

Civics and Citizenship Level 10

End-of-level review

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End-of-level review — Civics and Citizenship Level 10

End-of-level review — one cumulative paper across Chapters 1–5

Chapters 1–5 · every section of this book · Chapter 6 booklet

Total: 100 marks · Part 1 (Government and democracy): 20 marks · Part 2 (Laws and citizens): 20 marks · Part 3 (Citizenship, diversity and identity): 20 marks · Part 4 (Skills: investigating and evaluating): 20 marks · Part 5 (Skills: participating and communicating): 20 marks

Planned for about 100 minutes. This paper is untimed — there is no time to beat.

This is a school-designed paper. It is not a VCAA instrument. Achievement at Level 10 is reported against the Victorian Curriculum achievement standard on teacher judgement; the marks here are one source of evidence towards that judgement.

Conditions

- Completion is **untimed**. The 100 minutes is planning guidance only; take as long as you need.
- **Reading support** is permitted. Your teacher may read any question out to you if you need it. Reading is not what is being looked at, and your teacher will not help with the answer.
- This paper is **closed-book**. Every question names the section of this book it draws on — for example “using Figure 1 in section 2A” — so you know which figure, table or source you studied. Answer from memory.
- Answer **every** question, in the ruled space under the question it belongs to.
- Several questions ask you to weigh a **contested** issue. In those questions marks are awarded for the quality of your reasoning, never for the conclusion you reach. Two students who reach opposite conclusions can both receive full marks.

Coverage of the 100 marks — published here, as planned, so teachers can see the balance:

Part	Chapter	Sections	Questions	Marks
1	Government and democracy	1A–1D	Q1–Q5	20

Part	Chapter	Sections	Questions	Marks
2	Laws and citizens	2A–2D	Q6–Q10	20
3	Citizenship, diversity and identity	3A–3C	Q11–Q15	20
4	Skills: investigating and evaluating	4A–4E	Q16–Q20	20
5	Skills: participating and communicating	5A–5C	Q21–Q25	20
Total	All five chapters — every section of this book	1A–5C	Q1–Q25	100

In this review you will:

- state what the double majority requires, and recall the referendum record (Q1)
- name the shapers of public policy, and say what a bill needs to become an Act (Q2)
- compare the Australian and New Zealand Parliaments, and read the turnout chart (Q3)
- trace the treaty path, and explain why ratifying does not change home law (Q4)
- evaluate the section 128 double majority against three criteria (Q5)
- read the court hierarchies figure, and the civil versus criminal figure (Q6)
- name two express rights, and one thing the implied freedom is not (Q7)
- recall the Roach case, and the prisoner-voting rule that applies today (Q8)
- explain non-refoulement, and the gate between treaties and courts (Q9)
- weigh the death-penalty debate through one justice principle (Q10)
- read the participation ladder, and the volunteer gaps chart (Q11)
- distinguish misinformation from disinformation, and name integrity institutions (Q12)
- define diaspora, read the birthplace chart, and explain one channel of influence (Q13)
- describe the change in women’s sport coverage, and apply the check-claim checklist (Q14)
- weigh the two views of power in civic life, using a dated example (Q15)
- recall the three tests for a good question, and apply the swap test (Q16)
- name the five-question source frame, and explain the turnout worked example (Q17)
- recall the five-step recommendation method, and the prisoner-voting worked example (Q18)
- apply the power frame to the Robodebt case (Q19)
- judge the model trial against a frame you state (Q20)
- recall the effectiveness checklist, and explain the 1977 referendum case (Q21)
- name participation pathways open to under-18s, and the e-petition rule (Q22)
- recall the ICAN campaign: its methods, its success and its limit (Q23)
- name the five parts of an evidence-based argument, and choose a method (Q24)
- bring the skills together on one live debate: the voting age at 16 (Q25)

Part 1 — Government and democracy (20 marks)

Q1 (3 marks · section 1A · VC2HC10K01) Section 128 of the Australian Constitution sets out how the Constitution can be changed.

- (a) State the two majorities a referendum must achieve for a proposed change to succeed. (2 marks)

- (b) According to the referendum record printed in section 1A, how many proposed changes have Australians voted on, and how many have been carried? (1 mark)

Q2 (3 marks · section 1B · VC2HC10K02) Section 1B explains how public policy — the plans and actions of government — is made in Australia.

- (a) Name the four shapers of public policy studied in section 1B. (2 marks)

- (b) State one requirement that must be met before a bill that has passed the Parliament becomes an Act. (1 mark)

Q3 (4 marks · section 1C · VC2HC10K03) Section 1C compares democracy in Australia with democracy in Aotearoa New Zealand.

- (a) Using the comparison table in section 1C, state two differences between the Parliaments of the two countries. (2 marks)

- (b) The turnout chart in section 1C shows voter turnout at recent elections in each country. Explain how one difference between their voting rules helps to explain the gap the chart shows. (2 marks)

Q4 (4 marks · section 1D · VC2HC10K04) Section 1D traces the path a treaty takes before it binds Australia.

