**Katerina Poropat:** Good afternoon, and welcome to today's session, Introduction to

the Victorian Curriculum F–6 for Mathematics. My name is Katerina Poropat and I

am the project manager in the Victorian Curriculum F–10 unit here at the VCAA.

It is my great pleasure to introduce you to our Mathematics curriculum manager for

F–10, Dianna Chapman, who will be leading our presentation today.

I'd also like to thank Alicia Farrell from the F–10 unit, who has done a lot of the

work behind the scenes to make this webinar possible today.

So, before we begin, we'll start with an acknowledgement to country.

I would like to acknowledge the traditional custodians of the many lands across

Victoria on which each of you are living, learning and working from today. For

myself and those of us in the Melbourne metropolitan area, we acknowledge the

traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander

peoples' spiritual and cultural connection to country and acknowledge their

continued care of the lands and waterways over generations, while celebrating the

continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold

the memories, traditions, culture and hopes of all Aboriginal and Torres Strait

Islander peoples across the nation, and hope they will walk with us on our journey.

Now, before we get into the webinar and presentation, I'll briefly go over some housekeeping.

Please note that the chat function is being used to share relevant information and

links from the VCAA. You will notice that a Q&A box has been set up, so please

put your questions and comments in here, as this will help us to ensure that we

address all your queries. When you use the Q&A box, please make sure you

select all presenters so that all panellists can see your questions as they come in.

We will answer these queries in two ways. Firstly, we may type a response directly

into the Q&A box, which all participants will be able to view; or secondly, there will

be a Q&A forum at the end of this session where I will read all the questions out

and Dianna will help address these.

The second part of our housekeeping is to let everyone know that this session is

being recorded. A copy of both the recording and the PowerPoint, plus a

transcript, will be loaded onto the VCAA's F–10 resources web pages under the

Professional Learning section.

So, without further ado, Dianna, I'll throw over to you for today's presentation.

**Dianna Chapman:** Thank you, Kat, and also thank you to Alicia. And welcome,

everybody. My name is Dianna and I am the mathematics curriculum manager,

F–10 at the VCAA. And today's presentation is an introduction into the

Mathematics curriculum F–6.

So the aim of today's webinar is to introduce you to the Victorian Mathematics

curriculum in relation to F–6. So it's really a high-level overview of how the

curriculum is structured and concentrates on its content. I will introduce you to the

strands and sub strands within the Mathematics curriculum. I will explain the level

description, the content descriptions and the achievement standards. I'll have a

look at the proficiencies and how they apply across the strands. I'll also explain

how numeracy and mathematics curriculum are related. And also briefly explain

computational thinking.

There's also a list of resources available which are designed for curriculum

planning, so they are provided in the webinar as well. Just to note that this webinar

is really aimed at new graduate teachers across all school sectors, as well as

teachers returning to teaching mathematics or even out-of–field teachers. So

welcome again to today's webinar.

Just to put it out there from the start, obviously still working from home. And it is

that sort of 3:30 time, 3:45 time, when the kids are all coming home and getting

themselves organised. I've left a note on the door out there to say, "Please don't

annoy me." But if you hear or see a child walking in the background, just ignore

them, because I'm going to. Also have a dog that will most likely bark throughout it,

but, you know, we're just normalising it. I'm sure everyone's used to that from

working at home now. It's sort of fairly normal.

Alright. So, the Victorian Curriculum F–10, it's basically what the students should

learn from their first 11 years of being at school. It's a common set of knowledge

skills. And there's many learning areas included in the Victorian Curriculum of

which mathematics is one of those learning areas. And we will be concentrating on

mathematics today. The curriculum is actually hosted on its own website and the

link has been provided for you as well.

So, the Mathematics curriculum F–10. It really focuses on developing increasingly

sophisticated and refined mathematical understanding, fluency, reasoning,

modelling and problem-solving. So it's these capabilities which enable students to

respond to familiar and unfamiliar situations by employing mathematics, make

informed decisions and solve problems.

So mathematics provides students with access to important mathematical ideas,

knowledge and skills that students will draw on in their personal and work lives. So

the curriculum provides students as lifelong learners and it's the basis of their

service study and research in mathematics and also applications. So it does cover

quite a lot.

