

# Part 2: Assessment Tasks

## Section 1: General Information

The Mathematics, English and Writing tasks are scheduled for the dates listed below.

Task	Date	Time allocation
Mathematics – Short-answer Question	Tuesday 6 August	45 minutes
Mathematics – Extended-answer Question	Tuesday 6 August	40 minutes
English – Short-answer Question	Wednesday 7 August	45 minutes
English – Writing Tasks	Wednesday 7 August	40 minutes

The tasks have been constructed so that they can be completed within the usual time for one period of teaching (50 minutes is common in many schools).

### Student Information

The student information to be recorded on the first page of each task booklet may be done by teachers or by students under teacher supervision. Extra time will be needed in the classroom if students fill in these details. Student information should be carefully checked before task booklets are packed for return to the VCAA. Names can be checked against the class lists detailed in the Administration Advice section of this booklet on page 16. Please ensure that the student information is the same on each task booklet used by an individual student.

### Testing Environment

There may not be the need for significant alteration to the classroom. If students normally work at group tables, the assessment may be held in the same conditions but students should work independently. However, as the AIM Year 7 Testing 2002 is an assessment task, the principal may decide that alternative arrangements are necessary. In some cases material such as spelling lists, mathematics tables or calculators may need to be removed temporarily.

### Student Materials

Task booklets, coloured magazines for English, stimulus material for extended tasks and 2B pencils will be provided for the assessment tasks.

Students should use 2B pencils to mark responses to questions and to complete details on the front page of each task. These pencils should also be used to complete the student details pages of the task booklets. Other grey lead pencils may be used if necessary. Although HB pencils are acceptable, use of 6B, 4B or 2B pencils, if available, would be preferable to facilitate the scanning of students' responses. Do not use ballpoint or felt tipped pens.

Students should have access to erasers and pencil sharpeners. It may also be advisable for students to have access to spare pencils and, for some assessments, scrap paper for working out. Task booklets should not be used for working out.

Teachers will find it useful to provide activities for early finishers.

**In assessment tasks, calculators or correction fluid must not be used. Word processors must not be used unless provided for students with special learning needs (see pages 15-16).**

## Demonstration Questions

Demonstration questions are included as blackline masters in this guide and teachers may photocopy these for use with students (see pages 51-56).

These questions do not necessarily reflect the content or level of difficulty of the tasks. They are examples for teachers and students of the response formats for questions. The demonstration questions will also introduce students to typical layout and instructions.

Teachers should prepare students for the tasks by demonstrating correct procedures for completing responses and giving them practice in completing the different response formats. This includes shading bubbles and shapes and writing numbers and letters in boxes. Illustrations of acceptable and unacceptable responses are provided to allow teachers to familiarise students with correct ways of recording their answers (see page 51).

In addition to the demonstration questions, the task booklets used on **6 and 7 August** will contain some practice questions which teachers will be able to use to ensure that students know how to make appropriate responses. During the assessment, if teachers notice students having difficulty with the response format, they should direct students back to the practice questions at the beginning of the booklet.

## Standard Conditions

It is important that the tasks at all schools be conducted under standard conditions to enable a valid indication of how students are performing on the levels of the CSF and on statewide standards.

Standard conditions for the conduct of the task, adherence to time limits, level of teacher assistance (including reading of material to students) and presentation of material will allow all students across the State equal opportunity in completing the tasks.

No students or classes should be given conditions which either advantage or disadvantage them in relation to other students and classes.

## Teacher Assistance

For some of the assessment tasks, teachers may read words, phrases or whole questions to students (see page 38). Clarification about how to show answers may be given at any stage. Help which would provide the answer to something in the task however, would not be appropriate. It would be unusual if all students in a class completed all the tasks. Encourage the students to work quickly and complete as much as possible in the time. Reassure them that it does not matter if they do not finish.

It is important that in assisting students, the teacher acts as a facilitator rather than an interpreter.

