from the picture. Say which one.
- Say why it helps Earth.

Mark record

Item	Code	Sitting	Mark
Q1	VC2S2U07	1	/2
Q2	VC2S2U07	1	/2
Q3	VC2S2U08	1	/1
Q4	VC2S2U08	1	/1
Q5	VC2S2U08	2	/2
Q6	VC2S2U09	2	/2
Q7	VC2S2U09	2	/2
Total			/12

Topic 5 check — Physical sciences: movement, forces and sound

Read aloud. The teacher reads every word of this check to the child. The child answers by pointing, sorting, matching, circling, drawing, one-word labelling, doing and saying. There is no long writing. The child does not need to read. There is no time limit.

Topic 5 check · written check with equipment · total 12 marks

This check covers Chapter 5 (5A, 5B and 5C). It is teacher-administered and read aloud. It evidences three content descriptions, **4 marks each**, and it is made for **two sittings of about 15 minutes each**: Sitting 1 is Q1–Q4 (6 marks) and Sitting 2 is Q5–Q9 (6 marks). Item marks are 1 or 2. There are no part-marks and no half-marks. A mark is a record that evidence was seen.

CD	Evidences	Marks
VC2S2U10	They identify factors that influence the movement of objects.	4
VC2S2U11	They describe and predict how different strengths and directions of pushes and pulls change the motion and shape of objects.	4
VC2S2U12	They describe the effect of sound energy on objects and demonstrate how different sounds can be produced.	4

Equipment

Sitting 1. A board and a box to make a slope. A golf ball and a tennis ball. A start line at the top of the slope. Paper and a red pencil or crayon.

Sitting 2. A soft ball. Some modelling dough. A ruler and a desk.

Words for this check

These words come from the Chapter 5 word lists. The teacher can say them again if the child needs them.

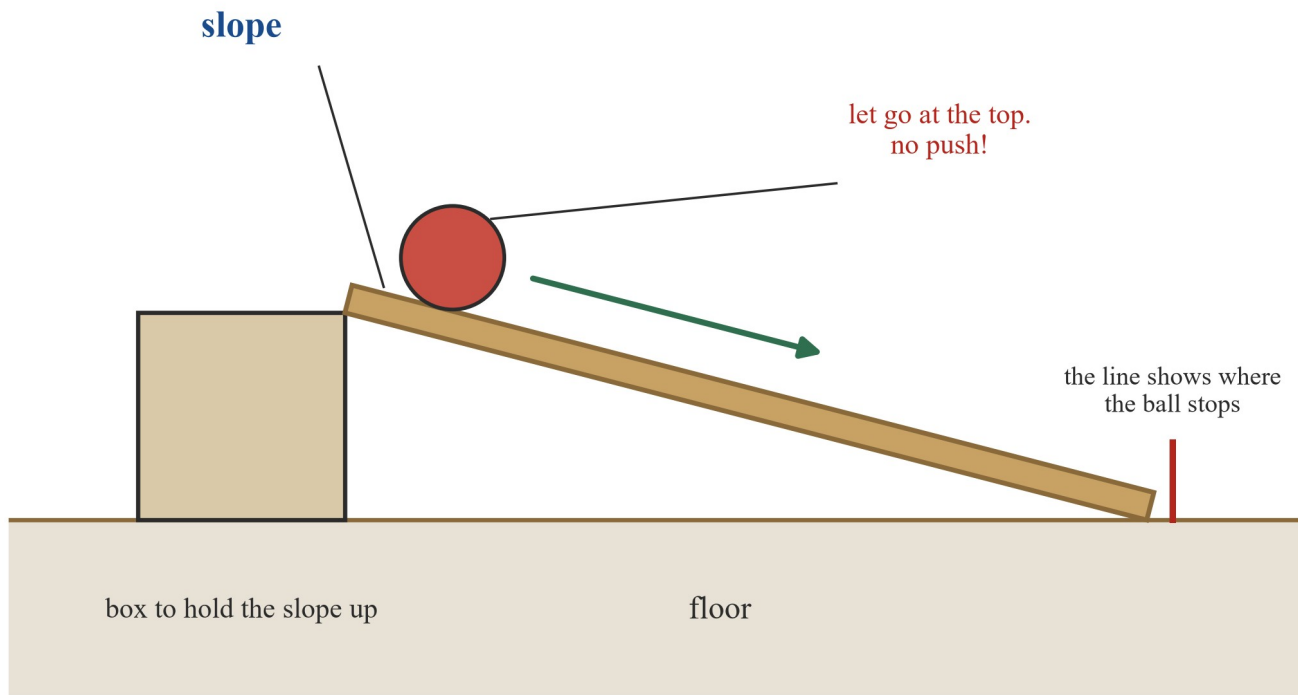
- **factor** — one thing that can change how a thing moves
- **force** — a push or a pull
- **push** — a force that makes a thing go away from you
- **pull** — a force that brings a thing to you
- **strength** — how strong a force is
- **direction** — which way a force goes
- **arrow** — a line with a pointy end; we draw it to show a force
- **shape** — what a thing looks like: round, flat, long
- **sound** — what we hear when a thing is vibrating

Sitting 1 — Rolling and arrows · Q1–Q4 · 6 marks

Teacher: the arrow rule from 5B — a red arrow shows a force, a long arrow is a strong force, and the pointy end shows the direction.

Q1 — VC2S2U10 · 2 marks

Teacher: hold up the golf ball and the tennis ball. Write down the child's prediction before any ball is rolled. Then the child rolls each ball down the slope, one at a time, from the same start line. Mark where each ball stops. If both balls stop at the same place, roll them again.



A board rests on a box to make a slope. A red ball waits at the top. A green arrow points down the slope. A red line on the floor shows where the ball stops. Labels name the slope, the box and the floor.

Look at the golf ball and the tennis ball. Which one will roll further? Say what you think.

Now roll each ball down the slope. Let go at the start line. Watch where each ball stops. Which one rolled further?

Safety. Let go — do not push. Keep the floor clear so no one slips.

Q2 — VC2S2U10 · 2 marks

Teacher: write down the child's reason.

Look at where the two balls stopped. One ball rolled further. Say why.

Q3 — VC2S2U11 · 1 mark

Teacher: give the child paper and a red pencil or crayon.

Draw a box. Draw a red arrow to show a **strong push** on the box. The push sends the box to the right.

Q4 — VC2S2U11 · 1 mark

Draw a wagon. Draw a red arrow to show a **gentle pull** on the wagon. The pull brings the wagon to the left.

Sitting 2 — Forces at work, and sound · Q5–Q9 · 6 marks

Q5 — VC2S2U11 · 1 mark

Teacher: put the soft ball down so it is still.

The ball is still. Push the ball. What did the push do to the ball's movement?

Q6 — VC2S2U11 · 1 mark

Teacher: give the child some modelling dough.

Squash the dough flat with your hand. What did the push do to the shape of the dough?

Safety. Dough is for squashing, not for eating. We never taste the things we test.

Q7 — VC2S2U12 · 1 mark

Teacher: the child holds the ruler down on the desk with one hand, with part of the ruler sticking out.

Use the ruler to make a **high sound**. Hold the ruler down hard. Push the free end and let it go. We twang the ruler.

Safety. Hold the ruler down hard. Keep your face back from the moving end.

Q8 — VC2S2U12 · 1 mark

Now use the ruler to make a **low sound**.

Q9 — VC2S2U12 · 2 marks

Teacher: write down what the child says.

You made a high sound and a low sound. Say what you changed to make the two sounds different.

Teacher record sheet

Item	CD	Marks	Evidence seen
Q1 — predict and check on the slope	VC2S2U10	2	
Q2 — say why one ball rolled further	VC2S2U10	2	
Q3 — arrow for a strong push	VC2S2U11	1	
Q4 — arrow for a gentle pull	VC2S2U11	1	
Q5 — effect on movement	VC2S2U11	1	
Q6 — effect on shape	VC2S2U11	1	
Q7 — make a high sound	VC2S2U12	1	
Q8 — make a low sound	VC2S2U12	1	
Q9 — say what changed	VC2S2U12	2	
Total		12	

Spoken answers are written down by the teacher as the child says them. Untimed completion is permitted: a child may take as long as they need. Marking guidance for every item — the acceptable answers, the achievement-standard phrase each item is evidence of, and what to ask if the answer is right but the reason is unclear — is in `wb_check_solutions.md`.

Topic 6 check — observation record

Read aloud. The teacher reads all the words. This is an observation record, not a written test. The teacher fills it in while one student runs a short guided investigation. The student says, points, does and draws. There is no independent writing. Reading is not being assessed.

Untimed. Take as long as the student needs.

Two sittings of about 15 minutes each. Sitting 1 — ask, predict, plan: items 1 to 3. Sitting 2 — do, observe, measure, record: items 4 to 6. The two sittings do not have to be on the same day.

Total: 12 marks. VC2S2I01 — 4 marks · VC2S2I02 — 4 marks · VC2S2I03 — 4 marks. Every item is worth 2 marks. Give 2 when you see the evidence. Give 0 when you do not. There are no part-marks.

VC2S2I01 — experiences can be used as a basis for posing questions to explore observed patterns and relationships, and to make predictions

VC2S2I02 — scientific questions and predictions can be investigated safely by following procedures that have sequenced steps

VC2S2I03 — observations are made using the senses and recorded, including informal measurements, using digital tools as appropriate

Victorian Curriculum 2.0 — Science F–2, Chapter 6 — Asking, predicting and investigating safely (Questioning and predicting · Planning and conducting)

Evidences: Students pose questions about observed patterns or relationships and make predictions related to familiar objects and events. They suggest steps to be followed in an investigation, and follow safe procedures to make and record observations, including informal measurements.

What this check is

One student runs one short investigation, from start to finish. The student asks a question, makes a prediction, plans the steps, does the steps safely, observes what happens, measures with the same unit, and records what they find. The teacher watches, and fills in the record sheet.

The investigation uses what the student learned in Topics 6A, 6B and 6C. Run the check with one student at a time, while the rest of the class does quiet work.

The task: the dough snake

In Topic 6C the students watched a change: a ball of dough was rolled into a snake, and the shape changed. The measurement showed the change. This check starts from that pattern.

The question to explore: *When we roll the dough ball into a snake, will the snake be longer than the ball is across?*

Do not show the answer before you start. The student measures the ball and the snake themselves, with blocks.

Get ready

For one student:

- a ball of dough, big enough to roll into a snake
- a tray of same-size blocks, about ten — the blocks are the **unit**; a **unit** is the one thing we use to measure; they must all be the same size, so the unit is uniform — the same all the way
- the record sheet below, printed or drawn
- a clear space on a table or on the floor

Safety. The dough is for rolling, not for eating. The dough and the blocks never go in our mouth — we never taste the things we test. Keep the space clear. Wash hands when we finish.