I guess, describing what the VCAA does and its role, the VCAA provides Victorian

Curriculum to schools for implementation. So, government and Catholic schools

are mandated to implement the Victorian Curriculum. Independent schools

obviously have the choice, but the government and Catholic schools are mandated

to implement the curriculum. The curriculum sets out what every student should

learn during their first 11 years of schooling. And as I mentioned before, it is

hosted on its own website. And my focus today will be on the mathematics

curriculum.

I'm going to give you a little bit of an introduction into how the curriculum is

structured. So the structure, it's not organised into year levels, it's organised as a

continuum, or more of a progression, across the levels of learning. So it's

organised from foundation level to level 10A. It's organised into three strands, so

you can see here we've got Number and Algebra, Measurement and Geometry

and Statistics and Probability. So they're the three strands. So that's what we call

the three strands in the Mathematics curriculum.

In each of those strands, there are sub strands. Now, sub strands group content

descriptions under an appropriate concept, so they provide more of a focus and a

clear sequence, as well, for development of related concepts and skills within

those strands and across the levels as well. So, content descriptions within each

of those sub strands will explain what is to be taught and the achievement

standards that will describe what the students are able to understand to do.

So I'm going to go into a little bit more about what each of those strands are in a

moment. But it's really important to emphasise here that the Victorian Curriculum is

designed as a learning continuum, so made up of the different levels. So it's a

continuum across learning levels of learning achievement and not years of

schooling. So, really, this enables the development of targeted learning programs

for all students where the curriculum can be used to plan basically around each

student rather than their assumed level based on their age, it's their level of

understanding of the curriculum.

And that's really helpful for students when they're... Maybe they're students with

learning challenges and it can support... The curriculum is designed to support

individual learning plans in that way because it is that continuum.

Alright, so now we'll go further, delve further into what the curriculum actually looks

like and go into the strands. So, remember, we had the three strands - Number

and Algebra, which is one of them. So number and algebra are developed

together, and they really enrich each other. But designed...the curriculum here is

designed to apply number sense and strategies for counting and representing

numbers.

So didn't here really explore the magnitude and the properties of numbers. You

can apply strategies to computation and understanding connections between

different operations as well. So number and algebra also recognises patterns and

also goes into the concepts of variables and also functions.

So the students build their understanding of the numbers system and describe

their relationship to form sort of generalisations around numbers. A student should

also... Or the curriculum also covers equivalence, solving equations and also

inequalities. So they apply the number and algebra skills to conduct investigations,

solve problems and communicate reasoning.

So all those sub strands, so the thick sub strands under number and algebra all

really delve into further content in regards to number and algebra curriculum. So I'll

talk about the content descriptions in a moment, but that is number and algebra,

really, in a nutshell. It's hard in an overview like this not to go further into it without

taking too much time in regards to the actual content and going too deep into it. It

is designed today as a general overview, just to give you an idea of what the

structure is and what is included in the structure. So it's important to know that

Number and Algebra is a strand and it has sub strands beneath it. And those sub

strands then have content descriptions, which I'll go into in a moment. It's

important to recognise what Number and Algebra is designed for, what the

curriculum is designed for.

Alright, so the next strand is Measurement and Geometry. And they were

obviously grouped together to emphasise their relationship together. Students

develop, I guess, an understanding of size, shape, position and an understanding

of two-dimensional figures in a plane and also three-dimensional objects in space.

Students investigate properties and apply their understanding of them. They

compare and construct figures and also objects as well. They learn to develop

geometric arguments as well so there's the element of the problem-solving coming

in there, and reasoning. They make meaningful measurements of quantities. So

choosing the appropriate measurements, metric units of measurement, and they

can build their understanding between the connections between the units and

calculate measures such as area, speed and density. So, again, a very high-level

overview of what measurement and geometry is aimed to do, or the curriculum is

aimed to provide.

Alright, the third strand is Statistics and Probability and the sub strands beneath

that are chance and then data representation and interpretation. So, initially, the

curriculum is designed that these two points, so chance and then data

representation, are presented in parallel. But then, over time, as we move through

the curriculum, the links become more apparent between them.

So this is about analysing data and drawing references about interpreting data,

undertaking purposeful investigations involving the collection and the interpretation

of data. Then we move on to things like variation, assessing likelihood and

assigning probabilities. There's also the idea of chance and data concepts, the

idea to make judgements and decisions as well as building skills to critically

evaluate statistics too. So that is Statistics and Probability.