The teacher may assist students by:

- reading instructions (instructions will generally appear in a box)
- clarifying instructions
- reading words, phrases or questions to individuals, groups or the class as a whole in Mathematics
- reminding students how to complete responses
- encouraging students to do their best work
- advising students to leave a question they are unsure of, move on to the next one and come back to it later if there is time.

It is inappropriate for the teacher to assist students by:

- reading words, phrases or questions to students in the English task (see page 38)
- interpreting questions or text
- paraphrasing questions or text
- explaining the meanings of words in the questions or text
- giving examples or hints
- reminding them about work completed in class
- insisting that they complete all questions
- giving them extended time other than in exceptional circumstances (see page 38).

It is not appropriate to define any words or terms in the tasks which directly relate to what is being tested.

## Advice About Reading Questions to Students

### **Mathematics**

The teacher may read aloud words, phrases or questions to individuals, groups or to the class as a whole if students indicate that they are having difficulties with the written text.

It is not appropriate to read aloud or explain the meaning of a mathematical number, term or process.

### **English (Reading; Writing conventions)**

As this task is assessing students' ability to read and use correct spelling, punctuation and grammar, the teacher should read neither the questions nor the text to students although assistance with instructions may be given.

### **English (Writing)**

The teacher may read the instructions and topics to students and discuss with them the prompt questions provided in this guide (see page 43) and in the stimulus material provided for the English extended tasks.

## Time Limits

The times given for the short answer questions and the extended tasks indicate how long students may spend answering questions. The time for each task is indicated in the student booklets at the beginning of each task.

Time limits are specified to facilitate and standardise the administration of the tasks across the State. Time limits specified for each task have been determined so that the majority of students will have time to complete the task, working at their normal rate. The tasks are designed to indicate what students know and can do under their usual working conditions.

It is expected that most students will be able to complete the questions in the specified time. If a student does not answer a question it is generally regarded, for scoring purposes, as an incorrect response.

It is appropriate that a short break be given to students between the short answer questions and extended tasks for each test.

## Extensions of Time

Extra time should be given only in exceptional circumstances. In most cases it would be inappropriate to provide extra time for students. Providing extra time for students who are having difficulty with tasks may result in their feeling frustrated.

The times given for each task are appropriate for completion of the tasks but situations may arise where, at the teacher's discretion, the time for individual students or for the class may be extended. This may be a result of an unavoidable interruption to the class or a problem which has arisen for an individual student during the task. In these rare cases, if the student is to complete the assessment, extra time may be given. This should be no longer than the total time of the interruption.

# Section 2: Mathematics

## Short Answers

### Preparation

**EACH** student will need:

- a 2B pencil as provided
- an eraser
- his or her own Mathematics task booklet
- spare paper for working out
- quiet work for early finishers.

**EACH** teacher will need a copy of the student booklet.

### Timing

**ALLOW** 45 minutes for students to complete their Mathematics task.

Students who complete the task early may continue with some quiet work.

### Spoken Instructions

Spoken instructions appear in shaded boxes. They are a guide to administering the task and should, in general, be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

### Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 37). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors or calculators may not be used unless they are provided for students with special learning needs.

## Administration

### 1. Distribution of material

- **HAND OUT** the Mathematics task booklets to the students making sure that the front cover is facing them. Do not hand out the question sheet for the extended tasks.
- **CHECK** that the students have the necessary materials. Students should use the 2B pencils provided.
- **SAY**

**Do not open your booklets until I tell you to. Do not write on the booklets.**

### 2. Filling in students' names

- **SAY**

**Let's turn over the page. Write your first name and last name on the line at the top of the page.**

- **INDICATE** on your own booklet where students should write their names.
- **SAY**

**The questions in this part of the booklet have been written to help us find out what you know about Mathematics. Some of the questions might be easy. Some of them might be hard. Just try your best and do what you can. You might not finish all of the questions. Let's look at the practice questions.**

### 3. Practice Questions

- **SAY**

**In Mathematics some questions ask you to shade one bubble and other questions will ask you to write in the boxes. Make sure that you read what the instruction box tells you to do.**

- **INDICATE** to the students that the bubble needs to be shaded quickly but carefully and the number or word written neatly inside the box.
- **SAY**

**There are four practice questions that we are going to go through together. The first question says, "Twenty five plus ten equals?" The box tells you to shade one bubble – do it now.**

- **GIVE** the students a moment to shade the bubble.
- **SAY**

**The correct answer is 35. You should have shaded the bubble next to the 35. If you did not shade the bubble next to the 35, rub out what you did shade in and shade the correct bubble now.**

- **CHECK** that each student has shaded in the correct bubble.

