

Mathematics Level 7

End-of-level review

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End-of-level review

This paper reviews everything in your Civics and Citizenship Level 7 workbook — all five chapters, all twenty sections. It is a school-designed paper written for your class. It is **not** a VCAA exam and VCAA has not approved it, and there is no time to beat: the suggested time is a guide, not a limit. The paper has **25 questions in five parts**, worth a total of **80 marks**.

What is assessed

All 20 content descriptions this book teaches:
VC2HC8K01–VC2HC8K12 and VC2HC8S01–
VC2HC8S08

Total marks

80

Suggested time

90 minutes (about two lessons)

You will need

This paper, your workbook (Chapters 1–5), a pencil and a ruler

How to use this paper

- Work through the parts in order, and answer every question in the ruled space provided.
- This is an **open-book** paper. Many questions ask you to use a figure, a table or a case study from your workbook — the question always tells you where to look.
- Words like *explain* and *using* mean full sentences with evidence from the book: a named fact, a date or a figure — not just an opinion.
- On questions where reasonable people disagree, marks go to the quality of your reasoning, never to the side you reach. Two students who reach opposite conclusions can both earn full marks.

Part 1 — Government and democracy: how Australia’s democracy works

Chapter 1 · sections 1A–1D · Questions 1–5 · 16 marks

Question 1 (1A, VC2HC8K01) [3 marks]. Counting votes.

(a) Using the working definition in section 1A, explain how preferential voting counts a vote. **[1 mark]**

(b) Figure 5 in section 1A shows a preferential count of 100 formal votes, round by round. State which candidate is elected, and give that candidate’s final tally. **[1 mark]**

(c) The Senate elects several senators for each state at once, so section 1A says the Senate count uses proportional representation. Explain what proportional representation tries to make seats match. **[1 mark]**

Question 2 (1A, VC2HC8K01) [4 marks]. The 2010 federal election — Case study 1 in section 1A.

(a) Define *hung parliament*, as section 1A defines it. **[1 mark]**

(b) Labor won 72 seats at the 2010 election — short of the 76 needed for a majority on its own. Using Case study 1, explain how Julia Gillard was still able to form a government on 14 September 2010. Your answer should name the type of government she led. **[2 marks]**

(c) State the term section 1A uses for the position the crossbench members held after the 2010 election. **[1 mark]**

Question 3 (1B, VC2HC8K02) [3 marks]. Democratic values.

(a) Section 1B works with five democratic values (freedoms), including freedom of speech. Name the other four. **[2 marks]**

(b) In Case study 1 in section 1B — the 2017 marriage law change — two democratic values pulled against each other. Name both. **[1 mark]**

Question 4 (1C, VC2HC8K03) [4 marks]. The Constitution and its institutions.

(a) Name the three parts of the Commonwealth Parliament. **[1 mark]**

(b) Section 128 of the Constitution says a referendum succeeds only with a **double majority**. Explain both halves of the double majority, and say how territory votes count. **[2 marks]**

(c) Case study 2 in section 1C is the *NZYQ* case (2023). Explain what the High Court decided, and how that decision acted as a check on a law the Parliament had made. **[1 mark]**

Question 5 (1D, VC2HC8K04) [2 marks]. How citizens take part.

(a) Section 1D sets an **interest group** apart from a **lobby group**. State one difference between them. **[1 mark]**

(b) Case study 2 in section 1D is School Strike 4 Climate. Name the form of direct action the students used, and give one dated crowd figure from the case study. **[1 mark]**

Part 2 — Laws and citizens: the legal system and how laws are made

Chapter 2 · sections 2A–2D · Questions 6–10 · 16 marks

Question 6 (2A, VC2HC8K05) [4 marks]. The rule of law.

(a) Section 2A gives the rule of law six working parts. State **two** of them. **[2 marks]**

(b) Case study 1 in section 2A is the *Alexander* case. Explain what section 36B allowed a minister to do, and why the High Court ruled it invalid on 8 June 2022. **[2 marks]**

Question 7 (2A, VC2HC8K05) [2 marks]. Courts.

(a) The Magistrates' Court courtroom plan in section 2A is missing one feature you would find in a jury trial. Name the missing feature, and say who decides the case instead. **[1 mark]**

(b) Using the hearing-flow diagram in section 2A, state where an appeal from a Magistrates' Court decision usually goes. **[1 mark]**

Question 8 (2B, VC2HC8K06) [3 marks]. Influencing lawmaking.