Sitting 1 — ask, predict, plan (about 15 minutes)

Step 1 — ask. Show the dough ball and the tray of blocks. Say: *We have worked with dough before. We rolled a ball into a snake, and the shape changed. Look at the ball and the blocks. What do you wonder?*

The student poses a question. Write the question in the student's own words on the record sheet — this is item 1. If the student is stuck, say: *You have noticed something. What do you wonder about the dough?* The question must be the student's own words.

Step 2 — predict. Say: *What do you think will happen? Will the snake be longer than the ball is across?* Then: *What is that based on?*

The student states a prediction, and says a *because*. Write both on the record sheet — this is item 2.

Step 3 — plan. Say: *How will we find out? What do we do first? What next?*

The student suggests the steps. If the student needs help, read the four steps below and ask the student to say which one is first, next, then last. Either way, say the steps in order together — this is item 3.

1. Measure the ball with blocks.
2. Roll the ball into a snake.
3. Measure the snake with the same blocks.
4. Record what we find.

Sitting 2 — do, observe, measure, record (about 15 minutes)

Step 1 — set up. The student sets up: the dough ball, the tray of blocks, the record sheet. Setting up is part of the steps.

Step 2 — do the steps in order. The student follows the four steps, one by one. Watch item 3 — the steps go in order — and item 4 — working safely.

Step 3 — measure the ball. The blocks go end to end, starting at the edge of the ball. Ask: *How many blocks?* This is the first measure.

Step 4 — roll and measure again. The student rolls the ball into a snake. Then the student measures the snake with the same blocks — the same unit all the way, end to end, with no gaps and nothing on top. This is item 6.

Step 5 — record. The student fills in the record sheet: a number and dots for the ball, a number and dots for the snake. The student says what they found — *The snake is longer*. Write the words. This is item 5.

Step 6 — pack away. The dough goes back in its container, the blocks go back in the tray, and we wash our hands. Packing away is part of the steps.

Safety. Nothing goes in our mouth — not the dough, not the blocks. Keep the space clear. Wash hands when we finish.

My record sheet — the student fills this in

The student draws and does the dots. You write any words the student says.

Measure	Draw it	Dots	Number
the ball, before			_____ blocks
the snake, after			_____ blocks

What we found — the student says it, you write it:

Teacher record sheet

Student: _____ Class: _____

Sitting 1 date: _____ Sitting 2 date: _____

Item	What to look for	CD	Mark
1	Poses a question about	VC2S2I01	___ / 2



Item	What to look for	CD	Mark
	something observed. The question is one we can explore.		
2	States a prediction — says what will happen — and says what it is based on.	VC2S2I01	___ / 2
3	Suggests the steps, puts the steps in order, or follows the steps in order.	VC2S2I02	___ / 2
4	Works safely: nothing goes in the mouth, the space stays clear, hands washed when we finish.	VC2S2I02	___ / 2
5	Observes the change, says it, and records a number and dots for the ball and for the snake.	VC2S2I03	___ / 2
6	Measures with a uniform unit: the same blocks both times, end to end, start at the edge, no gaps, nothing on top.	VC2S2I03	___ / 2

Write what the student said:

- Item 1 — the question: _____
- Item 2 — the prediction: _____
- Item 2 — because: _____
- Item 3 — circle one: suggested the steps · put the steps in order · followed the steps
- Item 5 — the ball was _____ blocks · the snake was _____ blocks

Notes: _____

What counts as evidence

Item 1. Any question about the dough, the ball or the snake that we can answer by doing the task: *Will the snake be longer? Will it stay the same? How long will the snake be?* A question about what someone likes — *Is dough the best?* — is not a question we can explore; ask once for a question we can find out. The question is the student's own words.

Item 2. Any prediction counts, right or wrong: *longer, shorter, the same*. It comes with a *because*: *because we roll it out long, because it is the same dough*. If no *because* comes, ask once: *What is that based on?* A prediction that turns out wrong is still full evidence — we are not marking being right; we are recording a prediction made before the try.

Item 3. The student suggests the steps, or puts the four steps in a working order when you read them, or follows them in order in Sitting 2. The working order is: measure the ball, roll it, measure the snake, record. The ball must be measured before it is rolled — after the roll, the ball is gone.

Item 4. Give the mark when the student works safely through the task: nothing goes near the mouth — we never taste the things we test — the space stays clear, and hands are washed at the end. A reminder does not lose the mark. Give 0 only when the student tastes or mouths the dough or the blocks.

Item 5. The student sees and says the change — *it is longer now* — and fills in the record sheet: a number and dots for the ball, a number and dots for the snake. The dots match the number, and the number is in blocks, the unit used to measure.

Item 6. One kind of unit — the same blocks — is used for both the ball and the snake. The blocks go end to end, starting at the edge, with no gaps and nothing on top. If the student leaves a gap or changes the unit, ask once: *Are the blocks end to end? Are they all the same?* Give the mark when the measure on the sheet uses the same unit all the way. This is the same-unit rule taught in Topic 6C, and it is the heart of measuring at this band.

Marks

Give 2 when you see the evidence. Give 0 when you do not. There are no part-marks. The check is untimed.

CD	Evidences	Items	Mark
VC2S2I01	Posing questions, making predictions	1, 2	___ / 4
VC2S2I02	Steps in order, safe procedures	3, 4	___ / 4
VC2S2I03	Observing, recording, informal measuring	5, 6	___ / 4
Total		1–6	___ / 12

A mark is a record that evidence was seen. The marks keep the evidence consistent across a class and across the band. They are not used to rank students.

Topic 7 check — Making sense of what we found, and telling others

This check is done with the teacher. The teacher reads all the words. The child looks, says, points, matches, circles, draws and does. The child does not need to read. There is no long writing.

Chapter 7 · CDs evidenced: VC2S2I04, VC2S2I05, VC2S2I06 · **4 marks per CD** · **12 marks in total**

Form. Part observation record (**Part A**), part written (**Part B**). **Teacher-administered and read aloud.**
The teacher reads every word. Reading is not being assessed.

Two sittings. This check is designed for two sittings of about 15 minutes each. **Sitting 1 — Part A**, the observation record. **Sitting 2 — Part B**, the written part.

Untimed. Untimed completion is permitted. There is no time limit. The sitting times above are a guide only.

Responses are by pointing, sorting, matching, circling, drawing, labelling with one word, doing and saying. There is no independent extended writing.

Marks. Every item is marked 1 or 2 only. There are no part-marks. A mark is a record that the evidence was seen.

data and information can be sorted and ordered using provided tables and organisers, and visual or physical models, to show simple patterns — VC2S2I04

Evidences: They use provided tables and organisers to sort and order data, and represent simple patterns in data.

observations can be compared to predictions and the observations of others, which may lead to further questions being identified — VC2S2I05

Evidences: With guidance, they compare their own observations and predictions with those of others, and identify further questions for investigation.

observations, findings and ideas can be shared with others by using everyday and some scientific vocabulary — VC2S2I06

Evidences: They use everyday and some scientific vocabulary to communicate observations, findings and ideas.

The data for this check

The data is real. It is from the Bureau of Meteorology. It shows how warm five places in Victoria were on one morning: **Thursday 20 August 2026, at 9:20 in the morning**. It is the same data as Worked example 1 in Topic 7A.

The number for each place is the **temperature**. The temperature tells us how warm the place was. **Data** is what we find out and write down.

Card	Place	Temperature
1	Laverton	12.8 °C
2	Ferny Creek	9.5 °C
3	Melbourne (Olympic Park)	13.1 °C
4	Geelong Racecourse	11.1 °C
5	Melbourne Airport	10.6 °C

At every place, the rain since 9:00 in the morning was 0.0 mm.

five places in Victoria. one morning.

Thursday 20 August 2026, 9:20 in the morning

Laverton 12.8 °C	Ferny Creek 9.5 °C	Melbourne (Olympic Park) 13.1 °C
Geelong Racecourse 11.1 °C	Melbourne Airport 10.6 °C	

the cards are mixed up. how can we order them?

Five mixed-up cards, each with a Victorian place and how warm it was at 9:20 in the morning: Laverton 12.8 °C, Ferny Creek 9.5 °C, Melbourne (Olympic Park) 13.1 °C, Geelong Racecourse 11.1 °C, Melbourne Airport 10.6 °C.

Source: Bureau of Meteorology, Latest Weather Observations for the Melbourne Area, 2026. Retrieved 2026-08-20.

The provided table for this check

The table is **given**. We do not make it. One card goes in one box. One thing, one box. The same table is used in Part A and in Part B.

Order	Box for one card
1st — coldest	
2nd	
3rd	
4th	
5th — warmest	

Part A — Observation record (Sitting 1, about 15 minutes)

The teacher completes Part A while the student works. The teacher reads every word aloud and writes down what the student says and does.

Teacher — what you need. Run Part A with two students, or pair the student with a partner who has done Part A. Each student needs: five cards made from the data table above (write the place and its temperature on each card); one copy of the provided table above, large enough for the cards; the prediction record below; the question starter cards. Keep the finished table and record — they go into the student's portfolio for the end-of-band review.

Guidance is part of the standard here, not a mark taken off. The table is *provided* (VC2S2I04) and the comparing is *with guidance* (VC2S2I05). Read the prompts as written.

Step 1 — predict, before the cards are shown. Say the five place names only. Do not show the temperatures. A **prediction** is what you say will happen, before you see it. Ask: *Which place do you predict was the coldest that morning?* Write the prediction on the record below. Any of the five places is a good prediction.

Step 2 — sort and order. Give the student the five data cards. The rule is: coldest to warmest. The student sorts and orders the cards into the provided table, one card in each box. (Item A1.)

Step 3 — the pattern. A **pattern** is something we can see that repeats, or numbers that go up or down in the same way. Ask: *Point along your table. What pattern can you see?* (Item A2.)

Step 4 — compare with your prediction. To **compare** is to look at two things and see how they are the same and how they are different. Ask: *Look at your prediction. Look at your table. Are they the same, or are they different?* Circle one on the record below. (Item A3.)

Step 5 — compare with your partner. The partners look at each other's table and record. Ask: *Say one thing that is the same. Say one thing that is different.* (Item A4.) If the two tables are different, do not rub one out. A difference is interesting, not a mistake. Check the cards together.

Step 6 — a new question. Ask: *What is one new question you can ask now?* Show the question starter cards if that helps. (Item A5.)

Question starter cards

I wonder ... <i>why did the car stop in a new place?</i>	What if ...? <i>the ramp is higher?</i>	Does everyone ...? <i>hear a quiet sound the same as me?</i>
---	--	---

Say one question for each card.

Three question starter cards: I wonder, what if, and does everyone.

Prediction record — the teacher writes; the student circles.

What I predicted	What I saw	Circle one
the coldest place was:	the coldest place was:	same · different

Observation record — the teacher completes this while the student works. Put a tick in the last column when the evidence is seen, and write down what the student said.

