

# Mathematics Level 7

## End-of-level review

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## End-of-level review

**End-of-level review — Civics and Citizenship Level 6** Civics and Citizenship · Victorian Curriculum 2.0 · the Levels 5–6 band, Level 6 book

This is a school-designed paper. It is not made by VCAA and it is not a VCAA examination. The Levels 5–6 band carries no external assessment; achievement is reported against the band’s achievement standard on teacher judgement, and the marks here are one source of evidence towards that judgement.

*This review is a piece of class work from your workbook. You do it once, after Chapter 4. It looks back across everything you learned in Chapters 1 to 4 — all four parts of the book appear in it. There is no time to beat: take as long as you need. Every question tells you where in the book to look — a section number, and sometimes a figure, table or example — so you can find the facts yourself. Your book is allowed. The marking guide and the full worked solutions are at the back of this booklet.*

### About this paper

- **Total: 52 marks** — Part A (11 marks), Part B (12 marks), Part C (13 marks), Part D (16 marks). Answer all questions.
- **Untimed.** It is planned for about one sitting of 60–75 minutes of class time. This is guidance only — there is no time to beat.
- **Write on the ruled lines.** Written parts carry ruled answer space sized to their marks. For multiple-choice items, write only the letter of your answer.
- **Some questions ask you to weigh two sides.** Where a question says you are marked on your reasoning, any side can earn full marks — what counts is how well you give reasons, exactly as in the book’s “two views” boxes.
- Every question is tagged with the content description it comes from, in the form VC2HC6K01. The full question-by-question map, the marks table and the rubrics are in the marking guide at the back of this booklet.

**Coverage of the 52 marks** (printed so a teacher can see the balance without counting):

| Part                                        | Chapter                    | Questions | Marks     |
|---------------------------------------------|----------------------------|-----------|-----------|
| A — Government and democracy                | Chapter 1 (sections 1A–1C) | Q1–Q5     | 11        |
| B — Laws and citizenship                    | Chapter 2 (sections 2A–2E) | Q6–Q11    | 12        |
| C — Skills: investigating and evaluating    | Chapter 3 (sections 3A–3D) | Q12–Q16   | 13        |
| D — Skills: participating and communicating | Chapter 4 (sections 4A–4C) | Q17–Q22   | 16        |
| <b>Total</b>                                | All four chapters          | Q1–Q22    | <b>52</b> |

All 15 content descriptions of the book appear at least once. The last question of Part D is a synthesis question: it brings together ideas from more than one chapter, the way the book’s Skills chapters ask you to.

## Part A — Government and democracy (11 marks)

Answer all questions, Q1 to Q5. The items in this part draw on sections 1A–1C. For Q2 and Q3, write your answers on the ruled lines in full sentences where a part asks you to explain.

**Q1.** (1 mark · VC2HC6K01) Section 1A explains what makes an election open, free and fair. Which feature means that nobody can see how you voted, so nobody can pressure you about your vote?

- A. Preferential voting
- B. Compulsory voting
- C. The secret ballot
- D. Fixed election dates

**Q2.** (3 marks · VC2HC6K01) Look again at the preferential voting count example in section 1A — the three-candidate count with Chen, Nguyen and Taylor.

(a) How many votes does a candidate need in order to win that count? (1 mark)

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(b) Which candidate is excluded first, and what happens to that candidate's votes? (1 mark)

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(c) Explain why the winner of this count can be said to speak for more voters than the candidate who was ahead after the first-choice votes were counted. (1 mark)

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**Q3.** (3 marks · VC2HC6K02) Section 1B contains a table of four key institutions — two for Australia and two for Victoria.

(a) Name the two Victorian institutions in that table, and the city each one sits in. (2 marks)

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(b) Using the definitions in section 1B's "Before we start" box, explain one way the rule of law supports equality. (1 mark)

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**Q4.** (1 mark · VC2HC6K03) Section 1C explains what happens when a state law and a federal law disagree in a shared area of responsibility. Which statement is correct?

- A. The state law overrides, because the states came first
- B. The federal law overrides the state law
- C. Both laws keep operating side by side
- D. The Governor-General chooses which law applies

**Q5.** (3 marks · VC2HC6K03) Section 1C uses the Food Act 1984 (Vic) to show the difference between making a law and enforcing it.

- (a) State which level of government made this law, and which level enforces it in the example the section gives. (2 marks)

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- (b) Name one shared area of responsibility from section 1C, and name the court that settles disagreements between the levels of government. (1 mark)

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## Part B — Laws and citizenship (12 marks)

Answer all questions, Q6 to Q11. The items in this part draw on sections 2A–2E.

**Q6.** (1 mark · VC2HC6K04) Section 2A shows the sentencing ladder — the range of sentences a Victorian court can choose from, from least serious to most serious. Which list is in the correct order, least serious first?

- A. Fine → good behaviour bond → community correction order
- B. Community correction order → fine → good behaviour bond
- C. Good behaviour bond → community correction order → fine
- D. Fine → community correction order → good behaviour bond

**Q7.** (2 marks · VC2HC6K04) Section 2A studies a real consumer-law case: the ACCC took action against Woolworths over its “Prices Dropped” claims, and the Federal Court of Australia heard the case in September 2024.

- (a) Was this a criminal law matter or a civil law matter? Give one reason from section 2A for your answer. (1 mark)

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- (b) Name one body from section 2A that protects consumers, and say one thing it can do. (1 mark)

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**Q8.** (3 marks · VC2HC6K05) Section 2B covers citizens’ rights and duties under Australian law.

- (a) Name two responsibilities of Australian citizens from section 2B. (2 marks)

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- (b) Section 2B also studies the Victorian Charter. State one thing the Charter requires public authorities — such as the police, public schools and councils — to do. (1 mark)

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**Q9.** (2 marks · VC2HC6K06) Look again at Example 2 in section 2C — the Senate balance of power.

- (a) State the number of seats a group of senators needs in order to pass a bill. (1 mark)

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- (b) In the example, the government’s own senators are not enough on their own. Name one grouping whose senators can make up the difference, and use the example’s numbers to show why the two smallest crossbench groups together are not enough. (1 mark)

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**Q10.** (1 mark · VC2HC6K07) Section 2D contains a figure comparing three kinds of elections — federal, state and council. According to that figure, who can vote in a Victorian local council election?