(a) Figure 2 in section 2B shows six channels citizens can use to influence lawmaking. Name **three** of them. **[1 mark]**

(b) Example 2 in section 2B follows the social media minimum age bill through a Senate committee inquiry in November 2024. Describe what the inquiry received from the public, and say what had happened to the bill by 10 December 2024. **[2 marks]**

Question 9 (2C, VC2HC8K07) [4 marks]. Two sources of law.

(a) Distinguish **statutory law** from **common law**: say who makes each, and where each is written down. **[2 marks]**

(b) Case study 1 in section 2C is *Grant v Australian Knitting Mills* (1933). Explain how the earlier *Donoghue v Stevenson* decision (1932) shaped the High Court's decision for Grant in 1933. **[2 marks]**

Question 10 (2D, VC2HC8K08) [3 marks]. Criminal law and civil law.

(a) Using the comparison table in section 2D (Figure 6), state **two** differences between a criminal case and a civil case. **[2 marks]**

(b) Worked case 2 in section 2D follows the response to unsafe products at Panda Mart. Figure 11 shows a court order in December 2025 and charges in January 2026. State which branch of law — criminal or civil — each of those two steps belongs to. **[1 mark]**

Part 3 — Citizenship, diversity and identity

Chapter 3 · sections 3A–3D · Questions 11–15 · 15 marks

Question 11 (3A, VC2HC8K09) [3 marks]. Australia's cultural origins.

(a) Using the working definition in section 3A, explain what *secular* means — and what it does **not** mean. **[1 mark]**

(b) Case study 1 in section 3A uses the 2021 Census. Explain how the Census religion data supports the description of Australia as a **multi-faith** society. **[1 mark]**

(c) Case study 2 in section 3A is the Magna Carta at Parliament House. Explain what displaying it there shows about the cultural origins of Australia's legal system. **[1 mark]**

Question 12 (3B, VC2HC8K10) [3 marks]. Values and a resilient democracy.

(a) Define **social cohesion** as section 3B defines it, and give **two** of its four look-fors. **[2 marks]**

(b) Case study 2 in section 3B is the 2022 federal election. Explain how the way that election ended shows a **resilient democracy** at work. **[1 mark]**

Question 13 (3C, VC2HC8K11) [3 marks]. Identity and perception.

(a) Figure 5 in section 3C shows the perception loop. Put its four steps in order, and say what the centre of the figure notes about the direction the loop runs. **[2 marks]**

(b) The Red Shield Appeal case study in section 3C shows one of the six ways groups express their identities (Figure 3). Name the way it shows, and give one fact from the case study that supports your choice. **[1 mark]**

Question 14 (3D, VC2HC8K12) [3 marks]. Citizenship.

(a) Figure 1 in section 3D shows three pathways to Australian citizenship. Name all three, and name the law that sets them out. **[1 mark]**

(b) Using Figure 9 in section 3D, state how many questions the citizenship test has, what the pass mark is, and the special rule about the five values questions. **[2 marks]**

Question 15 (3D, VC2HC8K12) [3 marks]. National identity and its representations.

(a) Using Figure 3 in section 3D, state which Australian national symbol is the oldest, and when it was chosen. **[1 mark]**

(b) On 1 January 2021 the official words of the national anthem changed. State the change, and the purpose the government gave for it. **[2 marks]**

Part 4 — Skills: investigating and evaluating civics and citizenship issues

Chapter 4 · sections 4A–4E · Questions 16–20 · 16 marks

Question 16 (4A, VC2HC8S01) [3 marks]. Refining investigation questions.

(a) Section 4A tests a question against a five-item checklist before investigating it. Name all five tests. **[2 marks]**

(b) Worked example 2 in section 4A refines the question “*Why is the citizenship test unfair?*” State the hidden assumption in the original question, and one refining move the section uses to remove it. **[1 mark]**

Question 17 (4B, VC2HC8S02) [3 marks]. Analysing sources.