- (a) State what happens at the ratification step of the treaty path. (1 mark)

(b) Explain why ratifying a treaty does not, by itself, change the law inside Australia. (2 marks)

(c) Name the parliamentary committee that examines treaties before Australia ratifies them. (1 mark)

Q5 (6 marks · section 1A · VC2HC10K01) Evaluate the double majority in section 128 as a way of deciding constitutional change. Use the three effectiveness criteria from section 1A, and use the 1999 republic referendum worked example as your evidence. State your frame, weigh the criteria, admit the limits of your judgement, and finish with an overall verdict.

Marks in this question are awarded for the quality of your reasoning, not for the conclusion you reach.

Part 2 — Laws and citizens (20 marks)

Q6 (3 marks · section 2A · VC2HC10K05) Section 2A maps the Victorian court system.

- (a) Using Figure 1 in section 2A, name the Victorian court that hears summary criminal offences, and the court that hears the most serious criminal offences such as murder. (2 marks)

- (b) Using Figure 5 in section 2A, state the standard of proof in a criminal case, and say who must meet it. (1 mark)

Q7 (3 marks · section 2B · VC2HC10K06) Section 2B studies how the Australian Constitution protects rights.

- (a) Using Figure 2 in section 2B, name two express rights in the Constitution and the sections that protect them. (2 marks)

- (b) Using Figure 3 in section 2B, state one thing the implied freedom of political communication is NOT. (1 mark)

Q8 (4 marks · section 2B · VC2HC10K06) The timeline in Figure 6 of section 2B traces prisoner voting through *Roach v Electoral Commissioner* (2007).

- (a) State what the 2006 change to the Commonwealth voting rules did, and what the High Court decided about it in *Roach*. (2 marks)

- (b) Identify the words in sections 7 and 24 of the Constitution that the Court relied on. (1 mark)

- (c) State the rule that applies today: which prisoners cannot enrol or vote in federal elections? (1 mark)

Q9 (4 marks · section 2C · VC2HC10K07) Section 2C examines how international law reaches Australian law.

- (a) Using Source A in section 2C, explain what the obligation of non-refoulement in Article 33 of the Refugee Convention requires a country to do. (2 marks)

- (b) Name the Australian statute that sets out how claims for protection as a refugee are decided in Australia. (1 mark)

- (c) Section 2C describes a “gate” between treaties and Australian courts. Explain why a treaty Australia has ratified cannot always be enforced directly in an Australian court. (1 mark)

Q10 (6 marks · section 2D · VC2HC10K08) Section 2D examines the death penalty. Australia has abolished it; Thailand and Vietnam retain it. Source 1 in section 2D sets out the retention and abolition positions at full strength.

- (a) State the strongest case for ONE side of this debate — retention or abolition. (2 marks)

- (b) State the strongest case for the other side. (2 marks)

- (c) Using ONE of the three justice principles from section 2D — fairness, equality or access — give your own view on the death penalty and explain your reasoning. (2 marks)

Marks in this question are awarded for the quality of your reasoning, not for the conclusion you reach.

Part 3 — Citizenship, diversity and identity (20 marks)

Q11 (3 marks · section 3A · VC2HC10K09) Section 3A measures how Australians take part in civic life.

- (a) Using the participation ladder in section 3A, name the form of participation with the highest rate, and give that rate. (2 marks)

- (b) Using the volunteer gaps chart in section 3A, name the age group with the lowest volunteering rate. (1 mark)

Q12 (3 marks · section 3B · VC2HC10K10) Section 3B examines what keeps a democracy resilient.

- (a) Distinguish between misinformation and disinformation, as section 3B defines them. (2 marks)

- (b) Using the integrity grid in section 3B, name two institutions that help keep Australian democracy resilient, and say what each one checks. (1 mark)

Q13 (4 marks · section 3A · VC2HC10K09) Section 3A studies migration, belonging and identity in Australia.

- (a) Define diaspora, as section 3A uses the term. (1 mark)

- (b) Using the birthplace chart in section 3A, name the most common birthplace among Australians born overseas at the 2021 Census. (1 mark)

- (c) Explain one way migrant communities have shaped Australian civic life, using a dated example from section 3A. (2 marks)

Q14 (4 marks · section 3C · VC2HC10K11) Section 3C examines how the media shapes what Australians see and think.

- (a) Using the sport representation timeline in section 3C, describe how media coverage of women's sport changed between the 2012 Australian Sports Commission report and the Matildas' 2023 World Cup semi-final. (2 marks)

- (b) After a flood, an old photograph of a flooded street is shared as if it was taken last night. Using the check-claim checklist in section 3C, state two steps from the checklist that would catch this, and explain why each step works. (2 marks)

Q15 (6 marks · section 3A · VC2HC10K09) Section 3A sets out two views of power in Australian civic life. View A says power sits with ordinary people who act together. View B says power sits with organised groups.

- (a) State each view at its strongest. (2 marks)

- (b) Evaluate which view better explains power in Australian civic life. Use one dated example from section 3A as your evidence, state your frame, admit the limits of your judgement, and finish with an overall verdict. (4 marks)

Marks in this question are awarded for the quality of your reasoning, not for the conclusion you reach.