Item	What we look for	CD	Mark	Teacher record
A1	Sorts and orders all five cards into the	VC2S2I04	2	

Item	What we look for	CD	Mark	Teacher record
	provided table, coldest to warmest. One card in each box.			
A2	Points along the table and says the pattern: the numbers go up.	VC2S2I04	1	
A3	Compares the result with their own prediction: says <i>same</i> or <i>different</i> , and it is true.	VC2S2I05	1	
A4	Compares with the partner: says one thing that is the same and one thing that is different.	VC2S2I05	1	
A5	Raises one further question that comes from the work.	VC2S2I05	2	

Part A is worth 7 marks.

Part B — Written (Sitting 2, about 15 minutes)

The teacher reads all the words. The student matches, circles, draws, labels with one word and says. The teacher writes down the sayings.

B1. (VC2S2I04 · 1 mark) Look at the five cards in the data table at the start of this check. Match each card to a box in the provided table. Write the number of the card in the box. The coldest card is 1st. The warmest card is 5th. One number in each box.

Order	Card number
1st — coldest	
2nd	
3rd	
4th	
5th — warmest	

B2. (VC2S2I06 · 1 mark) The teacher reads this sentence and points to each word:

Our data shows a pattern.

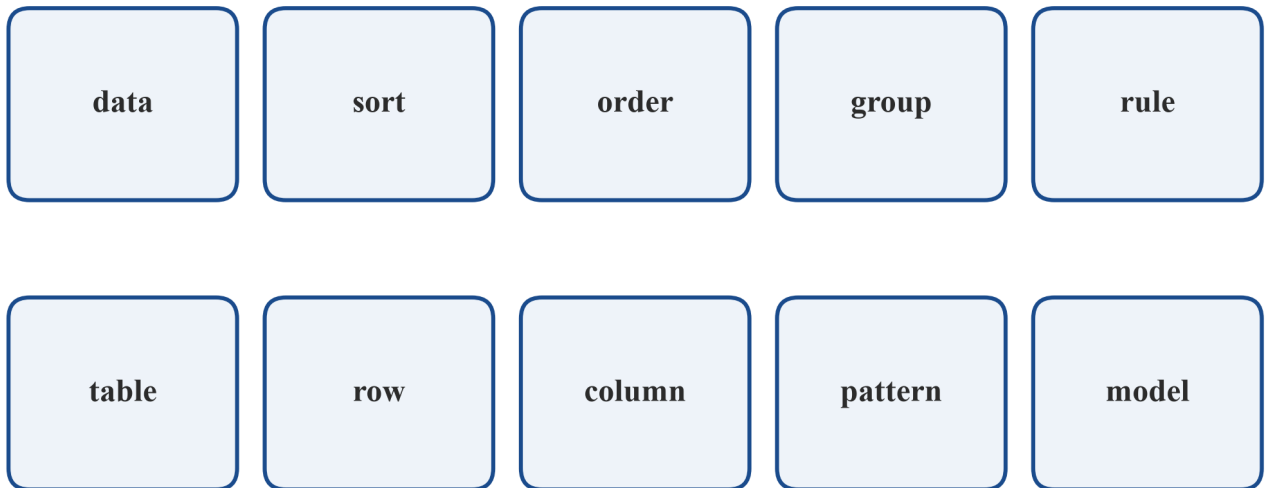
Circle the words in the sentence that are on the chapter word list.

B3. (VC2S2I06 · 1 mark) At every place, the rain was 0.0 mm. There was no rain that morning. Draw the sky for that morning. Write one word to label your drawing.

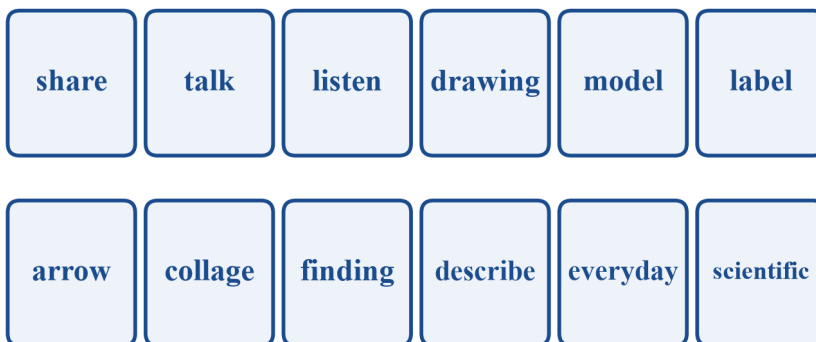
Draw the sky here	My label — one word
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B4. (VC2S2I06 · 2 marks) Look at your table from B1. Say what you found. Use two words from the chapter word list. Show the word cards below. The teacher writes down the two words the student uses.

words for this topic



Ten word cards in two rows: data, sort, order, group, rule, table, row, column, pattern, model.



Twelve word cards in two rows: share, talk, listen, drawing, model, label, arrow, collage, finding, describe, everyday, scientific.

Part B is worth 5 marks.

Marks

Every content description is worth 4 marks in this check. Item marks are 1 or 2 only. There are no part-marks. **Total: 12 marks.**

CD	Items	Marks
VC2S2I04	A1 (2) · A2 (1) · B1 (1)	4
VC2S2I05	A3 (1) · A4 (1) · A5 (2)	4
VC2S2I06	B2 (1) · B3 (1) · B4 (2)	4
	9 items	12

What to accept — teacher mark guide

A1 (VC2S2I04, 2). Give the 2 marks when all five cards are placed, one in each box, coldest to warmest: Ferny Creek (9.5 °C), Melbourne Airport (10.6 °C), Geelong Racecourse (11.1 °C), Laverton (12.8 °C), Melbourne (Olympic Park) (13.1 °C).

A2 (VC2S2I04, 1). Give the 1 mark when the student points along the table and says in any words that the numbers go up or get bigger. Prompt once if needed: *What happens to the numbers?*

A3 (VC2S2I05, 1). Give the 1 mark when the student says *same* or *different* and what they say is true for their own prediction. Any of the five places was a good prediction; what matters is the compare.

A4 (VC2S2I05, 1). Give the 1 mark when the student says one true same and one true different between their record and the partner's. The predictions may differ; the tables should match. If everything matches, accept two true sames and *there is no difference*. A difference is interesting, not a mistake — if the tables differ, the partners check the cards together.

A5 (VC2S2I05, 2). Give the 2 marks when the student says one new question that comes from the work, for example: *I wonder why Ferny Creek was the coldest?* · *What if we look on a summer morning?* · *Does it rain more at one place than the others?* Show the question starter cards if needed. A saying that is not a question does not get the marks.

B1 (VC2S2I04, 1). Give the 1 mark when the five numbers are written one in each box in the order 2, 5, 4, 1, 3 — coldest to warmest.

B2 (VC2S2I06, 1). Give the 1 mark when *data* and *pattern* are circled. Those are the two chapter word list words in the sentence. If the student circles another word, ask: *Is that word on the word cards?*

B3 (VC2S2I06, 1). Give the 1 mark when there is a drawing of the sky and one word that matches it, for example a sun with *sun* or *sunny*, or a cloud with *cloud* or *cloudy*. The data says the rain was 0.0 mm, so a rainy sky does not match the data; if it is drawn, ask: *What did the rain say?*

B4 (VC2S2I06, 2). Give the 2 marks when the student says what they found and uses two words from the chapter word list in a way that fits, for example: *The data goes up. The pattern is coldest to warmest.* Write down the two words. If only one list word is used, ask once: *Can you use one more word from the cards?*

The chapter word list is the word cards of Topic 7A and Topic 7C: *data, sort, order, group, rule, table, row, column, pattern, model* (Topic 7A) · *share, talk, listen, drawing, model, label, arrow, collage, finding, describe, everyday, scientific* (Topic 7C).

End-of-band review

This is done with the teacher. The teacher reads all the words. The child looks, says, points, sorts, does and shows work. The child does not need to read. There is no time limit on any part of this review.

This review is run once, at the end of Level 2. It is made for two sittings of about 15 minutes each. Sitting 1 is Part 1, the portfolio review. Sitting 2 is Part 2, the short practical task.

A mark is a record that evidence was seen. There are no part-marks and no half-marks. This review is not a VCAA instrument, and it is not used to rank students.

This review covers all 20 content descriptions of the Foundation to Level 2 band: VC2S2H01, VC2S2H02, VC2S2U01 to VC2S2U12, and VC2S2I01 to VC2S2I06. All 20 are reachable through the portfolio in Part 1. The practical task in Part 2 is the only place they are assessed together. Every content description is also covered by its topic check, so no content description is assessed only in this review.

Total: 20 marks. Part 1, portfolio review: 11 marks, one per strand. Part 2, short practical task: 9 marks.

Part 1 — Portfolio review (11 marks)

Sitting 1, about 15 minutes. One teacher with one child.

The **portfolio** is the child's own folder of work from across the band. It holds things like the Moon diary, a sorting record, a labelled feature drawing, a recorded investigation and a data table.

The teacher and the child look through the portfolio together. The teacher reads each row of the checklist out loud. The child picks a piece to show, points to what matters and says what the piece shows. The teacher writes the mark, 0 or 1, in the last column.

Give **1 mark** for a strand when the portfolio holds at least one piece of work that shows the strand's extract in the checklist. Give **0 marks** when it does not. There are no half-marks. The eleven rows let the teacher see at a glance which strand has thin evidence.