(a) Name the four moves of analysis in section 4B, in order. **[1 mark]**

(b) The worked comparison in section 4B puts two model sources on Victoria’s single-use plastics ban side by side. State what the two sources **agree** on, what they **differ** on, and explain why they differ, using the makers’ aims. **[2 marks]**

Question 18 (4C, VC2HC8S03) [3 marks]. Influences on democratic institutions.

(a) Name the three streams of influence that section 4C uses. **[1 mark]**

(b) Example 1 in section 4C evaluates Christian heritage in the federal Parliament. Give **one sign** of that influence and **one limit** on it, using the section's evidence. **[2 marks]**

Question 19 (4D, VC2HC8S04) [4 marks]. Values and principles in institutions.

(a) Case study 2 in section 4D is *Dietrich v The Queen* (1992). Explain what went wrong at Mr Dietrich's first trial, what the High Court decided on 13 November 1992, and which principle of justice the decision serves. **[2 marks]**

(b) Case study 3 in section 4D evaluates the citizenship pathway. Give **one way** it upholds democratic values, and **one way** section 4D says it falls short. **[2 marks]**

Question 20 (4E, VC2HC8S05) [3 marks]. Power and checks.

(a) Name the four steps of the explanation model in section 4E (Figure 9). **[1 mark]**

(b) Worked case study 1 in section 4E is the Communist Party case. Identify the **two checks** that each stopped the 1950 ban, and give one dated fact for each. **[2 marks]**

Part 5 — Skills: participating in civic processes and communicating

Chapter 5 · sections 5A–5C · Questions 21–25 · 17 marks

Question 21 (5A, VC2HC8S06) [3 marks]. Deciding together.

(a) In the excursion vote in section 5A, the same 30 ballots give different winners under the two counting methods. Name **both winners** with their winning tallies, and explain why the results differ. **[2 marks]**

(b) State one feature that separates **consensus** decision-making from voting, using the consensus loop in section 5A. **[1 mark]**

Question 22 (5A, VC2HC8S06) [2 marks]. Juries.

Section 5A calls a Victorian criminal jury “a third, in-between method” between voting and consensus. Explain what the jury rule is, and why it sits between the two methods. **[2 marks]**

Question 23 (5B, VC2HC8S07) [4 marks]. Participating — and judging whether it worked.

(a) Name the three frames section 5B uses to judge whether participation was effective. **[1 mark]**

(b) Using the social media submissions case in section 5B, explain why the same event can score “yes” in the **agenda** frame and “no” in the **decision** frame. **[2 marks]**

(c) Section 5B says participation is a right for everyone, not just adults who vote. Name one method from its methods menu that a Year 7 student can use today, and say why it is open to them. **[1 mark]**

Question 24 (5C, VC2HC8S08) [3 marks]. Sharing an evidence-based analysis.

(a) Section 5C builds an analysis from four parts that lead to a conclusion. Name the four parts. **[1 mark]**

(b) A social media post with no named maker and no date claims “most young Australians want the voting age lowered to 16”. Using the five source-check questions in section 5C, state which **two** questions the post fails, and why. **[2 marks]**

Question 25 (5C, VC2HC8S08, drawing on Chapters 1–4) [5 marks]. Cross-chapter analysis — the end-of-book skill.

Choose **one** issue this book has examined from several sides — for example the social media minimum age law (sections 2B, 4A, 4B, 4E, 5B) or the 2017 marriage law change (sections 1B, 4C, 5C). Write one answer of about 150–200 words that does all four of the following.

(a) Describe the issue, and name one institution or law involved in it (Chapters 1–2). **[1 mark]**

(b) Give one **dated** piece of evidence about the issue from your workbook (Chapters 1–4). **[1 mark]**

(c) Set out one **perspective** on the issue at its strongest — a view other than the one you hold (the steelman habit from Chapters 3–4). **[1 mark]**

(d) Name one **method of participation** you would use to act on the issue, and one **method of communication** you would use to present your analysis, and explain why each fits its message (Chapter 5). **[2 marks]**

End of paper — total 80 marks. The marking guide and fully-worked solutions are in the pages that follow.

Marking guide

These notes and the mark tables apply to the end-of-level review paper (25 questions, **80 marks**). The fully-worked solutions follow, in the same order as the paper.

