

Civics and Citizenship Level 5

End-of-level review

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End-of-level review

End-of-level review · All four chapters · End-of-Level-5 check

Civics and Citizenship Level 5 (Year 5) · Victorian Curriculum 2.0

Codes assessed: VC2HC6K01 · VC2HC6K02 · VC2HC6K03 · VC2HC6K04 · VC2HC6K05 · VC2HC6K06 · VC2HC6K07 · VC2HC6K08 · VC2HC6S01 · VC2HC6S02 · VC2HC6S03 · VC2HC6S04 · VC2HC6S05 · VC2HC6S06 · VC2HC6S07

Name: _____ Date: _____

Total marks	40
Timing	Untimed. This is a classroom check, not an exam. Your teacher will let you finish.
Sittings	This paper may be run in one sitting or split by part — for example Parts 1 and 2 in one sitting, Parts 3 and 4 in the other.
Materials	Your workbook (Chapters 1–4). Several questions ask you to turn to a figure, table or source in your workbook and use it. No calculator or device is needed.
Support	Your teacher may read any question aloud and may explain any word. This paper was made for this workbook, for classroom use; it is not a VCAA assessment.

This paper checks what you learned across all of Level 5: government and democracy, laws and citizenship, and the skills of investigating, evaluating, participating and communicating. It shows your progress toward the Level 5–6 band’s achievement standard, which VCAA states at the end of Level 6 — your Year 6 book keeps building toward it. Attempt every question. Where a question asks you to explain, give reasons, not just a one-word answer.

Part 1 — Government and democracy (10 marks)

Questions 1–5 draw on Chapter 1 (sections 1A–1C).

Question 1 — Three features of Australian elections (2 marks)

Section 1A teaches three features that Australian elections share.

- (a) Name all three features. (1 mark)

- (b) Figure 4 in section 1A shows the steps of one of these features on voting day. Which feature is it? Choose one step in the figure and explain how that step keeps the vote secret. (1 mark)

Question 2 — Reading an election result (2 marks)

Turn to Figure 11 in section 1A, the chart of seats won in the House of Representatives at the 2025 federal election.

- (a) According to the figure, how many seats does a party need to hold a majority? (1 mark)

- (b) Use the figure to say which party was able to form government after this election, and how the figure shows it. (1 mark)

Question 3 — Values and institutions (2 marks)

Section 1B uses a building to explain how values, institutions and democracy fit together.

- (a) In Figure 8 in section 1B, what do the foundation, the pillars and the roof each stand for? (1 mark)

- (b) Choose one institution from Figure 2 in section 1B. State its job and one democratic value it helps hold up. (1 mark)

Question 4 — Three levels of government (2 marks)

- (a) Name the three levels of government in Australia that section 1C teaches. (1 mark)

- (b) For each job, say which level of government is responsible: collecting rubbish · the navy · public hospitals. (1 mark)

Question 5 — When two laws disagree (2 marks)

Section 1C teaches a rule for when a state law and a federal law disagree about the same thing.

(a) Which law wins, and which section of the Constitution gives the rule? (1 mark)

(b) Section 1C tells the story of the Franklin River dam in 1983. Use that story to show how the rule worked: what did the two governments each do, what did the High Court decide, and what happened to the dam? (1 mark)

Part 2 — Laws and citizenship (10 marks)

Questions 6–10 draw on Chapter 2 (sections 2A–2E).

Question 6 — A problem with a new bike (2 marks)

Dana buys a new bike. Within a week the brakes fail, and the shop refuses to repair or replace it. Section 2A sorts out the difference between criminal law and civil law.

- (a) Is Dana’s problem a criminal law problem or a civil law problem? Give one reason from section 2A. (1 mark)

- (b) Figure 9 in section 2A shows the path a problem like Dana’s can take. Name the body Dana can complain to, and the tribunal that decides the case at the end of the path. (1 mark)

Question 7 — Where rights come from (2 marks)

- (a) Section 2B teaches three places where Australians’ legal rights come from. Name all three. (1 mark)

- (b) Changing the Australian Constitution takes a referendum with a double majority. Explain what the double majority needs. (1 mark)

Question 8 — Passing a bill in the Senate (2 marks)

Turn to the Senate seats diagram in section 2C, which shows the 76 Senate seats after the 2025 federal election.