So they are the three strands and their associated sub strands within the

Mathematics curriculum.

Alright, so the actual curriculum is, as I mentioned earlier in the webinar, is hosted

on its own website. And when you go and have a look at the website and have a

look through the curriculum, you can see the way in which it is presented. So it is

presented with Level Descriptions, Content Descriptions and then Achievement

Standards.

So, Level Descriptions. I'll describe what they are. So level descriptions are really

an overview of the content descriptions and the achievement standards for that

level, or that level that you would be looking at.

So the Content Descriptions which appear in the level are more specific and

discrete information and they sort of identify what a teacher would actually be

expected to teach and what students are expected to learn.

Achievement Standards describe what students are typically able to understand

and do and they provide the basis for reporting. But I'll go into that in a moment as

well. So just so you know, the level descriptions are really that high level overview

and then it gets broken down further into the content descriptions. And again, this

is for each level, and then it goes down for each strand and sub strand.

So the content descriptions. Hopefully, you can all see this screen. This is an

example of a content description. So we're looking at level one number and

algebra and so that's the strand - number and algebra - and then the sub strand is

a number and place value. And so, looking at this example, is just an example,

obviously, and this is at level one.

So the content descriptions, as I said before, they're really specific and discrete

pieces of information. So they're like stepping stones that you would use to reach

the achievement standard for each level. They provide you as teachers what you

are expected to teach and what students are expected to learn. So they're really,

really specific.

So we'll have a look at these examples. So we've got the content description here.

This is for VCMNA086 and it says "develop confidence with number sequences to

and from 100 by ones from any starting point, if count by twos, fives and tens,

starting from zero."

So you can see here, we're at level one. We assume that there's some assumed

knowledge prior to this that students would need to be able to do this. And you can

have a look... You can actually see sort of the scope and sequence from previous

levels by looking at the previous level content descriptions that relate to number

and place value to know what the content descriptions would have been to that

prior knowledge.

So this content description, you could interpret that a teacher would obviously

continue teaching number sequences, you'd introduce counting not starting from

zero. So, for example, posing the question, "Continue the number pattern 31, 32,

blank, blank, blank, fill in the gap."

We also see the introduction of number patterns with the skip counting. So again,

it's providing that specific information of what you should be teaching. How you

then go about teaching these various content descriptions, there's lots of different

teaching resources available. But these content descriptions of describing what

you should be teaching.

So here, you'd use skip counting, basically it's to develop those skills for use for

multiples and for factors, in later levels that students will need as they progress

through. Skip counting can also be used later on, not starting from zero. So, again,

this one has got the number patterns counting not from zero, but you can see that

later on, you'll develop to start skip counting, not from zero.

And that's all developing those ideas of conceptual understanding and pattern

recognition. So even though it's a really small couple of sentences, there's a lot to

unpack from each content description. And they provide, I guess, the basis of what

you are going to be teaching.

When you go into the website, if you click on the number below the content

description, so the bit that's highlighted there in yellow, it will also pop up with

further elaborations around that content, that piece of content. These are advisory

examples and they provide guidance on what the content description is and what

that could look like in a classroom for a teaching activity. There's also links on

those elaborations to various teaching resources that can relate to that content

description.

So you can see that compared to the level description, which was that high-level

overview, content descriptions are really specific. Each level contains content

descriptions that are developed to then reach the achievement standard. So we're

obviously going to move on to achievement standards and cover that as well.

OK, as I previously mentioned, the curriculum is a continuum that provides an

achievement standard, first of all at Foundation and then through levels 1 through

to 10. There is also an optional 10A level which I'm not going to delve into today,

but just so you know that it is there. There's also a Towards Foundation levels A-D

curriculum which is provided for students with additional learning needs developing

their skills prior to that Foundation level as well.

So you can see that I've kept it on that sort of same example from our content

description from earlier, and you can see that if you are teaching counting by ones,

not from zero, and teach skip counting from 2, 5, 10, you've developed the

foundations to meet some of the achievement standards for that level.

So if you think that if you combined all of those content descriptions in that level,

they create that continuum of learning. So combining all of those content

descriptions creates that continuum and they ensure that students are going to

reach that achievement standard.