How marks are awarded

- Marks are **point-based**. Each point below earns the mark shown; a student who makes the point in different words earns it just the same. The wording in the solutions is a model, not the only acceptable answer.
- Spelling and grammar do **not** lose marks unless the meaning is lost.
- The paper is open-book. Facts should agree with the workbook; accept the book's rounded and "about" figures (for example "about 15,000 submissions").
- Where a question says *using the working definition in section X*, award the mark for the meaning that section gave the word, in the student's own words. A definition taken from another source does not earn the mark, because the question asked for the section's.
- On questions where reasonable people disagree — above all Question 25 — marks go to the **reasoning, never the conclusion**. Two students who reach opposite conclusions can both earn full marks. A conclusion that does not follow from the student's own evidence earns no conclusion mark.
- Where a question names a figure, table or case study, the answer should draw on that item. The same fact recalled correctly from another part of the book also earns the mark.

Marks by part

Part	Chapter	Questions	Marks
1	Government and democracy: how Australia's democracy works	1–5	16
2	Laws and citizens: the legal system and how laws are made	6–10	16
3	Citizenship, diversity and identity	11–15	15
4	Skills: investigating and evaluating civics and citizenship issues	16–20	16
5	Skills: participating in civic processes and communicating	21–25	17
Total		25 questions	80

Totals: Knowledge and Understanding (VC2HC8K01–VC2HC8K12, Parts 1–3) — **47 marks**; Skills (VC2HC8S01–VC2HC8S08, Parts 4–5) — **33 marks**. Every one of the 20 content descriptions this book teaches is assessed at least once.

Marks question by question

Q	Section	Content description	Marks	Marks per part
1	1A	VC2HC8K01	3	a 1 · b 1 · c 1
2	1A	VC2HC8K01	4	a 1 · b 2 · c 1
3	1B	VC2HC8K02	3	a 2 · b 1
4	1C	VC2HC8K03	4	a 1 · b 2 · c 1
5	1D	VC2HC8K04	2	a 1 · b 1

Q	Section	Content description	Marks	Marks per part
6	2A	VC2HC8K05	4	a 2 · b 2
7	2A	VC2HC8K05	2	a 1 · b 1
8	2B	VC2HC8K06	3	a 1 · b 2
9	2C	VC2HC8K07	4	a 2 · b 2
10	2D	VC2HC8K08	3	a 2 · b 1
11	3A	VC2HC8K09	3	a 1 · b 1 · c 1
12	3B	VC2HC8K10	3	a 2 · b 1
13	3C	VC2HC8K11	3	a 2 · b 1
14	3D	VC2HC8K12	3	a 1 · b 2
15	3D	VC2HC8K12	3	a 1 · b 2
16	4A	VC2HC8S01	3	a 2 · b 1
17	4B	VC2HC8S02	3	a 1 · b 2
18	4C	VC2HC8S03	3	a 1 · b 2
19	4D	VC2HC8S04	4	a 2 · b 2
20	4E	VC2HC8S05	3	a 1 · b 2
21	5A	VC2HC8S06	3	a 2 · b 1
22	5A	VC2HC8S06	2	2
23	5B	VC2HC8S07	4	a 1 · b 2 · c 1
24	5C	VC2HC8S08	3	a 1 · b 2
25	5C	VC2HC8S08	5	a 1 · b 1 · c 1 · d 2

Solutions

Fully-worked solutions, in the same order as the paper. The marks for each part are shown in square brackets.

Part 1 — Government and democracy

Question 1 (1A, VC2HC8K01) [3 marks]

(a) Preferential voting is a way of counting votes in which voters number **all** the candidates in order of choice. If no candidate has more than half of the formal votes, the candidate with the **fewest** votes is excluded and their votes move to the next preference marked on each paper. This repeats, round by round, until one candidate has more than half. [1 mark for the exclude-and-transfer idea leading to a majority winner]

(b) **Carter** is elected, with **52 of the 100** formal votes at the fourth count — past the majority line at 50. [1 mark]

(c) Proportional representation shares the seats out so that each team's **share of seats comes out close to its share of the vote**. Where several winners are elected at once (as for the Senate), a team winning about half the votes wins about half the seats. [1 mark for seats matching vote share]

Question 2 (1A, VC2HC8K01) [4 marks]

(a) A hung parliament is a Parliament in which **no party or team holds more than half** of the seats in the House of Representatives. [1 mark]