Part 4 — Skills: investigating and evaluating (20 marks)

Q16 (3 marks · section 4A · VC2HC10S01) Section 4A shows how to develop a good investigation question.

- (a) State the three tests a good investigation question must pass in section 4A. (2 marks)

- (b) Explain how the swap test shows whether a question is loaded. (1 mark)

Q17 (4 marks · section 4B · VC2HC10S02) Section 4B shows how to evaluate sources.

- (a) Name the five questions in the source-evaluation frame from section 4B. (2 marks)

- (b) Worked example 1 in section 4B judges the claim “Australia’s high turnout proves Australians care about democracy more” as good data but a weak conclusion. Using the turnout chart and the voting rules behind it, explain why the data does not prove the claim. (2 marks)

Q18 (4 marks · section 4C · VC2HC10S03) Section 4C shows how to recommend a change to a law or policy.

- (a) Name the five steps of the recommendation method in section 4C. (2 marks)

- (b) Worked example 1 in section 4C recommends repealing s 93(8AA) of the *Commonwealth Electoral Act 1918* (Cth). Identify the actor and the pathway this recommendation targets, and say what *Roach v Electoral Commissioner* (2007) has to do with the recommendation. (2 marks)

Q19 (3 marks · section 4E · VC2HC10S05) Section 4E uses the Robodebt case study to examine how institutions check power.

(a) Name two institutions that acted as checks in the Robodebt case, and say what each one did. (2 marks)

(b) Using the media's role in the case, explain the distinction section 4E draws between influence and control. (1 mark)

Q20 (6 marks · section 4D · VC2HC10S04) Section 4D follows a model trial: Jordan, 19, pleads not guilty to burglary and theft in the County Court of Victoria, before a judge and a jury of 12, with representation from Victoria Legal Aid.

(a) State the frame you will use to judge this trial — for example fairness and access, or rehabilitation and community protection. (1 mark)

(b) Identify two features of the criminal trial process and name the justice principle each one achieves. (2 marks)

(c) State one limit of the trial process when judged against your frame. (1 mark)

(d) Give your overall judgement on the extent to which the trial achieved justice in Jordan's case, and explain your reasoning. (2 marks)

Marks in this question are awarded for the quality of your reasoning, not for the conclusion you reach.

Part 5 — Skills: participating and communicating (20 marks)

Q21 (4 marks · section 5A · VC2HC10S06) Section 5A examines how well democratic decision-making works.

- (a) Name four of the seven questions in the effectiveness frame from section 5A. (2 marks)

- (b) At the 1977 referendum, the same-day elections proposal won 62.2 per cent of the national vote but still failed. Using the double majority rule, explain what this case teaches about referendums as a way of making decisions. (2 marks)

Q22 (3 marks · section 5B · VC2HC10S07) Section 5B examines the ways people take part in civic life, including people under 18.

- (a) Name two pathways of participation open to people under 18 from section 5B, and give a dated example of each. (2 marks)

- (b) State how many signatures are needed to begin a House of Representatives e-petition, and say who the first signer is. (1 mark)

Q23 (3 marks · section 5B · VC2HC10S07) Section 5B studies the ICAN campaign that produced the Treaty on the Prohibition of Nuclear Weapons.

- (a) Name two methods ICAN used in its campaign. (1 mark)

- (b) State one dated piece of evidence that the campaign achieved its goal. (1 mark)

- (c) State one limit of this achievement for people in Australia. (1 mark)

Q24 (4 marks · section 5C · VC2HC10S08) Section 5C shows how to build evidence-based arguments and choose ways to communicate them.

(a) Name the five parts of an evidence-based argument, as section 5C defines it. (2 marks)

(b) A community group wants to persuade the federal Parliament to change a law. Using the methods table and the six-question checklist in section 5C, recommend the method the group should use and justify your choice with two questions from the checklist. (2 marks)

Marks in this question are awarded for the quality of your reasoning, not for the method you choose.

Q25 (6 marks · sections 4B, 4C, 5B and 5C · VC2HC10S08) This question brings together skills from across the book. It is about a live debate studied in several sections: should the voting age be lowered to 16?

(a) Name one actor and one pathway from section 4C that could make this change in Australia, and state what has happened to bills for this change in the past. (2 marks)

(b) Using the Make It 16 case in section 4C, explain how the debate in Aotearoa New Zealand travelled a different pathway, and state what the Supreme Court's declaration actually changed. (2 marks)

(c) Write the core of an evidence-based argument for ONE side of this debate, as section 5C defines it: one claim, two pieces of evidence that are named and dated from this book, and one piece of counter-evidence acknowledged and answered. (2 marks)

Marks in this question are awarded for the quality of your reasoning, not for the side you take.

End-of-level review — marking guide and solutions

End-of-level review — marking guide and fully-worked solutions

Chapters 1–5 · mirrors the paper question by question · Chapter 6 booklet

Total: 100 marks · Part 1 (Government and democracy): 20 marks · Part 2 (Laws and citizens): 20 marks · Part 3 (Citizenship, diversity and identity): 20 marks · Part 4 (Skills: investigating and evaluating): 20 marks · Part 5 (Skills: participating and communicating): 20 marks

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Marking guide

This guide is written for a teacher marker. Award a mark when the student's answer matches an acceptable response below or says the same idea in other words. Do not award half marks. The marks are a record that evidence was seen; they are not used to rank students.