So if you teach just one content description, your students will only meet some of

the achievement standards, because the achievement standard is the larger

statement, which covers a lot of content description.

So the achievement standards describe what students are typically able to

understand and they provide the basis for reporting. So, reporting student

achievement. So you will know if a student has reached the achievement standard

by conducting various assessments. Assessments, I'm actually not going to be

going into today, but this just sort of gives you an idea of where assessments then

fit into the curriculum. So assessments are used to see if a student has reached

an achievement standard.

I also just want to highlight here that the VCAA doesn't provide reporting advice.

So it provides the curriculum and the achievement standards and assessment

tools. Reporting advice is from your particular school sector authority. So, for

example, for government schools, you would look to the Department for reporting

advice. For Catholic schools, you'd look to the Catholic Education Office for their

reporting advice. So, again, the VCAA concentrates more on the actual content

curriculum and the achievement standards and assessments.

I'm sure this is all a lot to take in so I hope I'm not overwhelming everyone with too

much information at this point. Alright.

These are very important things to note and they are the proficiencies. So the

proficiencies of understanding, fluency, problem solving and reasoning. They're all

fundamental to learning mathematics. And these are applied across all of the

standards. So they're applied to Number and Algebra, they're applied to

Measurement and Geometry and they're applied to Statistics and Probability.

They don't have content descriptions for each of these proficiencies, rather that

the proficiencies are applied throughout all the strands and sub strands. So

understanding refers to the student's ability to build robust knowledge and adapt

and transfer mathematics concepts and structures.

So students build understanding when they can connect related ideas, when they

can represent concepts in different ways, when they can identify commonalities or

differences between aspects of content, when they can describe their thinking

mathematically and when they can interpret mathematical information. So that's

how you could recognise that a student is building their proficiency in

understanding mathematically.

There's information about these also on our website too, of which there will be

links to later. So, obviously, there's a lot of information and my words talking, and I

know taking notes is becoming a little bit of a lost art form these days, but just, I

guess, getting the understanding of what the proficiencies are is more what you

should be taking away from today's webinar and knowing that they are there and

knowing that they apply the curriculum standards as well.

So we've covered understanding. Fluency. So fluency is about students

developing appropriate procedures. So choosing appropriate procedures, carrying

out procedures flexibly, accurately, efficiently and appropriately. And it's that recall

of factual knowledge and concepts.

So you would recognise a student is fluent when they can make reasonable

estimates, when they can calculate answers efficiently, they can recognise

different ways of answering questions. They can choose appropriate methods in

solving problems. They can recall definitions and regularly use facts as well. And

they can manipulate expressions and equations. So fluency is really about

students being able to recognise the factual information and be able to have that

recall.

Problem solving - one word that we hear a lot in mathematics - is the ability of

students to make choices, to interpret, formulate, model, investigate problems,

select and use different functions and communicate solutions. So students pose

and solve problems, and they use mathematics to represent maybe unfamiliar or

meaningful situations.

Students would design and investigate and plan their approaches to solving a

problem. They'd apply some of their existing knowledge and strategies to be able

to seek the solution that they're after and they'd be able to verify their answer as

well. So that is problem solving.

And reasoning is our last proficiency in the Mathematics curriculum. And it refers

to students developing an increasingly sort of sophisticated, logical, statistical way

of thinking in, I guess, conjuring and hypothesising, analysing, proving, evaluating,

explaining, inferring their ways of reasoning, or words to describe reasoning.

And reasoning mathematically, the students would explain their thinking,

mathematically. They would deduce strategies and reach conclusions, they'd

transfer knowledge from another area, mathematically, and they'd be able to prove

that something is true or false and make inferences and compare as well.

So, again, just to reiterate the proficiencies in mathematics, they are, I guess,

underlying pieces of...I guess, underlying skills that are embedded across all

strands of the curriculum.

So we've had a look at how the curriculum is structured in that we have our levels

and then we have our level descriptions, content descriptions, and then we have

our achievement standards that relate to those.

Moving on to how you would plan your curriculum, the VCAA has created some

excellent resources which help with planning and how you would plan curriculum

across a whole school level, how you would look at cross curriculum planning and

also how you'd look at planning in a classroom as well. So the scope and

sequence of which you teach the content descriptions is really, really important

because obviously you don't want to start teaching something that students

haven't learned the prior knowledge to be able to complete or reach that

achievement standard.

