

Mathematics Level 7

End-of-level review

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

Attribution: Classbasics Pty Ltd, vwx.au

Curriculum codes refer to the *Victorian Curriculum F–10 Version 2.0*, published by the Victorian Curriculum and Assessment Authority (VCAA). Classbasics is not affiliated with the VCAA; the VCAA does not endorse this resource and makes no warranties regarding it.

Distribution note: this document may be distributed, and whole pages may be removed from it, provided only WHOLE pages are removed (never part of a page). This allows teachers to remove tests, exams and subtopics they do not want to issue.

Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

Contents

Section	Page
End-of-level review	2
Marking guide	7

End-of-level review

This review looks back at all the work you did in this book: decisions and rules, our community, and skills for joining in. There is no new work in it. Take your time, and have a go.

*There are 16 questions in 3 parts. The whole review is **42 marks**.*

How this review works:

- You can use your book. Some questions ask you to look at an example, a chart or a picture from the book.
- Take as long as you need. You can do the review in two or three short sittings.
- Your teacher can read any question to you.
- Write your answers on the lines. Where a question asks you to draw or match, you can draw on the page.

Part 1 — Decisions and rules: choosing together and keeping it fair

These questions look back at Chapter 1: 1A, 1B and 1C.

Q1. Who decides? Think about the three places from *Who decides?* (1A). Write each answer on the line.

(a) At home — who usually decides?

(b) At school — who decides?

(c) In our town — who decides?

Q2. Open *Everyone has a say* (1B) and look at Example 1 — the Room 2 vote for the Friday lunch activity.

(a) Which activity won the vote?

(b) How many students voted in all?

(c) Some students picked a different activity. Was the decision still fair? Give one reason.

Q3. Someone gets hurt at lunch time. The class does not stop to talk it out. The teacher decides fast and helps.

(a) Is this Way 1 (one person decides) or Way 2 (everyone has a say)?

(b) Why is this a good way to decide when something must happen fast?

Q4. Rules and laws.

(a) Finish the sentence: A law is a rule for _____.

(b) Look at the three cards: *walk inside at school* · *stop at a red light* · *take turns on the swings*. Which card is a law? Write it on the line.

(c) Give one rule from the Room 2 class rules chart in *Our class rules* (1C).

Q5. Our class makes rules together.

(a) When everyone can say yes to a rule, we say it together. What do we say?

(b) Why is it good to make class rules together? Give one reason.

Part 2 — Our community: the places we use, the people we belong with, and how we help

These questions look back at Chapter 2: 2A, 2B, 2C and 2D.

Q6. Places that help everyone.

(a) Name two places in our town that help everyone.

(b) Who looks after our local places?

(c) Finish the sentence: A community is all the _____ who live in one place.

Q7. Open *Places that help everyone* (2A) and look at the picture of the bins.

(a) A banana skin — which bin does it go in? Write red, yellow, purple or green.

(b) A glass jar — which bin does it go in? Write red, yellow, purple or green.

Q8. What we should have and what we should do.

(a) Finish the sentences: A right is a thing we should _____. A responsibility is a thing we should _____.

(b) Draw a line from each right to the job that goes with it.

A right	The job that goes with it
learn in class	be kind and share
play at the park	listen and wait your turn
join in the fun with friends	keep the park clean and tidy

Q9. The groups we belong to.

(a) Name two groups you belong to.

(b) A team all wears the same shirt. Is the shirt a belief, a tradition or a symbol?

(c) A family has a big dinner every Sunday. Is this a belief, a tradition or a symbol?

Q10. Helping in our community.

(a) Finish the sentence: A volunteer is a person who helps without getting _____.

(b) Name one group of helpers from this book.

(c) Open *Helping in our community* (2D) and look at Example 2 — Miss Lee’s class gets money together. How much money did the class raise?

Part 3 — Skills for joining in

These questions look back at Chapter 3: 3A, 3B, 3C, 3D and 3E. Q16 uses ideas from all three chapters.

Q11. Good questions.

(a) Is “Did you like the game?” a small question or a big question?

(b) Give one check of a good question.

Q12. Gathering and sorting.

(a) Name two places we can gather ideas from.

(b) Here are the four steps in the wrong order: *tell · ask · sort · gather*. Write them in the right order on the line.

