

Mathematics Level 7

End-of-level review

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End-of-level review — Civics and Citizenship Level 3

This review is a piece of class work from your workbook. It is a school paper, not an outside exam — Civics and Citizenship Levels 3 and 4 has no outside exam. There is no time to beat. Take as long as you need. If you want, your teacher will read any question out to you.

You do this review once, after Section 2E. It looks back across everything you learned in Chapters 1 and 2. Keep your workbook beside you — some questions ask you to look at a picture or a table in it. Your teacher uses your marks to report on what you have learned across Levels 3 and 4.

End-of-level review · Codes VC2HC4K01–VC2HC4K07, VC2HC4S01–VC2HC4S05

Total: 30 marks · Part A — Questions A1 to A6 · 14 marks · Part B — Questions B1 to B5 · 16 marks

The marks for each question are written with the question.

Every question in this review points to a part of the Levels 3 and 4 achievement standard. Together, the review touches all twelve content descriptions of the band. Each question lists the code it points to.

The words in this review are words you learned in Chapters 1 and 2. If you need them, the word lists are in every section.

In this review you will:

- name the three checks for a law (A1)
- read the recess vote chart and say why the vote is fair (A2)
- answer three questions about the council (A3)
- sort a rule and a law, and say why (A4)
- finish a sentence about responsibilities, and match a park right (A5)
- name the three kinds of groups, the Harmony Week message, and a project step (A6)
- sort a closed question and open it up (B1)
- name sources and issue-plan boxes for the oval issue (B2)
- describe the council as an institution (B3)
- use the words deliberation and consensus, and say how a class gets from one to the other (B4)
- write a description of the Green Gums Park issue that joins Chapter 1 and Chapter 2 (B5)

Part A — Chapter 1 — Knowledge and Understanding: democracy, rules and the communities we belong to

Six questions, 14 marks. The marks for each part are written with the question. Write your answers in your own words.

A1. (2 marks · VC2HC4K01) Section 1A teaches three checks to ask about any rule, to find out if it is a law. Name the three checks.

A2. (2 marks · VC2HC4K02) Look at Picture 7 in Section 1B — the recess vote chart.

- (a) Which game won the vote? (1 mark)
- (b) Not every student voted for the game that won. Use one word from the Section 1B word box — *fairness*, *equality* or *freedom* — to say why the vote was still fair. (1 mark)

A3. (3 marks · VC2HC4K03) Section 1C is about the council — your local government.

- (a) Who chooses the councillors, and how do they choose them? (1 mark)
- (b) Name two services your council runs. (1 mark)
- (c) Section 1C shows four bins that every council in Victoria will use by the year 2030. Which bin is for food and garden bits? (1 mark)

A4. (2 marks · VC2HC4K04) Section 1D teaches two questions for sorting rules and laws: *Who made it?* and *Who is it for?* Sort each card below, and give your reason using one of the two questions.

- (a) *Walk with quiet feet inside the school.* — a rule or a law? (1 mark)
- (b) *Wear a helmet when you ride a bike.* — a rule or a law? (1 mark)

A5. (2 marks · VC2HC4K05) Section 1E is about rights and responsibilities.

- (a) Finish the sentence from Section 1E: *When no one does their responsibilities,* _____. (1 mark)
- (b) In the Green Gums Park example in Section 1E, everyone has the right to enjoy a clean park. What is the responsibility that goes with that right? (1 mark)

A6. (3 marks · VC2HC4K06 · VC2HC4K07)

- (a) Section 1F teaches three kinds of groups. Name them. (1 mark)
- (b) The Harmony Week message in Section 1F is two words. What is the message? (1 mark)
- (c) In Section 1G, a class near the little penguins decides: *we will make signs, and we will raise money for nest boxes.* Which of the four project steps is that — *spot a need, make a plan, do the work,* or *tell people*? (1 mark)

Part B — Chapter 2 — Skills: investigating, evaluating, participating and communicating

Five questions, 16 marks. Question B5 joins Chapter 1 and Chapter 2 together. The marks for each part are written with the question. Write your answers in your own words.