- A. Every Australian citizen who is 18 or over
- B. Only people who own a house in the council area
- C. Citizens enrolled for state elections, plus ratepayers who apply to be enrolled
- D. Anyone who has lived in Victoria for at least one month

**Q11.** (3 marks · VC2HC6K08) Section 2E is about working together for a civic goal.

- (a) In your own words, say what a civic goal is. (1 mark)

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- (b) Using the roles figure in section 2E, name two ways people can support a group's goal without volunteering their time. (1 mark)

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- (c) Section 2E presents this claim as a two-sided debate: *"Sharing a post is just as useful as giving your time."* Give one strong reason for either side, and then say one thing the other side would answer. You are marked on how well you reason, not on which side you choose. (1 mark)

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## Part C — Skills: investigating and evaluating (13 marks)

Answer all questions, Q12 to Q16. The items in this part draw on sections 3A–3D. These are Skills sections: where an item points to a table, figure or source, read it again and answer from it.

**Q12.** (3 marks · VC2HC6S01) Example 1 in section 3A studies Victoria’s school phone policy — the rule that phones stay off and away all day in government schools.

- (a) Which kind of issue is this — political, legal or civic? It may fit two boxes: if you think it does, name both and say why. (1 mark)

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- (b) A student writes this question about the policy: “*Why is the phone ban bad for families?*” It is a loaded question. Rewrite it so that it is neutral. (1 mark)

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- (c) Write one sub-question that would help you investigate the phone policy, and name two different kinds of source from section 3A that could help you answer it. (1 mark)

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**Q13.** (1 mark · VC2HC6S02) Section 3B shows two claims built from the same set of crime figures: “*Crime is down*” and “*Offending is up*.” How can both claims be made from the same data?

- A. The claims use different measures from the same data
- B. One of the claims must be wrong
- C. The data was collected twice, and changed between collections
- D. One claim is a fact and the other is only an opinion

**Q14.** (3 marks · VC2HC6S02) Section 3B contains a key-figures table of Victorian crime data for two years.

- (a) Using that table, state how many fewer victim reports there were in the later year than in the earlier year. (1 mark)

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- (b) Section 3B gives four questions for checking a source. Name one of them, and explain how it helps you decide whether a source can be trusted. (1 mark)

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- (c) Sort this service: rubbish collection. Which level of government is responsible for it — federal, state or local? (1 mark)

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**Q15.** (3 marks · VC2HC6S03) Read Source 1 in section 3C — the short account of how the 2022 Victorian state election ran.

- (a) Find one feature in the source for each of these principles: *free and fair elections, participation, representation*. (2 marks)

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- (b) Choose one feature you listed and explain how it demonstrates that principle — say how or why, not just what it is. (1 mark)

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**Q16.** (3 marks · VC2HC6S04) Section 3D studies two contemporary issues: youth crime in Victoria and the growth of vaping.

- (a) Using the division-of-powers figure in section 3D and the idea of the division of powers from section 1C, explain why the vaping issue was answered by the Australian Government rather than by the Victorian Government. (1 mark)

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- (b) State the focus of the Australian Government's response to vaping. (1 mark)

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- (c) Name the Victorian law at the centre of the state's response to youth crime, and name one other part of that response besides the law. (1 mark)

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## Part D — Skills: participating and communicating (16 marks)

Answer all questions, Q17 to Q22. The items in this part draw on sections 4A–4C. Q22 is a synthesis question: it brings together ideas from more than one chapter.

**Q17.** (1 mark · VC2HC6S05) Section 4A defines consensus as a decision every member of a group can accept and support. Which group has reached a consensus?

- A. A club votes 17 to 13 on a new training night, and the 13 say they will not come on that night
- B. A team captain chooses the uniform alone and tells everyone what to buy
- C. Everyone agrees except one student, and the group tells that student to just accept it
- D. After everyone shares ideas, two ideas are joined into one plan that every member says they can support

**Q18.** (2 marks · VC2HC6S05) Example 1 in section 4A shows three communities responding to Victoria’s single-use plastics ban.

- (a) Name two of those communities and say how each one responded. (1 mark)

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- (b) Choose one ground rule from section 4A’s list of ground rules for respectful deliberation, and explain how it helps a group make a better decision. (1 mark)

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**Q19.** (3 marks · VC2HC6S06) Read Source 1 in section 4B — the two-minute speech at a school assembly.

- (a) The class collected 214 signatures asking the council for a safer crossing. Which reason (1–5) from section 4B’s reasons table does this action best show? Name the reason and say why it fits. (1 mark)

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- (b) Source 2 in section 4B says people under 18 can still participate. Name one way they can, and explain one democratic value that way upholds. (2 marks)

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**Q20.** (1 mark · VC2HC6S07) Section 4C’s case study is Australia’s social media law for under-16s. According to the case study, who carries the duty under this law?

- A. Children under 16 who have accounts
- B. The parents of children under 16
- C. The platforms — they must take reasonable steps to stop under-16 accounts
- D. The eSafety Commissioner, who must delete the accounts

**Q21.** (3 marks · VC2HC6S07) Section 4C is about explaining an issue using knowledge, ideas and perspectives from different sources.

- (a) Using the positions table in section 4C, state the Australian Greens' position on the social media law and their strongest reason. (1 mark)

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- (b) Explain why, when you communicate about an issue, you should present a view you disagree with in its strongest and fairest form. (1 mark)

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- (c) Name two features of a good pamphlet from section 4C. (1 mark)

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**Q22.** (6 marks · VC2HC6S07) **Synthesis — bringing the book together.** Australia's social media law for under-16s appears in sections 2C, 2D and 4C. This question draws on sections 1B, 2C, 4B and 4C.