- SAY

**The second question tells you to write one number in each box. The second question asks, “What is half of 20?” You must write one number neatly in each box. Do that now.**

- GIVE the students a moment to write their answer.
- SAY

**The correct answer is 10. You should have written 1 in the first box and a 0 in the second box. If you have not written this, rub out your answer and write in the correct answer.**

- CHECK that students have written one number in each box.
- SAY

**The third question asks you to write one word in the box. The third question says, “What is the name of this shape?”. Write your answer in the box.**

- GIVE the students a moment to write their answer.
- SAY

**The correct answer is ‘circle’. If you have not written ‘circle’ rub out your answer and write circle in the box.**

- CHECK that students have written the correct answer in the box.
- SAY

**The fourth question asks you to write one number in the box. The question says, “Pat’s dog had four puppies. He kept one of them and sold the others. How many puppies did Pat sell?”. Write in your answer now.**

- GIVE the students a moment to write their answer.
- SAY

**The correct answer is ‘3’. You should have ‘3’ written in the box. If you were not correct rub out your answer and write 3 in the box.**

- CHECK that students have correctly written 3 in the box.

#### 4. The Test

- SAY

**Before you begin, it is important to remember that the questions in this part of the booklet have been written to help us find out what you know about Mathematics so,**

- you have 45 minutes and then I will tell you to put your pencils down
- stop when you get to the big stop sign on page 16.

**You may start the task now.**

**IF STUDENTS FINISH VERY EARLY, CHECK TO SEE THAT THEY HAVE NOT MISSED ANY PAGES.**

- CHECK that students have stopped at the end of page 16.
- TELL students to put their pencils down after 45 minutes and close their booklets.
- COLLECT all booklets and check that students’ names and the school’s name are correctly and legibly written on the first page of the Mathematics test.

### Preparation

**EACH** student will need:

- a 2B pencil as provided
- his or her own Mathematics task booklet
- his or her own extended task question sheet
- an eraser
- spare paper for working out
- quiet work for early finishers.

**EACH** teacher will need a copy of the Mathematics task booklet and extended task question sheet.

### Timing

**ALLOW** 40 minutes for students to complete their Mathematics tasks.

The students are expected to complete both tasks in this time.

Students who complete the tasks early may continue with some quiet work.

### Spoken Instructions

Spoken instructions appear in shaded boxes. They are a guide to administering the tasks and should, in general, be followed to ensure that all students complete the tasks under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

### Assistance

You may read words, phrases or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 37). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. Word processors or calculators may not be used unless they are provided for students with special learning needs.



## Administration

### 1. Distribution of material

- **HAND OUT** the Mathematics task booklets to the students making sure that the front cover is facing them.
- **HAND OUT** the question sheets.
- **CHECK** that the students have the necessary materials. Students should use the 2B pencils provided.
- **SAY**

**Open your booklets to page 17. You are going to complete the Mathematics Extended Tasks.**

**Do not start the questions until I tell you to.**

**Please look carefully at the Question Sheet you have been given. There are two extended tasks to complete, Task 1 “Athletics Day” and Task 2 “Maps and Grids”. Each Task contains a number of questions. Task 1 has questions 1 to 9 and Task 2 questions are numbered 10 to 20.**

**Now turn to page 18 of the test booklet. You will find a space where you are to write the answer to each question. You may write on the question sheet or use the spare paper to calculate answers.**

