



Name: _____

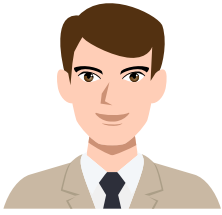
Pre-assessment mark:

Pre-assessment level:

Question 1

VCELA321 - Level 5

Which sentence belongs at the start of this paragraph?



With brown eyes, mousey brown hair and a fairly average build, Merv blended in. In a crowded room, you'd be forgiven for not remembering him, which is exactly why he was perfect for the task.

His appearance was fairly unremarkable.

I'll never forget his face, the first time I met him.

There's something memorable about tall people.

Question 2

VCELA322 - Level 5

Which sentence has the apostrophe in the correct position?



The guitar's strings had been restrung.

The guitars string's had been restrung.

The guitars strings' had been restrung.

The guitars strings had been re'strung.

Question 3

VCELA323 - Level 5

Circle the main clause in this complex sentence.



The rainbow appeared, after it had rained.



Question 4

VCELA324 - Level 5

Circle the correct phrase type for each phrase.



Climbing gloves have evenly spread grip pads for rocky ledges.

climbing gloves

noun phrase/adjective phrase

evenly spread

noun phrase/adjective phrase

grip pads

noun phrase/adjective phrase

Question 5

VCELA325 - Level 5

Match the eating verb to each description.

nibble

sample

gobble

to eat hurriedly

to try a variety

to take tiny bites

Question 6

VCELA326 - Level 5

Which word has a different pronunciation of the letters -our?



flour

court

scour

SOUR



Question 7

VCELT327 - Level 5

Match each example to its style of narrative hook.

Serena was almost sure she saw a monkey driving the school bus home.

Bong! Bong! The frogs were especially lively as Jake tried to fall asleep that night.

Eyelashes last 150 days, precisely one day less than the time it took Fabian to plan his greatest ever feat.

a strange situation

an interesting statistic

sound words

Question 8

VCELT328 - Level 5

Circle the words that create a fantasy world.



Proton inserted his *master key/beamkey* to cut into the *eleventh dimension/office foyer*. By now the *cleaners/Tradetrappers* were far and wide, so there was no such thing as *safe haven*.

Question 9

VCELY329 - Level 5

Match each planning structure to its text type.

Atmosphere

Service

Meals

Rating

Aim

Hypothesis

Results

Discussion

Introduction

First reason

Second reason

Closing reason

Opinion piece

Food review

Scientific report



Question 10

VCELY330 - Level 5

Match each shape to classify each type of error.

Judo is a **j**apanese martial arts form. It is consid**e**d a competition of physical, mental and moral strength. The aim is to throw or **t**ook down an opponent to the ground.

letter-case error

spelling error

grammar error

○

□

△

Question 11

VCELA348 - Level 6

Which **two** phrases replace **whale sharks**?



Whale sharks are the largest fish in the sea. Even though they are sharks, these filter feeders do not bite or chew their food, instead opening their mouths wide to slurp in microscopic plankton. Slow-moving and with few natural predators, these gentle giants are not dangerous, despite common belief.

gentle giants

filter feeders

natural predators

microscopic plankton



Question 12

VCELA349 - Level 6

Which sentence correctly places the comma to separate clauses?



Since, Noah and Nick were the most improved players this season they both shared the trophy.

Since Noah and Nick were the most improved players this season, they both shared the trophy.

Since Noah, and Nick were the most improved players this season they both shared the trophy.

Since Noah and Nick were the most improved players this season they both, shared the trophy.

Question 13

VCELA350 - Level 6

Match each complex sentence to its function.

To avoid sunburn, she applied sunscreen.

She packed her beach bag while waiting to be picked up.

She put her sunglasses on because the glare was bright.

states a purpose

provides a reason

connects events in time



Question 14

VCELA351 - Level 6

Circle the correct options to complete this sentence.



After a while/For all that/As long as
the temperature of the water increased, so the precise change
in temperature needed to be
poured/measured/flowed.

Question 15

VCELA352 - Level 6

Which word could replace **tough**?



She felt surprisingly energetic considering
she'd just completed a tough run.

mellow

gradual

leisurely

gruelling

Question 16

VCELA353 - Level 6

Write in the missing letters to spell each word.

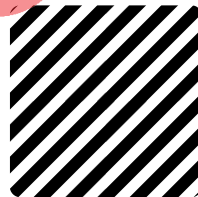
el

le

al



visib__



diagon__



chann__



Question 17

VCELA354 - Level 6

Circle the correct options to complete each sentence.