- (a) Using Example 1 in section 2C, describe what the Senate did to the bill, and what the House of Representatives did next. What does this show about the Senate's role? (2 marks)

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- (b) State who gave the bill Royal Assent, and say what Royal Assent did to the bill. (1 mark)

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- (c) Using section 4C, give one strong reason *for* the law and one strong reason *against* it — each one in the form its own supporters would accept. You are marked on how well you present each side, not on which side you choose. (2 marks)

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- (d) Using section 4B, name one way a Year 6 student — who cannot yet vote — could have had a say about this bill before the vote, and name one democratic value from section 1B that this way upholds. (1 mark)

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## Mark record

*Teacher use. The rubrics and worked solutions are in the marking guide at the back of this booklet.*

| Part                                        | Questions | Marks available | Score |
|---------------------------------------------|-----------|-----------------|-------|
| A — Government and democracy                | Q1–Q5     | 11              |       |
| B — Laws and citizenship                    | Q6–Q11    | 12              |       |
| C — Skills: investigating and evaluating    | Q12–Q16   | 13              |       |
| D — Skills: participating and communicating | Q17–Q22   | 16              |       |
| <b>Total</b>                                | Q1–Q22    | <b>52</b>       |       |

## About the facts in this paper

Every fact this paper asks about is already in your workbook, with its source line where a real source is involved. This paper adds no new data and no new sources: each item points you to the section, figure, table, example or source that carries the fact. If your answer quotes a figure, a date or a number, you should be able to say which part of the book it came from.

## Review marking guide — read this first

### What this paper is

This is the end-of-level review for the Civics and Citizenship Level 6 workbook: a school-designed written paper that looks back across all four chapters. It has 22 questions worth 52 marks in four parts — Part A, Government and democracy (sections 1A–1C); Part B, Laws and citizenship (sections 2A–2E); Part C, Skills: investigating and evaluating (sections 3A–3D); and Part D, Skills: participating and communicating (sections 4A–4C). All 15 content descriptions of the book appear at least once, and the final question is a cross-chapter synthesis item.

Every fact the paper asks about is already in the student’s workbook. Each item names the section — and usually the figure, table, worked example or source — that carries the fact. The paper introduces no new data and no new sources, so nothing in it needs checking against anything outside the book. Where a student’s answer differs from a solution below, the first move is to reopen the book item the question named: the answer is there.

### How to mark it

- Award whole marks only; no half marks. The marks for each part are shown in the paper and in the rubrics below.
- Accept the same idea in different words. The solutions show one acceptable way to say each answer; they are not the only way.
- Where a student makes one early mistake and then keeps using it, mark the later steps on the working shown — one mistake should not lose marks twice.
- Multiple-choice items (Q1, Q4, Q6, Q10, Q13, Q17, Q20): award the mark for the correct letter. No working is needed.
- Q11(c) and Q22(c) ask students to weigh two sides of a contested question. Mark the quality of the reasoning, never the side chosen — an answer with clear reasons on either side earns full marks. This is the same rule the book’s own “two views” boxes use.
- For items with two marks, one mark is lost only for a genuine error or omission — not for short or plain wording, as long as the idea is correct.

### Marks

| Question | Part | Book section | Content description | Marks |
|----------|------|--------------|---------------------|-------|
| Q1       | A    | 1A           | VC2HC6K01           | 1     |
| Q2       | A    | 1A           | VC2HC6K01           | 3     |
| Q3       | A    | 1B           | VC2HC6K02           | 3     |
| Q4       | A    | 1C           | VC2HC6K03           | 1     |
| Q5       | A    | 1C           | VC2HC6K03           | 3     |
| Q6       | B    | 2A           | VC2HC6K04           | 1     |
| Q7       | B    | 2A           | VC2HC6K04           | 2     |
| Q8       | B    | 2B           | VC2HC6K05           | 3     |
| Q9       | B    | 2C           | VC2HC6K06           | 2     |
| Q10      | B    | 2D           | VC2HC6K07           | 1     |
| Q11      | B    | 2E           | VC2HC6K08           | 3     |
| Q12      | C    | 3A           | VC2HC6S01           | 3     |
| Q13      | C    | 3B           | VC2HC6S02           | 1     |
| Q14      | C    | 3B           | VC2HC6S02           | 3     |
| Q15      | C    | 3C           | VC2HC6S03           | 3     |
| Q16      | C    | 3D           | VC2HC6S04           | 3     |
| Q17      | D    | 4A           | VC2HC6S05           | 1     |
| Q18      | D    | 4A           | VC2HC6S05           | 2     |

| Question     | Part | Book section      | Content description         | Marks     |
|--------------|------|-------------------|-----------------------------|-----------|
| Q19          | D    | 4B                | VC2HC6S06                   | 3         |
| Q20          | D    | 4C                | VC2HC6S07                   | 1         |
| Q21          | D    | 4C                | VC2HC6S07                   | 3         |
| Q22          | D    | 1B, 2C, 4B, 4C    | VC2HC6S07                   | 6         |
| <b>Total</b> |      | All four chapters | All 15 content descriptions | <b>52</b> |

## Mapping to the achievement standard

How the paper maps onto the Levels 5–6 achievement standard (referenced by code only; the standard itself is not reprinted):

- Part A (Q1–Q5) gathers evidence about Australia’s democratic institutions and systems — their values and features, the three levels of government, and electoral systems.
- Part B (Q6–Q11) gathers evidence about what key institutions do — their roles and duties, how laws are made and enforced (Q9, Q22 also), and the meanings of citizenship with its rights and responsibilities.
- Part C (Q12–Q16) gathers evidence for developing questions, using sources, and explaining values, features and connections through contemporary issues.
- Part D (Q17–Q22) gathers evidence for reasons to participate, deliberation on issues that affect communities, and explaining an issue with knowledge and perspectives drawn from sources.

## Question-by-question rubric

### Q1 — 1 mark (VC2HC6K01).

- 1 mark for **C** (the secret ballot). No working needed; no mark for any other letter.

### Q2 — 3 marks (VC2HC6K01).

- - (a) 1 mark for 51 votes (or “more than half of the 100 formal votes”).
- - (b) 1 mark for: Taylor is excluded (fewest votes, 20) **and** Taylor’s votes move to the candidate each of those voters put second — both elements needed for the mark.
- - (c) 1 mark for an explanation in terms of a majority: the winner ends with at least 51 of the 100 votes — first or second choices of more than half of all voters — while the first-count leader had only 45, which is less than half. Accept any wording that makes the “more than half of everyone” point.