**Before you begin it is important to remember that the questions in this part of the booklet have been written to help us find out what you know about Mathematics, so:**

- **Don't look at any other student's work**
- **If you get stuck or if something seems too hard, go on to the next question. I am not allowed to help you answer the questions**
- **If you need help, I can read the text of the question for you**
- **You have 40 minutes and then I will tell you to put your pencils down**
- **You are required to complete both extended response questions in this time**
- **You might not get to finish the questions – just try your best**
- **If you want to change an answer make sure you rub out the wrong answer completely**

**Before you start, write your name on the line at the top of page 18.**

**YOU MAY START THE TEST NOW**

### Conclusion

**IF STUDENTS FINISH VERY EARLY, CHECK TO SEE THAT THEY HAVE NOT MISSED ANY PAGES.**

- **TELL** students to put their pencils down after 40 minutes and close their booklets.
- **COLLECT** all booklets and check that students' names are correctly and legibly written on page 18 at the beginning of the Mathematics Extended Tasks.

# Section 3: English

## Reading and Writing Conventions

- Reading and Writing Conventions are assessed by **short-answer** questions.
- A coloured magazine is provided as stimulus material for the **Reading** section.

### Preparation

**EACH** student will need:

- a 2B pencil as provided
- an eraser
- his or her own English task booklet
- his or her own coloured magazine
- quiet work for early finishers.

**EACH** teacher will need a copy of the English task booklet.

### Timing

**ALLOW** 45 minutes for students to complete the Reading and Writing Conventions task.

Students who complete the task early may continue with some quiet work.

### Spoken Instructions

Spoken instructions appear in shaded boxes. They are a guide to administering the tasks and should be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

### Assistance

You may read words, phrase or questions to individuals or the class as a whole but should not interpret or explain any items from the test (see page 37). You may clarify the method of recording answers. Encourage the students to follow the directions on each page. It is essential that you work through the practice questions with the students to allow them to become familiar with the types of responses required. Word processors may not be used unless they are provided for students with special learning needs.

## Administration

### 1. Distribution of material

- **HAND OUT** the English task booklets and magazines to students making sure that each student receives his or her own booklet. Do not hand out the stimulus material for extended tasks (Writing).
- **CHECK** that students have necessary materials. Students should use 2B pencils provided.
- **SAY**

**Do not start until I tell you.**

### 2. Filling in student names

- **SAY**

**Lets turn over the page. Write your name (your first name then your last name) on the line at the top of the page.**

- **INDICATE** on your own booklet where students should write their names.
- **SAY**

**The questions in this part of the booklet have been written to help us find out what you know about English. Some of the questions might be easy. Some might be hard. You might not finish all the questions. Just try your best and do what you can. Let's look at the practice questions.**

### 3. Practice Questions

- **SAY**

**In English, the questions ask you to shade one bubble, write a word or number in a box or write your answer on a line.**

- **INDICATE** to students that the bubble needs to be shaded quickly but carefully and a word or number written neatly inside a box or on a line.
- **SAY**

**There are some practice questions that we are going to do together. For practice Questions 1 and 2 you will need your copy of 'Horizons'. That's the coloured magazine you've been given. The instruction says, "Turn to page 2 of 'Horizons'."**

**The first question asks, "What is the title of the text?"**

**Write your answer on the line below.**

- **GIVE** the students a moment to write their answer.
- **SAY**

**The title is 'CONTENTS' . If you did not write that, rub out what you did and write in the correct answer now.**

- **CHECK** that each student has written the correct answer on the line.
- **SAY**

**For practice Question 2, the question says "The text on page 5 is called ... ". The instruction says to shade one bubble. Do that now.**

- **GIVE** the students a moment to shade in one bubble.