B1. (2 marks · VC2HC4S01) Section 2A teaches how to grow a good question. A student writes this question: *Is there litter in our schoolyard?*

- (a) Is this question closed or open? (1 mark)

(b) Turn it into an open question, the way Section 2A shows. (1 mark)

B2. (3 marks · VC2HC4S02) In Section 2B, Room 2 at Riverbend Primary School investigated the issue: *rubbish is left on the oval after lunch*.

- (a) Name two of the five sources Section 2B teaches. (1 mark)
- (b) Room 2 put their good bits into the four boxes of the issue plan. Two of the boxes are *What is the issue?* and *Who does it touch?* Name the other two boxes. (1 mark)
- (c) Name one source Room 2 could use for the oval issue, and say what that source might tell them. (1 mark)

B3. (3 marks · VC2HC4S03) Section 2C teaches how to describe the council as an institution.

- (a) What is an institution? Use the meaning Section 2C gives. (1 mark)
- (b) The four-part frame in Section 2C is: *Name it · What does it do? · How does it decide? · Why does it matter?* Write one thing you would say about the council under *What does it do?* (1 mark)
- (c) Section 2C gives three ticks that show the council is democratic. Name one of them. (1 mark)

B4. (4 marks · VC2HC4S04) Section 2D teaches deliberation and consensus.

- (a) What is deliberation? Use the meaning Section 2D gives. (1 mark)
- (b) What is consensus? Use the meaning Section 2D gives. (1 mark)
- (c) Name two of the ground rules for deliberation from Section 2D. (1 mark)
- (d) In a vote, one pick wins and the other picks lose. In consensus, no one loses. Say how a class gets from an issue to a pick where no one loses. Use the steps from Section 2D. (1 mark)

B5. (4 marks · VC2HC4S05) This question joins Chapter 1 and Chapter 2 together.

Litter is left on the grass at Green Gums Park — the park from Sections 1E and 2E. Write a short description of this issue, the way Section 2E teaches: tell the issue, use ideas from sources, and use the words we know. Your description must have all four of these in it:

- (a) Tell the issue, and say who it touches. (1 mark)
- (b) Use one idea from a source, and name the source — one of the five sources from Section 2B. (1 mark)
- (c) Use the words *right* and *responsibility* the way Section 1E teaches — one of each, for the people who use the park. (1 mark)

(d) Name one way people could join in and help fix the issue, using an idea from Section 1G. (1 mark)

Mark record

Question	Code	Worth	Given
A1 — the three checks for a law	VC2HC4K01	2	
A2 — the recess vote, and why it is fair	VC2HC4K02	2	
A3 — councillors, services and the four bins	VC2HC4K03	3	
A4 — sort a rule and a law	VC2HC4K04	2	
A5 — responsibilities, and the clean-park right	VC2HC4K05	2	
A6 — kinds of groups, the Harmony Week message, a project step	VC2HC4K06 VC2HC4K07	3	
B1 — a closed question, opened	VC2HC4S01	2	
B2 — sources and the issue plan for the oval issue	VC2HC4S02	3	
B3 — the council as an institution	VC2HC4S03	3	
B4 — deliberation, consensus, and the steps between them	VC2HC4S04	4	
B5 — describing the Green Gums Park issue, joining both chapters	VC2HC4S05	4	
Total		30	

Review solutions and marking guide — read this first

This guide covers the end-of-level review for Civics and Citizenship Level 3. Total: 30 marks · Part A — Questions A1 to A6 · 14 marks · Part B — Questions B1 to B5 · 16 marks. Question B5 is the cross-chapter synthesis item. The marking guide comes first; the fully-worked solutions follow, in the same order as the paper.

About this instrument

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. Civics and Citizenship Levels 3 and 4 has no external examination; this paper is a teaching instrument written for this workbook.

- **Untimed.** There is no time limit and no exam conditions. Run it as ordinary class work.
- **Reading support.** The teacher may read any question aloud. Oral answers count the same as written answers.
- **Workbook open.** The paper introduces no new data. Every figure, table, example and scenario an item uses is already in the book's own sections, and items refer to them by section and item (for example, "Picture 7 in Section 1B"). Students keep the workbook beside them and turn to the picture, table or example named in the question.
- **When to run it.** Once, after Section 2E — the paper looks back across the whole book.
- **Purpose.** Marks are used to report on progress against the Levels 3 and 4 achievement standard across the band. This is a teaching and reporting instrument; it is never run under examination conditions.
- **What a mark is.** A mark is a record that the evidence was seen. It is not for ranking students.
- **Coverage.** Together the eleven questions evidence all twelve content descriptions of the Levels 3 and 4 band. A6 carries two codes; every other question carries one.

