

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	8

End-of-level review

This review is a piece of class work from your workbook. It is school work, not an outside exam — there is no outside exam for Civics and Citizenship at Levels 3 and 4. 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 Chapter 3. It looks back across everything you learned in Chapters 1 to 3. There is no new work 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: 40 marks · Part A — Questions 1 to 4 · 12 marks · Part B — Questions 5 to 9 · 14 marks · Part C — Questions 10 to 14 · 14 marks

The marks for each question are written with the question.

In this review you will:

- answer questions about who decides, and about how your local council works;
- sort rules and laws, and pair rights with responsibilities;
- describe the groups you belong to, and how people join in and help;
- ask good questions, read charts, and describe an issue using the subject words of this book.

Name: _____ Class: _____ Date: _____

How this review works:

- There are 14 questions in 3 parts. There is no time limit. Your teacher may split the review across two sessions.
- You may look back at the chapters of this book whenever you need to. Some questions point you to the section to look at.
- Write your answers in your book. Question 14 gives you lines to write on.
- Your teacher may read any question out to you.

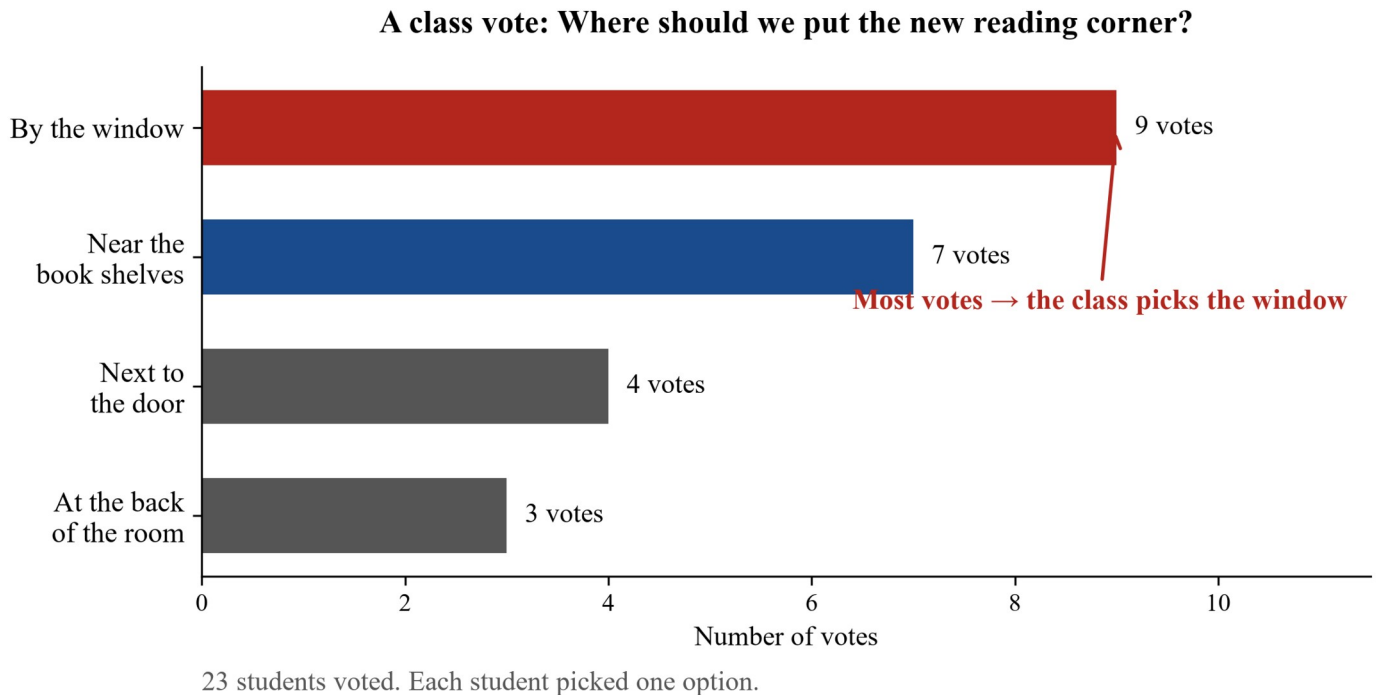
Part A — Government and democracy

Part A looks back at Chapter 1: Sections 1A, 1B and 1C.

Q1. (3 marks) Section 1A is about who decides, and about laws.

- Finish the sentence: *A law is a _____ made by the government, for _____.*
- Name one real Victorian law from the laws table in Section 1A, and say what it makes people do.
- Section 1A looks at two ways to decide: one person decides, or everyone decides. Give one good point about one person deciding.

Q2. (3 marks) In Section 1B, a class voted on where to put its new reading corner. Look at the vote chart from that section.



A bar chart of a class vote for where to put the new reading corner, showing how many students voted for each option

- Which spot got the most votes? How many votes did it get?
- How many students voted in all?
- In this book, a **democratic** decision is a decision where everyone in the group gets a say, and the group decides together. Give one reason why this class vote was a democratic decision.

Q3. (3 marks) These questions are about local government (Section 1C).

- How many local councils are there in Victoria?
- Finish the sentences: *Council elections happen every _____ years, in October. The voting papers come by _____.*
- Name two services your council runs or looks after.

Q4. (3 marks) Section 1B teaches this rule: *the more people a decision is about, the more people should get a say in it.* Section 1C shows two fair views about a local decision: fix up the playground, or build a skate park.

- Name two of the five ways to use your voice from Section 1C.
- (2 marks) A council is deciding between fixing up the playground and building a skate park. Explain why both views can be fair, and say one way a student your age could let the council know what they think.