### Q3 — 3 marks (VC2HC6K02).

- - (a) 2 marks: 1 for naming both Victorian institutions (Parliament of Victoria; Supreme Court of Victoria), 1 for Melbourne (accept “both in Melbourne”). Half-credit 1 mark for one correct institution with the city.
- - (b) 1 mark for an explanation that connects the rule of law to equality — e.g. the law applies the same way to everyone, and nobody is above it, so people are equal before the law. Naming the rule of law alone is not enough; the link to equality must be made.

### Q4 — 1 mark (VC2HC6K03).

- 1 mark for **B** (the federal law overrides the state law — section 109 as taught in section 1C).

### Q5 — 3 marks (VC2HC6K03).

- - (a) 2 marks: 1 for the state level made it (the Victorian Parliament made the Food Act 1984 (Vic)), 1 for the local level enforces it (council officers check food businesses follow it).
- - (b) 1 mark: one shared area from section 1C (marriage, immigration, money, trade, postal services or tax) **and** the High Court named. Both elements needed.

### Q6 — 1 mark (VC2HC6K04).

- 1 mark for **A** (fine → good behaviour bond → community correction order, least serious first).

### Q7 — 2 marks (VC2HC6K04).

- - (a) 1 mark for “civil” with a reason drawn from 2A’s criminal/civil comparison — e.g. a regulator (the ACCC) took the company to court over a consumer law, rather than police charging a person with a crime. The reason must reference who started the case, what kind of law it is, or what the court can order.
- - (b) 1 mark for one body from 2A with one correct role — ACCC (national consumer watchdog; took the case to court), Consumer Affairs Victoria (helps Victorian consumers), or VCAT (hears smaller consumer cases).

**Q8 — 3 marks (VC2HC6K05).**

- - (a) 2 marks: any two of — vote in elections; pay tax; keep government accountable (1 mark each).
- - (b) 1 mark for: public authorities must act in line with the Charter’s rights when they make decisions (accept “must respect / act compatibly with human rights”).

**Q9 — 2 marks (VC2HC6K06).**

- - (a) 1 mark for 39 seats (a majority of the 76-seat Senate).
- - (b) 1 mark for naming the Australian Greens (11 seats:  $28 + 11 = 39$ ) **and** showing the two smallest crossbench groups fall short ( $4 + 6 = 10$ ;  $28 + 10 = 38$ , one short of 39). Accept One Nation or “other crossbench” named with the same arithmetic. Both elements needed.

**Q10 — 1 mark (VC2HC6K07).**

- 1 mark for C (citizens enrolled for state elections, plus ratepayers who apply to be enrolled — 2D’s three-elections figure).

**Q11 — 3 marks (VC2HC6K08).**

- - (a) 1 mark for a definition in the student’s own words that keeps the two key ideas: a goal that helps a community, or makes life better for the people in it.
- - (b) 1 mark for any two of: donating money (donor), supporting online (online supporter), leading or organising (leader) — the roles from 2E’s figure other than volunteering.
- - (c) 1 mark for one clear reason for either side **plus** a response the other side would make. Marked on reasoning only — any side can earn the mark. A reason with no response earns 0.

**Q12 — 3 marks (VC2HC6S01).**

- - (a) 1 mark for “political” with a reason (a government made the rule and can change it), or for “political and legal” with reasons for both (it is a rule that is enforced, with exceptions). A box ticked with no reason earns
- - (b) 1 mark for a rewrite that is neutral — it must not assume the ban is bad (or good). E.g. “How does the phone ban affect families?” or “What effects has the school phone policy had?”
- - (c) 1 mark for one researchable sub-question about the policy **plus** two different kinds of source from 3A’s list (e.g. a government website and a news report; statistics and an interview). Both elements needed.

**Q13 — 1 mark (VC2HC6S02).**

- 1 mark for A (the claims use different measures from the same data — 3B’s two-claims card).

**Q14 — 3 marks (VC2HC6S02).**

- - (a) 1 mark for 7,526 ( $275,670 - 268,144$ ; accept “about 7,500” only if the exact figures are shown).

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- (b) 1 mark for one of 3B's four check questions (Who made it? Can they be trusted? When was it made? Do other sources agree?) **plus** an explanation of how it helps judge trust.
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- (c) 1 mark for local government (council).

**Q15 — 3 marks (VC2HC6S03).**

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- (a) 2 marks for a correct feature for all three principles; 1 mark for two correct features. Features must come from Source 1 (e.g. free and fair: run by the independent VEC / secret ballot / preferential voting needs a majority; participation: enrolment and voting are compulsory, about 88 in 100 enrolled voters voted; representation: 88 Assembly electorates each elect one member / 40 Council members from 8 regions).
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- (b) 1 mark for an explanation that says **how or why** the chosen feature demonstrates its principle — not just a repeat of what it is. E.g. the secret ballot means nobody can see or pressure your vote, so the choice is free and the count is fair.

**Q16 — 3 marks (VC2HC6S04).**

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- (a) 1 mark for an answer in terms of the division of powers: the rules about what may be brought into Australia and sold (imports and product rules) are federal rules, so the Australian Government responded. Naming “federal” alone without the imports/product-rules reason earns 0.
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- (b) 1 mark for: protecting the health of the community, and especially young people.
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- (c) 1 mark for Youth Justice Act 2024 (Vic) **plus** one other part of the response (diversion and early help, or supervision by Youth Justice Victoria — 3D's three-part response figure). Both elements needed.

**Q17 — 1 mark (VC2HC6S05).**

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- 1 mark for **D** (two ideas joined into one plan every member can support — 4A's definition of consensus: everyone can accept and support it, not a majority vote).

**Q18 — 2 marks (VC2HC6S05).**

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- (a) 1 mark for two communities from 4A's Example 1 with a correct response for each: government (made the law; worked with businesses first), businesses (switched to alternatives — metal cutlery, paper or wood stirrers), community groups and customers (sent thousands of responses in support). Half-credit not given — two communities, each with its response.
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- (b) 1 mark for one ground rule from 4A's list **plus** an explanation of how it helps the group decide well (e.g. “disagree with ideas, not people” keeps everyone safe to share honest ideas).