- (a) According to the diagram, how many votes are needed to pass a bill in the Senate, and how many senators does the government have? (1 mark)

- (b) Use those numbers to explain why the government must convince at least nine more senators, and give the name section 2C uses for this situation. (1 mark)

Question 9 — Five kinds of citizenship (2 marks)

- (a) Section 2D teaches five kinds of citizenship. Name any three of them. (1 mark)

- (b) Which kind of citizenship does each action show? (1 mark)

Writing a kind, respectful comment online · turning off lights and recycling to care for the planet

Question 10 — Working together for a civic goal (2 marks)

- (a) Section 2B and section 2D list things citizens must do, and section 2E looks at citizens working together. In your own words, what is a **civic goal**? (1 mark)

- (b) The CFA flow in section 2E shows how shared beliefs and values lead to a civic goal. Name the civic goal in that flow, and one way the members work together to reach it. (1 mark)

Part 3 — Skills: investigating and evaluating (10 marks)

Questions 11–15 draw on Chapter 3 (sections 3A–3D).

Question 11 — A question worth investigating (2 marks)

A student wants to investigate their local park. Their first question is closed: “Do people in our town like the park?”

- (a) Rewrite the question as an open question. Check your new question against the five checks in Figure 2 of section 3A. (1 mark)

- (b) Figure 1 of section 3A shows the difference between closed and open questions. Explain why an open question is better for an investigation. (1 mark)

Question 12 — Three kinds of issues (2 marks)

- (a) Figure 3 of section 3A sorts issues into three kinds. Name all three kinds. (1 mark)

- (b) What kind of issue is each one? One issue can be more than one kind — give one kind for each, with a short reason. (1 mark)

Should our school add a second recycling bin? · Should the voting age drop to 16?

Question 13 — Reading the crime data (2 marks)

Turn to the CSA table in section 3B, which shows recorded criminal incidents in Victoria for the two years to 31 March 2026.

- (a) Use the table to name the offence category with the most recorded incidents in the latest year shown. (1 mark)

- (b) Section 3B teaches a four-step research method. Name the four steps, and say which step you used in part (a). (1 mark)

Question 14 — From feature to value (2 marks)

- (a) Figure 3 of section 3C matches five features of Australian elections with the value each one shows. Finish this explanation move the way Figure 1 of section 3C shows: “Australian elections use a secret ballot. This shows the value of ... because ...” (1 mark)

- (b) Figure 5 of section 3C shows three checks on new Victorian laws. Name one check and say what it does. (1 mark)

Question 15 — Issue, institution, response (2 marks)

- (a) Figure 1 of section 3D shows a three-question method for explaining how an issue connects with a democratic institution or system. State the three questions. (1 mark)

- (b) Use the three-question method on the social media minimum age law. Figure 7 and Figure 8 of section 3D show the law's timeline and who does what. Name one institution and one thing it does under this law. (1 mark)

Part 4 — Skills: participating and communicating (10 marks)

Questions 16–19 draw on Chapter 4 (sections 4A–4C). Question 19 draws on the whole book.

Question 16 — Deciding together (2 marks)

Your class must decide on an end-of-term activity, and two ideas have equal support.

- (a) Figure 2 of section 4A compares two ways a group can decide. Name both ways and give one difference between them. (1 mark)

- (b) Figure 3 of section 4A gives six ground rules for deliberation (thinking an issue through carefully, weighing reasons on each side). Choose two ground rules and explain how each one would help your class make a fair decision. (1 mark)

Question 17 — Taking part (2 marks)

The crossing outside your school gate is not safe.

- (a) Figure 1 of section 4B shows six ways to take part in democratic processes. Choose two ways a Year 5 student can use right now, and explain how each one could help fix this problem. (1 mark)

- (b) The source card in section 4B quotes an Australian federal law about voting. What does that law require every enrolled voter to do? (1 mark)

Question 18 — A pamphlet that is fair and strong (2 marks)

- (a) Figure 6 of section 4C shows the six parts of an issues pamphlet. Name any three parts and say what each part does. (1 mark)

- (b) Figure 5 of section 4C shows the difference between reporting a position fair and strong, and reporting it weak and unfair. Explain how your pamphlet can stay fair and strong when it shows a position you disagree with. (1 mark)

Question 19 — Whole-book question: the school bottle ban (4 marks)

Your school council is thinking about banning single-use plastic bottles at school. Section 4A looked at this kind of issue: three communities and single-use plastics (Figure 5 of section 4A).