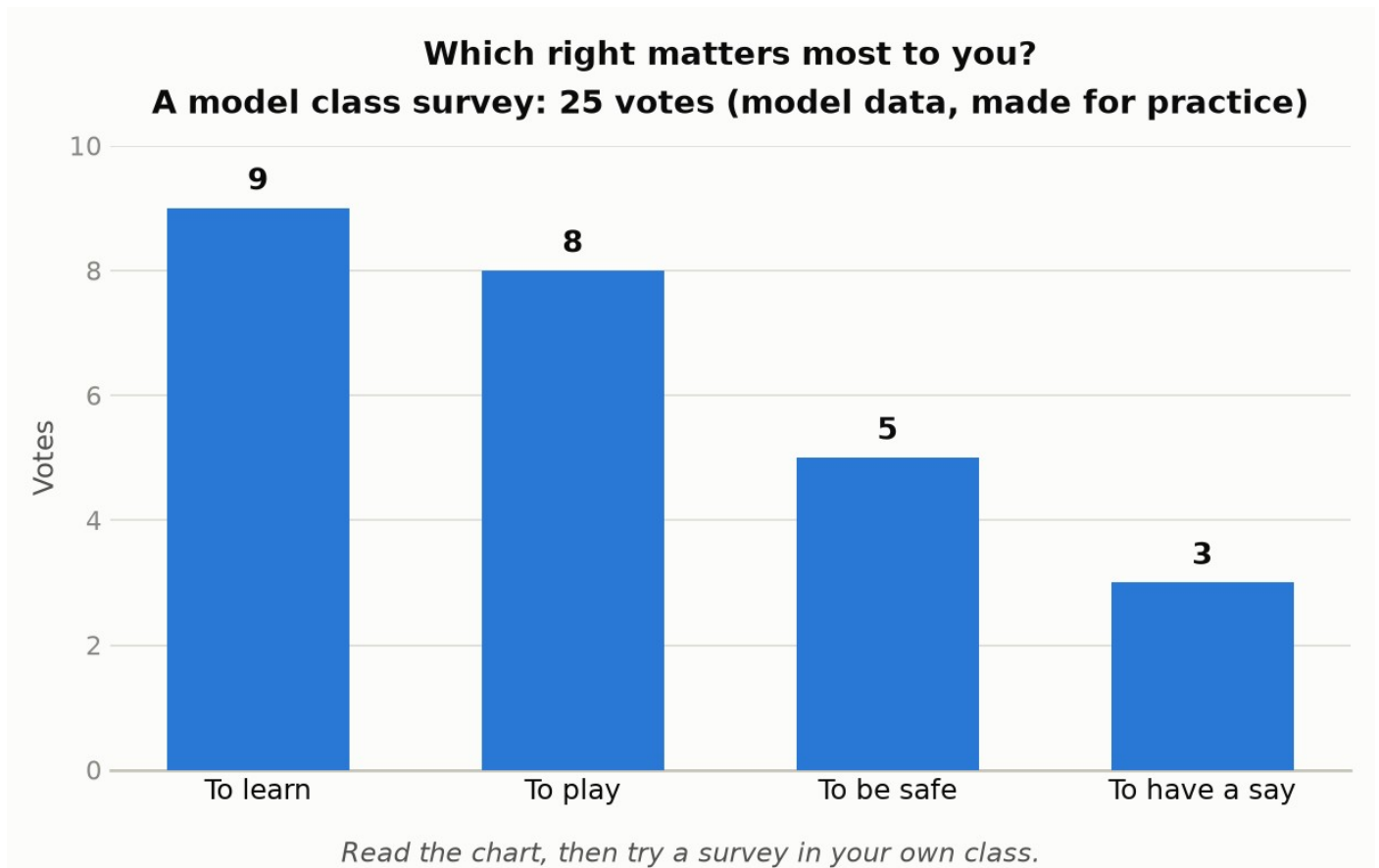
Part B — Laws, rights and belonging

Part B looks back at Chapter 2: Sections 2A, 2B, 2C and 2D.

Q5. (3 marks) Section 2A is about rules and laws.

- How is a rule different from a law?
- Name the three questions of the three-question test from Section 2A.
- In Section 2A, wearing a bike helmet can be a school rule *and* a law. How can the same idea be both?

Q6. (3 marks) A model class of 25 students was asked, “Which right matters most to you?” Look at the survey chart from Section 2B. (The chart uses model data made for practice.)



A bar chart titled Which right matters most to you? A model class survey with 25 votes, model data made for practice. Bars: to learn, 9 votes; to play, 8 votes; to be safe, 5 votes; to have a say, 3 votes. A note says read the chart, then try a survey in your own class.

- Which right got the most votes? How many votes did it get?
- How many more votes did “to play” get than “to have a say”?
- Section 2B says a right and a responsibility come as a pair. What is the responsibility that pairs with the right to learn?

Q7. (3 marks) Section 2C is about the groups we belong to.

- What is your identity?
- Groups show who they are with three things. Name the three things, and give one example of a symbol.
- Mai and Aria are in the same class, but their identities are a little different. Use the Venn diagram in Section 2C to explain why.

Q8. (3 marks) Section 2D is about joining in and helping.

- What is the difference between **participate** and **contribute**?
- A volunteer helps without pay. Give two reasons a volunteer might still choose to help.
- Name the four steps of a project, in order.

Q9. (2 marks) Section 2B says: *rules help keep rights safe*.

- Give one classroom rule that helps keep the right to learn safe, and say how it helps.
- You have the right to play in clean, safe places. What is the responsibility that comes with this right, and what could happen if nobody did it?