Dates, numbers and names. Accept them as printed in this book; small wording differences are fine. Where a model answer lists alternatives separated by “or”, any one of them earns the mark. Where a model answer says “any two”, any two of the listed items earn the marks.

Contested questions (Q5, Q10, Q15, Q20, Q24, Q25). Mark the quality of the reasoning, never the conclusion. A full-mark answer on these questions:

- uses the working definitions this book gives the contested terms
- names evidence, with dates where the question asks for them
- states the positions at their strongest where the question asks for it
- admits a limit, or answers counter-evidence
- states the frame its verdict uses

Two students who reach opposite conclusions can both receive full marks.

Part marks are shown in brackets after each model answer.

Code tally — planned vs assessed

Every content description code this book owns appears in the paper:

Code	Section	Questions
VC2HC10K01	1A	Q1, Q5
VC2HC10K02	1B	Q2
VC2HC10K03	1C	Q3
VC2HC10K04	1D	Q4
VC2HC10K05	2A	Q6
VC2HC10K06	2B	Q7, Q8
VC2HC10K07	2C	Q9
VC2HC10K08	2D	Q10
VC2HC10K09	3A	Q11, Q13, Q15
VC2HC10K10	3B	Q12
VC2HC10K11	3C	Q14
VC2HC10S01	4A	Q16
VC2HC10S02	4B	Q17
VC2HC10S03	4C	Q18
VC2HC10S04	4D	Q20
VC2HC10S05	4E	Q19
VC2HC10S06	5A	Q21
VC2HC10S07	5B	Q22, Q23
VC2HC10S08	5C	Q24, Q25

Solutions — Part 1 — Government and democracy

Q1 (3 marks · section 1A · VC2HC10K01) Section 128 and the referendum record.

- (a) **The two majorities.** A national majority — more than half of all voters across Australia, counting territory voters — and a majority of voters in at least four of the six states. Territory votes count towards the national majority only. (1 mark for each majority)
- (b) **The record.** 45 proposed changes have been put to the vote at 20 national referendums; 8 have been carried — fewer than one in five — and none has been carried since 1977. (1 mark)

Q2 (3 marks · section 1B · VC2HC10K02) The shapers of public policy, and how a bill becomes an Act.

- (a) **Four shapers.** Political parties, the media, interest groups, and legislative processes. (2 marks: 1 for any two, 2 for all four)
- (b) **Bill to Act.** Both houses of Parliament must pass the bill in the same form; the Governor-General then gives Royal Assent. Either point earns the mark. (1 mark)

Q3 (4 marks · section 1C · VC2HC10K03) The Australia–New Zealand comparison and the turnout chart.

- (a) **Two differences.** Any two from the comparison table: Australia has two houses of Parliament, New Zealand has one; Australia votes by preferential voting, New Zealand has used the MMP proportional system since 1996; voting is compulsory in Australia and voluntary in New Zealand; Australia's rules sit in a single written Constitution dating from 1901, while New Zealand's are not collected in one document and can be changed by an ordinary Act. (1 mark for each difference)
- (b) **Why the turnout gap.** The chart shares turnout as a share of enrolled voters — about 91% at Australia's last three elections against 76–82% at New Zealand's. Voting is compulsory in Australia (since 1924) and voluntary in New Zealand, so the gap largely measures the effect of the rules, not how much citizens care. High Australian turnout is what a legal duty to vote produces. (2 marks: 1 for the voting-rule difference, 1 for the link to the gap)

Q4 (4 marks · section 1D · VC2HC10K04) The treaty path.

- (a) **Ratification.** It is the formal act by which the executive government binds Australia to the treaty at international law — from that moment Australia is a party to it and answerable internationally. (1 mark)
- (b) **Why home law does not change.** Australia is dualist: a treaty does not become part of Australian law automatically. Parliament must pass implementing legislation; only then do the treaty's obligations change rights and duties inside Australia. (2 marks: 1 for the point that ratification binds only at international law, 1 for the need for implementing legislation)
- (c) **The committee.** The Joint Standing Committee on Treaties (JSCOT). It examines and reports on treaties — scrutiny, not a vote: it cannot block ratification. (1 mark for the name)

Q5 (6 marks · section 1A · VC2HC10K01) Evaluating the double majority. Contested — mark the reasoning, not the verdict.

Shape of the marks: 1 for stating a frame; 3 for weighing the three criteria with evidence, including the 1999 case; 1 for admitting a limit; 1 for an overall verdict that follows from the weighing.

Model answer. “Effective” is frame-dependent, so I state my frame first, using section 1A’s three criteria: how often change succeeds, how well the process protects the Constitution from a temporary majority (stability), and the degree to which the people hold the final say (popular sovereignty).

On the first criterion the process rarely succeeds: 8 of 45 proposals carried, and none since 1977 — a success rate under one in five. The 1999 republic referendum shows the double majority doing its work: the national Yes vote reached 45.1%, no state recorded a Yes majority (Victoria was closest at 49.8%), and although the ACT voted 63.3% Yes, territory votes count towards the national majority only. The proposal failed both majorities.