Strand checklist

#	Strand	Code	What the work must show (achievement-standard extract)	Look for	Mark
1	Nature and development of science	VC2S2H01	"students make and compare observations about the world around them."	An observation record or drawing from 1A, e.g. a compare of two people's observations of the same thing	☐
2	Use and influence of science	VC2S2H02	"They describe situations in their lives where they ask questions about natural phenomena and use patterns from their observations to make scientific predictions."	A record from 1B of a question and a prediction from a pattern, e.g. from the weather	☐
3	Biological	VC2S2U01,	VC2S2U01 and	A sorting record	☐

#	Strand	Code	What the work must show (achievement-standard extract)	Look for	Mark
	sciences	VC2S2U02, VC2S2U03	VC2S2U02: “Students group plants and animals based on observable features, and identify how living things meet their needs in the places they live.” — VC2S2U03: “They explain how the features of plants and animals enable their survival.”	with the rule said each time (2A); a labelled feature drawing (2C); a match of a living thing to a place that meets its needs (2B)	
4	Chemical sciences	VC2S2U04, VC2S2U05, VC2S2U06	VC2S2U04: “They describe the observable properties of the materials that make up objects.” — VC2S2U05: “They provide examples of objects and mixtures that are made from a combination of materials, and distinguish between the properties of objects or mixtures and those of the materials from which they are made.” — VC2S2U06: “They identify ways to change materials without changing their material composition.”	A materials sort by an observed property (3A); a record of an object or mixture made from more than one material (3B); a record of bending, twisting, stretching, crushing, squashing or breaking (3C)	☐
5	Earth and space	VC2S2U07,	VC2S2U07:	A weather record	☐

#	Strand	Code	What the work must show (achievement-standard extract)	Look for	Mark
	sciences	VC2S2U08, VC2S2U09	“They identify daily and seasonal changes and describe ways these changes affect everyday life.” — VC2S2U08: “They identify celestial objects and describe patterns they see in the sky.” — VC2S2U09: “They suggest ways that the use of common materials can be reduced, re-used and recycled, and explain the importance of these actions for sustainability.”	over time (4A); the Moon diary (4B); a reduce, re-use, recycle sort with a reason (4C)	
6	Physical sciences	VC2S2U10, VC2S2U11, VC2S2U12	VC2S2U10: “They identify factors that influence the movement of objects.” — VC2S2U11: “They describe and predict how different strengths and directions of pushes and pulls change the motion and shape of objects.” — VC2S2U12: “They describe the effect of sound energy on objects and demonstrate how different sounds can be produced.”	A slope-and-roll record (5A); a push or pull arrow drawing showing strength and direction (5B); a record of making sounds of different pitch and volume (5C)	☐

#	Strand	Code	What the work must show (achievement-standard extract)	Look for	Mark
7	Questioning and predicting	VC2S2I01	“Students pose questions about observed patterns or relationships and make predictions related to familiar objects and events.”	A recorded investigation with the child’s own question and prediction (6A)	☐
8	Planning and conducting	VC2S2I02, VC2S2I03	“They suggest steps to be followed in an investigation, and follow safe procedures to make and record observations, including informal measurements.”	Steps in order and safe working (6B); a measure record using blocks, handspans, pencil lengths or string (6C)	☐
9	Processing, modelling and analysing	VC2S2I04	“They use provided tables and organisers to sort and order data, and represent simple patterns in data.”	A filled-in data table (7A), e.g. Moon diary images ordered into the cycle	☐
10	Evaluating	VC2S2I05	“With guidance, they compare their own observations and predictions with those of others, and identify further questions for investigation.”	A record of comparing a prediction with what happened, and of comparing with a partner’s observation; any further question (7B)	☐
11	Communicating	VC2S2I06	“They use everyday and some scientific vocabulary to communicate observations, findings and ideas.”	A spoken finding written down by the teacher; a drawing, model or craft with words from the word list (7C)	☐

A 0 is not a fail. When a strand has no piece, give 0 and note that the strand’s evidence is thin. The strand’s content description is still evidenced by its topic check. Do not force a piece at the review.

Part 1 total: 11 marks.

Part 2 — Short practical task: ramp and rollers (9 marks)

Sitting 2, about 15 minutes. One teacher with two children working as partners. Both children do the task, and each is marked on their own.

This task touches one knowledge strand and the full inquiry sequence. It is the shape of Topic 6 and Topic 7 put together.

- Knowledge strand: Physical sciences, VC2S2U10 — the way objects move depends on their size, shape and material.
- Inquiry sequence: VC2S2I01 predict (1 mark); VC2S2I02 follow steps safely (2 marks); VC2S2I03 observe and record with an informal measure (2 marks); VC2S2I04 sort into a provided table (2 marks); VC2S2I05 compare with a partner (1 mark); VC2S2I06 say what was found (1 mark).

Equipment, for each pair

- a board for the ramp, and one book or block to lift one end
- three objects that differ in size, shape and material: a tennis ball (big, round), a table tennis ball (small, round) and a wooden block (not round)
- blocks that are all the same size, to measure with
- two sets of three cards, one set for each child, each card showing one object
- a strip of paper or tape for the line
- one copy of the provided table below for each child

Set-up, before the sitting

- Lift one end of the board on the book. The ramp stays the same for every roll and for both children.
- Mark the start spot at the top of the ramp. Every roll starts from the same spot.
- Put the line on the floor past the bottom of the ramp. Test all three objects first. Put the line where some objects roll past it and some do not. Move the line if you need to.

Safety — read aloud before you start

- We roll on the floor, away from people.
- We do not throw. We walk to pick up our object.
- Nothing goes in our mouth. We never taste materials.
- If your object rolls under furniture, tell the teacher. Do not climb to get it.

Steps — the teacher reads one step at a time, the child does

1. Look at the three objects. Say one thing that is different about them: the size, the shape or the material.
2. Say which object you think will roll the furthest. Say this before you roll. The teacher writes your prediction down. A child may also say why. That is good to hear, but the mark is for the prediction.
3. Put the first object on the start spot at the top of the ramp. Let it go. Do not push it.
4. Put the blocks end to end from the bottom of the ramp to your object. Use the same blocks every time. No gaps.
5. Count the blocks. Say the number. The teacher writes it down.
6. Do steps 3 to 5 again for the other two objects.
7. Sort your three cards into the provided table below. Put each card where it matches what happened.
8. Put your three cards in a line: the shortest roll first, the longest roll last.
9. Look at your partner's table. Say one thing that is the same, or one thing that is different.
10. Say what you found. Use at least one word from the word list, like size, shape or material.

The provided table

Object	Rolled past the line	Did not roll past the line
Tennis ball		
Table tennis ball		
Wooden block		

The child puts each object card in one place in the table. A **column** is a place in a table that goes up and down. This table has two columns: rolled past the line, and did not roll past the line.

Teacher record sheet

Prediction (the teacher writes the child's words):

Object	Blocks it rolled
Tennis ball	
Table tennis ball	
Wooden block	

Comparing with your partner — read aloud

If your result and your partner's result are different, that is interesting. You both observed carefully. Nobody made a mistake. A different result is the next question.

Mark sheet

Item	Strand (code)	What to look for	Mark
P1 Predict	Questioning and predicting (VC2S2I01)	The child says which object will roll the furthest, before any roll.	1
P2a Follow steps	Planning and conducting (VC2S2I02)	The child follows steps 3 to 6 in the order read, with no step missed.	1
P2b Work safely	Planning and conducting (VC2S2I02)	The child follows the safety notes: rolls away from people, does not throw, nothing in the mouth.	1
P3a Observe and record	Planning and conducting (VC2S2I03)	The child says a block count for each object. The teacher writes it down.	1
P3b Informal measure	Planning and conducting (VC2S2I03)	The measure uses the same blocks, end to end, with no gaps, every time.	1
P4a Sort into the table	Processing, modelling and analysing (VC2S2I04)	Each card goes in the column that matches the child's own result.	1
P4b Order	Processing, modelling and analysing (VC2S2I04)	The three cards go in a line from the shortest roll to the longest roll.	1
P5 Compare	Evaluating (VC2S2I05)	The child says one thing that is the same, or one thing that is different, between their table and their partner's.	1
P6 Say what was found	Communicating (VC2S2I06)	The child says what they found, using at least one word from the word list.	1

Part 2 total: 9 marks.

The knowledge strand Physical sciences (VC2S2U10) is in the task: the three objects differ in size, shape and material, and the prediction and the finding are about how those features change the roll. The nine marks are for the inquiry sequence. VC2S2U10 is also evidenced by the Topic 5 check and in the portfolio.

Review total

Part	Marks
Part 1 — Portfolio review, one mark per strand	11
Part 2 — Short practical task	9
Total	20

Check solutions and marking guidance — read this first

*This is the marking guidance for all eight assessment instruments in this booklet: the seven topic checks (80 marks) and the end-of-band review (20 marks). **Total: 100 marks.** You do not need a science background to mark with this file — every acceptable answer is written out below.*

How marks work at this band

- A mark is a **record that evidence was seen**. Item marks are 1 or 2 only. There are no part-marks and no half-marks: an item gets all of its marks when the evidence is seen, and 0 when it is not.
- Marks are **not used to rank children**. They keep the evidence consistent across a class and across the three-year band, for reporting against the achievement standard.
- Every instrument is **teacher-administered and read aloud**. Reading is never being assessed. **Untimed completion is permitted** throughout — a child may take as long as they need.
- Every instrument is designed for **two sittings of about 15 minutes** each. The solutions below follow each instrument's sitting split.
- When a child answers by speaking, **write down the child's own words**.

Acceptable answers are wide by design

Many items have more than one right answer. The Topic 2 sort accepts **any** rule that works, because VC2S2U01 says plants and animals have observable features “that can be used to group them in different ways”. Marking one rule as *the* right rule would contradict the content description. Where a range is acceptable, the range below is deliberately wide — if the child's response fits the rule stated, it counts.

If the answer is right but the reason is unclear

At this band it is common for a child to give a right answer for an unclear reason. Each item below carries a probing question for that moment.

- Ask the probe **once**. It is a question, not a correction — do not teach or correct during a check.
- If the child's answer shows the intended understanding, give the mark.
- If the probe shows the response was a guess with nothing behind it, record 0 and move on without comment. The check can be run again on another day.
- For pure doing and pointing items, the action itself is usually the evidence, and the probe is rarely needed.

The codes and the extracts

The codes (for example VC2S2U01) are the Victorian Curriculum 2.0 Science F–2 content descriptions. Each item below names the code it evidences and the phrase from the band's **achievement standard** it is evidence of. The full extract for each code is quoted at the head of each instrument's solutions. Two pairs of codes share one extract — VC2S2U01 and VC2S2U02, and VC2S2I02 and VC2S2I03. That is how the curriculum is written; it is not an error.

The marks at a glance

Instrument	Codes evidenced	Marks
Topic 1 check	VC2S2H01, VC2S2H02	8
Topic 2 check	VC2S2U01, VC2S2U02, VC2S2U03	12
Topic 3 check	VC2S2U04, VC2S2U05, VC2S2U06	12
Topic 4 check	VC2S2U07, VC2S2U08, VC2S2U09	12
Topic 5 check	VC2S2U10, VC2S2U11, VC2S2U12	12

Instrument	Codes evidenced	Marks
Topic 6 check	VC2S2I01, VC2S2I02, VC2S2I03	12
Topic 7 check	VC2S2I04, VC2S2I05, VC2S2I06	12
End-of-band review	all 20 codes	20
Total		100

Every content description is worth 4 marks in its topic check — $20 \text{ codes} \times 4 = 80$ — and the end-of-band review adds 20.

Solutions — Topic 1 check

Topic 1 check · Chapter 1 · 8 marks · Sitting 1: Q1–Q4 (VC2S2H01, 4 marks) · Sitting 2: Q5–Q7 (VC2S2H02, 4 marks). Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each.

Achievement-standard extracts evidenced

- VC2S2H01: “students make and compare observations about the world around them.”
- VC2S2H02: “They describe situations in their lives where they ask questions about natural phenomena and use patterns from their observations to make scientific predictions.”