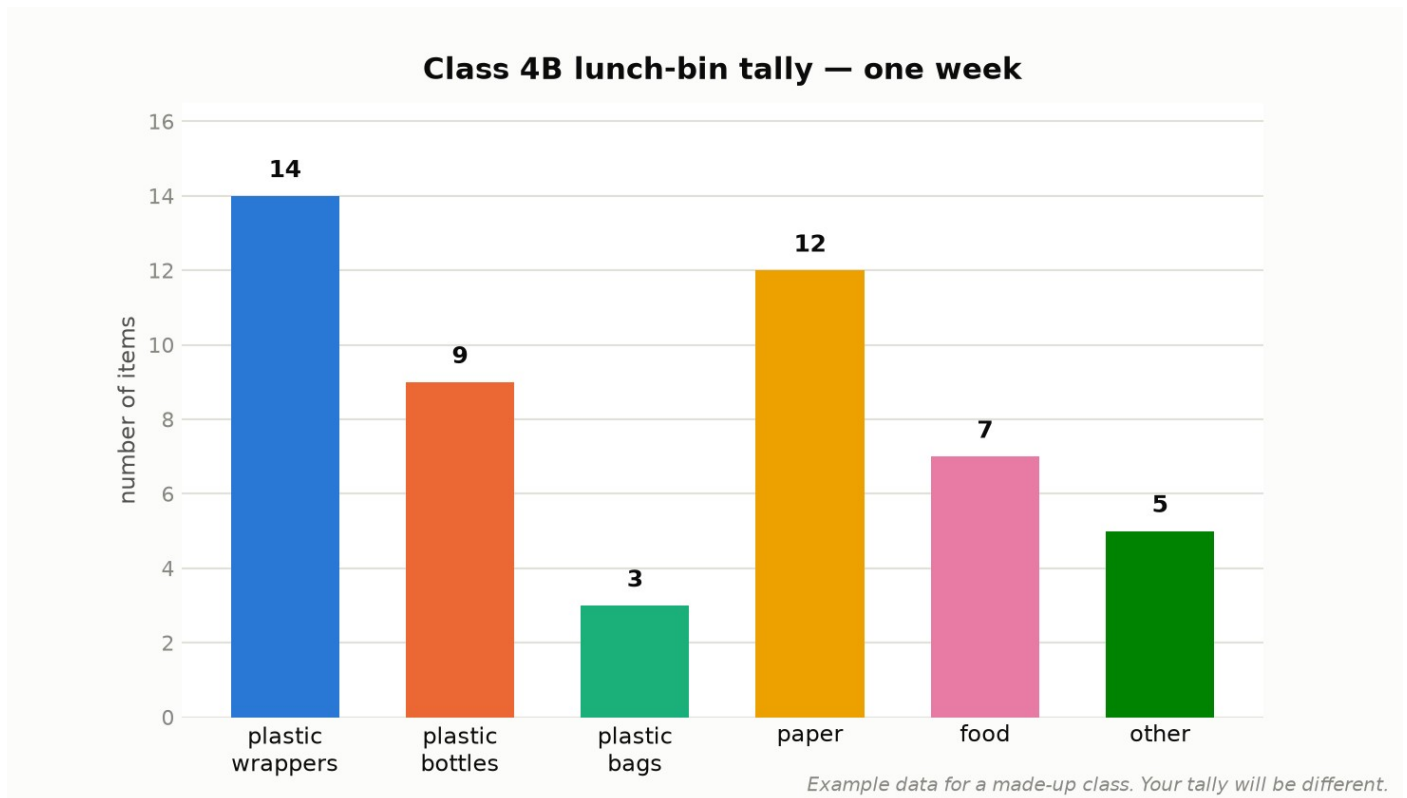
Part C — Skills: investigating, evaluating, participating and communicating

Part C looks back at Chapter 3: Sections 3A, 3B, 3C, 3D and 3E. The last question looks back across the whole book.

Q10. (2 marks) Section 3A is about asking good questions.

- This question stops the finding-out: *Is the park fun?* Rewrite it with a question word so it opens the finding-out up.
- Section 3A sorts issues into three kinds: about decisions (**political**), about rules and laws (**legal**), and about taking part and helping (**civic**). Which kind is this question: *Who decided to close the park?*

Q11. (3 marks) In Section 3B, Class 4B counted what was in the lunch bins for one week. Look at the tally chart from that section. (The numbers are an example for a made-up class.)