A person who types is a:

typician/typist

A person who constructs is an:

engineer/enginist

A person who practises medicine is a:

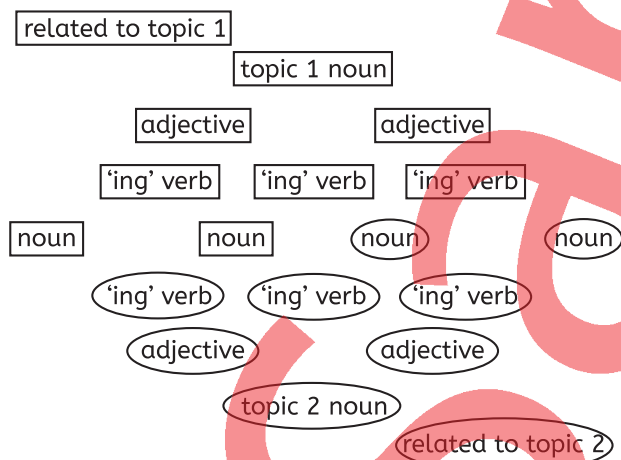
physicee/physician

Question 18

VCELT355 - Level 6

Which words are missing from Text two?

Text one - Structure of a diamante poem



Text two - Diamante poem

```

  sunrise
  young          eager
  ___?___       ___?___       ___?___
  dawn          daybreak      dusk          nightfall
  concluding    releasing      forgiving
  older         fulfilled
  sunset
  
```

wispy,
tranquil,
majestic

golden,
innocent,
curious

finishing,
clearing,
freeing

starting,
promising,
unfolding



Question 19

VCELY357 - Level 6

Which statement is **untrue**?

Text one



Text two



Both texts are about screen addiction.

Both texts focus on unhealthy development.

Both texts make use of a supernatural theme.

Both texts take a negative view of screen time.

Question 20

VCELY358 - Level 6

Which planning structure has been used to compose the text?



Alexander Fleming was a Nobel-Prize-winning medical scientist. His most well-known achievement was the discovery of penicillin, the world's first ever antibiotic. He discovered it by accident, after he left out a dirty petri dish before departing for a two-week holiday. Treating disease and saving lives, it was a mistake that changed the course of history.

Hook
Setting
Complication
Resolution

Aim
Hypothesis
Results
Discussion

Stanza one
Stanza two
Chorus
Stanza three




Who?
What?
How?
Why?



Question 21

VCELY359 - Level 6

Match each shape to classify each type of error.

Animatronics are robots made to look and behaved  like real-life animals or characters. They are used for entertainment, such as in museums and theme parks, or for visual effects in films. Animatronics has  built-in commands to copy expressions and behaviors. 

tense error

spelling error

subject-verb agreement error





Teacher reference

* 1 mark for each correct answer

Question	Strand	Victorian Curriculum	Content Description
1	Writing	Level 5	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (VCELA321)
2	Writing	Level 5	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (VCELA322)
3	Writing	Level 5	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (VCELA323)
4	Writing	Level 5	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (VCELA324)
5	Writing	Level 5	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (VCELA325)
6	Writing	Level 5	Recognise and write less familiar words that share common letter patterns but have different pronunciations (VCELA326)
7	Writing	Level 5	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (VCELT327)
8	Writing	Level 5	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (VCELT328)
9	Writing	Level 5	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (VCELY329)
10	Writing	Level 5	Reread and edit own and others' work using agreed criteria for text structures and language features (VCELY330)
11	Writing	Level 6	Understand that cohesive links can be made in texts by omitting or replacing words (VCELA348)
12	Writing	Level 6	Understand the uses of commas to separate clauses (VCELA349)
13	Writing	Level 6	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (VCELA350)
14	Writing	Level 6	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351)



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Victorian Curriculum Pre-Assessment

Writing — Strand Assessment

* 1 mark for each correct answer

Question	Strand	Victorian Curriculum	Content Description
15	Writing	Level 6	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (VCELA352)
16	Writing	Level 6	Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)
17	Writing	Level 6	Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages (VCELA354)
18	Writing	Level 6	Experiment with text structures and language features and their effects in creating literary texts (VCELT355)
19	Writing	Level 6	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (VCELY357)
20	Writing	Level 6	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)
21	Writing	Level 6	Reread and edit own and others' work using agreed criteria and explaining editing choices (VCELY359)

Sample

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