- SAY

**The correct bubble to have shaded is beside *'The Forest'*. If you did not shade the correct bubble rub out what you did and shade in the correct bubble now.**

- CHECK that each student has shaded the correct bubble.
- SAY

**For practice Questions 3-6 you do not need your copy of the magazine *'Horizons'*.**

**The third question says, "*Choose the correct word to complete this sentence 'Yesterday we ... to the swimming pool'*". Shade one bubble next to the correct word.**

- GIVE the students a moment to shade a bubble.
- SAY

**The correct answer is *'walked'*. The sentence is, *'Yesterday we walked to the swimming pool'*. If you did not shade the bubble next to *'walked'*, rub out what you did and shade the correct bubble.**

- CHECK that each student has shaded the correct bubble.
- SAY

**Question four says, "*Shade one bubble to show the spelling mistake in this sentence. 'The students were given a project on transsport'*".**

- GIVE the students a moment to shade a bubble.
- SAY

**The correct bubble to have shaded is below the word *'transsport'*. *'Transsport'* is spelt incorrectly. If you did not shade the correct bubble, rub out what you did and shade the correct bubble now.**

- CHECK that each student has shaded the correct bubble.
- SAY

**Question five says *'Write the circled word correctly in the space provided'*.**

- GIVE the students a moment to write their answer.
- SAY

**The correct spelling is *'e-n-o-r-m-o-u-s'* if you did not write that, rub out what you did write and rewrite the correct answer now.**

- CHECK that each student has written the correct answer.

- SAY

**The last practice question asks you to, “Read three sentences about how to grow tomatoes. The sentences are in the wrong order. Number them in the correct order from 1 to 3”. Read each statement carefully before filling in the numbers.**

- GIVE the students a moment to write their answer.
- SAY

**The correct order is 2, 1, 3. If you did not put the numbers in the correct order, rub out what you did and write the numbers in the correct order now.**

- CHECK that each student has written the number in each box.
- SAY

**Turn to page 10. Please notice that some questions will require you to write full sentence answers. Do this clearly and carefully.**

#### **4. The Test**

- SAY

**Before you begin, it is important to remember that the questions in this part of the booklet have been written to help us find out what you know about English so,**

- you have 45 minutes and then I will tell you to put your pencils down
- stop when you get to the big stop sign on page 11.

**You may start the task now.**

**IF STUDENTS FINISH VERY EARLY, CHECK TO SEE THAT THEY HAVE NOT MISSED ANY PAGES.**

- CHECK that students have stopped at the end of page 11.
- TELL students to put their pencils down after 45 minutes and close their booklets.
- COLLECT all booklets and check that students’ names and the school’s name are correctly and legibly written on the first page of the English test.

### Guidelines

#### The writing task

Guidelines for administration:

The students are to complete 2 pieces of writing. The stimulus sheet directs the students to the style of writing and provides some ideas. Class discussion of topics should be limited to 5 minutes per topic.

It is recommended that the teacher reads each Task stimulus with the class and allows students to raise further ideas before the writing time commences.

The following directions may be given to assist students:

- After 15 minutes “You have 5 minutes to complete your first writing task”
- After 20 minutes “You should now commence your second writing task”
- After 35 minutes “You have 5 minutes to complete your second task”
- After 40 minutes “You must stop writing now. Put down your pen or pencil and close your booklet”.

#### Preparation

**EACH** student will need:

- the usual writing tools (pencil or pen)
- an eraser
- his or her own English task booklet
- his or her own writing stimulus sheet
- spare paper for planning
- quiet work for early finishers.

#### Timing

**ALLOW** 20 minutes for students to complete each Writing Task. The students should be told when 20 minutes have elapsed and directed to move to the second task.

Students who complete the tasks early may continue with some quiet work.

#### Spoken Instructions

Spoken instructions appear in shaded boxes. They are a guide to administering the task and should be followed to ensure that all students complete the task under similar conditions. Depending on the needs of students, some teachers may find they need to expand on some of the directions, whilst others may find that some directions can be condensed.

## Assistance

As the Writing task is an assessment of student's written English, it is inappropriate to offer assistance during the time they write their extended pieces. However, the teacher may read instructions and the topic and discuss these with students BEFORE they commence writing.