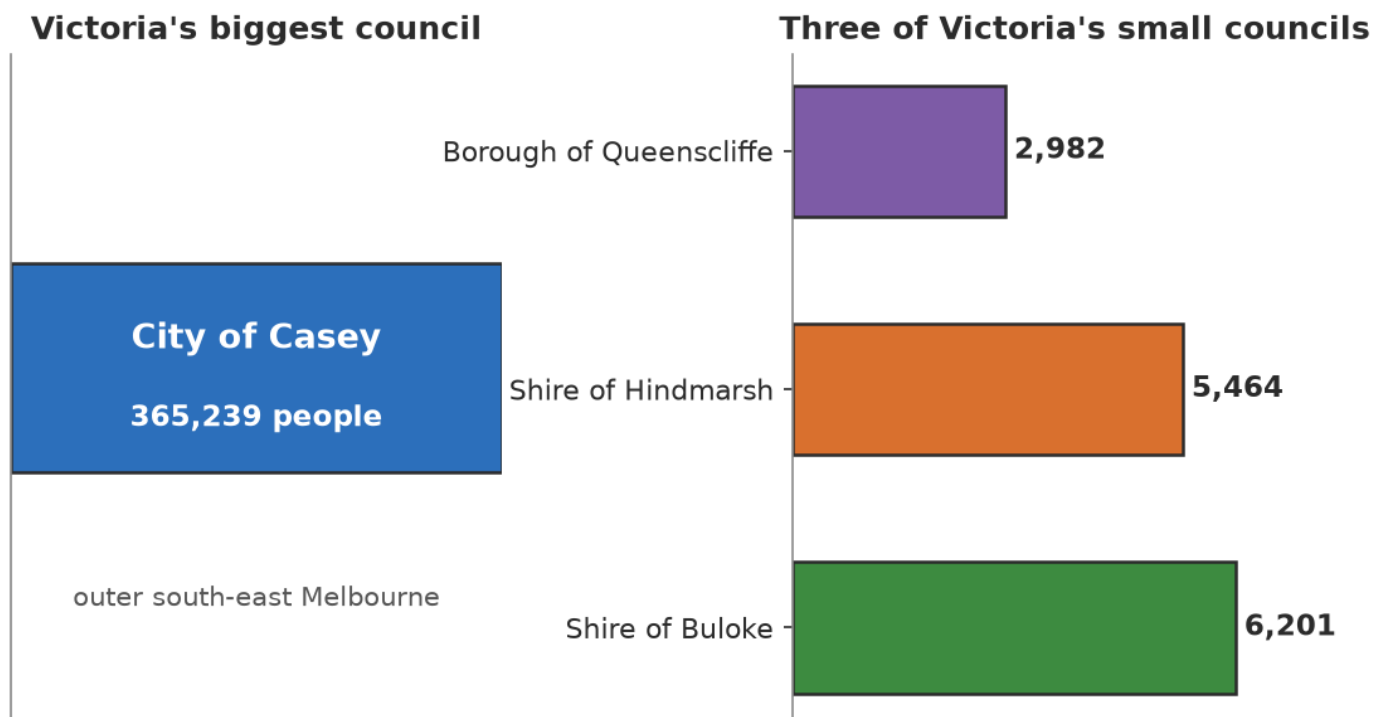


A bar chart titled *Class 4B lunch-bin tally, one week*: plastic wrappers 14, plastic bottles 9, plastic bags 3, paper 12, food 7, other 5, with a note that the numbers are an example for a made-up class.

- Which item had the highest count? What was the count?
- In Section 3B, Mia asked one question about every fact before she kept it. What was her question?
- Section 3B shows the same issue decided two ways: one person decides, or the group decides together. Both ways ended at the same choice. What tells you which way a decision was made — and which of the two ways is the democratic one?

Q12. (3 marks) Look at the council sizes chart from Section 3C.

Councils come in very different sizes

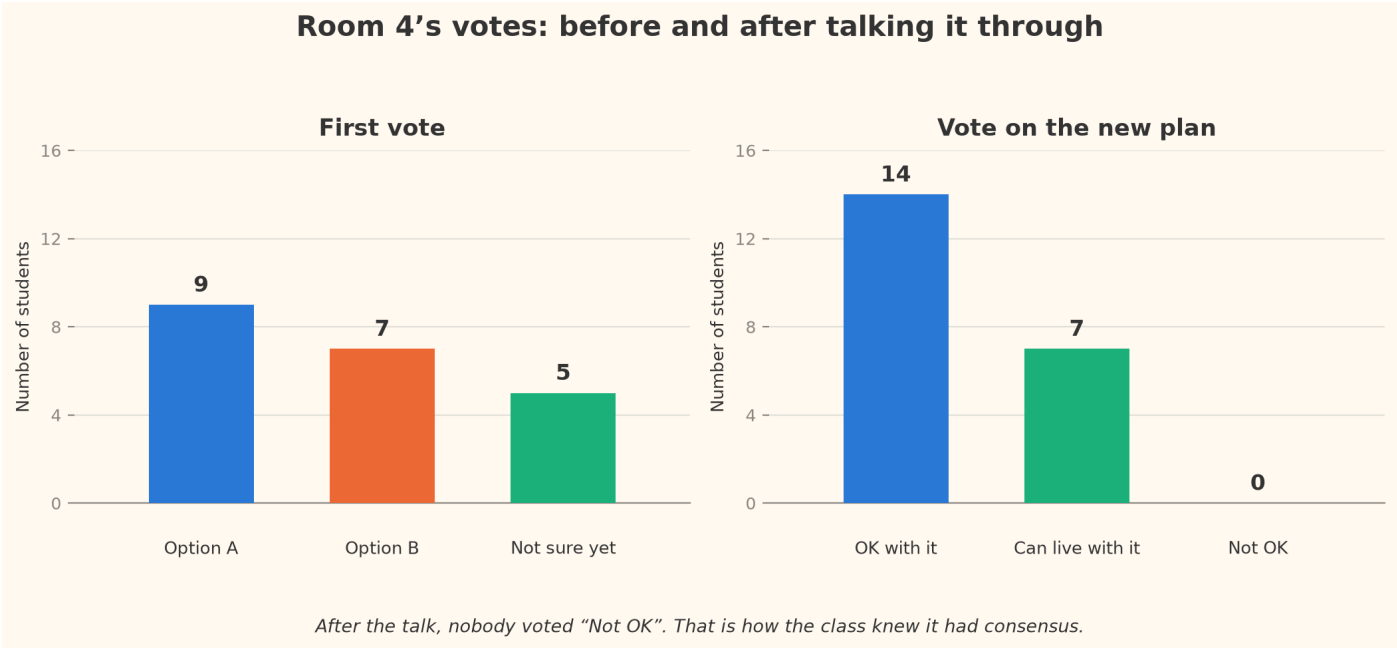


Note: the two panels use different scales. The numbers are the real counts of people.