The codes evidenced

The twelve content descriptions of the band, with the section that teaches each one:

- VC2HC4K01 (Section 1A)
- VC2HC4K02 (Section 1B)
- VC2HC4K03 (Section 1C)
- VC2HC4K04 (Section 1D)
- VC2HC4K05 (Section 1E)
- VC2HC4K06 (Section 1F)
- VC2HC4K07 (Section 1G)
- VC2HC4S01 (Section 2A)
- VC2HC4S02 (Section 2B)
- VC2HC4S03 (Section 2C)
- VC2HC4S04 (Section 2D)
- VC2HC4S05 (Section 2E)

Marks at a glance

Part	Questions	Codes	Marks
Part A — Chapter 1: Knowledge and Understanding	A1–A6	VC2HC4K01– VC2HC4K07	14
Part B — Chapter 2: Skills	B1–B5	VC2HC4S01– VC2HC4S05	16

Part	Questions	Codes	Marks
Total			30

General marking rules

- **Own words.** Accept the same idea in the student’s own words. The solutions below quote the book’s wording; a paraphrase with the same meaning earns the same mark.
- **Spelling.** Spelling and handwriting are not marked as such. The answer must be legible and the word recognisable.
- **Part-marked questions.** Parts are marked as shown with each solution. Where a part says both items are needed (for example, two services in A3(b)), one item alone earns 0 for that part.
- **Reasoning, not conclusions.** For every “say why”, “explain” or describe-the-issue part (A2(b), A4 reasons, B4(d), B5), mark the quality of the reasoning, not the conclusion reached. Two students who reach opposite conclusions can both receive full marks if each reasons from the book’s ideas.
- **Book-defined words.** Words the book defines at first use — *institution, deliberation, consensus, fairness, equality, freedom* — are accepted in the book’s sense. A student who gives the book’s working definition, in any words, earns the mark.
- **Ask once.** If an answer is ambiguous, the teacher may ask one neutral follow-up (“Can you tell me more about that?”). Mark the answer after that one follow-up; do not coach or lead.

Running the review

- Run the paper once, after Section 2E. Part A fits one lesson; Part B can take a second lesson.
- Students keep the workbook on the desk — items point them to pictures, tables and examples by section.
- Where the room has a projector, project the referenced picture or table (for example, Picture 7 in Section 1B for A2) so students can see it while they answer.
- The teacher may read questions aloud; oral answers count the same as written answers.
- Untimed, ordinary class work. Never run under exam conditions.

Fully-worked solutions — same order as the paper

A1 · VC2HC4K01 · 2 marks

- **Accept:** the three checks from Section 1A, in any words with the same meaning: (1) Was it made by a government? (2) Is it for everyone in the place? (3) Does it help keep people safe, or help people be treated well?
- **Marks:** all three checks = 2 marks; any two = 1 mark; one or none = 0 marks.
- **Evidences:** the standard's ask that students tell rules and laws apart and say why rules matter — the three checks are the book's test for whether a rule is a law.

A2 · VC2HC4K02 · 2 marks

- **Accept:** (a) Soccer — Picture 7 in Section 1B shows soccer winning the recess vote. (b) Any one of the three Section 1B word-box words used in the book's sense: *fairness* — “everyone gets a say and every say counts the same”; *equality* — every vote counts the same, everyone is treated the same way; *freedom* — “being able to say what you think and help choose”. The core idea: every student got a say and every say counted the same, so the vote was fair even for students whose pick lost.
- **Marks:** 1 mark per part. For (b), mark the reasoning, not the word picked — any of the three words earns the mark if it is used in the book's sense.
- **Evidences:** the standard's ask that students explain how democratic decisions get made — reading the vote chart and justifying its fairness with the democratic values taught in Section 1B.