- (a) Get ready to deliberate the way section 4A shows. Give one reason for the ban and one reason against it, and name one democratic value from Figure 1 of section 1A that each side appeals to. (2 marks)

- (b) Support your own position with evidence from the book: name one figure, table or source from any section, and say what it shows about this issue. (1 mark)

- (c) Figure 5 of section 4B shows the five steps of active citizenship. Name the five steps, and say one way your class could act on the decision. (1 mark)

Total: 40 marks

Marking guide

Teacher-facing. The end-of-level review is a classroom check, not an exam: it is untimed, the workbook (Chapters 1–4) may be open, and the paper was made for this workbook — it is not a VCAA assessment. Marks are point-based: there are no half-marks, and each mark is either earned or not earned. Accept any response that carries the same idea in different words — the sample answers below show one acceptable response, not the only one. Where a student carries their own earlier wrong answer into a later part and works correctly from it, award the later marks: the mistake is counted once, where it was made. Where a question asks the student to take a position on an issue that two sides can honestly hold (Questions 12(b), 18 and 19), award marks for the quality of the reasoning and the fit of the evidence — never for the side the student picks. Spelling and handwriting do not lose marks unless the answer cannot be read. This paper reports a Year 5 student’s progress toward the end-of-Level-6 achievement standard; it never records that a student has met the band standard.

Mark map

Part	Chapter (sections)	Questions	Marks	Codes assessed
Part 1 — Government and democracy	Chapter 1 (1A–1C)	1–5	10	VC2HC6K01 · VC2HC6K02 · VC2HC6K03
Part 2 — Laws and citizenship	Chapter 2 (2A–2E)	6–10	10	VC2HC6K04 · VC2HC6K05 · VC2HC6K06 · VC2HC6K07 · VC2HC6K08
Part 3 — Skills: investigating and evaluating	Chapter 3 (3A–3D)	11–15	10	VC2HC6S01 · VC2HC6S02 · VC2HC6S03 · VC2HC6S04
Part 4 — Skills: participating and communicating	Chapter 4 (4A–4C) + whole-book Question 19	16–19	10	VC2HC6S05 · VC2HC6S06 · VC2HC6S07 (Q19 also draws on VC2HC6K01 and on the sourcing skill of VC2HC6S02)
Total	All four chapters	19 questions	40	All 15 codes of the Levels 5–6 band

Every code is assessed in the part for the chapter that teaches it, so a part score points straight at the sections to revisit.

Marking, question by question

Q	Code	How the marks are earned
1	VC2HC6K01	(a) 1 for all three features: the secret ballot, compulsory voting, preferential voting (part names earn 0). (b) 1 for naming the secret ballot and tying one step from Figure 4 of section 1A to secrecy — for example the private booth: nobody can see the ballot paper while it is filled in.

Q	Code	How the marks are earned
2	VC2HC6K01	(a) 1 for 76 seats (the dashed majority line in Figure 11; a majority is more than half of the 150 seats). (b) 1 for the Labor Party plus a reason read off the figure: Labor's 94 seats is past the 76-seat majority line, so Labor could form government.
3	VC2HC6K02	(a) 1 for all three: foundation = values, pillars = institutions, roof = democracy. (b) 1 for any institution from Figure 2 of section 1B with a correct job and one value it holds up — for example the Parliament of Victoria (makes Victoria's laws; equality or participation) or the High Court of Australia (interprets the Constitution; rule of law).
4	VC2HC6K03	(a) 1 for all three levels: federal; state and territory; local (councils). (b) 1 for all three jobs: collecting rubbish — local; the navy — federal; public hospitals — state.
5	VC2HC6K03	(a) 1 for both: the federal law wins, under Section 109 of the Constitution. (b) 1 for the Franklin River chain: Tasmania planned a dam; the federal parliament passed a law protecting the wilderness; the two laws disagreed; the High Court applied Section 109 — the federal law won; the dam was not built.
6	VC2HC6K04	(a) 1 for civil law with a reason from section 2A: it is a problem between a person and a shop about goods — nobody is charged, and there is no police case and no prison; criminal law is for wrongs against the whole community. (b) 1 for both: Consumer Affairs Victoria, then VCAT (the Victorian Civil and Administrative Tribunal — like a court, but simpler and quicker). One name alone earns 0.
7	VC2HC6K05	(a) 1 for all three: the Constitution; legislation (laws made by parliaments); the Victorian Charter (Charter of Human Rights and Responsibilities Act 2006 (Vic)). (b) 1 for both limbs of the double majority: a national majority of voters, and a majority of states — at least 4 of the 6 — at the same time.