A two-panel bar chart: the City of Casey with 365,239 people, and three small councils — the Shire of Buloke with 6,201 people, the Shire of Hindmarsh with 5,464, and the Borough of Queenscliffe with 2,982 — with a note that the two panels use different scales

- Which council is Victoria's biggest? How many people were counted there?
- Which is the smallest council shown? How many people live there?
- Finish the sentence from Section 3C: *An institution is an important _____ or system that has a _____ to do in the community, and keeps doing it, year after year.*

Q13. (2 marks) In Section 3D, Room 4 used deliberation to choose a spot for its reading corner, and the class voted twice. Look at the two votes from that section.



Two bar charts show Room 4's first vote and the vote on the new plan, where nobody votes no.

- a. In this book, **consensus** is when everyone in a group can say, "I can live with that." The first vote was 9 for A, 7 for B and 5 not sure. Why was that *not* consensus?
- b. On the new plan, 14 said OK, 7 said they could live with it, and nobody said no. Did everyone get their first pick? How do you know?

Q14. (4 marks) This question looks back across the whole book.

At our park, the bins fill up fast, and litter spills onto the grass. (This is the issue from Example 1 in Section 3E.)

Use the five steps from Section 3E to describe this issue. Write five sentences, one for each step:

- a. say what the issue is;
- b. say who it touches;
- c. use one fact from a source in this book, and name the source — for example, Source card B in Section 3E;
- d. use at least three subject words from the word bank in Section 3E;
- e. say what people can do about it — one thing citizens can do, and one thing the council or a group can do.

You can use ideas from any part of this book: rights and responsibilities (Section 2B), how your council looks after local places (Sections 1C and 3C), and how people join in and help (Section 2D).

Marking guide

*This is the marking guide and the full solutions for the **end-of-level review** — the one cumulative paper over Chapters 1 to 3 that closes the Civics and Citizenship Level 4 book. **Total: 40 marks** — Part A (Questions 1 to 4, 12 marks), Part B (Questions 5 to 9, 14 marks) and Part C (Questions 10 to 14, 14 marks). The solutions follow, in the same order as the paper.*

What this paper is

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. Levels 3 and 4 carry no VCAA examination and no external assessment; achievement at Levels 3 and 4 is reported against the Level 4 achievement standard — the first achievement standard in this learning area — on teacher judgement, and the marks here are one source of evidence towards that judgement.

About this paper

- **Total: 40 marks** — Part A (12 marks), Part B (14 marks), Part C (14 marks). Answer all questions.
- **Planned for about 40 minutes, or two shorter sessions.** The paper is untimed: students may take as long as they need to finish it.
- **The book may be open.** Several items direct students to a section or figure of this book; looking back is part of the skill being assessed, not a crutch.
- **Reading support is available.** Any question may be read aloud by the teacher. Reading is not being tested.
- The paper is cumulative: it draws on Chapters 1 to 3, and every content description of the book is evidenced (see the marks table). No item introduces new content or new data: every datum is read from a figure the book already contains, and every scenario is the book's own.
- Question 14 is the cross-chapter synthesis item: it is owned by VC2HC4S05 and invites (but does not require) links to Sections 2B, 1C/3C and 2D.

How to mark it

- Marks are **point-based**. There are no half-marks and no holistic rubric: each mark point is either earned or not earned.
- **Accept any response that carries the same idea in different words.** Spelling, grammar and handwriting do not lose marks unless the answer cannot be read. The solutions below are models, not scripts.
- **Shared-error marking applies** to the chart items (Q2, Q6, Q11, Q12, Q13): a misread number is penalised once, at the read; correct working from the misread still earns the later mark.
- **Open items are marked on the reasoning, not the conclusion.** Where an item asks for an explanation or a view (Q1c, Q2c, Q4b, Q9, Q13b), two students on opposite sides can both earn full marks if both reason from the ideas the book taught. This is the house contested-terms rule: the reasoning steps earn the marks, and the fixed in-book senses of *democratic* and *consensus* are the frame the reasoning is marked inside.
- **Ruled answer space:** Question 14 gives five ruled lines. The lines are a space, not a quota — five sentences is the target because the five steps of Section 3E are what the rubric scores.

Marks

Q	Part	Strand	CD	Owner section	Marks
Q1	A	Knowledge and Understanding	VC2HC4K01	1A	3
Q2	A	Knowledge and Understanding	VC2HC4K02	1B	3
Q3	A	Knowledge and Understanding	VC2HC4K03	1C	3
Q4	A	Knowledge and Understanding	VC2HC4K02, VC2HC4K03	1B/1C	3
Q5	B	Knowledge and Understanding	VC2HC4K04	2A	3
Q6	B	Knowledge and Understanding	VC2HC4K05	2B	3
Q7	B	Knowledge and Understanding	VC2HC4K06	2C	3
Q8	B	Knowledge and Understanding	VC2HC4K07	2D	3
Q9	B	Knowledge and Understanding	VC2HC4K04, VC2HC4K05	2A/2B	2
Q10	C	Skills	VC2HC4S01	3A	2
Q11	C	Skills	VC2HC4S02	3B	3
Q12	C	Skills	VC2HC4S03	3C	3
Q13	C	Skills	VC2HC4S04	3D	2
Q14	C	Skills	VC2HC4S05	3E (cross-chapter)	4
				Total	40

Strand totals: Knowledge and Understanding 26 (Q1–Q9) · Skills 14 (Q10–Q14). All twelve content descriptions of the book appear; no multiple-choice items are used (0 of 40 marks).