## Administration

### 1. Distribution of material

- **HAND OUT** the English task booklets and stimulus material for extended tasks (Writing).
- **CHECK** that students have necessary materials.
- **SAY**

**Do not start until I tell you.**

### 2. Filling in student names

- **SAY**

**Turn to the writing section on page 12.**

**Write your name (your first name then your last name) on the top line.**

- **INDICATE** on your own booklet where students are to record this information.
- **SAY**

**The booklet says, “*The total time allowed for writing is 40 minutes. You need to do two pieces of writing.*”**

**We will read through the stimulus sheet together, then I will tell you to start writing.**

**You should spend 20 minutes on each piece of writing. I will warn you when 15 minutes have elapsed, and tell you when the 20 minutes is up, for each task.**

**Now, let us look at the Writing Tasks**

(Introductory activities for writing should not take more than 10-15 minutes in total.)

## Task 1 – Writing

### 3. Introduction to Writing Task 1.

- **SAY**

**For Writing Task 1, the topic is “*Memories*”. Writers often use memories to capture and present aspects of the past in an interesting fashion.**

**I am now going to read through the page. Follow the text while I read.**

- **ENCOURAGE** students to respond to the topic and raise some ideas they may use.

**Now, we need to look at the second Writing Task.**

## Task 2 – Writing

### 4. Introduction to Writing Task 2.

- SAY

**For Writing Task 2, you are asked to write a “Travel Article” which would make Australia sound interesting to possible overseas visitors.**

**I am now going to read through the page. Follow the text while I read. You may also get ideas from the illustrations.**

- **ENCOURAGE** students to respond to the topic and to raise some aspects, places or particular destinations they may use in their writing.
- SAY

**Before you start writing, please remember:**

- **you are only writing one draft but it should be written as if it will be published for others to read**
- **do not write outside the lined area on each page**
- **you are to work on your own**
- **if you finish early, check your spelling, punctuation and expression**
- **and check the hints on the Writing Sheet.**

**YOU MAY START WRITING NOW.**

### Students’ writing time

- **ALLOW** students 40 minutes writing time with the time directions as explained earlier.

### Conclusion

#### After time is up

- **TELL** students to put their pencils or pens down and close their booklets.
- **COLLECT** all booklets and check that students’ names are correctly and legibly written on the first page of the Writing task section.



# Section 4: Demonstration Questions

## General Information

These demonstration questions for Mathematics and English reflect the type of instructions, format and response types used for the assessed tasks.













Teachers should note that the demonstration questions do not reflect the content or level of difficulty used in the assessed tasks. Emphasis should be placed on students' understanding of the format and instructions rather than the content of the questions.

Teachers may photocopy these demonstration questions to use with their students to familiarise them with:

- the box which presents instructions
- the format and type of questions
- the correct way to complete responses.

Teachers should demonstrate the correct procedures for completing responses such as shading bubbles and writing numbers in boxes. To assist with this, the demonstration questions are preceded by examples of acceptable and unacceptable completion of responses.

Some examples of acceptable and unacceptable completion of responses:

	<u>Acceptable</u>	<u>Unacceptable</u>
<b>Shading a bubble</b>		
		
<b>Shading a box</b>		
<b>Writing a number</b>		
<b>or a letter</b>		
<b>Writing a word</b>		

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# ***In Line***

## **Ms Macdonald's Farm**

Author **Mike Dumbleton** Illustrator **Ann Whitehead**

Old Macdonald's Farm was the noisiest place on earth.

All day long the animals sang at the top of their voices, here, there and everywhere.

Old Macdonald never noticed, partly because he was a bit deaf and partly because he was always walking around calling out "ee-i, ee-i-oh" just adding to the din.

Old Macdonald's wife wore ear muffs and his daughter wore headphones, even when the music was turned off.

Then the day came when Old Macdonald retired and went on a round-the-world holiday with his wife. Ms Macdonald took over the farm and everything changed.



**Year 7 English - AIM 2002**

# DEMONSTRATION QUESTIONS

## English Year 7

For questions 1 to 5 you will need your copy of *In Line*. Read Ms Macdonald's Farm on page 1 of *In Line* and answer questions 1 to 5.