So you need to understand that these content descriptions really build on from

each other to create that continuum. So you need to be able to see across all

levels what the different content descriptions are at each level, related to that

particular area. And this is what we would see as a scope and sequence. So it's

where a particular content description would fit in teaching and how it could then

be implemented.

So, obviously, the curriculum sets out what students are expected to learn. And

again, it's designed as that continuum of learning. So this sequence, you can see,

the curriculum chart that you can see here really assists, I guess, in being able to

see that progression and really assist with that planning of your teaching and the

learning programs that you have. It also really helps in meeting those diverse

needs of students as well.

So the scope and sequence templates that this is just one example of, so here you

can see, it's the number and algebra strand, and it's covering from Foundation to

Level 6. You can see all the content descriptions for that particular strand.

Again, it's a really, really useful tool. All of these templates are on the VCAA

website so they're really, really accessible and a really great tool to be able to use

when you are planning your curriculum. But just as a visual, as a classroom

teacher, it's a really great way to see where your individual students are sitting as

well and what content descriptions are appropriate for them in their place of

learning.

Alright, moving on to numeracy and the difference between what numeracy is and

what the Mathematics curriculum is.

So, obviously, the Victorian Curriculum has a curriculum for mathematics. What is

important to note is that numeracy does not have a curriculum, OK? So I'll just sort

of give a high-level overview of what Mathematics curriculum is and then compare

it to the high-level description of what numeracy is so that you can then see the

difference.

So the Mathematics curriculum is about developing refined mathematical

understanding, fluency, reasoning and problem solving. With these capabilities,

students can respond to familiar and also unfamiliar situations by employing

mathematics to make informed decisions and to solve problems.

So it's developed the useful mathematics and numeracy skills for everyday life so

that students can see connections and apply mathematical concepts and skills,

acquire specialist knowledge, which is probably one of the biggest differences, and

appreciate mathematics as a discipline as well, on its own.

So numeracy comprises of skills and knowledge developed through learning

mathematics in conjunction with behaviours and dispositions that you draw on in

order to use mathematics. So we would really like all of our students to be

numerate. But it's important to note that numeracy does not have its own

curriculum.

So I guess a little bit of history behind this is that the Australian Curriculum

Assessment and Reporting Authority, ACARA, in partnership with the New South

Wales Department of Education, they developed the national numeracy learning

progressions. These learning progressions provide details of how students

become increasingly adept in areas of numeracy and how numerate a student is.

But they do not specify curriculum or what to teach or what to report against.

So it's important to recognise here that the VCAA has, I guess, seen that

numeracy is really important not only in mathematics, but across all areas of the

curriculum. Mathematics, having its own curriculum, but also understanding that

students need to be numerate in other areas of the curriculum. And the VCAA has

developed these fantastic resources that are designed to assist teachers across

all learning areas. And they support students to engage with numeracy and the

numeracy demands within the different areas of the Victorian Curriculum.

So, again, this is available on the website, so if you are teaching other subjects

and you feel that the numeracy level that students need some support and need

some further teaching in that area, these resources are really a great place to start

from. So having a look at the VCAA website is really good in this instance.

So, again, it's that high-level difference of mathematics having its own curriculum

and the fact that we're wanting students to be numerate, and that numeracy

applies across all areas of the curriculum, not just mathematics. You probably hear

a lot about numeracy and there's lots of resources available for teaching. But I

would recommend having a look at these tools to start off with.

Alright, Computational Thinking. Hopefully, you have all seen this amazing

resource that has been developed. It is also available on the VCAA website and is

a really great resource to show basically what computational thinking is and also

how it can be applied in the mathematics curriculum.

Obviously, the computational thinking is... The idea behind it is how you

systematically and how you rigorously solve problems in a complex space. So it

can be used across different areas of the curriculum and can be used as a tool in

problem solving. So it's a real problem solving tool. So, again, you can see how it's

really relevant to mathematics.

So resources that have been developed around this, not only are they this

fabulous poster, but there's also resources that unpack some of the content

descriptions and address computational thinking and algorithms at each level in

terms of patterns and algebra sub strand and of the number and algebra strand.