What the rubric language is based on

The expectation lines below restate, in this book's own words, what the Level 4 achievement standard expects for each content description (codes only; VC2 wording not reproduced — the house practice set by the DJB ruling of 16/10/2026, which supersedes quoting the per-CD extracts of TOC .md §1 verbatim under plan decision D10). The standard is the first achievement standard in this learning area and governs the whole Levels 3–4 band; the codes and their band come from the VCAA export retrieved 2026-07-29. Each line is the only rubric language used for its CDs, and the question rubrics repeat it word for word.

CD	Expectation line (this book's words)
VC2HC4K01	Describes democratic institutions and systems, with facts and sources from the book.
VC2HC4K02, VC2HC4K03	Explains how groups can decide in a democratic way, and what local government does for its area.
VC2HC4K04	Says why rules matter, and tells rules and laws apart.
VC2HC4K05, VC2HC4K06, VC2HC4K07	Describes how people join in their community, their rights and responsibilities, and what shapes a person's identity and the groups they belong to.
VC2HC4S01	Works out good questions about civics and citizenship issues.

CD	Expectation line (this book's words)
VC2HC4S03	Describes one institution or system of the community, and says why it matters.
VC2HC4S02, VC2HC4S04, VC2HC4S05	Describes issues happening now, and talks and listens with others to reach a decision everyone can live with.

Question-by-question rubric

Q1 — 3 marks (VC2HC4K01). Describes democratic institutions and systems, with facts and sources from the book.

- 1 mark: a — both gaps: *A law is a **rule** made by the government, for **everyone**.*
- 1 mark: b — any one law from the Section 1A laws table, with what it makes people do: children from 6 to 17 must go to school or learn at home; bike and scooter riders must wear a helmet; everyone in a car or bus with seat belts must wear one; cars may go only 40 km/h in a school zone; teachers must be registered to teach.
- 1 mark: c — any one good point about one person deciding, as taught in Sections 1A/1B: it is fast when a choice must happen now; it fits small decisions; or it is that person's job. The mark requires a point, not just "it is quicker".

Q2 — 3 marks (VC2HC4K02). Explains how groups can decide in a democratic way, and what local government does for its area.

- 1 mark: a — the window, 9 votes.
- 1 mark: b — 23 students (9 + 7 + 4 + 3, or read off the chart's total).
- 1 mark: c — any one reason tied to the fixed in-book sense: every student got to vote, so everyone in the group had a say; every vote counted once; or the option with the most votes became the group's choice and everyone followed it.

Q3 — 3 marks (VC2HC4K03). Explains how groups can decide in a democratic way, and what local government does for its area.

- 1 mark: a — 79.
- 1 mark: b — both gaps: *every **four** years ... by **post**.*
- 1 mark: c — any two services from Section 1C: libraries, parks, pools and sport places, health services, environment and waste (bins and recycling), cultural events, arts, pet management.

Q4 — 3 marks (VC2HC4K02, VC2HC4K03). Explains how groups can decide in a democratic way, and what local government does for its area.

- 1 mark: a — any two of the five ways to use your voice from Section 1C: talk about services with family and friends; write or draw a letter to the council; answer a council survey; join a local group that cares for a place; vote when you turn 18.
- 2 marks: b — 1 mark for explaining why both views can be fair: each side gives a real reason about what people in the area need, and under the Section 1B rule (the more people a decision is about, the more people should get a say) both sides deserve a hearing. 1 mark for one way a student this age could let the council know: a letter or drawing to the council, a council survey, joining a local group, or talking it up with family and friends. ("Vote when you turn 18" is not usable by a Year 4 student now; accept it only if the student notes they cannot use it yet.) Mark the reasoning, not which side the student favours — either view is acceptable.

Q5 — 3 marks (VC2HC4K04). Says why rules matter, and tells rules and laws apart.

- 1 mark: a — a rule is made by a person or a group for that group only; a law is made by the government and everyone has to follow it.
- 1 mark: b — all three questions of the test: Who made it? Who has to follow it? Where does it apply?
- 1 mark: c — the same idea can be both because two different makers are involved: the school makes a helmet rule for its students, and the government makes a helmet law for every rider — so at school, both apply.

Q6 — 3 marks (VC2HC4K05). Describes how people join in their community, their rights and responsibilities, and what shapes a person's identity and the groups they belong to.

- 1 mark: a — to learn, 9 votes.
- 1 mark: b — 5 more votes ($8 - 3 = 5$). Shared-error marking applies.
- 1 mark: c — the paired responsibility from the Section 2B pair cards: you do your best and let others learn too.

Q7 — 3 marks (VC2HC4K06). Describes how people join in their community, their rights and responsibilities, and what shapes a person's identity and the groups they belong to.

- 1 mark: a — identity is who you are: all the things that make you, you — including the groups you belong to.
- 1 mark: b — all three: beliefs, traditions and symbols; plus any one example of a symbol (a school badge, team colours, the Australian National Flag).
- 1 mark: c — their mix of groups outside class is different: Mai is in a swimming club and celebrates Lunar New Year; Aria is in a soccer team and belongs to a faith group. The groups people belong to help shape their identity, so the same class does not make the same identity.

Q8 — 3 marks (VC2HC4K07). Describes how people join in their community, their rights and responsibilities, and what shapes a person's identity and the groups they belong to.

- 1 mark: a — participate means to join in, to take part; contribute means to give something that helps — your hands, your ideas, your time or some money.
- 1 mark: b — any two motivations from Section 2D Step 3 (or fair new ones): they care about people and help when times are hard; they care about a place and want it to stay clean; they want things to be fair — helping makes it better for everyone; it is fun to help together and they make friends while they help.
- 1 mark: c — all four steps in order: see the need → make a plan → do the project → show and think.