- 1 The name of author is  
 Ms Macdonald.  
 Old Macdonald.  
 Mike Dumbleton.  
 Ann Whitehead.
- 2 One of the reasons Old Macdonald never noticed the noise was because  
 he was busy.  
 he was a bit deaf.  
 he was sleeping.  
 he was on holiday.
- 3 Old Macdonald's daughter wore  
 glasses.  
 a beanie.  
 headphones.  
 ear muffs.
- 4 When Ms Macdonald took over the farm  
 She changed everything.  
 Old Macdonald's wife stayed.  
 The animals called out "ee-i ee-i-oh".  
 Old Macdonald listened to the music.

Shade one bubble.

- 5 What did Old Macdonald do when he retired?

Write your answer on the lines.

For questions 6 to 16 you will NOT need your copy of *In Line*.

- 6 Read the information and answer the question.

Shade one bubble.

***Dear Bill,  
Best wishes for a  
happy birthday.  
from Angela***

You would find this message on a

- shopping list.  
 school report.  
 birthday card.

This passage has some words missing.  
Choose the best word for each space.

Shade one bubble on each line.

- Your dog can always tell you when
- 7 it \_\_\_\_\_ happy. When  is  was  are
- 8 \_\_\_\_\_ come home  he  you  the
- 9 your dog \_\_\_\_\_ its tail.  wags  wagging  wagged

10 Shade the bubbles to show where a question mark (?) is needed.

“Where are you going” asked Mum

Shade as many bubbles as you need.

11 Shade one bubble to show which word should be used to complete the sentence below.

We are having \_\_\_\_\_ great time.  the  a  an

12 This passage has some words missing.  
On each line shade the box to show the correct word.

Shade one box.

My father is having a party \_\_\_\_\_ Wednesday.

in

at

on

He \_\_\_\_\_ going to a restaurant.

to

is

am

13 Read the sentence below about how to grow seedlings.  
The sentences are in the wrong order.  
Number the boxes in the correct order from 1 to 3.

Write one number in each box.

- After a few weeks, transplant the seedlings into the garden bed.
- First, plant your seeds in planter boxes.
- Next, water the seeds well.

Michelle wrote about her holidays. She underlined the words she thought were spelt incorrectly. Write the correct spelling in the boxes below.

14 My family can't decide where to go four our holiday.  (1)

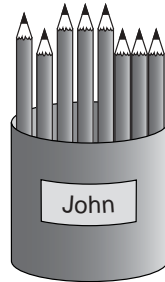
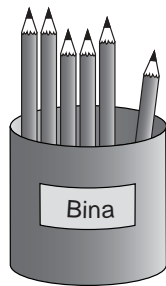
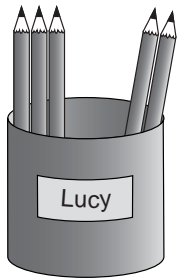
15 Last year we went camping at the beech.  (2)

16 This year my brothar wants to stay on a farm.  (3)

# DEMONSTRATION QUESTIONS

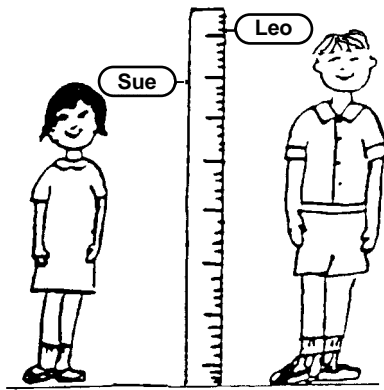
## Mathematics Year 7

1 Who has the most pencils in their container?



Write one word in the box.

2



Sue is

- taller than Leo.
- heavier than Leo.
- higher than Leo.
- shorter than Leo.

Shade one bubble.