On the second criterion, that hardness is the design: change needs broad national agreement and agreement across at least four states, which protects the rules of politics from being altered by a temporary majority or by the larger states alone. On the third, no change can pass without a direct vote of the people.

The limit I admit: because only Parliament can start a proposal, the people’s power under section 128 is a power to approve or refuse, not to propose.

Overall verdict: the same feature — the double majority — is a strength under stability and popular sovereignty and a weakness under success rate. I weigh stability most, so I judge the process effective at what it was designed to do, and costly when timely reform is wanted.”

(A verdict the other way, weighing success rate most, earns full marks if the weighing supports it.)

Solutions — Part 2 — Laws and citizens

Q6 (3 marks · section 2A · VC2HC10K05) The court hierarchies figure and the civil versus criminal figure.

- (a) **The courts.** Summary criminal offences: the Magistrates' Court of Victoria (no jury). The most serious criminal offences — murder, manslaughter and treason: the Supreme Court of Victoria (Trial Division). (1 mark for each court)
- (b) **Standard of proof.** Beyond reasonable doubt, and the prosecution must meet it. (1 mark)

Q7 (3 marks · section 2B · VC2HC10K06) Express rights and the implied freedom.

- (a) **Two express rights.** Any two from Figure 2: s 41 — the right to vote; s 51(xxxi) — property acquired only on just terms; s 80 — trial by jury for serious criminal offences against Commonwealth law; s 92 — interstate trade free from State and Commonwealth restriction; s 116 — freedom of religion; s 117 — no discrimination based on State of residence. (1 mark for each right named with its section)
- (b) **One thing the implied freedom is NOT.** Any one from Figure 3: it is not written in express words in the Constitution (it is implied from sections 7 and 24); it is not a general personal right to free speech; it is not absolute (a law that burdens political communication can still pass the two-step Lange test). (1 mark)

Q8 (4 marks · section 2B · VC2HC10K06) The Roach timeline.

- (a) **The 2006 change and the decision.** In 2006 the Commonwealth banned all prisoners serving any sentence of imprisonment from voting. In *Roach v Electoral Commissioner* (2007) the High Court struck the total ban down, 4–2, as inconsistent with the Constitution. (1 mark for each point)
- (b) **The words relied on.** Senators and members must be “directly chosen by the people” — the words in sections 7 and 24. (1 mark)
- (c) **The rule today.** Prisoners serving sentences of three years or longer cannot enrol or vote in federal elections (s 93(8AA) of the *Commonwealth Electoral Act 1918* (Cth)); shorter-sentenced prisoners can vote. Vicki Roach herself, serving six years, remained unable to vote. (1 mark)

Q9 (4 marks · section 2C · VC2HC10K07) Non-refoulement and the gate.

- (a) **Article 33.** A country party to the Refugee Convention must not expel or return (“refouler”) a refugee to a border where their life or freedom would be threatened on account of race, religion, nationality, membership of a particular social group, or political opinion. (2 marks: 1 for the duty not to return, 1 for the threatened-harm grounds)
- (b) **The statute.** The *Migration Act 1958* (Cth). (1 mark)
- (c) **The gate.** Australia is dualist: a treaty that Parliament has not implemented does not, by itself, form part of Australian law. Courts apply statutes and the common law, so a ratified treaty cannot generally be enforced directly in an Australian court — implementing legislation comes first. (1 mark)

Q10 (6 marks · section 2D · VC2HC10K08) The death-penalty debate. Contested — mark the reasoning, not the conclusion.

Shape of the marks: 2 for one position at full strength; 2 for the other position at full strength; 2 for a personal view applied through one named justice principle with reasons that follow from it.

- (a) **One side at strength.** Retention: the death penalty deters serious crime (a testable claim about cause and effect); some crimes are so terrible that death is the only punishment that truly fits, which is what justice for victims and their families demands; and execution guarantees the offender can never harm anyone again. Or abolition: the right to life is the most basic right, and a just state must not kill its own people; an execution can never be undone, so even one mistaken execution is an irreparable injustice; and crime rates in countries that abolished — including Australia and New Zealand — did not rise as a result. *(2 marks: the position must be stated in its strongest form, not caricatured)*
- (b) **The other side at strength.** The mirror of (a) — e.g. if (a) argued retention: abolition's answer point by point (deterrence unproven where tested; life imprisonment protects equally without the state killing; the penalty tends to fall hardest on people who cannot afford strong legal representation — an access concern). *(2 marks)*
- (c) **Own view through one principle.** Example, fairness: because justice systems are run by humans and can make mistakes, and an execution cannot be undone, no system can guarantee the fairness the principle demands — so I support abolition. Example, equality: the penalty's uneven fall on people without strong representation breaches equality before the law — so I support abolition. Example, community protection through the retention case: only execution guarantees no re-offending — so I support retention. Any principle, applied coherently, earns the marks. *(2 marks)*

Solutions — Part 3 — Citizenship, diversity and identity

Q11 (3 marks · section 3A · VC2HC10K09) The participation ladder and the volunteer gaps chart.