(c) Open *Gathering and sorting what we find out* (3B) and look at Example 1. Room 2 sorted the paint ideas into two groups. Name the two groups.

Q13. A place that helps us.

(a) Name the four little steps for talking about a place.

(b) Open *Talking about a place that helps us, and why it matters* (3C) and look at the Room 2 reasons chart in Q5. Which reason did the most children pick?

Q14. Talking it out.

(a) Finish the sentence: When everyone in the group can say yes to a decision, that is called _____.

(b) What does our class say when we can all say yes?

(c) Give two marks of a good decision.

Q15. Showing and telling.

(a) Name two ways to show and tell what we think.

(b) Give one part of a good show-and-tell.

Q16. This question uses ideas from all three chapters.

Many children want to use the swings at lunch time. Sometimes children rush in, and friends feel sad. Room 2 wants to fix this together, and then tell the school about it.

(a) Give one way Room 2 can decide together, so everyone has a say.

(b) A turn on the swings is a thing we should have at the park. Give one job that goes with it.

(c) Write one good question Room 2 could ask about this issue.

(d) Name one way Room 2 can show and tell the school about the new rule.

That is the end of the review. Well done!

Marking guide

This review is a **formative, preparatory classroom instrument** — the book’s cumulative end-of-level review. It is open-book: students may use the workbook, and the data items (Q2, Q4c, Q7, Q10c, Q12c, Q13b) send them to the book’s own examples, charts and pictures by section and item. It is untimed and may be run in two or three short sittings; any item may be read aloud by the teacher; answers may be written, drawn or matched on the page. The total is **42 marks** (Part 1 — 13 · Part 2 — 13 · Part 3 — 16).

No standard is assessed and no level is graded. There is no Level 2 (or Level 3) achievement standard in Victorian Curriculum F–10 Version 2.0 Civics and Citizenship — the first achievement standard in the learning area is Level 4 — so the marks below are a record of the evidence a student shows on the day, for the student’s next teacher and for planning support. They are not a judgement against an achievement standard, and they must not be reported as level-graded achievement (TOC, D3). This book owns no VC2 content descriptions (TOC, D1): the “Sets up” column maps each item to the Levels 3–4 band content descriptions that its source section sets up. That mapping is forward linkage for the receiving teacher — nothing in this review assesses those band content descriptions, and no CD-ownership or assessment claim is made or implied.

Content discipline. Every item is drawn from this book’s own sections; there is no new content. No new data, price, date or source is introduced anywhere in the paper, and no source line from the book is copied into a new claim: where an item needs data, the student reads it from the book itself. Q16’s swings scenario is a fresh classroom application scenario in the book’s own playground world (the swings thread runs 1A → 2B → 3E), used to draw the three chapters together; it carries no new facts.

Reason items. Where an item asks for a reason about fairness or a choice (Q2c, Q3b, Q5b, Q16a–c), the mark is awarded for the reason given, not for the conclusion reached (CONTESTED_TERMS Rule 5, adapted to Year 2, as in the book’s 3C/3D teacher notes): any reason consistent with the book’s own definitions earns the mark. The contested terms keep the definitions the book gave at first use — *fair* (“everyone in the group has a say, and everyone is listened to”, 1B), *democratic* (1B), *consensus* (“everyone in the group can say yes”, 3D).

Scale discipline (TOC, D8). No item names or implies a parliament, an election, a ballot, a candidate, a court, a constitution, levels of government, police or enforcement. “Government” carries the book’s own 1A meaning (“the people who make decisions and look after the rules for everyone in a place”); the only voting referenced is the classroom practice seeded in 1B. The 2C/2D items draw on the neutral remainder only (TOC, §2A): the team shirt, the Sunday dinner, the helper groups — no Elders or First Nations referent, consistent with the book.