A3 · VC2HC4K03 · 3 marks

- **Accept:** (a) The people of the local area choose the councillors; they choose them by voting, in an election. “Every four years” and “by post” (Section 1C) strengthen the answer but are not required. (b) Any two of the eight services in Section 1C: rubbish and recycling; libraries; health services such as Maternal and Child Health; parks and gardens; fun events; pools and sport; the arts; pets. (c) The green bin — Section 1C shows the green bin is for food and garden bits.
- **Marks:** 1 mark per part. In (b) both services are needed for the mark.
- **Evidences:** the standard's local-government expectation — how councillors are chosen, what services the council runs, and the four-bin plan.

A4 · VC2HC4K04 · 2 marks

- **Accept:** (a) Rule — reason tied to one of the two Section 1D sorting questions: the school (a group) made it, and it is for the people in that school, not for everyone in the place. (b) Law — reason: the government made it, and it is for everyone who rides a bike, everywhere.
- **Marks:** 1 mark per part — the correct sort with a reason that uses one of the two questions (*Who made it?* / *Who is it for?*). A bare “rule” or “law” with no reason earns 0 for that part.
- **Evidences:** the standard's ask that students tell rules from laws — the two sorting questions are Section 1D's own tool, and both cards are the book's own sort cards.

A5 · VC2HC4K05 · 2 marks

- **Accept:** (a) “rights get hurt” — or the same idea in other words (for example, “people's rights stop working”). (b) Put your rubbish in the bin — Section 1E pairs the right to enjoy a clean park at Green Gums Park with the responsibility “We put our rubbish in the bin”.
- **Marks:** 1 mark per part.
- **Evidences:** the standard's rights-and-responsibilities ask — the pairing sentence and the park right/responsibility pair are Section 1E's own.

A6 · VC2HC4K06 · VC2HC4K07 · 3 marks

- **Accept:** (a) Social, cultural and religious — the three kinds of groups in Section 1F. All three are needed for the mark. (b) “Everyone belongs.” — the Harmony Week message in Section 1F; accept with or without the

full stop. (c) Make a plan — the class has moved past spotting the need and is deciding what to do, which is step 2 of the four project steps in Section 1G (spot a need → make a plan → do the work → tell people).

- **Marks:** 1 mark per part.
- **Evidences:** the standard's ask about what shapes identity and communities — the three kinds of groups and the Harmony Week message; and its ask about taking part as active citizens — placing the penguin class's decision in the four project steps.

B1 · VC2HC4S01 · 2 marks

- **Accept:** (a) Closed — it can be answered yes or no. (b) Any open question about the same issue that passes the Section 2A checklist: it is clear what we want to find out; we can find an answer (ask, look, or read); it is about the issue; it keeps an open mind and does not pick the answer. Examples: “Why is there litter in our schoolyard?” · “How does litter get onto our schoolyard?” · “What happens to the litter in our schoolyard?”
- **Marks:** 1 mark per part. For (b), reject any question that can still be answered yes or no, and reject questions that pick the answer in advance (for example, “Why do people drop litter on purpose?”).
- **Evidences:** the achievement standard's questioning ask — sorting a closed question and opening it is Section 2A's own move (“Is the park muddy?” → “Why is the park muddy?”).

B2 · VC2HC4S02 · 3 marks

- **Accept:** (a) Any two of the five Section 2B sources: ask people; books; signs and posters; photos; websites (with an adult). (b) “What do people say?” and “What could we do?” — both are needed for the mark.
(c) Any one of the five sources named for the oval issue, with a plausible thing it might tell Room 2 — for example: ask people — students who use the oval could say when and where the rubbish appears; photos — could show how much rubbish is left after lunch; signs and posters — could show what the school already asks people to do; books or websites (with an adult) — could show why litter is a problem. Counting the rubbish is accepted as a way of using “ask people / look”, as in the book's own example (Room 6 in Section 2E counted pieces of litter after recess).
- **Marks:** 1 mark per part.
- **Evidences:** the standard's asks about describing institutions and systems from information and sources, and about identifying questions to investigate — selecting sources and organising the good bits into the four-box issue plan is Section 2B's own method, applied to Room 2's own issue.