Q	Code	How the marks are earned
		One limb alone earns 0.

Q	Code	How the marks are earned
8	VC2HC6K06	(a) 1 for both numbers read off the Senate seats diagram: 39 votes needed to pass; the government has 30 senators. (b) 1 for the working $(39 - 30 = 9)$, so the government must convince at least 9 more senators from outside the government) and the term: holding the balance of power .
9	VC2HC6K07	(a) 1 for any three of: local, state, national, global, digital citizenship. (b) 1 for both: the kind online comment — digital citizenship; turning off lights and recycling to care for the planet — global citizenship (thinking about how your choices affect people worldwide, then acting on it).
10	VC2HC6K08	(a) 1 for the section 2E sense: a goal that helps people in a community, not just one person (own words accepted). (b) 1 for the civic goal — protecting lives and homes from fire — plus one way members work together: train together; raise money and equipment; respond when called.
11	VC2HC6S01	(a) 1 for an open rewrite that passes the five checks in Figure 2 of section 3A (open; clear; about your issue; you can investigate it; asks why or how) — for example: “Why do people feel the way they do about our town’s park, and what could make it better?” A question still answerable with yes/no earns 0. (b) 1 for the idea that a closed question ends at yes/no, while an open question cannot be answered with one word — it asks why or how and points the investigation at what to find out.
12	VC2HC6S01	(a) 1 for all three: political, legal, civic. (b) 1 for both sortings with consistent reasons: the recycling bin — a civic issue (about people in the school community and what they can do); the voting age — a political issue (about how places are run: elections and government decisions). Accept legal for the voting age with a reason (it is about what the law says and who changes it) — section

3A teaches that one issue can be more than one kind.

Q	Code	How the marks are earned
13	VC2HC6S02	(a) 1 for theft — the biggest category in the latest year of the CSA table (with or without the count, 192,880). (b) 1 for the four steps — locate, select, organise, explain — and identifying locate and/or select as the step used in (a): find the table, then choose the row and numbers that matter.
14	VC2HC6S03	(a) 1 for a value and a because-clause that fit the pairings of Figure 3 of section 3C. Model: freedom — because nobody can see how you vote, so nobody can force or frighten you over your choice. (b) 1 for any one of the three checks in Figure 5 of section 3C with what it does: the statement of compatibility (the member who introduces a bill must give a written statement of how it fits with Charter rights); the scrutiny committee (a committee of members checks every new bill against Charter rights and reports); the courts (they read laws to fit Charter rights as far as the law allows, and the Supreme Court of Victoria can state that a law cannot be read that way — parliament must then look at it again).
15	VC2HC6S04	(a) 1 for all three questions of the section 3D method: What is the issue — what is happening, who it affects, why people care? Which institution or system connects to it? What does that institution do about it, and what is the focus of its response? (b) 1 for one institution plus one thing it does, from Figure 7 or Figure 8 of section 3D: the federal parliament made the law; the Minister for Communications made the Rules and announced the covered platforms; the eSafety Commissioner checks that platforms follow the law and reports (the first report named serious concerns about five platforms); courts can fine a platform; platforms must take reasonable steps to stop children under 16 from keeping accounts.
16	VC2HC6S05	(a) 1 for both ways — consensus and vote — plus one real difference: consensus aims at an agreement

everyone can accept (not always everyone's first choice, but one nobody says no to); a vote counts heads, the bigger number decides, and the views that do not win are simply outvoted. (b) 1 for any two ground rules from Figure 3 of section 4A, each tied to a fair decision: one person speaks at a time; listen to understand, not just to answer; give reasons; test the idea, not the person; changing your mind is allowed; everyone gets a turn.