Marks

Q	Part	Drawn from	Sets up (Levels 3–4 band)	Marks
Q1	1	1A	VC2HC4K01	3
Q2	1	1B, Example 1	VC2HC4K02	3
Q3	1	1B	VC2HC4K02	2
Q4	1	1C (cards echo 3D, Example 2)	VC2HC4K04, VC2HC4K02	3
Q5	1	1C	VC2HC4K04, VC2HC4K02	2
Q6	2	2A	VC2HC4K03, VC2HC4S03	3
Q7	2	2A, bins picture	VC2HC4K03	2
Q8	2	2B, Figure 5 pairs	VC2HC4K05	2
Q9	2	2C	VC2HC4K06	3
Q10	2	2D, Example 2	VC2HC4K07	3
Q11	3	3A	VC2HC4S01	2
Q12	3	3B, Example 1	VC2HC4S02	3
Q13	3	3C, Q5 chart	VC2HC4S03	2
Q14	3	3D	VC2HC4S04, VC2HC4K04	3
Q15	3	3E	VC2HC4S05	2
Q16	3	synthesis: 1B/1C + 2B + 3A + 3E	VC2HC4K02, VC2HC4K05, VC2HC4S01, VC2HC4S05	4
Total				42

Part totals: Part 1 — 13 · Part 2 — 13 · Part 3 — 16. All twelve sections are drawn on at least once (1A ×1, 1B ×3, 1C ×2, 2A ×2, 2B ×2, 2C ×1, 2D ×1, 3A ×2, 3B ×1, 3C ×1, 3D ×1, 3E ×2), so the receiving teacher can see the evidence per section of the book.

Question-by-question rubric

Q1 — 3 marks (1A). The student names the decision-maker in each of the three places.

- 1 mark: (a) at home — the parents (accept mum, dad, or the grown-ups who look after the family; the book's reason: they look after the family).
- 1 mark: (b) at school — the teacher and the principal (either named earns the mark; accept "my teacher").
- 1 mark: (c) in our town — the government (accept the book's meaning: the people who make decisions and look after the rules for everyone in a place).

Q2 — 3 marks (1B, Example 1). The student reads the book's own worked vote and reasons about fairness with the three checks.

- 1 mark: (a) painting (the most hands).
- 1 mark: (b) 16 (one hand is one student; the book counts $7 + 5 + 4 = 16$ hands — every student voted).
- 1 mark: (c) yes, with a reason tied to the three checks: everyone got a say, everyone was listened to, every vote counted the same (accept "everyone was told the answer" or "it can have a turn next Friday"). The mark requires the yes and a check-based reason; marked on the reason given.

Q3 — 2 marks (1B). The student recognises when Way 1 is the right way.

- 1 mark: (a) Way 1 (one person decides).
- 1 mark: (b) a reason tied to speed or safety — when something must happen fast, one person deciding is a good way (talking it out takes time, and the hurt child needs help now). Marked on the reason given.

Q4 — 3 marks (1C; the three cards echo 3D, Example 2). The student separates a rule for our group from a rule for everyone.

- 1 mark: (a) everyone.
- 1 mark: (b) *stop at a red light* — it is for everyone on the road (cars, bikes and trucks stop), so it is a law.
- 1 mark: (c) any one rule from the Room 2 chart: we use kind words / we take turns / we listen when others speak / we walk inside.

Q5 — 2 marks (1C). The student recalls the shared consensus phrase and reasons about making rules together.

- 1 mark: (a) "We all agreed!"
- 1 mark: (b) a reason — everyone has a say / the rules are fair / people are glad to follow a rule they helped make (1B's three good things). Marked on the reason given.

Q6 — 3 marks (2A). The student names the places, who looks after them, and the book's definition of community.

- 1 mark: (a) any two of: the park, the library, the pool, the bins.
- 1 mark: (b) the people chosen by the community — accept "local government" or "the council" (the book's words for the same people).
- 1 mark: (c) people.

Q7 — 2 marks (2A, bins picture). The student sorts two items using the book's bin chart.

- 1 mark: (a) green (the food and garden bin).
- 1 mark: (b) purple (the glass bin).

Q8 — 2 marks (2B). The student recalls the right/responsibility definitions and the pairs.

- 1 mark: (a) have; do (both needed — a right is a thing we should have; a responsibility is a thing we should do).
- 1 mark: (b) all three matches right: learn in class — listen and wait your turn; play at the park — keep the park clean and tidy; join in the fun with friends — be kind and share.

Q9 — 3 marks (2C). The student names groups and sorts two cards using the book’s definitions of belief, tradition and symbol.