Sitting 1 — Q1 to Q4

Q1 — sort the cards · VC2S2H01 · 1 mark

- **Accept:** *observation group* — *The snail is small.* and *The bell is loud.* · *not an observation group* — *I like the snail.* and *I think the snail will hide.* All four cards must be placed correctly; there are no part-marks. An observation is something we find out with a sense. *I like the snail* is a feeling, and *I think the snail will hide* is something we have not found out yet.
- **Evidences the phrase:** “make ... observations about the world around them” — VC2S2H01.
- **If right but unclear, ask:** *How do you know the snail is small — which sense tells you?* and *Can you find out “I like the snail” with your eyes or your ears?*

Q2 — which sense · VC2S2H01 · 1 mark

- **Accept:** the **hearing** card (hearing with ears). Pointing to the ears card or saying *ears* counts.
- **Evidences the phrase:** “make and compare observations about the world around them” — VC2S2H01 (the sense used to make the observation).
- **If right but unclear, ask:** *Which part of your body do you hear with?*

Q3 — which tool · VC2S2H01 · 1 mark

- **Accept:** **magnifying glass.** In Chapter 1 a magnifying glass makes small things look big, binoculars make far things look near, and a digital camera keeps what we see as a photo. The ant is small and close, so the magnifying glass is the tool.
- **Evidences the phrase:** “make and compare observations about the world around them” — VC2S2H01 (the tool used to make the observation).
- **If right but unclear, ask:** *What does a magnifying glass do? Why not the binoculars?* (Binoculars are for far things.)

Q4 — match the person to the work · VC2S2H01 · 1 mark

- **Accept:** all four lines — **zoo keeper** → **the animals** · **vet** → **a sick bird** · **botanist** → **the plants** · **park ranger** → **the park.** These are the four people from Topic 1A, *People who observe at work.*
- **Evidences the phrase:** “make and compare observations about the world around them” — VC2S2H01 (observations made by people in scientific work).
- **If right but unclear, ask:** *What does the botanist observe? What does the vet look after?*

Sitting 2 — Q5 to Q7

Q5 — say the pattern · VC2S2H02 · 1 mark

- **Accept:** any true reading of the five morning cards (cloud, cloud, rain, cloud, sun). The Chapter 1B reading is *the sky was cloudy on most days.* Also accept: *three days were cloudy* · *one day was rain and one day was sun* · *it changed most days.* Any saying that is true of the cards counts.
- **Evidences the phrase:** “using patterns from their observations” — VC2S2H02.
- **If right but unclear, ask:** *Point to the days that make you say that.*

Q6 — make a prediction · VC2S2H02 · 1 mark

- **Accept:** any prediction about the next day's morning — *cloudy · rain might come · sunny · the sun will stay*. The prediction is what the child says will happen next.
- **Evidences the phrase:** “use patterns from their observations to make scientific predictions” — VC2S2H02.
- **If right but unclear, ask:** *What in the picture makes you say that?* A prediction tied to the cards is strong evidence; a guess with no link to the record is not.

Q7 — a pattern and a prediction at home (oral) · VC2S2H02 · 2 marks

- **Accept:** one real situation from home with **both** a pattern — something that happens again and again — and a prediction that follows it. Give both marks only when both parts are there. Examples a child might give: *Every night the dog goes to its bed, then it sleeps — I predict it will sleep · On bin day Mum puts the bins out — I predict the truck will come · When the kettle clicks, the water is hot — I predict it will be hot*. Write down the child's own words. The pattern and the prediction can be simple; they must be the child's own.
- **Evidences the phrase:** “They describe situations in their lives where they ... use patterns from their observations to make scientific predictions” — VC2S2H02.
- **If right but unclear, ask:** *What happens again and again at your home?* and then *What do you guess will happen next?*

Solutions — Topic 2 check

Topic 2 check · Chapter 2 · **12 marks** · every item worth 1 mark · Sitting 1: Items 1–6 · Sitting 2: Items 7–12. Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each.

Achievement-standard extracts evidenced

- VC2S2U01 and VC2S2U02 (shared): “Students group plants and animals based on observable features, and identify how living things meet their needs in the places they live.”
- VC2S2U03: “They explain how the features of plants and animals enable their survival.”

Sitting 1 — Items 1 to 6

Item 1 — sort the eight cards · VC2S2U01 · 1 mark

- **Accept:** any sort of all eight cards (leaf, flower, apple, carrot, bee, fish, frog, snail) into **two or more groups**, where every card is placed and the grouping does not contradict itself. Many rules are right, for example: *plant or animal · lives in water or on land · has legs or no legs · big or small · colour*. Any rule that works is a good rule.
- **Evidences the phrase:** “Students group plants and animals based on observable features” — VC2S2U01.
- **If right but unclear, ask:** *Tell me about your groups. Why is this card here?*

Item 2 — say the rule for Sort 1 · VC2S2U01 · 1 mark

- **Accept:** any rule, in the child’s own words, that matches the sort they actually made — *I put the plants here and the animals here · by size · by colour*. Write the rule down word for word. The rule must match the groups on the table.
- **Evidences the phrase:** “Students group plants and animals based on observable features” — VC2S2U01 (the rule is what makes it a grouping).
- **If right but unclear, ask:** *Point to a card in this group. What makes it belong?*

Item 3 — sort the same cards a different way · VC2S2U01 · 1 mark

- **Accept:** a second sort of the same eight cards using a **different rule** from Item 1. The same marks apply — any rule that works. If the child repeats the first sort, say once: *Good. Now sort them a new way*.
- **Evidences the phrase:** “Students group plants and animals based on observable features” — VC2S2U01 (the same things, sorted a different way).
- **If right but unclear, ask:** *Is this sort the same as your first sort, or different? How?*

Item 4 — say the rule for Sort 2 · VC2S2U01 · 1 mark

- **Accept:** the rule for the second sort, in the child’s own words, and it must be different from the rule in Item 2. Write it down word for word.
- **Evidences the phrase:** “Students group plants and animals based on observable features” — VC2S2U01 (the second rule).
- **If right but unclear, ask:** *What is your new rule?*

Item 5 — match the frog to a place · VC2S2U02 · 1 mark

- **Accept:** a line from the **frog** to the **pond** (the pond with reeds). In Chapter 2B, the frog lives at the pond — the pond gives it water, and the plants and mud there are food and shelter.
- **Evidences the phrase:** “identify how living things meet their needs in the places they live” — VC2S2U02.
- **If right but unclear, ask:** *What does the frog get from the pond?*

Item 6 — match the kangaroo to a place · VC2S2U02 · 1 mark

- **Accept:** a line from the **kangaroo** to the **national park** (trees and grass). In Chapter 2B, kangaroos live in grassy places with trees — the grass is food and the trees give shade for shelter.

- **Evidences the phrase:** “identify how living things meet their needs in the places where they live” — VC2S2U02.
- **If right but unclear, ask:** *What does the kangaroo eat there? Where is its shelter?*

Sitting 2 — Items 7 to 12

Item 7 — match the platypus to a place · VC2S2U02 · 1 mark

- **Accept:** a line from the **platypus** to the **river** (the river with banks). In Chapter 2B, the platypus lives by a river — the river gives it water and food, and its shelter is a tunnel in the river bank.
- **Evidences the phrase:** “identify how living things meet their needs in the places they live” — VC2S2U02.
- **If right but unclear, ask:** *Where does the platypus sleep? What is its tunnel in?*

Item 8 — say one need the place meets · VC2S2U02 · 1 mark

- **Accept:** the child picks one animal from Task B and says one need — *air · water · food · shelter* — that its place gives it. Any of the four needs counts when it can be tied to the animal and its place. For example: frog — water, food or shelter from the pond · kangaroo — food (grass), water, or shelter (shade of the trees) · platypus — water or food from the river, shelter in its tunnel, air (it comes up to breathe). Write down the animal and the need.
- **Evidences the phrase:** “identify how living things meet their needs in the places they live” — VC2S2U02.
- **If right but unclear, ask:** *How does the [place] give the [animal] that?*

Item 9 — label the feature at line A · VC2S2U03 · 1 mark

- **Accept:** **fur**. Line A points to the soft covering on the kangaroo’s body. From the word box: *fur*. If the child says the word but does not want to write it, write it down as they say it.
- **Evidences the phrase:** “the features of plants and animals” (external features named) — VC2S2U03.
- **If right but unclear, ask:** *What do you call the soft covering on the kangaroo?*

Item 10 — label the feature at line B · VC2S2U03 · 1 mark

- **Accept:** **tail**. Line B points to the kangaroo’s long tail. The other word-box words — *feathers* and *shell* — belong to other animals (an emu has feathers; a snail has a shell).
- **Evidences the phrase:** “the features of plants and animals” (external features named) — VC2S2U03.
- **If right but unclear, ask:** *Point to the part line B touches. What is it?*

Item 11 — match the roots to their job · VC2S2U03 · 1 mark

- **Accept:** a line from the **roots** to **takes in water**. In Chapter 2C, the roots take in water from the soil and hold the plant in the soil. The job card *makes seeds* belongs to the flower, not the roots.
- **Evidences the phrase:** “external features that perform different functions to enable their survival” — VC2S2U03.
- **If right but unclear, ask:** *What job do the roots do for the plant?*

Item 12 — match the wings to their job · VC2S2U03 · 1 mark

- **Accept:** a line from the **wings** to **helps it fly**. In Chapter 2C, the duck’s wings help it fly — a feature that helps an animal move.
- **Evidences the phrase:** “different features in animals enable them to move, breathe, eat and respond to their environment” — VC2S2U03.
- **If right but unclear, ask:** *What do the wings help the duck do?*

Solutions — Topic 3 check

Topic 3 check · Chapter 3 · 12 marks · every item worth 2 marks (give 2 when the evidence is seen, 0 when it is not) · Sitting 1: Items 1–3 · Sitting 2: Items 4–6. Run with the materials tray. Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each.

Achievement-standard extracts evidenced

- VC2S2U04: “They describe the observable properties of the materials that make up objects.”
- VC2S2U05: “They provide examples of objects and mixtures that are made from a combination of materials, and distinguish between the properties of objects or mixtures and those of the materials from which they are made.”
- VC2S2U06: “They identify ways to change materials without changing their material composition.”

A physical change is a change where the material stays the same — the object looks different, but it is still the same material.