- (a) **Highest rung.** Unpaid help to someone outside the household — 45% of Australians did it in the four weeks before the survey. (1 mark for the form, 1 for the rate)
- (b) **Lowest volunteering rate.** People aged 25 to 34 — 13%, against 28% for people aged 45 to 54. (1 mark)

Q12 (3 marks · section 3B · VC2HC10K10) Misinformation, disinformation and the integrity grid.

- (a) **The distinction.** Misinformation is false information shared whether or not the sharer knows it is false — most sharers believe it and think they are helping. Disinformation is false information created or spread on purpose, to deceive. The difference is intent. (2 marks: 1 for each term, correct on intent)
- (b) **Two institutions.** Any two from the integrity grid: parliaments (scrutinise government); the National Anti-Corruption Commission (Commonwealth, since 1 July 2023 — serious corruption); IBAC (Victoria, since 1 July 2012); courts and tribunals; the Australian Electoral Commission (electoral integrity); the eSafety Commissioner (online safety); ombudsmen (complaints about government administration); a free press. (1 mark for two institutions with what each checks)

Q13 (4 marks · section 3A · VC2HC10K09) Diaspora, the birthplace chart and channels of influence.

- (a) **Diaspora.** People living outside the country their community comes from, who keep active ties with that country and its culture. (1 mark)
- (b) **Most common birthplace.** England — 927,490 people at the 2021 Census, ahead of India and China. (1 mark)
- (c) **One channel with a dated example.** Example: multilingual broadcasting — SBS has provided multilingual radio since 9 June 1975 and now broadcasts in 74 languages, giving migrant communities a voice in national life and giving all Australians access to their languages. Other acceptable examples: Harmony Week — more than 80,000 events since 1999; the Victorian Festival of Diwali — its 20th year at Federation Square in October 2025; the Victorian Multicultural Commission, advising government since 1983. (2 marks: 1 for the channel, 1 for the dated example)

Q14 (4 marks · section 3C · VC2HC10K11) The sport representation timeline and the check-claim checklist.

- (a) **The change.** In 2012 the Australian Sports Commission's *Towards a Level Playing Field* found women's sport received about 9% of sports news coverage and about 7% of airtime on TV sports programs — near-absence despite high participation. By February 2017 the AFLW launched free to air, its first game drawing about 896,000 national viewers and a crowd of 24,568; in August 2023 the Matildas' World Cup semi-final averaged 11.15 million viewers on the Seven Network — the most-watched broadcast in Australian television history. Coverage moved from near-invisibility to record audiences. (2 marks: 1 for the 2012 near-absence, 1 for the dated end point)
- (b) **Two checklist steps.** Step 4 — check the date: recycled old images are caught by dating them (compare the photo with dated reports or reverse image searches). Step 5 — look for backup: official sources such as VicEmergency, which the October 2022 Victorian floods showed is where real warnings live, carry no such photograph. Step 3 — who said it? — also works: an anonymous account stands behind nothing. (2 marks: 1 for each step named and explained)

Q15 (6 marks · section 3A · VC2HC10K09) The two views of power. Contested — mark the reasoning, not the verdict.

Shape of the marks: 2 for both views at full strength; 4 for the evaluation — 1 for a stated frame, 2 for a dated example used as evidence, 1 for a limit and an overall verdict that follows.

- (a) **Both views at strength.** View A — power sits with ordinary people: elections are compulsory and near-universal, so governments must answer to almost everyone and can be removed by them; consumers decide which businesses succeed; and crowds of ordinary people — like the school strikes of 20 September 2019, when organisers counted about 300,000 participants nationwide — can force an issue onto the agenda that the institutions had left there. View B — power sits with organised groups: between elections, the groups with members, money or media reach — businesses and employer groups, unions, media owners — shape which issues are even discussed and which laws are proposed, while most individuals have none of those resources. The power table in section 3A records that protest movements and individuals hold no formal power. (2 marks: 1 for each view in its strongest form)
- (b) **Evaluation.** Model shape: “My frame: I ask who can actually move a decision. The 20 September 2019 school strikes support both views at once. They support View A: ordinary people, most of them students with no money and no office, put climate policy at the top of the national agenda for weeks — agenda power is real. They support View B: the strikes changed no law, and the crowd numbers themselves were contested — in Brisbane the organisers counted more than 35,000 and Queensland Police about 12,000 — a reminder that whose account prevails is itself a power question, and the formal power table did not move. The limit I admit: one case cannot settle a general claim; a different example (a union campaign, an election upset) might weigh differently. Verdict: agenda-setting power sits with people acting together; decision power sits with organised groups — so View B better explains who decides, while View A better explains who gets issues heard.” Any coherent weighing earns the marks. (4 marks)

Solutions — Part 4 — Skills: investigating and evaluating

Q16 (3 marks · section 4A · VC2HC10S01) The three question tests and the swap test.

- (a) **Three tests.** Test 1 — is the question clear and focused? Test 2 — can evidence answer it? Test 3 — is it worth asking? (2 marks: 1 for any two tests, 2 for all three)
- (b) **The swap test.** Remove the loaded word and see if the question changes. If it changes, the word was doing argument work: “Why did the government pick another weak emissions target?” loses its built-in verdict when “weak” is removed. (1 mark)

Q17 (4 marks · section 4B · VC2HC10S02) The five-question frame and the turnout worked example.