Q9 — 2 marks (VC2HC4K04, VC2HC4K05). Says why rules matter, and tells rules and laws apart. Describes how people join in their community, their rights and responsibilities, and what shapes a person's identity and the groups they belong to.

- 1 mark: a — any classroom rule that protects learning, with how: one person speaks at a time, so everyone can hear and nobody's learning is interrupted; or walk inside, so everyone stays safe to learn. The mark requires the rule and the link to the right.
- 1 mark: b — the responsibility (look after those places — put rubbish in the bin, keep the space safe) and one consequence of nobody doing it (the park fills with rubbish and becomes unsafe, so nobody can use it — the right only works when everyone does their part).

Q10 — 2 marks (VC2HC4S01). Works out good questions about civics and citizenship issues.

- 1 mark: a — a rewrite that starts with a question word (who, what, where, when, why, how) and cannot be answered with yes or no — for example *What makes the park fun?*
- 1 mark: b — about a decision (political): it asks who made a choice for a group.

Q11 — 3 marks (VC2HC4S02). Describes issues happening now, and talks and listens with others to reach a decision everyone can live with.

- 1 mark: a — plastic wrappers, 14.
- 1 mark: b — *Does this help me describe my issue?* Accept the same idea in other words: she kept only the facts that helped her issue and let the rest go.
- 1 mark: c — the way of deciding tells you, not the choice: both paths ended at the same decision, so only the path shows which it was. The democratic way is the group way — everyone in the group gets a say and the group decides together.

Q12 — 3 marks (VC2HC4S03). Describes one institution or system of the community, and says why it matters.

- 1 mark: a — the City of Casey, 365,239 people (read from the chart — the source used).
- 1 mark: b — the Borough of Queenscliffe, 2,982 people.
- 1 mark: c — both gaps: *an important **group** or system that has a **job** to do.*

Q13 — 2 marks (VC2HC4S04). Describes issues happening now, and talks and listens with others to reach a decision everyone can live with.

- 1 mark: a — 12 people (the 7 who voted B and the 5 not sure) could not yet say “I can live with that”, and consensus means nobody is left unable to live with the plan.
- 1 mark: b — no: the 7 “can live with it” votes show the plan was not their first pick. Consensus does not mean everyone got their first choice; it means nobody is left saying no — which the second chart shows.

Q14 — 4 marks (VC2HC4S05). Describes issues happening now, and talks and listens with others to reach a decision everyone can live with. The criteria are the five describing steps of Section 3E — a description that uses ideas from sources and the subject words of this book. Cross-chapter links (rights and responsibilities from 2B, the council from 1C/3C, joining in from 2D) strengthen an answer but are not required for the marks.

- 1 mark: steps 1 and 2 — the issue is said clearly, and who it touches is said (everyone who uses the park; the community).
- 1 mark: step 3 — one fact from a source in this book, with the source named: for example Source card B in Section 3E (councils collect people’s rubbish; there are 79 councils in Victoria), or the student’s own class tally from Section 3B.
- 1 mark: step 4 — at least three subject words from the Section 3E word bank, used correctly: community, council, right(s), responsibility/responsibilities, citizen(s), democracy, rule, law.
- 1 mark: step 5 — what people can do: one citizen action (pick up litter, use the bin, join a clean-up) and one council-or-group action (ask the council for more bins; a group looks after the park together).

Totals check

Part A: 3 + 3 + 3 + 3 = 12. Part B: 3 + 3 + 3 + 3 + 2 = 14. Part C: 2 + 3 + 3 + 2 + 4 = 14. **Total: 40 marks** — the total printed on the paper.

Solutions

Q1. a. Section 1A separated laws from other rules: a rule can be made by one group for that group, but a law is made by the government, and everyone has to follow it. b. Any one law from the Section 1A table works. For example: in Victoria, every child from 6 to 17 years old must go to school, or learn at home. Or: when you ride a bike or a scooter, you must wear a helmet. Or: in a car or bus with seat belts, everyone must wear one. Or: in a school zone, cars may go only 40 km/h. c. One good point from Sections 1A and 1B: one person deciding is fast, and sometimes a choice must happen now. It also fits small decisions, or decisions that are that person's job.

So a. rule; everyone b. any one law from the table, with what it makes people do c. any one good point, as given.

Q2. a. Read the tallest bar on the chart: the window, with 9 votes. b. Add all the votes: $9 + 7 = 16$, $4 + 3 = 7$, and $16 + 7 = 23$. In all, 23 students voted. c. Every student got to vote, so everyone in the group had a say; every vote counted once; and the option with the most votes became the group's choice, which everyone then followed. Any one of these reasons answers the question.

So a. the window, 9 votes b. 23 students c. any one reason showing everyone got a say, as given.

Q3. a. Section 1C: there are 79 local councils in Victoria. b. Council elections happen every four years, in October, and the voting papers come to voters by post. c. Any two services from Section 1C work — for example, libraries, and bins and recycling (environment and waste). Others: parks, pools and sport places, health services, cultural events, arts, pet management.

So a. 79 b. four; post c. any two services, as given.

Q4. a. Any two of the five ways from Section 1C work: talk about services with family and friends; write or draw a letter to the council; answer a council survey; join a local group that cares for a place; vote when you turn 18. b. Both views can be fair because each one gives a real reason about what people in the area need — and by the Section 1B rule, the more people a decision is about, the more people should get a say, so both sides deserve a hearing. One way a student this age could let the council know: write or draw a letter to the council, answer a council survey, or join a local group. (Voting is for when you turn 18.)