(b) Labor's 72 seats were short of 76, so it needed crossbench support. In the seventeen days after the 21 August 2010 election, Greens member **Adam Bandt** and independent **Andrew Wilkie** agreed to support Labor (1–2 September), and independents **Tony Windsor** and **Rob Oakeshott** agreed on 7 September — giving Labor the support of **76 members** against the Coalition side's 74. On 14 September 2010 the Governor-General, Quentin Bryce, swore Julia Gillard in as Prime Minister of a **minority government** — a government that must win crossbench support to pass laws. [2 marks: 1 for the support agreements reaching 76; 1 for identifying a minority government]

(c) The **balance of power**. [1 mark]

Question 3 (1B, VC2HC8K02) [3 marks]

(a) Freedom of **association**, freedom of **assembly**, freedom of **religion** and freedom of **movement**. [2 marks: 1 for any two, 2 for all four]

(b) **Equal treatment** (equality) clashed with **freedom of religion**: changing the law served equal treatment, while some religious bodies sought protection from being forced to take part. The Act extended one value while protecting the other. [1 mark for both values named]

Question 4 (1C, VC2HC8K03) [4 marks]

(a) **The King** (the Crown, whose role is carried out by the Governor-General), the **Senate** and the **House of Representatives**. [1 mark for all three]

(b) A referendum to change the Constitution succeeds only if (1) **more than half of all voters across Australia** vote yes, and (2) voters in **at least 4 of the 6 states** vote yes. Territory votes count towards the **national total only** — they do not provide a state majority. [2 marks: 1 for each half of the double majority; the territory note completes the second half]

(c) On 8 November 2023 the High Court ruled that immigration detention with **no real prospect of removal** was unlawful, and more than 150 people held under the same Commonwealth law had to be released. The Court checked the Parliament's law by ruling on what the law allowed it to do — the judiciary limiting the legislature, as the separation of powers intends. [1 mark]

Question 5 (1D, VC2HC8K04) [2 marks]

(a) An **interest group** campaigns for a cause its members believe in (for example the Australian Conservation Foundation and the environment); a **lobby group** is often **hired to argue for a client**. [1 mark for either side of the contrast]

(b) The students used **protests and marches** (walkouts and street marches — direct action). Dated crowd figure: about **30,000 marched in Melbourne on 15 March 2019**, or about **300,000 across Australia between 20 and 27 September 2019** (the crowd figures given in section 1D). [1 mark for the form plus one dated figure]

Part 2 — Laws and citizens

Question 6 (2A, VC2HC8K05) [4 marks]

(a) Any **two** of the six working parts: everyone obeys the law; **no one is above the law**; the law is **clear and public**; the courts are **independent**; there is a **fair process**; **punishment only by law**. [2 marks: 1 each]

(b) **Section 36B** of the *Australian Citizenship Act 2007* let the federal Minister for Home Affairs decide that a citizen had **stopped being a citizen as punishment** for what they had done; the Minister used it on Delil Alexander on 2 July 2021. On **8 June 2022** the High Court ruled **6 to 1** that s 36B was **invalid**: under **Chapter III** of the Constitution, punishing someone for a crime belongs to the **courts**, not to a minister. Alexander was still a citizen. [2 marks: 1 for what s 36B let a minister do; 1 for the Chapter III reasoning and the invalid result]

Question 7 (2A, VC2HC8K05) [2 marks]

(a) There is **no jury box** in the plan. A **magistrate** decides the case — hearing less serious matters and deciding both the facts and the law. [1 mark]

(b) Usually to the **County Court**. [1 mark]

Question 8 (2B, VC2HC8K06) [3 marks]

(a) Any **three** of the six channels: contact an **elected representative**; a **petition**; a **submission to a committee inquiry**; an **interest group or lobby group**; organised **protest and direct action**; the **media**. [1 mark]

(b) The Senate referred the bill to its Environment and Communications Legislation Committee on **21 November 2024**, and the inquiry received about **15,000 submissions in its first 24 hours**, most from members of the public. After a half-day hearing (25 November) the committee's report was tabled on 26 November; the bill passed both houses on 27–28 November (**101 votes to 13** in the House, **34 to 19** in the Senate), and on **10 December 2024** the Governor-General gave royal assent — the bill became the *Online Safety Amendment (Social Media Minimum Age) Act 2024*. [2 marks: 1 for the submission flood; 1 for passage and royal assent by 10 December 2024]