- (a) **Five questions.** Origin, purpose, evidence, perspective, usefulness. (2 marks: 1 for any three, 2 for all five)
- (b) **Good data, weak conclusion.** The chart’s origin is as strong as turnout data gets — official counts from the Australian Electoral Commission and the New Zealand Electoral Commission, as shares of enrolled voters (Australia 91%, 92%, 91% at its 2016, 2019 and 2022 elections; New Zealand 80%, 82%, 76% at its 2017, 2020 and 2023 elections). But perspective matters: Australia compels voting (since 1924) and New Zealand does not, so the data is strong evidence of how many enrolled voters vote under each set of rules and weak evidence of how much people care. The claim reaches past what the data can carry. (2 marks: 1 for the compulsory-versus-voluntary point, 1 for the strong-for-one-question / weak-for-another reasoning)

Q18 (4 marks · section 4C · VC2HC10S03) The five-step method and the prisoner-voting worked example.

- (a) **Five steps.** Spot the gap; propose the change; name the actor and pathway; justify; steelman and respond. (2 marks: 1 for any three, 2 for all five)
- (b) **Actor and pathway.** The actor is the federal Parliament; the pathway is a federal statute — repealing or amending s 93(8AA) of the *Commonwealth Electoral Act 1918* (Cth). Roach’s role: in 2007 the High Court struck down the 2006 total ban on prisoner voting as beyond what sections 7 and 24 allow, which restored the three-year rule; the worked example argues the surviving exclusion still falls short of democratic standards and answers the strongest case against — prison already removes freedom, and Roach shows a total exclusion is beyond Parliament’s power. (2 marks: 1 for actor and pathway, 1 for the Roach link)

Q19 (3 marks · section 4E · VC2HC10S05) Robodebt and the check on power.

- (a) **Two checks.** Any two: the Federal Court — found the income-averaging method unlawful in 2019; the Royal Commission — reported in July 2023; the media — reported the scheme’s effects from 2016 and kept the issue in public view; the government — began refunds and compensation in 2020. (2 marks: 1 for each institution with what it did)
- (b) **Influence, not control.** The media could not overturn the scheme by itself — courts, the government and a Royal Commission did the acting. The media’s power was to keep the issue in public view so those institutions could not look away: influence, not control. And the loop ran both ways — institutions then produced findings the media reported. (1 mark)

Q20 (6 marks · section 4D · VC2HC10S04) Judging the model trial. Contested — mark the reasoning, not the verdict.

Shape of the marks: 1 for a stated frame; 2 for two features correctly linked to principles; 1 for a limit judged against the frame; 2 for an overall verdict that follows from the frame.

- (a) **The frame.** Any frame stated plainly — e.g. “I judge this trial on fairness and access” or “on rehabilitation and community protection”. (1 mark)
- (b) **Two features and their principles.** From the mapping table in section 4D: the presumption of innocence, with the prosecution bearing the burden of proof beyond reasonable doubt → fairness; an impartial judge and a jury of 12 → fairness; legal representation through Victoria Legal Aid → access; open court → fairness and public scrutiny; the right to question witnesses → fairness; the right to appeal → fairness, as the correction of error. (2 marks: 1 for each correct feature-principle pair)
- (c) **One limit.** Example against fairness and access: representation came from Victoria Legal Aid, which is means-tested and stretched — access depends on resources the accused does not control. Example against rehabilitation and protection: a guilty verdict sends the choice between prison and a Community Correction Order to sentencing purposes that pull against each other; prison strains rehabilitation while serving protection. (1 mark)
- (d) **Overall verdict.** Model shape: “On my frame — fairness and access — the trial achieved justice to a high degree: Jordan was presumed innocent until the jury of 12 was satisfied beyond reasonable doubt, had representation, and holds appeal rights if the process erred. The limit: access rested on means-tested legal aid, so the fairness achieved is only as strong as the help available. Verdict: the extent is high but not complete — the process observed its principles while access depended on resources.” Any verdict that follows from the stated frame earns the marks. (2 marks)

Solutions — Part 5 — Skills: participating and communicating

Q21 (4 marks · section 5A · VC2HC10S06) The effectiveness frame and the 1977 referendum.

- (a) **Four of the seven questions.** Is the decision accepted? Inclusive? Informed? Decisive? Workable? Accountable? Does it protect minorities? (2 marks: 1 for any two, 2 for any four)
- (b) **The 1977 lesson.** The double majority needs a national majority and a majority of voters in at least four of the six states. The same-day elections proposal won 62.2 per cent of votes across Australia but a majority in only three states — so it failed. The case teaches that a referendum is not a popularity vote: without geographically spread support, even a strong national majority cannot decide. On the section 5A frame, the process bought acceptance and inclusion at the price of decisiveness. (2 marks: 1 for the rule applied to the numbers, 1 for the lesson)

Q22 (3 marks · section 5B · VC2HC10S07) Pathways open to under-18s, and the e-petition rule.