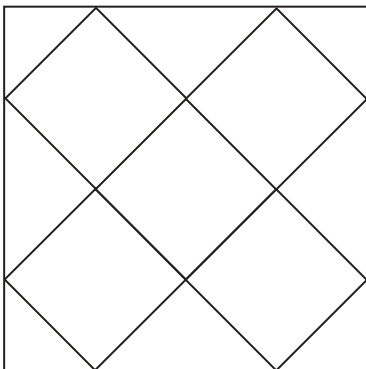
Write the answers for questions 3 and 4.

3  $12 + 4 =$

4 
$$\begin{array}{r} 59 \\ - 48 \\ \hline \end{array}$$

Write one number in each box.

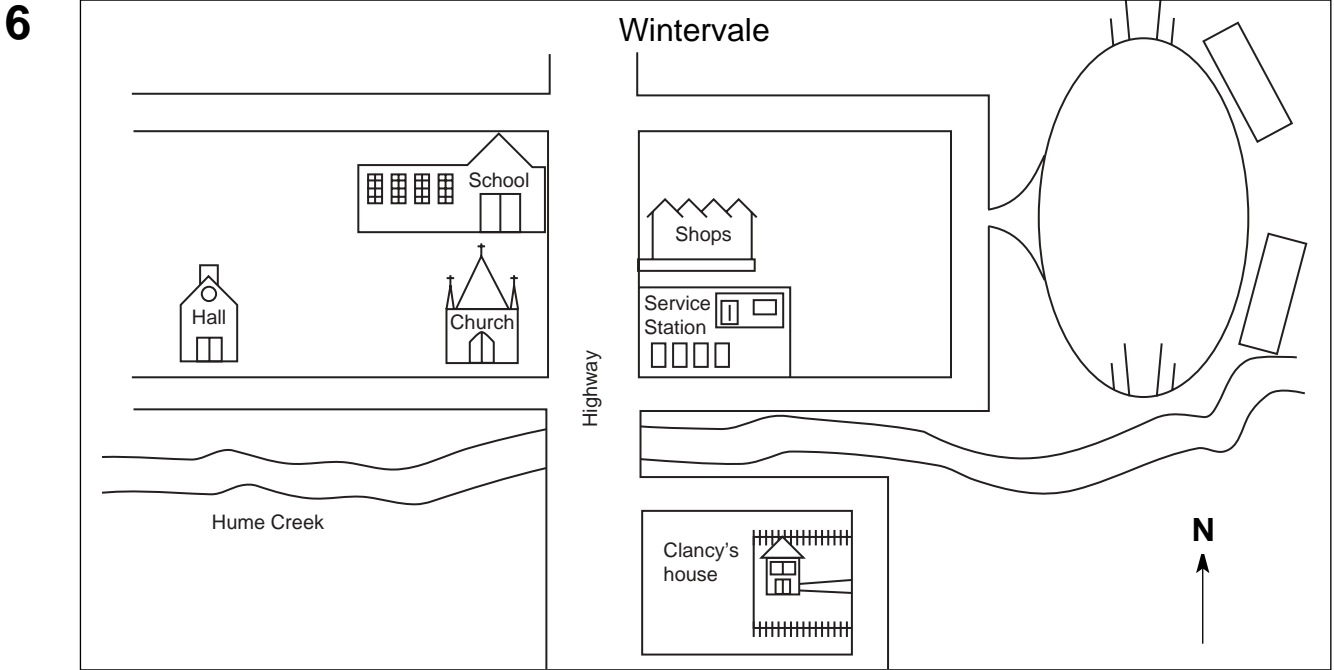
5.



How many squares are there altogether?

- 3
- 4
- 5
- 6

Shade one bubble.



Look at the map of Wintervale.  
Which one of these statements is **TRUE**?

- The shops are south of the service station.
- The service station is west of the hall.
- The school is south of the shops.
- The hall is west of the church.

**Shade one bubble.**

**7** What day of the week is the tenth of January?

JANUARY 1999						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- Monday
- Tuesday
- Saturday
- Sunday

**8** Write the answer for question 8.

$$8 \times 2 = \square \times 4$$

**Write one number in the box.**