Q	Code	How the marks are earned
17	VC2HC6S06	(a) 1 for any two ways from Figure 1 of section 4B that a Year 5 student can use right now, each tied to the crossing problem: sign or send a petition; talk to the local member; join in community groups; deliberate with others; stand for a role such as class captain. “Vote in real elections” earns 0 here — that way needs the student to be 18 and enrolled. (b) 1 for: it requires every enrolled voter to vote at each election — in Australia, voting is a duty (the source card quotes section 245(1) of the Commonwealth Electoral Act 1918).
18	VC2HC6S07	(a) 1 for any three of the six pamphlet parts of Figure 6 of section 4C with what each does: title (a short hook that names the issue); the issue (one or two clear sentences); key facts (checked and true, each with its source); different positions (what each party or group says, fair and strong, even the side you disagree with); questions to think about (help the reader weigh the positions); sources (a short list of where the ideas and facts came from). (b) 1 for the fair-and-strong rule of Figure 5: report the position you disagree with the way its own supporters would say it — at its strongest, not a weak or silly version — with checked facts and reasons, not feelings.
19	VC2HC6S05 VC2HC6S06 VC2HC6S07 VC2HC6K01	(a) 2 marks: 1 for one reason on each side (either side’s reasons accepted — marks are for the reasoning, not the conclusion); 1 for one value from Figure 1 of section 1A named for each side with a true link. (b) 1 for any figure, table or source in the workbook, named with its section, that bears truly on the issue — plus what it shows. (c) 1 for the five steps of active citizenship (notice, plan, join up, act, see change) plus one class action that could really work.

Progress toward the achievement standard

The band's achievement standard is stated by VCAA for the end of Level 6. A Year 5 student sits this paper a year early in that band, so the score is evidence of **progress toward** the standard — it is one input to teacher judgement, and it never records the standard as met. The table restates each part of the standard in this book's words and maps it to the questions that serve it.

Students at the end of Level 6 can ...	Shown by
explain what is valued and how it works in the democratic institutions and systems of Australia, including the three levels of government and the electoral systems	Q1, Q2, Q4, Q5, Q8, Q14
explain the jobs and duties of key institutions, including how laws are made and how they are enforced	Q3, Q6, Q8, Q14, Q15
explain what citizenship means in different ways, and what each kind of citizenship asks of citizens	Q7, Q9, Q17
build questions for investigating civics and citizenship issues, using a range of sources	Q11, Q12, Q13
explain what democratic institutions and processes value and how they work, using current issues	Q13, Q14, Q15, Q18
give reasons why taking part in democratic processes matters, and deliberate on issues affecting their communities	Q16, Q17, Q19
use knowledge and perspectives from a range of sources to explain current civics and citizenship issues	Q13, Q15, Q18, Q19

Score

Part	Marks
Part 1 — Government and democracy	/10
Part 2 — Laws and citizenship	/10
Part 3 — Skills: investigating and evaluating	/10
Part 4 — Skills: participating and communicating	/10
End-of-level review total	/40

What the score shows: a part mark well below the others points to the sections of that chapter for re-teaching (use the mark map above to find the codes); because the workbook was open, a low mark points to understanding, not to memory. The total is evidence of progress toward the Levels 5–6 achievement standard — the Year 6 book keeps building toward it, and the band judgement is made at the end of Level 6, not here.

Solutions

Teacher-facing. Worked solutions in the same order as the paper. Sample answers show one acceptable response — accept any response that carries the same idea.