- 1 mark: (a) any two true groups — family, class or school, a sport team, a music or dance group, a cultural group, a religious group (the child’s own groups are fine).
- 1 mark: (b) symbol — a thing a group uses to show who it is.
- 1 mark: (c) tradition — what a group does again and again, in a special way.

Q10 — 3 marks (2D). The student recalls the volunteer definition, names a helper group, and works the book’s own fundraiser.

- 1 mark: (a) paid.
- 1 mark: (b) any one of: Friends of the park, a Landcare group, the Victoria State Emergency Service (the storm helpers).
- 1 mark: (c) 20 dollars — from the book’s Example 2: 10 bags at 2 dollars each is 20 dollars (the class buys two little trees with it). Accept “20” with or without the working shown; if the student shows $10 \times 2 = 20$, note it as strong evidence.

Q11 — 2 marks (3A). The student tells a small question from a big question and recalls the checks.

- 1 mark: (a) a small question (it can be answered yes or no).
- 1 mark: (b) any one check: it is about something you saw happen / it makes you think / it is kind.

Q12 — 3 marks (3B). The student recalls the gathering places and the four steps, and reads the book’s own sorted example.

- 1 mark: (a) any two of: a picture book, your teacher, your classmates, what you can see.
- 1 mark: (b) ask, gather, sort, tell.
- 1 mark: (c) *we can do it* and *we need help* (both needed).

Q13 — 2 marks (3C). The student recalls the four-step talk and reads the book’s own reasons chart.

- 1 mark: (a) name, do, helps, matters (all four; accept the child’s own wording of each step, e.g. “say the name, say what people can do there, say how it helps, say why it matters”).
- 1 mark: (b) play on the swings (7 children — the tallest bar on Room 2’s example chart).

Q14 — 3 marks (3D). The student recalls consensus, the shared phrase, and the marks of a good decision.

- 1 mark: (a) consensus.
- 1 mark: (b) “We all agreed!”
- 1 mark: (c) any two of the five marks: everyone had a say / everyone was listened to / the decision is fair / the decision keeps us safe / everyone can say yes to it.

Q15 — 2 marks (3E). The student recalls the three ways and the four parts.

- 1 mark: (a) any two of: make a poster, draw a picture, say a sentence.
- 1 mark: (b) any one of the four parts: what is it about / what do we think / why does it matter (use *because*) / use a word we know (a word from the word wall).

Q16 — 4 marks (synthesis: 1B/1C + 2B + 3A + 3E). The student draws the three chapters together on one issue. Each mark is independent.

- 1 mark: (a) any Way 2 way to decide together: vote (everyone shows their pick, one person one vote) / talk it out until everyone can say yes / make the rule together (share ideas, listen, talk until we can all say yes). Marked on naming a way where everyone has a say.
- 1 mark: (b) a job that goes with the right to a turn: share the swings / wait your turn / be kind (2B's pairs; Ruby's poster in 3E shows "share the swings" as a thing we should do).
- 1 mark: (c) a question that passes the 3A checks — about something the class saw happen, makes you think, and is kind. Example: "How could we share the swings so everyone gets a turn?" Marked on the checks, not the exact wording.
- 1 mark: (d) any one way to show and tell: a poster, a picture, or a sentence (to the school).

Solutions

Q1. In *Who decides?* (1A) we met the three places. At home, your parents decide — they look after the family. At school, your teacher and your principal decide — they help us learn. In our town, the government decides — the people who make decisions and look after the rules for everyone in a place.

So a. parents b. teacher and principal c. government.

Q2. Example 1 in 1B is the Room 2 vote for the Friday lunch activity. Painting had the most hands, so painting won. One hand is one student, and the book counts the hands: $7 + 5 + 4 = 16$, so all 16 students voted. Some students picked something else — that is all right. Check the three checks: everyone got a say, everyone was listened to, and every vote counted the same. So the decision was still fair. The book adds: next Friday, Room 2 will vote again, and blocks or singing can have a turn.

So a. painting b. 16 c. yes — everyone had a say, and every vote counted.

Q3. Someone is hurt, so the decision must happen fast. Talking it out takes time, and the class does not stop. In 1B we learned: when something must happen fast, one person deciding is a good way. The teacher decides fast and helps.

So a. Way 1 b. when something must happen fast, one person can decide quickly and keep everyone safe.