Question 9 (2C, VC2HC8K07) [4 marks]

(a) **Statutory law** is made by **parliament** and written down in a **statute** (an Act of Parliament). **Common law** is made by **judges** and written in the **reasons they give for deciding real cases**. [2 marks: 1 for each source with its maker and where it is written]

(b) In *Donoghue v Stevenson* (1932) the court held that the **maker of goods owes a duty of care to the people who use them**, even where the user did not buy the goods directly (the ginger beer bottle holding the remains of a snail). In 1933 the High Court **followed that earlier decision — followed precedent** — and applied the same rule to new facts: Donald Grant fell very ill from woollen underwear that held too much of a harmful chemical left in during making. The Court decided for Grant on **18 August 1933**, and the Privy Council dismissed the maker's appeal on 21 October 1935, holding the maker and the shop both responsible. [2 marks: 1 for the rule Donoghue made; 1 for the same rule applied to Grant's new facts]

Question 10 (2D, VC2HC8K08) [3 marks]

(a) Any **two** from the comparison table: **who brings the case** — the state (police or the DPP) in criminal law; a plaintiff (the person or group starting the case) in civil law. **The other side's name** — the accused; the defendant. **How sure the court must be** — beyond reasonable doubt; the balance of probabilities. **The result if proved** — punishment (a sentence); putting things right (money or orders). [2 marks: 1 each]

(b) The **December 2025 court order** (an urgent order to stop the harm) was **civil**; the **January 2026 charges** against the Cranbourne store were **criminal**. Civil law to stop the harm, criminal law to punish it. [1 mark for both steps correctly placed]

Part 3 — Citizenship, diversity and identity

Question 11 (3A, VC2HC8K09) [3 marks]

(a) *Secular* means **government is kept separate from religion**: the state has no official religion, does not prefer one faith over another, and does not require any religion of the people who serve it. It does **not** mean *against religion*. [1 mark for the separation idea plus the “not against religion” point]

(b) The 2021 Census counted many faiths side by side: Christianity **43.9%** (the first Census below half), no religion **38.9%**, Islam **3.2%**, Hinduism **2.7%**, Buddhism **2.4%**, Sikhism **0.8%**, Judaism **0.4%**. That is a society in which people follow many different faiths — and many follow no faith at all — which is section 3A's working definition of *multi-faith*. (The religion question is also voluntary, which treats all faiths and none equally.) [1 mark]

(c) The Magna Carta was sealed by King John in June 1215; its clause 39 said no free man could be imprisoned or punished except by the lawful judgement of his equals or by the law of the land — one of the roots of the **rule of law**. Australia's parliament, courts and common law came from Britain, and one of only four surviving 1297 originals is displayed at Parliament House, Canberra — a symbol connecting Australia's institutions to their **British, Western heritage**. [1 mark]

Question 12 (3B, VC2HC8K10) [3 marks]

(a) Social cohesion is **the strength of the ties that hold a society together**. Its four look-fors (any two): people **feel they belong**; people **trust each other and their institutions**; people **take part**; people **believe society is fair for most people**. [2 marks: 1 for the definition, 1 for two look-fors]

(b) At the 21 May 2022 election, **89.82%** of the **17,228,900** enrolled voters voted, the government of the day **lost**, Labor won **77 seats** and formed a majority government — and the result was **accepted**, with power changing hands **peacefully**. A resilient democracy takes disagreement and bad news without breaking its own rules, and repairs itself after a fight: the losers of one argument stay part of the society and get another turn. [1 mark]

Question 13 (3C, VC2HC8K11) [3 marks]

(a) In order: (1) a **group expresses its identity** → (2) **others form a perception** → (3) the **perception shapes actions** (welcome and respect — or avoiding people and judging them unfairly) → (4) the **group feels the effect** (belonging, or being left out). The centre of the figure notes the loop runs in **both directions**. [2 marks: 1 for the ordered steps, 1 for both directions]

(b) **Service** — volunteering, fundraising, helping people in need. Supporting fact: the Salvation Army, a Christian group working in Australia **since 1880**, has run the Red Shield Appeal each **May–June for over 50 years**; the money supports homelessness services, disaster relief, aged care and families in hard times. [1 mark]