Answer key

Q	Part	Answer (in brief)	Marks
1	(a)	Secret ballot · compulsory voting · preferential voting	1
1	(b)	The secret ballot; e.g. the private booth step — nobody can see the ballot paper	1
2	(a)	76 seats (the dashed majority line in Figure 11)	1
2	(b)	The Labor Party — 94 seats, past the 76-seat majority line	1
3	(a)	Foundation = values · pillars = institutions · roof = democracy	1
3	(b)	Any Figure 2 institution with its job and one value (e.g. Parliament of Victoria — makes state laws — equality)	1
4	(a)	Federal · state and territory · local (councils)	1
4	(b)	Rubbish — local · navy — federal · public hospitals — state	1
5	(a)	The federal law wins — Section 109 of the Constitution	1
5	(b)	Franklin River 1983: state dam plan vs federal protection law; High Court applied Section 109; dam not built	1
6	(a)	Civil law — a problem between a person and a shop; nobody is charged, no prison	1
6	(b)	Consumer Affairs Victoria; VCAT	1
7	(a)	The Constitution · legislation (laws made by parliaments) · the Victorian Charter	1
7	(b)	A national majority of voters AND a majority of states (at least 4 of 6), at	1

Q	Part	Answer (in brief)	Marks
		the same time	
8	(a)	39 votes needed; the government has 30 senators	1
8	(b)	$39 - 30 = 9$ more senators needed; holding the balance of power	1
9	(a)	Any three of: local · state · national · global · digital	1
9	(b)	Online comment — digital; lights and recycling — global	1
10	(a)	A goal that helps people in a community, not just one person	1
10	(b)	Protecting lives and homes from fire; e.g. train together / raise money and equipment / respond when called	1
11	(a)	Any open rewrite passing the five checks — e.g. “Why do people feel the way they do about our town’s park, and what could make it better?”	1
11	(b)	A closed question ends at yes/no; an open question asks why or how and guides the investigation	1
12	(a)	Political · legal · civic	1
12	(b)	Recycling bin — civic; voting age — political (accept legal with a reason)	1
13	(a)	Theft	1
13	(b)	Locate · select · organise · explain; part (a) used locate and select	1
14	(a)	Freedom — because nobody can see how you vote, so nobody can force or frighten you	1
14	(b)	Any one of: statement of compatibility · scrutiny committee · courts, with what it does	1
15	(a)	What is the issue? Which institution or system connects? What does it do,	1

Q	Part	Answer (in brief)	Marks
15	(b)	and what is the focus? Any Figure 8 institution + one action (e.g. the eSafety Commissioner checks that platforms follow the law)	1
16	(a)	Consensus and vote; difference: consensus = agreement everyone can accept, vote = bigger number decides	1
16	(b)	Any two ground rules from Figure 3, each tied to a fair decision	1
17	(a)	Any two usable now (e.g. petition; talk to the local member), each tied to the crossing	1
17	(b)	Every enrolled voter must vote at each election — voting is a duty	1
18	(a)	Any three of: title · the issue · key facts · different positions · questions to think about · sources	1
18	(b)	Show the other position the way its own supporters would — at its strongest, with checked facts and reasons	1
19	(a)	One reason each side + one Figure 1 value each side with a true link	2
19	(b)	Any book figure/table/source with its section + what it shows about the issue	1
19	(c)	Notice · plan · join up · act · see change + one class action	1
Total			40

Worked solutions

Q1. (a) Section 1A teaches the three features as Feature 1–3: the **secret ballot** (a vote nobody else can see), **compulsory voting** (once you are enrolled, you must vote) and **preferential voting** (voters number all the candidates in the order they choose them). (b) Figure 4 shows the steps of the **secret ballot**. Sample: the step in the private booth keeps the vote secret because nobody — not even the people running the election — can see how the ballot paper is filled in; the paper is then folded and put in the sealed box still unseen.

Q2. (a) The dashed majority line in Figure 11 sits at **76** seats — more than half of the 150 seats in the House of Representatives. (b) Sample: the **Labor Party** formed government. The figure shows Labor won 94 seats, which is

past the 76-seat majority line, and a party with a majority in the lower house forms government (its leader becomes Prime Minister).

Q3. (a) In Figure 8 of section 1B the **foundation** is the values, the **pillars** are the institutions, and the **roof** is democracy: values hold up institutions, and institutions hold up democracy. (b) Sample: the **Parliament of Victoria** (Melbourne) — its job is making laws for Victoria, and by checking new bills against Charter rights before they pass it holds up **equality**. Other Figure 2 rows work equally: the Supreme Court of Victoria (Victoria's highest court; rule of law), the High Court of Australia (interprets the Constitution; rule of law), Parliament House Canberra (where the federal parliament meets; representation and participation).