Q4. In 1C: a law is a rule for everyone. *Stop at a red light* is for everyone on the road — cars stop, bikes stop, trucks stop — so it is a law. *Walk inside at school* and *take turns on the swings* are rules for our group. The Room 2 class rules chart has four rules: we use kind words, we take turns, we listen when others speak, and we walk inside.

So a. everyone b. stop at a red light c. any one rule from the Room 2 chart.

Q5. When everyone can say yes, we say it together: *We all agreed!* Making rules together is good because everyone has a say, the rules are fair, and people are glad to follow a rule they helped make.

So a. “We all agreed!” b. any reason — for example, everyone has a say, so the rules are fair.

Q6. In 2A, the places that help everyone are the park, the library, the pool and the bins. The people chosen by the community look after our local places — we call them the local government (in Ballarat, the council). A community is all the people who live in one place.

So a. any two of park, library, pool, bins b. the people chosen by the community (local government / the council) c. people.

Q7. The bins picture in 2A: the green-lid bin is for food and garden things, like banana skins — so the banana skin goes in the green bin. The purple-lid bin is for glass, like glass jars — so the glass jar goes in the purple bin.

So a. green b. purple.

Q8. From 2B: a right is a thing we should have, and a responsibility is a thing we should do. The pairs: learn in class goes with listen and wait your turn; play at the park goes with keep the park clean and tidy; join in the fun with friends goes with be kind and share.

So a. have; do b. matched as above.

Q9. From 2C, the groups we belong to can be our family, our class, a sport team, a music or dance group, a cultural group or a religious group. A team’s same shirt is a thing the group uses to show who it is — a symbol. A big dinner every Sunday is what the family does again and again, in a special way — a tradition.

So a. any two groups b. symbol c. tradition.

Q10. From 2D: a volunteer is a person who helps without getting paid. The book’s helper groups are Friends of the park, Landcare groups and the Victoria State Emergency Service (the storm helpers). In Example 2, Miss Lee’s class made 10 bags of seeds, and each bag was 2 dollars: 10 bags at 2 dollars each is 20 dollars. The class raised 20 dollars and bought two little trees for the school garden.

So a. paid b. any one helper group c. 20 dollars.

Q11. From 3A: “Did you like the game?” can be answered yes or no, so it is a small question. The checks of a good question: it is about something you saw happen, it makes you think, and it is kind.

So a. a small question b. any one check.

Q12. From 3B: we can gather ideas from four places — a picture book, our teacher, our classmates, and what we can see. The four steps in order: ask, gather, sort, tell. In Example 1, Room 2 sorted the paint ideas into two groups: *we can do it* and *we need help*.

So a. any two places b. ask, gather, sort, tell c. we can do it; we need help.

Q13. From 3C: the four little steps for talking about a place are name, do, helps, matters — say the name, say what people can do there, say how it helps people, say why it matters. In the Q5 reasons chart, Room 2’s example chart shows play on the swings with 7 children — the most children picked that reason.

So a. name, do, helps, matters b. play on the swings.

Q14. From 3D: when everyone in the group can say yes to a decision, that is called consensus — and we say *We all agreed!* The marks of a good decision: everyone had a say, everyone was listened to, the decision is fair, the decision keeps us safe, and everyone can say yes to it.

So a. consensus b. “We all agreed!” c. any two marks.

Q15. From 3E: the three ways to show and tell are make a poster, draw a picture, and say a sentence. The four parts of a good show-and-tell: what is it about, what do we think, why does it matter (use *because*), and use a word we know.

So a. any two ways b. any one part.

Q16. a. Room 2 can decide Way 2, so everyone has a say: they can vote (everyone shows their pick, one person one vote), or talk it out until everyone can say yes (3D), or make the rule together — share ideas, listen, talk until we can all say yes (1C). b. A turn on the swings is a right — a thing we should have at the park. The job that goes with it: share the swings and wait your turn; be kind (2B; Ruby’s poster in 3E puts “share the swings” on the should-do side). c. A good question is about something the class saw happen, makes you think, and is kind — for example: *How could we share the swings so everyone gets a turn?* (3A). d. Room 2 can show and tell the school with a poster, a picture, or a sentence (3E).

So a. vote, or talk it out, or make the rule together b. share the swings / wait your turn c. example as given d. a poster, a picture, or a sentence.