Question 14 (3D, VC2HC8K12) [3 marks]

(a) **By birth, by descent and by application** — the three pathways set out in the *Australian Citizenship Act 2007*. [1 mark]

(b) The test has **20 multiple-choice questions**, answered in **45 minutes**. The pass mark is **75% (15 of 20)**, and the **five Australian-values questions must all be correct**. [2 marks: 1 for 20 questions and the 75% pass mark; 1 for the all-five-values rule]

Question 15 (3D, VC2HC8K12) [3 marks]

- (a) The **Australian flag** — chosen in **1901**, the oldest of the official symbols listed. [1 mark]
- (b) The anthem's second line changed from "*For we are young and free*" to "*For we are one and free*". The stated purpose was **inclusion** — an anthem for **all** Australians. It was announced by Prime Minister Scott Morrison in late December 2020 and made official through the Governor-General from 1 January 2021. [2 marks: 1 for the word change, 1 for the inclusion purpose]

Part 4 — Skills: investigating and evaluating

Question 16 (4A, VC2HC8S01) [3 marks]

- (a) Is the question **clear**? Is it **focused**? Is it **investigable**? Is it **open**? Is it **worthwhile**? [2 marks: 1 for any three, 2 for all five]
- (b) The hidden assumption: that the test **is** unfair — the question already assumes its own answer. Refining moves (any one): **reword to remove the hidden claim** ("Is the citizenship test fair?"); **focus it** — WHICH part, WHERE, for WHOM (the five values questions, Australia, the people applying for citizenship); **add a test you can actually look up** (compare with what Australians born here are ever asked). [1 mark]

Question 17 (4B, VC2HC8S02) [3 marks]

- (a) **Locating, selecting, explaining, comparing** — run as a loop that feeds back to refining the question. [1 mark]
- (b) They **agree** the single-use plastics ban is a good thing. They **differ on speed**: Source B (the environment alliance) welcomes the ban but urges it to go faster and cover more items, while Source A (the Victorian Government's announcement) presents the staged plan. They differ because their makers' **aims and interests** differ: the Government must keep businesses on side and balance interests as it stages the ban, while the environment group answers to the environment, not to shopkeepers. [2 marks: 1 for agree/differ, 1 for the aims explanation]

Question 18 (4C, VC2HC8S03) [3 marks]

- (a) **Cultural, religious and social** influences. [1 mark]
- (b) Sign (any one): each sitting day of the federal Parliament opens with a **Christian prayer read by the Speaker**, a practice over a century old; new members may swear an **oath ending "So help me God"**; the **Governor-General** (the King's representative) opens Parliament and gives royal assent. Limit (any one): a member may instead make a **solemn affirmation**; **section 116** rules out an official religion and any religious test for public office; **Parliament itself decides** by vote whether the prayer stays. [2 marks: 1 for a sign, 1 for a limit]

Question 19 (4D, VC2HC8S04) [4 marks]

- (a) In December 1986 a man flew from Bangkok to Melbourne with an illegal drug hidden in his body. **Legal aid refused** him help, he **ran his own case** in the County Court of Victoria, and he was **found guilty**. On **13 November 1992** the High Court ruled **five judges to two** that where the charge is serious and the accused has no lawyer through no fault of their own, the trial should normally be **paused until a lawyer is available**; the unfair-trial verdict was set aside. The decision serves the principle of **access** — people can actually use the law, with real help, not just have it on paper (and **fairness** — a real chance to answer the case). [2 marks: 1 for the trial story, 1 for the ruling plus the principle]
- (b) Upholds: the pathway ends in full democratic standing — the **rights** to vote, stand for parliament and hold an Australian passport, paired with **responsibilities** (enrol and vote, jury service if called, obey the law), and the **pledge** that sums up Australia's democratic beliefs, rights and rule of law. Falls short: it **keeps people outside** — long-settled permanent residents pay tax and obey the laws but have **no federal vote** — so section 4D judges citizenship as upholding democratic values *in part*, not fully. [2 marks: 1 each way]

Question 20 (4E, VC2HC8S05) [3 marks]

(a) 1 Name the actor · 2 Find the power's source · 3 Identify the checks · 4 Judge the degree. [1 mark]