**Q19 — 3 marks (VC2HC6S06).**

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- (a) 1 mark for reason 5 — working together gets things done — with the link: one signature changes nothing, but 214 signatures got the class a meeting with the council (as the speech itself says). Accept reason 1 (your voice counts) only if the student explains that many small voices joined together were heard.
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- (b) 2 marks: 1 for a way people under 18 can participate from 4B's Source 2 (deliberating on issues, petitions, volunteering, contacting members), 1 for a correct link to a democratic value (e.g. a petition upholds participation — people who cannot vote still get a say; or volunteering upholds the value of working together for the common good).

**Q20 — 1 mark (VC2HC6S07).**

- 1 mark for **C** (the platforms must take reasonable steps to stop under-16 accounts; 4C's case study notes children and parents are not punished).

**Q21 — 3 marks (VC2HC6S07).**

- - (a) 1 mark for: the Greens were against the law, with their strongest reason — a ban could push young people into hidden, less safe corners of the internet, and checking ages threatens privacy; they wanted education and support instead. Position alone earns 0; the reason is the mark.
- - (b) 1 mark for an explanation in terms of trust or fairness — e.g. if you knock down a weak version of the other view, people who hold it stop listening; answering the view at its strongest shows your reasons can really beat it.
- - (c) 1 mark for any two features from 4C's pamphlet list (clear title, hook, small headed sections, checked facts, simple words, an image or diagram, a source line).

**Q22 — 6 marks (VC2HC6S07).**

- - (a) 2 marks: 1 for the description — the Senate passed the bill *with changes* (34 to 19), and the changes went back to the House of Representatives, which agreed to them; 1 for the role — this shows the Senate acting as a house of review: it checks bills from the lower house and can change them, so a government cannot pass whatever it likes unchecked.
- - (b) 1 mark for: the Governor-General (Sam Mostyn) gave Royal Assent, and Royal Assent made the bill an Act of Parliament — a law. Both elements needed.
- - (c) 2 marks (1 each side), in the strongest and fairest form: *for* — the law protects children online and puts the hard work on platforms, not families (Labor); parents want the support (Coalition). *Against* — a ban could push young people into hidden, less safe corners, and age checks threaten privacy; education and support would work better (Greens). Marked on fairness and strength, not on the side chosen; a straw-man version of either side earns 0 for that half.
- - (d) 1 mark for one way from 4B (writing to or meeting the local member, a petition to parliament, deliberating and sharing informed views) **plus** one value from 1B correctly linked (e.g. participation — people who cannot yet vote still have a say; freedom — people may speak their views without being stopped; fairness — every view counts the same). Both elements needed.

## Solutions — Part A (11 marks)

## Answers at a glance

- **Q1 C** — the secret ballot.
- **Q2 (a)** 51 votes. (b) Taylor is excluded; Taylor's votes move to each voter's second choice. (c) The winner holds a majority — 51 or more of all 100 votes.
- **Q3 (a)** Parliament of Victoria and Supreme Court of Victoria — both in Melbourne. (b) The law applies to everyone the same way, so people are equal before it.
- **Q4 B** — the federal law overrides.
- **Q5 (a)** The state made it; council officers enforce it. (b) Any shared area (e.g. tax); the High Court settles conflicts.

## Worked solutions

**Q1.** (1 mark · VC2HC6K01) **Answer: C — the secret ballot.** Section 1A lists the secret ballot among the features that make an election open, free and fair: you mark your ballot paper where nobody can see it, so nobody can watch how you vote, pressure you about it, or pay you for it. Why the others are wrong: preferential voting (A) is about *how votes are counted*, not about privacy; compulsory voting (B) is about *having to vote*; fixed election dates (D) are about *when* elections are held.

**Q2.** (3 marks · VC2HC6K01) The example in section 1A counts 100 formal votes for three candidates: Chen 45, Nguyen 35, Taylor 20.

- (a) A candidate needs **at least 51 votes** to win — an absolute majority is more than half of the 100 formal votes, and the next whole number above 50 is
- (b) **Taylor** is excluded first, because Taylor has the fewest votes (20). Taylor's votes are not thrown away: each of Taylor's 20 ballot papers is read again, and the vote moves to the candidate that voter put **second** — Chen or Nguyen.
- (c) After the transfers, the winner holds **51 or more of the 100 votes** — that is, the winner is the first *or* second choice of more than half of all the voters. The candidate who led after first choices, Chen, had only 45 of 100 — less than half — so more than half of the voters did *not* put Chen first. The preferential count keeps going until the winner can claim a majority of everyone's votes, which is why the winner can be said to speak for more voters than the first-count leader. (Note: section 1A's Step 5 leaves open *which* candidate reaches 51 — it depends on where Taylor's voters put their number 2 — so the answer does not need to name the winner.)

**Q3.** (3 marks · VC2HC6K02) Section 1B's institutions table pairs a law-making body with a top court at each level.

- (a) The two Victorian institutions are the **Parliament of Victoria** (makes Victoria's laws) and the **Supreme Court of Victoria** (Victoria's top court). Both sit in **Melbourne**. (The Australian pair — Parliament House and the High Court of Australia, both in Canberra — is the wrong level for this part.)
- (b) Sample answer: the rule of law means **nobody is above the law** — it applies the same way to everyone, including ministers, police and the wealthy. Because the same law reaches every person in the same way, people stand **equal** before it: the rule of law is what makes equality before the law real, instead of just a promise.

**Q4.** (1 mark · VC2HC6K03) **Answer: B — the federal law overrides the state law.** Section 1C teaches that some responsibilities are shared, and that when a valid state law and a federal law conflict in a shared area, section 109 of the Constitution gives the federal law priority — it overrides the state law to the extent of the conflict. A has it the wrong way round; C is wrong because the conflict is resolved, not left running; D is wrong because it is the High Court, not the Governor-General, that settles such disagreements (and it does so by applying the overriding rule, not by choosing for itself which law it likes).