Sitting 1 — Items 1 to 3

Item 1 — name the materials · VC2S2U04 · 2 marks

- **Accept:** the child names all three materials — the wood block is **wood**, the metal spoon is **metal**, the plastic cup is **plastic**. Child-friendly variants count, e.g. *steel* for the spoon. All three must be named.
- **Evidences the phrase:** “the materials that make up objects” — VC2S2U04.
- **If right but unclear, ask:** *How do you know it is wood? What can you see or feel?*

Item 2 — sort by an observed property · VC2S2U04 · 2 marks

- **Accept:** the child makes two groups of the six objects (fabric strip, rubber band, sponge, wood block, metal spoon, glass marble) using one observed **property** — something they can see or feel about the material — and says the rule, and the groups match the rule. Any observed property counts: *bendy or not bendy · hard or soft · rough or smooth · stretchy or not stretchy · colour*. Any rule that works is a good rule.
- **Evidences the phrase:** “describe the observable properties of the materials” — VC2S2U04.
- **If right but unclear, ask:** *What is your rule? Why does the spoon go in that group?*

Item 3 — find the mixture · VC2S2U05 · 2 marks

- **Accept:** the child points to **cup C — the wet sand** — and says the two materials it is made of: **sand and water**. Cup A is one material (dry sand) and cup B is one material (water); cup C is two materials put together, so it is the mixture.
- **Evidences the phrase:** “provide examples of ... mixtures that are made from a combination of materials” — VC2S2U05.
- **If right but unclear, ask:** *Why is cup A not a mixture? Why is cup B not a mixture?*

Sitting 2 — Items 4 to 6

Item 4 — the mixture is different from its parts · VC2S2U05 · 2 marks

- **Accept:** the child squeezes both the dry sand and the wet sand, and says that the mixture (the wet sand) **holds a shape** or stays in a ball, and the parts cannot do that on their own — the dry sand crumbles or falls apart, and the water goes out flat. The key idea: the mixture can do something its parts cannot do alone.
- **Evidences the phrase:** “distinguish between the properties of ... mixtures and those of the materials from which they are made” — VC2S2U05.
- **If right but unclear, ask:** *What happens when you squeeze the dry sand? What happens to the water on its own?*

Item 5 — demonstrate and name a physical change: change 1 · VC2S2U06 · 2 marks

- **Accept:** the child picks one action card, does that action to one object, names the action, and says the material is still the same. The pairings from the tray: **bend** — the cardboard strip · **twist** — the fabric strip · **stretch** — the rubber band · **crush** — the empty plastic bottle · **squash** — the sponge · **break** — the sheet of paper (torn into smaller pieces). Any card-object pairing counts when the action is really done. Example saying: *I stretched the rubber band. It is still rubber.*
- **Evidences the phrase:** “identify ways to change materials without changing their material composition” — VC2S2U06.
- **If right but unclear, ask:** *Is it still the same material? What changed, and what stayed the same?*

Item 6 — demonstrate and name a physical change: change 2 · VC2S2U06 · 2 marks

- **Accept:** a **second, different** action, done, named, with the child saying the material is still the same — for example, *I squashed the sponge. It is still sponge.* If the child picks the same card again, say once: *Pick a different action card.* The same marking rule as Item 5 applies.
- **Evidences the phrase:** “identify ways to change materials without changing their material composition” — VC2S2U06 (more than one way).
- **If right but unclear, ask:** *Is it still the same material after you [action]?*

Solutions — Topic 4 check

Topic 4 check · Chapter 4 · **12 marks** · Sitting 1: Q1–Q4 (6 marks) · Sitting 2: Q5–Q7 (6 marks). Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each.

Achievement-standard extracts evidenced

- VC2S2U07: “They identify daily and seasonal changes and describe ways these changes affect everyday life.”
- VC2S2U08: “They identify celestial objects and describe patterns they see in the sky.”
- VC2S2U09: “They suggest ways that the use of common materials can be reduced, re-used and recycled, and explain the importance of these actions for sustainability.”

Sitting 1 — Q1 to Q4

Q1 — order the season cards · VC2S2U07 · 2 marks

- **Accept:** the order for Victoria, starting with summer: **1 = card B (summer) · 2 = card C (autumn) · 3 = card A (winter) · 4 = card D (spring)**. Card B is the hot green tree (summer), card C is the tree with orange leaves falling (autumn), card A is the bare tree with snow (winter), and card D is the tree with new leaves and flowers (spring). Saying the seasons in order — *summer, autumn, winter, spring* — while pointing counts. In Victoria, summer is December to February.
- **Evidences the phrase:** “identify daily and seasonal changes” — VC2S2U07.
- **If right but unclear, ask:** *Which season is the hot one? Which season comes after summer here?*

Q2 — one decision for each season · VC2S2U07 · 2 marks

- **Accept:** one decision for **each** of the four seasons that fits that season in Victoria. Examples: summer — wear a hat · drink water · put on sunscreen · swim · autumn — put on a jumper · rake leaves · winter — wear a warm coat · use a heater · spring — plant the garden · take an umbrella. Any real, season-fit decision counts; all four rows must be filled. Write down what the child says.
- **Evidences the phrase:** “describe ways these changes affect everyday life” — VC2S2U07.
- **If right but unclear, ask:** *Why do we choose that in [season]?*

Q3 — point to Earth · VC2S2U08 · 1 mark

- **Accept:** the child points to **Earth** in the solar-system model — the planet marked *our home*, third from the Sun.
- **Evidences the phrase:** “identify celestial objects” — VC2S2U08.
- **If right but unclear, ask:** *What is Earth — a star or a planet?* (Earth is a planet; the Sun is the star.)

Q4 — say two celestial objects · VC2S2U08 · 1 mark

- **Accept:** any two of **the Sun, the Moon, the stars, the planets** (Earth itself counts as a planet). Celestial objects are things in space, as the check says.
- **Evidences the phrase:** “identify celestial objects” — VC2S2U08.
- **If right but unclear, ask:** *Is a cloud a celestial object?* (No — a cloud is in our air, not a thing in space.)

Sitting 2 — Q5 to Q7

Q5 — order the Moon-diary pictures · VC2S2U08 · 2 marks

- **Accept:** the six cards in the cycle as seen from Victoria: **crescent lit on the left → left half lit → more than half lit with a small dark part on the right → full Moon → more than half lit with a small dark part on the left → right half lit** — and then the pattern starts again. This is the order taught in Topic 7A. Because it is a **cycle**, any starting card is acceptable when the loop keeps this same order all the way round. All six cards must be placed.

- **Evidences the phrase:** “describe patterns they see in the sky” — VC2S2U08.
- **If right but unclear, ask:** *What happens just after the full Moon? Where does the pattern start again?*

Q6 — sort to the bins (City of Greater Geelong, as at August 2026) · VC2S2U09 · 2 marks

- **Accept:** all six lines — **apple core → rubbish (red lid) · glass jar → recycling (yellow lid) · dry leaves → garden waste (green lid) · paper → recycling (yellow lid) · plastic bottle → recycling (yellow lid) · food wrapper → rubbish (red lid).** In Chapter 4C, the Geelong yellow-lid bin takes jars, paper and bottles; the green-lid bin takes garden waste such as leaves and sticks; the red-lid bin takes rubbish such as wrappers. The book teaches that an apple core goes in the red-lid bin — or, even better, into compost at home; the green-lid bin here is for garden waste.
- **Evidences the phrase:** “suggest ways that the use of common materials can be reduced, re-used and recycled” — VC2S2U09.
- **If right but unclear, ask:** *What things go in the green-lid bin?* If the child sends the apple core to the green lid: *In our book, which things went in the green-lid bin?*

Q7 — a re-use and why it helps · VC2S2U09 · 2 marks

- **Accept:** (a) any one of the four re-use ideas from the picture — a jar becomes a pencil cup · a box becomes a craft box · drawing on the blank side of written-on paper · an old shirt becomes a cloth — and (b) a reason it helps Earth: *we use less new stuff · we make less rubbish · it keeps things out of the rubbish bin / landfill · it helps keep the water, land and air clean.* Both parts are needed for the 2 marks.
- **Evidences the phrase:** “explain the importance of these actions for sustainability” — VC2S2U09.
- **If right but unclear, ask:** *Why is that better than throwing it away?*

Solutions — Topic 5 check

Topic 5 check · Chapter 5 · **12 marks** · Sitting 1: Q1–Q4 (6 marks) · Sitting 2: Q5–Q9 (6 marks). Run with the equipment. Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each.

Achievement-standard extracts evidenced

- VC2S2U10: “They identify factors that influence the movement of objects.”
- VC2S2U11: “They describe and predict how different strengths and directions of pushes and pulls change the motion and shape of objects.”
- VC2S2U12: “They describe the effect of sound energy on objects and demonstrate how different sounds can be produced.”

The arrow rule from Topic 5B: a red arrow shows a force; a long arrow is a strong force; the pointy end shows the direction.

Sitting 1 — Q1 to Q4

Q1 — predict and check on the slope · VC2S2U10 · 2 marks

- **Accept:** two parts, both needed. First, a **prediction made before any ball is rolled** — either ball is a good prediction; write it down. Second, the child says **which ball rolled further**, from what actually happened. With a fair roll (let go at the start line, no push), the **golf ball** usually rolls further — it is hard and smooth, and the tennis ball is not smooth — but the child’s observation of their own roll is what counts. If both balls stop at the same place, roll again, as the check says.
- **Evidences the phrase:** “identify factors that influence the movement of objects” — VC2S2U10.
- **If right but unclear, ask:** *Point to where each ball stopped. How do you know which one went further?*

Q2 — say why one ball rolled further · VC2S2U10 · 2 marks

- **Accept:** any reason that names a **factor** — size, shape or material — in the child’s own words. Examples: *the golf ball is hard and smooth · it is smaller and heavier · the tennis ball is not smooth · they are different materials*. Write the reason down. The two balls are the same shape (round) and differ in size and material, so size and material reasons both fit.
- **Evidences the phrase:** “identify factors that influence the movement of objects” — VC2S2U10.
- **If right but unclear, ask:** *What is different about the two balls?* If the child says *because I pushed it: Did we push, or let go?* (The check says let go — do not push.) A reason of *colour* is not a factor: *Does the colour change how it moves?*

Q3 — arrow for a strong push · VC2S2U11 · 1 mark

- **Accept:** a drawing of a box with a **red arrow pointing to the right** (the direction of the push) and the arrow drawn **long** (a strong push). Direction and strength must both be shown.
- **Evidences the phrase:** “different strengths and directions of pushes and pulls” — VC2S2U11.
- **If right but unclear, ask:** *Which way does the box go? How does your arrow show the push is strong?*

Q4 — arrow for a gentle pull · VC2S2U11 · 1 mark

- **Accept:** a drawing of a wagon with a **red arrow pointing to the left** (the direction of the pull) and the arrow drawn **short** (a gentle pull) — shorter than the strong-push arrow in Q3.
- **Evidences the phrase:** “different strengths and directions of pushes and pulls” — VC2S2U11.
- **If right but unclear, ask:** *Why is this arrow shorter than your push arrow?* If the child drew it long: *This is a gentle pull — how do you show gentle?*

Sitting 2 — Q5 to Q9

Q5 — effect on movement · VC2S2U11 · 1 mark

- **Accept:** the child pushes the still ball and says it **started to move** — *it moved · it rolled away · it went*. The push changed the ball’s movement from still to moving.
- **Evidences the phrase:** pushes and pulls “change the motion ... of objects” — VC2S2U11.
- **If right but unclear, ask:** *Was the ball moving before you pushed it?*