- (a) **Two pathways with dated examples.** Any two: petitions — the House of Representatives e-petition site has accepted petitions from any resident of any age since 2016; school strikes — about 1.4 million young people worldwide on 15 March 2019 and more than 4 million, including about 300,000 in Australia, on 20 September 2019; volunteering — Clean Up Australia Day, held on the first Sunday of March each year since 1990 with more than a million participants a year, and the 2019–20 bushfire volunteering; submissions to parliamentary inquiries; school student representative councils. (2 marks: 1 for each pathway with a correct dated example)
- (b) **Starting an e-petition.** One signature — the creator is the first signer. The petition then goes to the Petitions Committee, which can refer it to a minister. (1 mark)

Q23 (3 marks · section 5B · VC2HC10S07) The ICAN campaign.

- (a) **Two methods.** Any two: public campaigns on the humanitarian consequences of any use of nuclear weapons; lobbying of governments and the United Nations; coalition building — 661 partner organisations in 110 countries by 2022. (1 mark)
- (b) **Dated evidence of success.** Any one: the Treaty on the Prohibition of Nuclear Weapons adopted at the UN on 7 July 2017, 122 votes to 1; the Nobel Peace Prize announced on 6 October 2017; the 50th ratification on 24 October 2020; the treaty entering into force on 22 January 2021. (1 mark)
- (c) **The limit for Australia.** Australia has not signed the treaty — it relies on United States nuclear forces for its defence — so the treaty does not bind Australia, however strong the campaign's global achievement. (1 mark)

Q24 (4 marks · section 5C · VC2HC10S08) The five parts of an argument, and choosing a method. Contested on method — mark the reasoning, not the choice.

- (a) **Five parts.** A claim; evidence; reasoning that connects the evidence to the claim; counter-evidence and other perspectives acknowledged and answered; a conclusion that states its frame. (2 marks: 1 for any three, 2 for all five)
- (b) **Method and justification.** Model answer: a letter to the federal MPs for the group's electorate, backed by a written argument with named and dated evidence. Checklist justification — right audience? The people with power over a federal law are members of the federal Parliament, and a letter reaches them directly, where a poster or social post reaches only the public. Next step? An MP can raise the change in Parliament or a committee, which is a concrete step towards the goal, while awareness methods stop at awareness. Other methods (petition, social media campaign) earn full marks when justified with two checklist questions applied honestly. (2 marks: 1 for a method suited to persuading Parliament, 1 for two checklist questions applied)

Q25 (6 marks · sections 4B, 4C, 5B and 5C · VC2HC10S08) The voting age at 16 — synthesis. Contested — mark the reasoning, not the side.

Shape of the marks: 2 for (a); 2 for (b); 2 for (c).

- (a) **Actor and pathway in Australia.** The actor is the federal Parliament; the pathway is a federal statute — amending s 93 of the *Commonwealth Electoral Act 1918* (Cth), which sets the voting age at 18. Bills to lower the age to 16 have been introduced several times — including the bill Adam Bandt introduced on 21 October 2019 — and none has passed. (2 marks: 1 for actor and pathway, 1 for the record of the bills)
- (b) **The New Zealand contrast.** The debate travelled through the courts: in *Make It 16 Incorporated v Attorney-General* [2022] NZSC 134, decided on 21 November 2022, the Supreme Court declared that keeping the voting age at 18 was an unjustified limit — age discrimination inconsistent with New Zealand’s rights legislation. The declaration did not change the law: Parliament must act, and under the protected rule in s 268 of the *Electoral Act 1993* (NZ) some voting changes need 75% of all MPs or a referendum. A bill followed, halted in January 2024, and the age remains
18. (2 marks: 1 for the court pathway and what the declaration did, 1 for the point that the law itself did not change)
- (c) **Core of an evidence-based argument.** Model answer, for lowering: “Claim: Australia should lower the voting age to 16. Evidence — named and dated, from this book: on 20 September 2019 about 300,000 people, most of them school students too young to vote, marched in Australia over climate policy that will bind them for decades; and on 21 November 2022 New Zealand’s Supreme Court declared a blanket voting age of 18 an unjustified age discrimination. Counter-evidence, acknowledged and answered: bills to lower the age have repeatedly failed in the federal Parliament, and New Zealand’s own Parliament kept 18 even after the declaration — elected representatives have considered and declined the change. My answer: those votes record what parliaments found persuasive, not whether the exclusion is justified; the declaration and the strikes are evidence about the principle, and on the principle the exclusion fails.” The against side, built the same way with the same rules, earns full marks. (2 marks: 1 for a claim with two valid named and dated pieces of evidence, 1 for counter-evidence acknowledged and answered)

Mark record

Record the evidence here. The marks are a record that evidence was seen; they are not used to rank students.

Part	Questions	Marks	Score
Part 1 — Government and democracy	Q1–Q5	20	
Part 2 — Laws and citizens	Q6–Q10	20	
Part 3 — Citizenship, diversity and identity	Q11–Q15	20	
Part 4 — Skills: investigating and evaluating	Q16–Q20	20	
Part 5 — Skills: participating and communicating	Q21–Q25	20	
Total	Q1–Q25	100	