B3 · VC2HC4S03 · 3 marks

- **Accept:** (a) The book's working definition: “a group that keeps doing an important job for lots of people” — accept own words with the same idea. (b) Anything true under *What does it do?* for the council, drawn from Sections 1C or 2C — for example: it runs services like rubbish collection, libraries, parks and pools; it makes decisions for the local area. (c) Any one of the three Section 2C democratic ticks: people vote to choose the councillors; councillors talk and listen before they decide; everyone in the area can use their voice.
- **Marks:** 1 mark per part.
- **Evidences:** the standard's ask about describing institutions and systems from information and sources — the four-part frame and the democratic ticks are Section 2C's own.

B4 · VC2HC4S04 · 4 marks

- **Accept:** (a) Deliberation: “talking together calmly and carefully before we decide — we listen to every idea and every reason” — accept own words with the same idea. (b) Consensus: “a decision that everyone in the group can agree to. No one loses. Everyone can go along with the pick.” (c) Any two of the five Section 2D ground rules: one voice at a time; listen with your eyes and your ears; share your idea and your reason; it is OK to change your mind; everyone gets a turn. (d) The five consensus steps, in order or in effect: say the issue; share ideas and reasons; listen and think; fix and blend the ideas; ask “can everyone agree?” — and if not, go back and fix and blend again, until everyone can agree.
- **Marks:** 1 mark per part. For (d), the loop is required: the answer must show the class keeps fixing, blending and asking until everyone can agree. A list of steps with no sense of going back and trying again earns 0 for that part.

- **Evidences:** the standard's ask that students build consensus and deliberate to work out outcomes together — the definitions, ground rules and steps are Section 2D's own.

B5 · VC2HC4S05 · 4 marks

- **Accept:** a short description with all four elements, in any order and in the student's own words:
-
- (a) The issue told — litter left on the grass at Green Gums Park — and who it touches: everyone who uses the park, and/or the animals (Section 1E: rubbish on the ground can hurt animals). 1 mark.
-
- (b) One idea from one source named from the five in Section 2B (ask people; books; signs and posters; photos; websites with an adult). Counting the litter and taking a photo, the way Room 6 did in Section 2E, is accepted. Students do not need new numbers — referring to the book's own counted example is enough. 1 mark.
-
- (c) *Right* and *responsibility* used in the Section 1E sense — for example, the right to enjoy a clean park, and the responsibility to put rubbish in the bin. 1 mark.
-
- (d) One way to join in from Section 1G — pick up litter, plant trees, raise money, make posters, read to little kids, care for animals; or a clean-up day (the kind Riverbend voted for in Section 2B; Section 1G's Clean Up Australia example); or the four project steps. 1 mark.
- **Marks:** 4 marks — 1 per element. Mark the quality of the description, not the fix the student proposes: two descriptions that propose different fixes can both earn full marks if each covers the four elements.
- **Evidences:** the standard's asks about describing contemporary issues, working out outcomes together through consensus and deliberation, and describing institutions and systems from information and sources — the three-part description test is Section 2E's own ("it tells the issue, it uses ideas from sources, and it uses the words we know from this subject"); the right/responsibility pair is Section 1E's; the joining-in ways are Section 1G's; the sources are Section 2B's. This is the cross-chapter synthesis item.
- **Model description** (accept any description that covers the four elements):

Litter is left on the grass at Green Gums Park. This issue touches everyone who uses the park, and rubbish on the ground can hurt animals. We used a source, the way Room 6 did in Section 2E: we counted the litter on the grass after one visit, and we took a photo. Everyone has the right to enjoy a clean park, and everyone has the responsibility to put their rubbish in the bin. Our class could join in and help fix it — we could pick up litter and make posters, or plan a clean-up day like the one Riverbend voted for.

Where each question traces in the book

Question	Marks	Section	Codes owned
A1	2	1A	VC2HC4K01
A2	2	1B	VC2HC4K02
A3	3	1C	VC2HC4K03
A4	2	1D	VC2HC4K04
A5	2	1E	VC2HC4K05
A6	3	1F · 1G	VC2HC4K06 · VC2HC4K07
B1	2	2A	VC2HC4S01
B2	3	2B	VC2HC4S02
B3	3	2C	VC2HC4S03
B4	4	2D	VC2HC4S04
B5	4	2E — synthesis item, draws on 1E, 1G and 2B	VC2HC4S05

Total

Part A: 14 marks (2 + 2 + 3 + 2 + 2 + 3). Part B: 16 marks (2 + 3 + 3 + 4 + 4). **Total: 30 marks.**