**Q5.** (3 marks · VC2HC6K03) Section 1C's maker-vs-enforcer figure uses the Food Act 1984 (Vic).

- (a) The **state** level made the law — the Parliament of Victoria passed the Food Act 1984 (Vic). The **local** level enforces it — council officers inspect food businesses and act when the rules are broken. One level writes the rule; a different level makes sure it is followed.
- (b) Sample answer: **tax** is one shared area — both the Australian and the Victorian governments can make tax laws (other shared areas in section 1C: marriage, immigration, money, trade, postal services). When the two levels disagree about who may do what, the **High Court of Australia** settles it — as it did in the Tasmanian dam case in section 1C.

## Solutions — Part B (12 marks)

## Answers at a glance

- **Q6 A** — fine → good behaviour bond → community correction order.
- **Q7 (a)** Civil — a regulator took a company to court over a consumer law.  
(b) E.g. the ACCC — it polices national consumer law.
- **Q8 (a)** Any two of: vote; pay tax; keep government accountable.  
(b) Public authorities must act in line with the Charter's rights.
- **Q9 (a)** 39 seats. (b) The Greens ( $28 + 11 = 39$ );  $28 + 4 + 6 = 38$  — one short.
- **Q10 C** — state-enrolled citizens, plus ratepayers who apply.
- **Q11 (a)** A goal that helps a community or makes life better for its people. (b) E.g. donating and supporting online. (c) Reasoned either side.

## Worked solutions

**Q6.** (1 mark · VC2HC6K04) **Answer: A.** Section 2A's sentencing ladder runs from least serious to most serious: a **fine**, then a **good behaviour bond** (a promise to behave, with conditions), then a **community correction order** (supervised work and programs in the community), and above those, youth justice orders and detention or prison. B, C and D all put at least one rung out of order.

**Q7.** (2 marks · VC2HC6K04) The "Prices Dropped" case in section 2A: the ACCC took Woolworths to the Federal Court of Australia over claims that prices had been dropped when the tags did not always show a real discount.

- (a) **Civil.** Reason (either is fine): section 2A presents the case under the **Australian Consumer Law**, a civil law — the rule that shops must not mislead shoppers; or: the case was **started by a regulator (the ACCC) against a company**, not by police charging a person with a crime — and "who starts the case" is exactly the test 2A's criminal/civil table uses to tell criminal law from civil law.
- (b) Sample answer: the **ACCC** — Australia's consumer watchdog. It polices the national consumer law: it investigates misleading claims by big shops and can take them to court, as it did in this case. (Also accept Consumer Affairs Victoria — helps Victorian consumers with complaints — or VCAT — hears smaller consumer cases.)

**Q8.** (3 marks · VC2HC6K05)

- (a) Any **two** of section 2B's three responsibilities of citizens: **vote** in elections (compulsory once enrolled at 18 or over); **pay tax** (collected by the Australian Taxation Office); **keep government accountable** (e.g. contacting members, petitions, following what government does, and bodies such as the Ombudsman that check it).
- (b) The Victorian Charter names about 20 human rights and **binds public authorities**: bodies like the police, public schools and councils must act in line with those rights when they make decisions and deliver services (accept "must respect the Charter's rights" or "must act compatibly with human rights"). Section 2B gives this as one of the Charter's three jobs — it names rights, it binds public bodies, and it guides courts.

**Q9.** (2 marks · VC2HC6K06) Example 2 in section 2C uses the real 2025 Senate: 76 seats — Labor (the government) 28, the Liberal and National parties 27, the Australian Greens 11, One Nation 4, other crossbench 6.

- (a) **39 seats.** Half of 76 is 38, so a majority — the number needed to pass a bill — is 39.
- (b) The government's 28 senators are 11 short ( $39 - 28 = 11$ ). The **Australian Greens** alone make up the difference:  $28 + 11 = 39$ . The two smallest crossbench groups cannot: One Nation's 4 plus the other crossbench's 6 make 10, and  $28 + 10 = 38$  — **one seat short** of 39. (This is the example's trap: 10 looks like more than 11 until you add it to 28.)

**Q10.** (1 mark · VC2HC6K07) **Answer: C.** Section 2D's three-elections figure shows council elections are different from state and federal ones. State-enrolled citizens in the council area are enrolled without applying, and a **ratepayer** — a person who pays council rates on a property they own or occupy — can **apply** to be enrolled even before becoming a citizen. A is the federal/state rule; B is wrong because renting or owning is not the test — rates and enrolment are; D confuses the state residency rule for citizens with the council roll.

**Q11.** (3 marks · VC2HC6K08)

- (a) Sample answer: a **civic goal** is a goal that helps a community or makes life better for the people in it — it is about the common good, not about one person's own gain. (This is section 2E's own definition; accept any wording that keeps both ideas: a goal, and helping the community or its people.)
- (b) Any **two** of the non-volunteering roles in section 2E's roles figure: **donor** (gives money), **online supporter** (signs, shares, spreads the word), **leader** (organises and directs the group). Volunteering time is the role the question rules out.
- (c) This is a contested claim — either side can earn the mark; what matters is the reasoning. Sample for one side: *For* — sharing a post costs nothing and can reach thousands of people in minutes; it is how many people first hear about a goal, and posts can turn into donations and volunteers, so online support really does help the group. *The other side answers:* a post is not the same as the work — the group still needs people and money to act, and if everyone shares and nobody gives time, the goal never gets done; a post can also make people feel they have helped when they have not. (An answer may take the against side first and answer back for the other side — mark the reasoning, not the conclusion. A reason with no answer-back earns 0.)

## Solutions — Part C (13 marks)

## Answers at a glance

- **Q12** (a) Political (and legal while enforced as a rule). (b) E.g. “How does the phone ban affect families?” (c) One sub-question + two source kinds.
- **Q13** A — different measures from the same data.
- **Q14** (a) 7,526. (b) Any check question + why it helps. (c) Local.
- **Q15** (a) One feature per principle from Source 1. (b) One explained how or why.
- **Q16** (a) Imports and product rules are federal rules. (b) Protecting health, especially young people’s. (c) Youth Justice Act 2024 (Vic) + diversion/early help or Youth Justice supervision.

## Worked solutions

**Q12.** (3 marks · VC2HC6S01) Example 1 in section 3A: Victoria’s school phone policy — from the 2020 school year, phones off and away all day in government schools, with exceptions for health and learning needs.