So these resources are available for you to be able to show where how the

computational thinking appears for those particular content descriptions.

These tools, again, these examples or resources are available on the website.

They provide teachers with links between the mathematics content description and

then extract also from the relevant achievement standards. So there's activities

designed to develop computational thinking as well.

So it is a very high-level overview, it's very hard not to delve further into it and give,

I guess, a deeper overview. I'm really keeping it high-level today, and that's really

applying across the whole webinar. But just so that you know that there are

resources available and it's a great place to start having a look at those particular

resources there.

Other resources that we have, we do have a Frequently Asked Questions website,

or web page within our website, specifically related to mathematics. We find that

we receive lots of similar questions. And so as a response to that, we created the

FAQ website. This is another great resource for you as teachers, and we'd really,

really like it if you do ask questions to us. We're here to support you in areas of the

Mathematics curriculum.

And if you have any questions about the Mathematics curriculum, we'd really like

to hear from you so that we are able to support you in that. It may be about a

particular content description, it may be around planning or implementation. Any

question that you have around the Mathematics curriculum, more than happy to

receive and help where we can.

We are also hosting another webinar later in the year, in term two, basically

designed to address frequently asked questions in the mathematics curriculum. So

if you have any questions that you find that you have, please send them through to

us so that we can formulate this webinar and answer some of the questions that

you might have along the way.

Resources. Now, I've said resources many times during this webinar, and that's

because there are a plethora of resources available for mathematics teaching. In

relation to curriculum, there's also some really fabulous resources available on the

VCAA website.

So, in relation to planning, we have curriculum mapping templates and they're

really useful in helping you map out when you're going to be teaching what and

getting that, then leading to that scope and sequence, which I showed an example

on earlier about looking at the various content descriptions for each strand and

where they sit across the different levels.

So the curriculum mapping templates are a really fantastic resource for you, when

you're looking at the curriculum and how you are going to implement it, along with

those scope and sequence templates as well, are fantastic.

Teaching resources. We also have some teaching resources available on the

website as well. I guess the VCAA obviously is in relation to the curriculum and

assessment, whereas the teaching side of things and how you teach that

curriculum is a different kettle of fish. But there's lots and lots of teaching

resources available. We have also lots of organisations within mathematics that

have fantastic teaching resources.

The Mathematics Association of Victoria have awesome resources. They also hold

a conference each year, which is a really valuable conference in terms of seeing

what's happening in mathematics and in mathematics teaching. But again, they

have really fantastic resources, including lots of hands-on teaching resources that

you can use in the classroom as well.

Really important to recognise the other resources that the VCAA has available in

assessing. We have some excellent annotated work samples that you can have a

look at on the website, and they really help you with having a look at what level

students...what their work level is at, or where you can assess them to be at,

whether they've reached that particular achievement standard. So the annotated

work samples go through various levels and give you an idea of how to assess to

different achievement standards.

Again, assessment is a whole other piece. And today's webinar was a basic

introduction and not really delving too much into assessing, but recognising that

there's lots of support and lots of resources available for assessing. They've got

performative assessment resources as well.

I guess another resource that I probably should have mentioned in terms of the

teaching resources is the department's FUSE pages, so the FUSE resource. And

there's links to that in the elaborations. When you go into the curriculum, you'll find

the elaborations and there's often links to resources on FUSE.

There's also the Mathematics Curriculum Companion, which maps out each of the

content descriptions and provides some teaching resources for each of the

content descriptions. So again, there's lots of resources available. And they are

just some of them. We almost need a whole webinar on mapping out all the

different resources.

Alright, so that concludes my end of today's webinar. Again, just to reiterate, it

really was a high-level introduction into the curriculum, covering how it was

structured and concentrating on the content. So, again, we covered what the

strands are and what the sub strands are, about what level descriptions are, what

content descriptions are and how they fit within the curriculum, and knowing that

they are the stepping stones and they provide those discrete and specific tools to

be able to then reach the achievement standards which are under each strand at

each level as well. Important to note - the scope and sequencing of teaching is

really, really important and that the curriculum is designed in that continuum so that

it's across those continuum levels.

So thank you all very much for attending today's webinar. Obviously, it has been

recorded and will be sent out to you and all the resources will be available as well.

So thank you very much for your time.

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