Q4. (a) **Federal** (the whole country), **state and territory** (Victoria's meets in Melbourne), and **local** (councils — the level closest to where you live). (b) Collecting rubbish — **local** (councils); the navy — **federal** (the army, navy and air force look after the whole country); public hospitals — **state**.

Q5. (a) The **federal law wins**, under **Section 109** of the Constitution. (b) Sample: Tasmania planned a dam on the Franklin River; the federal parliament passed a law protecting the wilderness; the two laws disagreed about the same thing; the High Court applied Section 109 and the federal law won; the dam was not built.

Q6. (a) **Civil law**. Section 2A teaches that criminal law is about wrongs against the whole community (somebody is charged; police and courts are involved), while civil law is about problems between people, shops and businesses. Dana's problem is with a shop about goods that do not work — nobody is charged and there is no prison. (b) Dana can complain to **Consumer Affairs Victoria**, and the case can end at **VCAT** — the Victorian Civil and Administrative Tribunal, which is like a court but simpler and quicker. This follows the path in Figure 9 of section 2A.

Q7. (a) Section 2B's diagram gives three places: the **Constitution**, **legislation** (laws made by parliaments), and **Victoria's Charter** (the Charter of Human Rights and Responsibilities Act 2006 (Vic)). (b) The **double majority** needs two yes-votes at the same time: a national majority of all voters across Australia, and a majority of states — at least **4 of the 6** states. Both limbs are needed; one alone does not carry the referendum.

Q8. (a) The diagram's dashed line sits at **39** votes — the number needed to pass a bill in the 76-seat Senate — and the government (Labor) holds **30** senators. (b) Sample: $39 - 30 = 9$, so the government cannot pass a bill on its own; it must convince at least nine more senators from the crossbench and other parties. When a few non-government members can decide which way a vote goes, section 2C calls it holding the **balance of power**.

Q9. (a) Any three of the five kinds taught in section 2D: **local**, **state**, **national**, **global** or **digital** citizenship. (Only national citizenship is a legal status.) (b) Writing a kind, respectful comment online shows **digital citizenship** — using the internet in a safe, respectful, responsible way. Turning off lights and recycling to care for the planet shows **global citizenship** — thinking about how your choices affect people worldwide, then acting on it.

Q10. (a) Sample: a **civic goal** is a goal that helps people in a community, not just one person (the section 2E definition). (b) In the CFA flow, the civic goal is **protecting lives and homes from fire**. Members work toward it by training together, raising money and equipment, and responding when called — all driven by shared beliefs and values such as service, courage and teamwork.

Q11. (a) Sample rewrite: "**Why do people feel the way they do about our town's park, and what could make it better?**" Check against Figure 2 of section 3A: it is open (no yes/no answer), clear, about the issue, able to be investigated (surveys, asking people, council pages), and it asks why and how. (b) A closed question ends the thinking at yes or no; an open question cannot be answered with one word — it asks why or how, so it points the investigation at what to find out and gives the researcher something to explain.

Q12. (a) **Political**, **legal** and **civic** (Figure 3 of section 3A). (b) "Should our school add a second recycling bin?" is a **civic issue** — it is about people in the school community and what they can do. "Should the voting age drop to 16?" is a **political issue** — it is about how places are run: elections and the decisions governments make. Accept **legal** for the voting age with a reason (it would take a change to what the law says) — section 3A teaches that one issue can be more than one kind at once.

Q13. (a) **Theft** — the CSA table in section 3B shows theft as the biggest category in the latest year (192,880 recorded incidents; the number is not needed for the mark). (b) The four steps are **locate** (find sources about the issue), **select** (choose the parts that matter, from sources you can trust), **organise** (sort and group your notes) and **explain** (say what

the issue is and why it matters, with evidence). In part (a) the student used **locate** (turn to the table) and **select** (choose the latest-year column and compare the rows).