- (a) **Political** — the policy is a government decision: the state government made the rule for schools and could change it, which is what makes an issue political. A full answer may also tick **legal**: while the policy is enforced as a rule with exceptions, it has the shape of a legal issue too. Accept political alone with a reason, or both boxes with reasons; a ticked box with no reason earns 0.
- (b) The student’s question is **loaded** — “Why is the phone ban bad for families?” already assumes the ban is bad, so no answer to it can be neutral. A neutral rewrite keeps the topic but drops the built-in answer: e.g. “*How does the phone ban affect families?*” or “*What effects — good or bad — has the school phone policy had?*” Award the mark only if the rewrite no longer assumes an answer.
- (c) Sample: sub-question “*Why did Victoria introduce the phone policy in schools?*” (open, researchable, neutral, clear — it passes 3A’s five-point check). Two kinds of source from 3A’s list that could answer it: the **government website** explaining the policy (the vic.gov.au page the example uses) and a **news report** about the first weeks of the ban. Accept any researchable sub-question plus any two source kinds from the section’s list (e.g. statistics, interviews, expert reports).

**Q13.** (1 mark · VC2HC6S02) **Answer: A.** Section 3B’s two-claims card builds “*Crime is down*” and “*Offending is up*” from the same published figures: one claim uses one measure (e.g. recorded criminal incidents and victim reports, both slightly down), the other uses a different measure from the same data (a count of people offending, up). Same source, different measures — which is why 3B insists you always ask *what exactly is being counted*. B, C and D all misread the card: both claims can stand, the data was not collected twice, and both claims are built on facts.

**Q14.** (3 marks · VC2HC6S02)

- (a) **7,526 fewer victim reports.** Section 3B’s key-figures table (Crime Statistics Agency data, year ending 31 March 2026) gives victim reports falling from 275,670 to 268,144:  $275,670 - 268,144 = 7,526$  (a fall of 2.7%). Award the mark for the exact difference; accept “about 7,500” only if the two table figures are shown.
- (b) Sample: “**Who made it?**” — knowing the maker tells you what they might want. A source made by a group campaigning for a change may still be honest, but you read it more carefully and check it against other sources; a source made by the agency that collects the data (like the table in this question) is closer to the counting itself. Accept any one of 3B’s four check questions with a correct explanation of how it helps judge trust.
- (c) **Local government** — councils collect rubbish, look after parks and maintain footpaths, as section 3B’s sorting exercise has it (and section 1C before it).

**Q15.** (3 marks · VC2HC6S03) Source 1 in section 3C reports the 2022 Victorian state election: about 4,394,465 enrolled Victorians; about 3,868,615 voted (close to 88 in every 100); 88 Legislative Assembly electorates each electing one member; 40 Legislative Council members elected from 8 regions; run by the VEC.

- (a) One feature per principle (2 marks for all three; 1 mark for two):
- **Free and fair elections** — any one of: the election was run by the **VEC, independent of the government of the day**; votes were cast by **secret ballot**; the preferential system means a winner needs a **majority**, not just the biggest first count.
  - **Participation** — enrolment and voting are **compulsory**, and about **88 in every 100** enrolled Victorians voted.
  - **Representation** — **88 electorates** each elect **one member** to the Legislative Assembly, and **40 members** are elected from **8 regions** to the Legislative Council, so every voter has members who speak for their area.
- (b) Sample explanation (any one feature, explained how or why): *the secret ballot demonstrates* free and fair elections because nobody can see how you vote — so nobody can pressure you, buy your vote, or punish you for it; your choice is genuinely free, and every ballot is counted the same way, which is what makes the result fair. Or: *the VEC's independence* demonstrates free and fair elections because the people running the count are not the people standing in it — the referee is not one of the players. Or: *compulsory voting* demonstrates participation because nearly 9 in 10 enrolled voters have their say, so the elected parliament was chosen by almost the whole community, not by whichever groups felt like voting.

**Q16.** (3 marks · VC2HC6S04)

- (a) Sample: because of the **division of powers** (section 1C): the rules about **what may be brought into Australia and what may be sold** — imports and product rules — are **federal** rules, and the growth of vaping came in through products. The Australian Government responded because the levers that could fix the issue (product and import rules) belong to the federal level, not to Victoria. Naming “federal” alone, without the imports/product reason, earns 0.
- (b) The focus of the response: **protecting the health of the community, and especially young people** — the growth in vaping that the response targets was happening among young people (3D's Example 2, step 4: the focus is the *why*, not just the *how*).
- (c) The law at the centre of Victoria's response to youth crime: the **Youth Justice Act 2024 (Vic)**. One other part of the three-part response (3D's figure): **diversion and early help** — steering young people away from court and crime before it gets serious — or **supervision by Youth Justice Victoria**, which oversees young people on orders in the community and in custody. (The Act's journey — introduced 18 June 2024, Royal Assent 10 September 2024 — is context, not needed for the mark.)

## Solutions — Part D (16 marks)

## Answers at a glance

- **Q17 D** — two ideas joined into one plan everyone can support.
- **Q18 (a)** Any two of: government made the law; businesses switched to alternatives; community groups and customers backed it. **(b)** One ground rule
  - how it helps.
- **Q19 (a)** Reason 5 — working together gets things done (214 signatures → a council meeting). **(b)** One way from Source 2 + its value.
- **Q20 C** — the platforms must take reasonable steps.
- **Q21 (a)** Against — hidden corners and privacy; education instead.  
**(b)** Trust/fairness explanation. **(c)** Any two pamphlet features.
- **Q22 (a)** Senate passed with changes; House agreed; house of review.  
**(b)** Governor-General Sam Mostyn; the bill became an Act. **(c)** Strongest reason each side. **(d)** One way to have a say + one value linked.

## Worked solutions

**Q17.** (1 mark · VC2HC6S05) **Answer: D.** Section 4A defines **consensus** as a decision every member of the group can accept and support — it is not the same as everyone’s first choice, and it is not a majority vote. Only D fits: after everyone’s ideas are heard, two ideas are joined into one plan that every member says they can support. A is a majority vote with a unhappy minority (13 will not come — that is the opposite of consensus); B is one person deciding alone; C is near-agreement with one person told to give in — 4A’s Think-about-it box makes exactly this point: if someone is only “told to accept it”, the group does not have a consensus.