Q6 — effect on shape · VC2S2U11 · 1 mark

- **Accept:** the child squashes the modelling dough and says the **shape changed** — *it went flat · it got squashed · it is not a ball any more*. Dough is for squashing, not for eating — we never taste the things we test.
- **Evidences the phrase:** pushes and pulls “change the ... shape of objects” — VC2S2U11.
- **If right but unclear, ask:** *What shape was it before? What shape is it now?*

Q7 — make a high sound · VC2S2U12 · 1 mark

- **Accept:** the child makes a **high sound** with the ruler. In Chapter 5C: a **short part** sticking out makes a high sound — so the child moves the ruler in so less sticks out, holds it down hard, and twangs it. The sound must be clearly higher than the sound in Q8.
- **Evidences the phrase:** “demonstrate how different sounds can be produced” — VC2S2U12.
- **If right but unclear, ask:** *How much of the ruler is sticking out?*

Q8 — make a low sound · VC2S2U12 · 1 mark

- **Accept:** the child makes a **low sound** with the ruler — a **long part** sticking out, held down hard and twanged. The sound must be clearly lower than the sound in Q7.
- **Evidences the phrase:** “demonstrate how different sounds can be produced” — VC2S2U12.
- **If right but unclear, ask:** *What did you change from the high sound?*

Q9 — say what changed · VC2S2U12 · 2 marks

- **Accept:** the child says, in their own words, that **how much of the ruler sticks out** was changed — *the part that sticks out · I pushed it in more · more ruler was out for the low sound*. The Chapter 5C rule: a short part makes a high sound; a long part makes a low sound. Write down what the child says.
- **Evidences the phrase:** “demonstrate how different sounds can be produced” — VC2S2U12 (the change that produces the different sounds).
- **If right but unclear, ask:** *What was different when the sound was high?* If the child says *I pushed harder*: pushing harder changes how loud the sound is, not how high — ask *What else was different about the ruler?*

Solutions — Topic 6 check

Topic 6 check · Chapter 6 · observation record, not a written test · **12 marks** · every item worth 2 marks (give 2 when the evidence is seen, 0 when it is not) · Sitting 1: Items 1–3 (ask, predict, plan) · Sitting 2: Items 4–6 (do, observe, measure, record). Teacher-completed while one student runs the dough-snake investigation. Untimed. Two sittings of about 15 minutes each; they do not have to be on the same day.

Achievement-standard extract evidenced (VC2S2I01 has its own; VC2S2I02 and VC2S2I03 share one)

- VC2S2I01: “Students pose questions about observed patterns or relationships and make predictions related to familiar objects and events.”
- VC2S2I02 and VC2S2I03 (shared): “They suggest steps to be followed in an investigation, and follow safe procedures to make and record observations, including informal measurements.”

Sitting 1 — Items 1 to 3

Item 1 — poses a question · VC2S2I01 · 2 marks

- **Accept:** any question about the dough, the ball or the snake that we can answer by doing the task — *Will the snake be longer?* · *Will it stay the same?* · *How long will the snake be?* The question must be the student’s own words; write it down. A question about what someone likes — *Is dough the best?* — is not a question we can explore; ask once for a question we can find out.
- **Evidences the phrase:** “pose questions about observed patterns or relationships” — VC2S2I01.
- **If right but unclear, ask:** *How could we find that out?*

Item 2 — states a prediction, and what it is based on · VC2S2I01 · 2 marks

- **Accept:** any prediction — *longer* · *shorter* · *the same* — with a *because*: *because we roll it out long* · *because it is the same dough*. A prediction that turns out wrong is still full evidence — we are not marking being right; we are recording a prediction made before the try. Write both the prediction and the because.
- **Evidences the phrase:** “make predictions related to familiar objects and events” — VC2S2I01.
- **If no because comes, ask once:** *What is that based on?*

Item 3 — the steps in order · VC2S2I02 · 2 marks

- **Accept:** any one of three ways — the student **suggests** the steps themselves; or, when you read the four steps, **puts them in a working order**; or **follows them in order** in Sitting 2. The working order is: 1 measure the ball with blocks · 2 roll the ball into a snake · 3 measure the snake with the same blocks · 4 record what we find. The ball must be measured **before** it is rolled — after the roll, the ball is gone. Circle which of the three ways you saw.
- **Evidences the phrase:** “suggest steps to be followed in an investigation” — VC2S2I02.
- **If right but unclear, ask:** *What do we do first? Why do we measure the ball before we roll it?*

Sitting 2 — Items 4 to 6

Item 4 — works safely · VC2S2I02 · 2 marks

- **Accept:** the student works safely through the task — nothing goes near the mouth (we never taste the things we test), the space stays clear, and hands are washed at the end. A reminder does not lose the mark. Give 0 only when the student tastes or mouths the dough or the blocks.
- **Evidences the phrase:** “follow safe procedures” — VC2S2I02.
- **Probe:** safety here is watched, not asked. If you are not sure whether something went near the mouth, watch closely and keep the task going.

Item 5 — observes, says it, and records · VC2S2I03 · 2 marks

- **Accept:** the student sees and says the change — *it is longer now* — and fills in the record sheet: a number and dots for the ball, and a number and dots for the snake. The dots match the number, and the number is in blocks, the unit used to measure. Write down what the student says they found.
- **Evidences the phrase:** “make and record observations, including informal measurements” — VC2S2I03.
- **If right but unclear, ask:** *How many blocks was the ball? Draw the dots to match.*

Item 6 — measures with a uniform unit · VC2S2I03 · 2 marks

- **Accept:** one kind of unit — the **same blocks** — is used for both the ball and the snake, with the blocks **end to end, starting at the edge, with no gaps and nothing on top**. This is the same-unit rule taught in Topic 6C, and it is the heart of measuring at this band. If the student leaves a gap or changes the unit, ask once: *Are the blocks end to end? Are they all the same?* Give the mark when the measure on the sheet uses the same unit all the way.
- **Evidences the phrase:** “including informal measurements” — VC2S2I03.
- **If right but unclear, ask:** *Why do we use the same blocks both times?* (So the two measures can be compared — the same unit all the way.)

Solutions — Topic 7 check

Topic 7 check · Chapter 7 · part observation record (Part A), part written (Part B) · **12 marks** · Sitting 1: Part A, Items A1–A5 (7 marks) · Sitting 2: Part B, Items B1–B4 (5 marks). Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each. Guidance is part of the standard here: the table is **provided** (VC2S2I04) and the comparing is **with guidance** (VC2S2I05) — read the prompts as written.

Achievement-standard extracts evidenced

- VC2S2I04: “They use provided tables and organisers to sort and order data, and represent simple patterns in data.”
- VC2S2I05: “With guidance, they compare their own observations and predictions with those of others, and identify further questions for investigation.”
- VC2S2I06: “They use everyday and some scientific vocabulary to communicate observations, findings and ideas.”

The data is real Bureau of Meteorology data for five Victorian places at 9:20 in the morning on Thursday 20 August 2026: Laverton 12.8 °C · Ferny Creek 9.5 °C · Melbourne (Olympic Park) 13.1 °C · Geelong Racecourse 11.1 °C · Melbourne Airport 10.6 °C. At every place the rain since 9:00 in the morning was 0.0 mm.

Part A — Items A1 to A5

A1 — sort and order into the provided table · VC2S2I04 · 2 marks

- **Accept:** all five cards placed, one in each box, coldest to warmest: **Ferny Creek (9.5 °C) · Melbourne Airport (10.6 °C) · Geelong Racecourse (11.1 °C) · Laverton (12.8 °C) · Melbourne (Olympic Park) (13.1 °C)**. The smaller number is colder.
- **Evidences the phrase:** “use provided tables and organisers to sort and order data” — VC2S2I04.
- **If right but unclear, ask:** *Which number is the smallest? Where does that card go?*

A2 — say the pattern · VC2S2I04 · 1 mark

- **Accept:** the child points along the table and says, in any words, that **the numbers go up** or get bigger — *each one is warmer*. Any true reading of the order counts.
- **Evidences the phrase:** “represent simple patterns in data” — VC2S2I04.
- **If right but unclear, ask once:** *What happens to the numbers?*

A3 — compare with own prediction · VC2S2I05 · 1 mark

- **Accept:** the child says *same* or *different*, and what they say is **true for their own prediction** — check it against the prediction you wrote down in Step 1. Any of the five places was a good prediction; what matters is the compare.
- **Evidences the phrase:** “compare their own observations and predictions with those of others” (here, with their own prediction first) — VC2S2I05.
- **If right but unclear, ask:** *What did you predict? What does your table say?*

A4 — compare with the partner · VC2S2I05 · 1 mark

- **Accept:** one true **same** and one true **different** between the child’s record and the partner’s. The predictions may differ; the tables should match. If everything matches, accept two true sames and *there is no difference*. **A difference is interesting, not a mistake** — if the tables differ, the partners check the cards together; nobody is rubbed out.
- **Evidences the phrase:** “compare their own observations and predictions with those of others” — VC2S2I05.
- **If right but unclear, ask:** *Look at your partner’s table. Say one thing that is the same. Say one thing that is different.*

A5 — one further question · VC2S2I05 · 2 marks

- **Accept:** one new question that comes from the work — *I wonder why Ferny Creek was the coldest?* · *What if we look on a summer morning?* · *Does it rain more at one place than the others?* The question starter cards (*I wonder* · *what if* · *does everyone*) may be shown. A saying that is not a question does not get the marks.
- **Evidences the phrase:** “identify further questions for investigation” — VC2S2I05.
- **If right but unclear, ask:** *What do you wonder now?* and show the starter cards if that helps.

Part B — Items B1 to B4

B1 — match the cards into the provided table · VC2S2I04 · 1 mark

- **Accept:** the five card numbers written one in each box, coldest to warmest, in the order **2, 5, 4, 1, 3** — card 2 (Ferny Creek, 9.5 °C), card 5 (Melbourne Airport, 10.6 °C), card 4 (Geelong Racecourse, 11.1 °C), card 1 (Laverton, 12.8 °C), card 3 (Melbourne (Olympic Park), 13.1 °C).
- **Evidences the phrase:** “sort and order data” using a provided table — VC2S2I04.
- **If right but unclear, ask:** *Which card has the smallest number? Read the numbers with me.*

B2 — circle the word-list words · VC2S2I06 · 1 mark

- **Accept:** **data** and **pattern** are circled in the sentence *Our data shows a pattern.* Those are the two chapter word-list words in the sentence.
- **Evidences the phrase:** “use everyday and some scientific vocabulary” — VC2S2I06.
- **If the child circles another word, ask:** *Is that word on the word cards?*

B3 — draw the sky and label it · VC2S2I06 · 1 mark

- **Accept:** a drawing of the sky with **one word that matches the drawing** — a sun with *sun* or *sunny*, or a cloud with *cloud* or *cloudy*. The data says the rain was 0.0 mm at every place, so a rainy sky does not match the data.
- **Evidences the phrase:** “communicate observations, findings and ideas” — VC2S2I06.
- **If a rainy sky is drawn, ask:** *What did the rain say that morning?* (0.0 mm — no rain at any place.)