Q14. (a) Sample: “Australian elections use a secret ballot. This shows the value of **freedom**, **because** nobody can see how you vote and you do not have to tell anyone — so nobody can force you or frighten you over your choice.” This is the pairing Figure 3 of section 3C gives for the secret ballot; the move is feature → value, joined by *because* (Figure 1). (b) Any one of the three checks in Figure 5 of section 3C: the **statement of compatibility** — the member who introduces a bill must give a written statement of whether it fits with Charter rights, and how (Charter s 28); the **scrutiny committee** — the Scrutiny of Acts and Regulations Committee looks at every new bill and reports on whether it fits with Charter rights (s 30); the **courts** — they read a law to fit Charter rights as far as the law allows (s 32), and the Supreme Court of Victoria can state that a law cannot be read that way (s 36); the law stays a law, but parliament must look at it again.

Q15. (a) The three-question method of Figure 1 of section 3D: **What is the issue** — what is happening, who does it affect, why do people care? **Which institution or system** connects to the issue? **What does it do** about the issue, and what is the **focus** of its response? (b) Sample: the **eSafety Commissioner** checks that platforms follow the social media minimum age law — its first report (31 March 2026, in Figure 7) named serious concerns about five platforms, and Figure 8 shows courts can fine a platform that does not take reasonable steps. Other Figure 8 rows also earn the mark: the federal parliament (made the law), the Minister for Communications (made the Rules, announced the platform list), or the platforms themselves (must take reasonable steps to stop under-16s from keeping accounts).

Q16. (a) The two ways are **consensus** and a **vote** (Figure 2 of section 4A). Sample difference: a consensus aims at an agreement everyone can accept — not always everyone’s first choice, but one nobody says no to; a vote counts heads, the bigger number decides, and the views that do not win are simply outvoted. (b) Sample: **everyone gets a turn**, so the quiet students’ ideas are heard and not just the loudest voices; and **test the idea, not the person**, so the class compares the two activities by reasons and nobody feels attacked. Any two of the six ground rules with a true link earn the mark.

Q17. (a) Sample: **talk to the local member** — a Year 5 student can write or speak to the member about the unsafe crossing, the way Alex did in section 2B; and **sign or send a petition** — the class can collect signatures asking for a safer crossing, so the council or member sees many people want the change. (Standing for a role, joining in community groups and deliberation with others also earn the mark if tied to the crossing. “Vote in real elections” does not — it needs the student to be 18 and enrolled.) (b) The source card quotes section 245(1) of the Commonwealth Electoral Act 1918: it is the duty of every elector to vote at each election — that is, every enrolled voter **must vote** in elections; in Australia, voting is compulsory.

Q18. (a) Sample three of the six parts in Figure 6 of section 4C: the **title** — a short hook that names the issue; **key facts** — checked and true, each with the source of the fact; **different positions** — what each party or group says, told fair and strong, even the side you disagree with. (The other three: the issue in one or two clear sentences; questions to think about, which help the reader weigh the positions; and sources, a short list of where the ideas and facts came from.) (b) Sample: my pamphlet reports the other position **the way its own supporters would say it** — at its strongest, not a weak or silly version — and backs every fact with a named source, so the reader gets a fair picture of both sides and can weigh the reasons. That is the rule of Figure 5 of section 4C: show every position at its strongest, even the one you disagree with.

Q19. This is the whole-book question; marks are for the reasoning and the use of the book, not for the side chosen. (a) Sample: **For the ban** — single-use bottles are used for minutes but stay as litter for years and can harm wildlife, which is the kind of reason section 4A records for the three communities that acted on single-use plastics; the value is the **rule of law** — one clear rule that applies to everyone equally, like Victoria’s statewide ban in Figure 5 of section 4A. **Against the ban** — some families rely on bottled water, and a ban hurts them unless the school fixes drinking fountains first; the value is **other basic human rights** — everyone’s need for safe drinking water. Any value from Figure 1 of section 1A with a true link earns the mark. (b) Sample: **Figure 5 of section 4A** — it shows three communities that acted on single-use plastics (South Australia on bags, Hobart on more items, Victoria across the state), so a school community can act too, and one simple rule can be even for everyone. Any figure, table or source named with its section that bears truly on the issue earns the mark. (c) The five steps of active citizenship in Figure 5 of section 4B are **notice, plan, join up, act, see change**. Sample action: the class notices how many bottles the school bins hold, plans a reusable-bottle week, joins up with the school council, acts by presenting its deliberation, and sees change in the bins.