**Q18.** (2 marks · VC2HC6S05) Example 1 in section 4A: Victoria’s single-use plastics ban — from 1 February 2023, six single-use plastic items could no longer be sold or supplied (straws remained available for people who need them for disability or medical reasons).

- (a) Two of the three communities and their responses (both needed for the mark):
- **Government** — made the ban into law, and worked with businesses first so the change had lead time.
  - **Businesses** — switched to alternatives: metal cutlery, paper or wood stirrers, and other replacements for the banned items.
  - **Community groups and customers** — backed the change: thousands of responses were sent in support during the consultation.
- (b) Sample: the ground rule “**disagree with ideas, not people — no put-downs**” helps the group decide well because people only share honest ideas when it is safe to be wrong; if disagreement turns into put-downs, the quieter members stop talking and the group weighs fewer real ideas. Accept any ground rule from 4A’s list (one speaker at a time; listen to understand; give reasons; everyone gets a turn, including quieter members; keep an open mind) with a correct explanation of its effect.

**Q19.** (3 marks · VC2HC6S06) Source 1 in section 4B is a student’s two-minute assembly speech: the class chose its representative by secret vote, and collected 214 signatures asking the council for a safer crossing outside the school gate.

- (a) **Reason 5 — working together gets things done.** The speech says it itself: one signature changes nothing, but **214 signatures got the class a meeting with the council.** The signatures are the same small action, joined together until they were too many to ignore — which is exactly what reason 5 claims. (Accept reason 1, “your voice counts”, only where the student explains the joining: each single voice counted, and 214 of them counted loud enough to get a meeting.)
- (b) Sample (2 marks — way + value link): **writing to or signing a petition** is one way people under 18 can participate (4B’s Source 2 also lists deliberating on issues, volunteering, and contacting members). It upholds **participation**: people who are not old enough to vote still get a say in the decisions that affect them, so the decision-makers hear from the whole community, not only from voters. Accept any Source 2 way with a correct value link — e.g. deliberating upholds **fairness** (every view in the group is weighed before the decision) or volunteering upholds **working for the common good**.

**Q20.** (1 mark · VC2HC6S07) **Answer: C.** Section 4C's case study — the Online Safety Amendment (Social Media Minimum Age) Act 2024 — puts the duty on the **platforms**: they must take **reasonable steps** to keep under-16s from holding accounts, and the eSafety Commissioner named the ten platforms the rules start with. The case study says clearly that **children and parents are not punished** under this law — A and B are wrong — and the Commissioner's job is to oversee the platforms' steps, not to delete accounts one by one, so D is wrong.

**Q21.** (3 marks · VC2HC6S07)

- (a) The **Australian Greens were against** the social media law (they voted against it in the Senate, 34–19 with the Coalition supporting). Their strongest reason, in their own form: a ban may **push young people into hidden, less safe corners** of the internet where adults can find them and no safety rules apply, and the **age-checking** that platforms must do **threatens privacy** — everyone's ages get checked. They wanted education and support for families instead of a ban. The mark needs the reason; the position alone earns 0.
- (b) Sample: you present a view you disagree with in its **strongest and fairest form** because that is the only way your audience can trust the rest of what you say. If you knock down a weak, silly version of the other view, everyone who holds that view stops listening — and everyone watching can see you chose the weak version on purpose. Answering the other side at its strongest shows your reasons can beat the best case against you, and it is fair to the people who hold that view: you are arguing with what they actually say, not with a caricature.
- (c) Any **two** features from 4C's pamphlet list: a clear title; a hook that grabs attention in the first line; small sections with their own headings; facts that have been checked; simple words; at least one image or diagram; a source line so readers can check the facts for themselves.

**Q22.** (6 marks · VC2HC6S07) Synthesis — sections 1B, 2C, 4B and 4C. The social media law: introduced into the House of Representatives on 21 November 2024 by Minister Rowland; passed the House; reached the Senate; Royal Assent 10 December 2024; the platform rules started 10 December 2025.

- (a) Using Example 1 in section 2C (2 marks): on 28 November 2024 the **Senate passed the bill with changes** — 34 for to 19 against. Because the Senate changed the bill, the **changes went back to the House of Representatives**, which **agreed to them** (29 November). This shows the Senate doing its job as the **house of review**: it re-examines bills the government sends up and can change them, so a government cannot pass whatever it likes unchecked — it must persuade the upper house, where it may not hold the numbers. (1 mark for the description — Senate passed with changes, House agreed to the changes; 1 mark for the house-of-review point.)
- (b) **Royal Assent** was given by the **Governor-General, Sam Mostyn**, on 10 December 2024. Royal Assent is the final step of the bill's journey: the Governor-General's signature **turned the bill into an Act of Parliament** — a law of Australia. (Both elements — who, and what it made the bill become — are needed.)
- (c) Using section 4C's positions table (2 marks — 1 for each side, in its strongest and fairest form):
  - **For the law:** it **protects children online**, and it puts the hard work where the power is — on the **platforms, not on families** (Labor's position); parents have been asking for this **support** to keep under-16s off age-inappropriate feeds (the Coalition's reason).
  - **Against the law:** a ban risks **pushing young people into hidden, less safe corners** of the internet, and the **age-checking it requires threatens everyone's privacy**; **education and support** would protect young people better than a ban (the Greens' position).

Marked on fairness and strength, not on the side chosen. A straw-man version of either side (e.g. "against: they just want kids online") earns 0 for that half.

- (d) Using sections 4B and 1B (1 mark): sample — a Year 6 student could have **written to their local federal member** to say what they thought of the bill before the vote (4B lists contacting members, petitions, deliberating and sharing informed views as ways to participate even before 18). This upholds the value of **participation** from 1B's values table: everyone gets a say in the decisions that affect them — a right that does not switch on only at 18. Also accept **freedom** (people may speak and share their views without being stopped) or **fairness/equality** (a student's view counts the same as any other person's) with the link made.