B4 — say what you found, with two word-list words · VC2S2I06 · 2 marks

- **Accept:** the child says what they found and uses **two words from the chapter word lists** in a way that fits — for example, *The data goes up. The pattern is coldest to warmest.* Write down the two words the child uses. The lists are: Topic 7A — *data, sort, order, group, rule, table, row, column, pattern, model* · Topic 7C — *share, talk, listen, drawing, model, label, arrow, collage, finding, describe, everyday, scientific.*
- **Evidences the phrase:** “use everyday and some scientific vocabulary to communicate observations, findings and ideas” — VC2S2I06.
- **If only one list word is used, ask once:** *Can you use one more word from the cards?*

Solutions — End-of-band review

End-of-band review · run once, at the end of Level 2 · 20 marks · Part 1: portfolio review, 11 marks, one per strand · Part 2: short practical task, 9 marks. Teacher-administered and read aloud. Untimed. Two sittings of about 15 minutes each. This review is not a VCAA instrument and is not used to rank students.

The review covers all 20 content descriptions of the Foundation to Level 2 band. All 20 are reachable through the portfolio in Part 1; the practical task in Part 2 is the only place they are assessed together. Every content description is also covered by its topic check — none is assessed only here.

Part 1 — Portfolio review (11 marks, one per strand)

Give **1 mark** for a strand when the portfolio holds at least one piece of work that shows the strand's achievement-standard extract. Give **0** when it does not — a 0 is not a fail; it says the strand's evidence is thin, and the strand's content description is still evidenced by its topic check. Do not force a piece at the review. For every row, the probe is the same: when the child shows a piece, ask them to say what it shows — *What does this piece show?* — and check what they say against the extract in the row.

Strand 1 — Nature and development of science · VC2S2H01 · 1 mark

- **Accept:** an observation record or drawing from Topic 1A — for example, a compare of two people's observations of the same thing.
- **Evidences the phrase:** “students make and compare observations about the world around them” — VC2S2H01.

Strand 2 — Use and influence of science · VC2S2H02 · 1 mark

- **Accept:** a record from Topic 1B of a question and a prediction from a pattern — for example, from the weather.
- **Evidences the phrase:** “describe situations in their lives where they ask questions about natural phenomena and use patterns from their observations to make scientific predictions” — VC2S2H02.

Strand 3 — Biological sciences · VC2S2U01, VC2S2U02, VC2S2U03 · 1 mark

- **Accept:** a sorting record with the rule said each time (Topic 2A); or a labelled feature drawing (Topic 2C); or a match of a living thing to a place that meets its needs (Topic 2B). One piece is enough for the strand.
- **Evidences the phrases:** “Students group plants and animals based on observable features, and identify how living things meet their needs in the places they live” — VC2S2U01 and VC2S2U02 · “They explain how the features of plants and animals enable their survival” — VC2S2U03.

Strand 4 — Chemical sciences · VC2S2U04, VC2S2U05, VC2S2U06 · 1 mark

- **Accept:** a materials sort by an observed property (Topic 3A); or a record of an object or mixture made from more than one material (Topic 3B); or a record of bending, twisting, stretching, crushing, squashing or breaking (Topic 3C).
- **Evidences the phrases:** “describe the observable properties of the materials that make up objects” — VC2S2U04 · “provide examples of objects and mixtures that are made from a combination of materials, and distinguish between the properties of objects or mixtures and those of the materials from which they are made” — VC2S2U05 · “identify ways to change materials without changing their material composition” — VC2S2U06.

Strand 5 — Earth and space sciences · VC2S2U07, VC2S2U08, VC2S2U09 · 1 mark

- **Accept:** a weather record over time (Topic 4A); or the class Moon diary (Topic 4B); or a reduce, re-use, recycle sort with a reason (Topic 4C).
- **Evidences the phrases:** “identify daily and seasonal changes and describe ways these changes affect everyday life” — VC2S2U07 · “identify celestial objects and describe patterns they see in the sky” —

VC2S2U08 · “suggest ways that the use of common materials can be reduced, re-used and recycled, and explain the importance of these actions for sustainability” — VC2S2U09.

Strand 6 — Physical sciences · VC2S2U10, VC2S2U11, VC2S2U12 · 1 mark

- **Accept:** a slope-and-roll record (Topic 5A); or a push or pull arrow drawing showing strength and direction (Topic 5B); or a record of making sounds of different pitch and volume (Topic 5C).
- **Evidences the phrases:** “identify factors that influence the movement of objects” — VC2S2U10 · “describe and predict how different strengths and directions of pushes and pulls change the motion and shape of objects” — VC2S2U11 · “describe the effect of sound energy on objects and demonstrate how different sounds can be produced” — VC2S2U12.

Strand 7 — Questioning and predicting · VC2S2I01 · 1 mark

- **Accept:** a recorded investigation with the child’s own question and prediction (Topic 6A).
- **Evidences the phrase:** “Students pose questions about observed patterns or relationships and make predictions related to familiar objects and events” — VC2S2I01.

Strand 8 — Planning and conducting · VC2S2I02, VC2S2I03 · 1 mark

- **Accept:** steps in order and safe working (Topic 6B); or a measurement record using blocks, handspans, pencil lengths or string (Topic 6C).
- **Evidences the phrase:** “They suggest steps to be followed in an investigation, and follow safe procedures to make and record observations, including informal measurements” — VC2S2I02 and VC2S2I03.

Strand 9 — Processing, modelling and analysing · VC2S2I04 · 1 mark

- **Accept:** a filled-in data table (Topic 7A) — for example, Moon diary images ordered into the cycle.
- **Evidences the phrase:** “use provided tables and organisers to sort and order data, and represent simple patterns in data” — VC2S2I04.

Strand 10 — Evaluating · VC2S2I05 · 1 mark

- **Accept:** a record of comparing a prediction with what happened, and of comparing with a partner’s observation; any further question (Topic 7B).
- **Evidences the phrase:** “With guidance, they compare their own observations and predictions with those of others, and identify further questions for investigation” — VC2S2I05.

Strand 11 — Communicating · VC2S2I06 · 1 mark

- **Accept:** a spoken finding written down by the teacher; or a drawing, model or craft with words from the word list (Topic 7C).
- **Evidences the phrase:** “They use everyday and some scientific vocabulary to communicate observations, findings and ideas” — VC2S2I06.

Part 2 — Short practical task: ramp and rollers (9 marks)

One teacher with two children working as partners. Both children do the task, and each is marked on their own. The knowledge strand Physical sciences (VC2S2U10 — the way objects move depends on their size, shape and material) is in the task: the three objects differ in size, shape and material. The nine marks are for the inquiry sequence. VC2S2U10 is also evidenced by the Topic 5 check and in the portfolio.

P1 — predict · VC2S2I01 · 1 mark

- **Accept:** the child says which of the three objects — the tennis ball, the table tennis ball, the wooden block — will roll the furthest, **before any roll**. Any of the three is a good prediction. Write it down. A child may also say why; that is good to hear, but the mark is for the prediction.
- **Evidences the phrase:** “make predictions related to familiar objects and events” — VC2S2I01.

- **If not given, ask:** *Say it before you roll — which one will go furthest?*

P2a — follow steps · VC2S2I02 · 1 mark

- **Accept:** the child follows steps 3 to 6 in the order read — place the object at the start spot and let it go (no push) · measure with the blocks end to end · count the blocks and say the number · repeat for the other two objects — with no step missed.
- **Evidences the phrase:** “suggest steps to be followed in an investigation” — VC2S2I02 (here, the steps are provided and followed).
- **If the child stops or skips, ask:** *What do we do next?*

P2b — work safely · VC2S2I02 · 1 mark

- **Accept:** the child follows the safety notes — rolls away from people, does not throw, walks to pick up the object, nothing goes in the mouth. A single reminder does not lose the mark. Give 0 only if the child keeps throwing or mouths the objects.
- **Evidences the phrase:** “follow safe procedures” — VC2S2I02.
- **Probe:** safety is watched, not asked. Remind once if needed: *We walk. We do not throw.*

P3a — observe and record · VC2S2I03 · 1 mark

- **Accept:** the child says a block count for **each** of the three objects. Write each count down.
- **Evidences the phrase:** “make and record observations, including informal measurements” — VC2S2I03.
- **If right but unclear, ask:** *How many blocks? Count them again with me.*

P3b — informal measure with a uniform unit · VC2S2I03 · 1 mark

- **Accept:** the measure uses the **same blocks, end to end, with no gaps**, every time — the same unit all the way, the rule taught in Topic 6C.
- **Evidences the phrase:** “including informal measurements” — VC2S2I03.
- **If right but unclear, ask:** *Are the blocks end to end? Are they all the same?*

P4a — sort into the provided table · VC2S2I04 · 1 mark

- **Accept:** each of the child’s three object cards goes in the column that matches the **child’s own result** — rolled past the line, or did not roll past the line. Mark against the child’s own recorded counts, not against what you expected.
- **Evidences the phrase:** “use provided tables and organisers to sort and order data” — VC2S2I04.
- **If right but unclear, ask:** *Did the tennis ball go past the line? Where does that card go?*

P4b — order the cards · VC2S2I04 · 1 mark

- **Accept:** the three cards in a line from the **shortest roll to the longest roll**, matching the child’s own block counts.
- **Evidences the phrase:** “sort and order data, and represent simple patterns in data” — VC2S2I04.
- **If right but unclear, ask:** *Which one rolled the least? Put that one first.*

P5 — compare with the partner · VC2S2I05 · 1 mark

- **Accept:** the child says one true thing that is the same, or one true thing that is different, between their table and their partner’s. If the results differ, that is **interesting, not a mistake** — both children observed carefully, and a different result is the next question. Do not rub either table out.
- **Evidences the phrase:** “compare their own observations and predictions with those of others” — VC2S2I05.
- **If right but unclear, ask:** *Look at your partner’s table. What is the same? What is different?*

P6 — say what was found · VC2S2I06 · 1 mark

- **Accept:** the child says what they found, using **at least one word from the word list** in a way that fits — for example *size, shape* or *material*, like *The tennis ball rolled furthest. It is the biggest.* Write down the words used.
- **Evidences the phrase:** “use everyday and some scientific vocabulary to communicate observations, findings and ideas” — VC2S2I06.
- **If no list word comes, ask once:** *Can you use one of these words?* and show the word cards.

Review total

Part	Marks
Part 1 — portfolio review, one mark per strand	11
Part 2 — short practical task	9
Total	20

Together with the seven topic checks (80 marks), the full assessment for the band is **100 marks**.