So a. any two ways to use your voice b. each view gives a real reason about what the area needs, plus one student-usable way to tell the council.

Q5. a. A rule is made by a person or a group, for that group — only the group has to follow it. A law is a rule the government makes, and everyone has to follow it. b. The three questions are: Who made it? Who has to follow it? Where does it apply? c. Two different makers make two different things from the same idea. A school can make a helmet rule for its students, and the government in Victoria has made a helmet law for every bike rider. The school rule is for that school; the law is for everyone — so at school, the same idea is both.

So a. rule = for the group that made it; law = made by the government, for everyone b. Who made it? Who has to follow it? Where does it apply? c. two makers — a school rule for the school and a government law for everyone.

Q6. a. The tallest bar is “to learn”, with 9 votes. b. “To play” got 8 votes and “to have a say” got 3 votes, so $8 - 3 = 5$. “To play” got 5 more votes. c. From the Section 2B pair cards: with the right to learn comes the responsibility to do your best and let others learn too.

So a. to learn, 9 votes b. 5 more votes ($8 - 3 = 5$) c. do your best and let others learn.

Q7. a. Your identity is who you are — all the things that make you, you. The groups you belong to are a big part of it. b. The three things are beliefs, traditions and symbols. One example of a symbol: a school badge (or team colours, or the Australian National Flag). c. Their mix of groups outside class is different: Mai is in a swimming club and celebrates Lunar New Year, while Aria is in a soccer team and belongs to a faith group. Groups help to shape identity, so the same class does not make the same identity.

So a. who you are — all the things that make you, you b. beliefs, traditions, symbols; any one symbol example c. their mixes of groups are different, as given.

Q8. a. To participate is to join in — to take part, to be there. To contribute is to give something that helps: your hands, your ideas, your time, or some money. b. Any two reasons from the Section 2D bubbles work: volunteers care about people and help when times are hard; they care about a place and want it to stay clean; they want things to be fair, because helping makes it better for everyone; or it is fun to help together, and people make friends while they help. c. The four steps, in order: see the need → make a plan → do the project → show and think.

So a. participate = join in; contribute = give something that helps b. any two reasons, as given c. see the need, make a plan, do the project, show and think.

Q9. a. One example: the rule “one person speaks at a time” keeps the right to learn safe, because everyone can hear and nobody’s learning is interrupted. Another: “walk inside” keeps everyone safe, so everyone can learn. b. The responsibility that pairs with the right: look after those places — put your rubbish in the bin and keep the space safe. If nobody did it, the park would fill with rubbish and become unsafe, and nobody would be able to use it. The right only works when everyone does their part.

So a. any rule that protects learning, with how b. look after the place (rubbish in the bin); without it, the park becomes dirty and unusable.

Q10. a. A ready question starts with a question word and cannot be answered with yes or no. For example: *What makes the park fun?* (or *Who uses the park?* or *How could the park be more fun?*). b. *Who decided to close the park?* asks about a person making a choice for a group, so it is about a decision — political.

So a. any question-word rewrite that opens the finding-out up b. about a decision (political).

Q11. a. The tallest bar is plastic wrappers, with a count of 14. b. Mia asked: *Does this help me describe my issue?* She kept only the facts that passed, and let the interesting-but-unhelpful ones go. c. The way of deciding tells you, not the choice — both paths ended at the same decision, so only the path shows which way it was. One person deciding without asking the rest is not democratic; everyone getting a say and the group deciding together is the democratic way.

So a. plastic wrappers, 14 b. “Does this help me describe my issue?” c. the way of deciding — the group deciding together is the democratic one.

Q12. a. The biggest council is the City of Casey: 365,239 people were counted there in 2021. b. The smallest council shown is the Borough of Queenscliffe: 2,982 people. c. From Section 3C: an institution is an important **group** or system that has a **job** to do in the community, and keeps doing it, year after year.

So a. the City of Casey, 365,239 people b. the Borough of Queenscliffe, 2,982 people c. group; job.

Q13. a. It was not consensus because 12 people — the 7 who voted B and the 5 not sure — could not yet say, “I can live with that.” Consensus is not most votes; it means nobody is left saying they cannot go along with the plan. b. No. The 7 people who said they could live with it did not get their first pick — “can live with it” is not the same as “this is what I wanted”. You know nobody was left out because nobody said no: everyone could say yes to the plan, which is what consensus means.

So a. 12 people could not yet say “I can live with that” b. no — 7 could live with it, which is not a first pick; nobody said no, so everyone can live with the plan.

Q14. One model description, built on the five steps — this is the model from Example 1 in Section 3E, so compare against the steps, not the wording:

At our park, the bins fill up fast, and litter spills onto the grass. The park is for everyone in our community. Our council collects our rubbish; Source card B in Section 3E says there are 79 councils in Victoria, and each one looks after its own parks and pools. Everyone has a right to use a clean park, and with that right comes a responsibility: put litter in the bin. People can pick up litter when they see it, and they can ask the council for more bins.

Check it against the five steps: step 1 — the issue is said in the first sentence. Step 2 — the second sentence says who it touches, with the word *community*. Step 3 — the third sentence uses a fact from Source card B and names it. Step 4 — the subject words are *community*, *council*, *right* and *responsibility*: four, which is at least three. Step 5 — the last sentence gives one citizen action (pick up litter) and one council-facing action (ask for more bins). A student answer may use any source in the book and any three subject words from the Section 3E word bank; links to rights and responsibilities (2B), the council (1C/3C) or joining in (2D) make the answer stronger.

So a five-sentence description that does all five steps, as given — marked on the steps, not the wording.