(b) Check one — the **High Court**: on **9 March 1951** it ruled the *Communist Party Dissolution Act 1950* **invalid, six judges to one** — a Parliament cannot give itself power by *saying* it has power. Check two — **the people**: at the **referendum of 22 September 1951** they refused the constitutional change, **No 50.56% to Yes 49.44%**. Two separate checks each stopped the government, and the ban never took effect. [2 marks: 1 for each check with its dated fact]

Part 5 — Skills: participating and communicating

Question 21 (5A, VC2HC8S06) [3 marks]

(a) Under **first-past-the-post** the **Aquarium** wins with **9 of the 30** votes (30%) — the most first-preference votes. Under **preferential voting** the **Museum** wins with **19 of 30** (63%). The results differ because first-past-the-post counts only first preferences, so a winner can take the seat with less than half; preferential voting excludes the lowest option each round and moves its votes to next preferences — Cinema's 2 went to Beach, Beach's 6 split, and when the Aquarium went out its 9 votes all listed the Museum next — until one option passes more than half. The Museum, almost everyone's acceptable second choice, ends up winning. [2 marks: 1 for both winners with tallies, 1 for the counting explanation]

(b) Consensus **talks and reshapes a proposal until every member can accept it**: at step 5 of the loop each member in turn says "*I can accept this*", and if one person cannot, the proposal goes back to be reshaped. Voting simply counts ballots — the biggest side wins even if others disagree. (Consensus is also not a hidden vote, and not "the loudest voice wins".) [1 mark]

Question 22 (5A, VC2HC8S06) [2 marks]

In a Victorian criminal trial, **12 jurors aim for full agreement** — consensus-like — but for many offences, after long discussion, **11 of 12 may decide** (*Juries Act 2000* (Vic), s 46). That bar is far above "most votes win" (a simple majority would be 7 of 12) because the decision is so serious, yet it does not require every juror to agree — so the jury sits **between** voting and consensus. [2 marks: 1 for the 12-aim/11-of-12 rule, 1 for the between-the-methods explanation]

Question 23 (5B, VC2HC8S07) [4 marks]

(a) The **awareness frame**, the **agenda frame** and the **decision frame**. [1 mark]

(b) **Agenda — yes, with a warning**: the issue was given the full formal process — a committee inquiry, a hearing, a report, a debate and a vote — though that process was given less than a week, and senators called it "rushed".

Decision — no, for the citizens who opposed the bill: the law passed quickly, with the Opposition's support, in much the shape the government wanted; the about 15,000 submissions did not stop or remake it. The same event gets different scores because the frames are different rulers — which is why section 5B requires the frame to be named before anyone says "it worked" or "it failed". [2 marks: 1 for each frame applied to the case]

(c) Any one: **write a submission** to a committee inquiry; **sign or start a petition**; **speak at a meeting**; help **organise a peaceful march**. It is open to a Year 7 student because section 5B states that participation is a right for **everyone**, not just adults who vote — you do not need to be 18 to use these methods. (Voting is the one method only adults can use.) [1 mark]

Question 24 (5C, VC2HC8S08) [3 marks]

(a) The **issue**, the **knowledge**, the **evidence** and the **perspectives** — the four parts that lead down into the **conclusion**. [1 mark]

(b) The five source-check questions are: *who made this? when was it made? what evidence does it show? why was it made? what is missing?* The post fails "**who made this?**" — it has no named maker — and "**when was it made?**" — it has no date. Without those it cannot be checked at all, and section 5C's rule is that a good source is **dated and checkable**; the claim only becomes evidence once its source passes the check. [2 marks: 1 for the two questions named, 1 for the reason]

Question 25 (5C, VC2HC8S08, drawing on Chapters 1–4) [5 marks]

Any issue the book examines may be used; the two model answers below show what a full answer looks like. Marks are awarded for each part, (a) to (d) — the side the student reaches is **not** marked.

Model answer A — the social media minimum age law.

(a) The issue is whether under-16s should be kept off social media platforms. The **Commonwealth Parliament** made the *Online Safety Amendment (Social Media Minimum Age) Act 2024*; the **eSafety Commissioner** carries the law out, and the **High Court** agreed in December 2025 to hear a challenge to it. [1 mark]

(b) Dated evidence (any one): royal assent on **10 December 2024**; the Senate committee inquiry received about **15,000 submissions in its first 24 hours** (November 2024); the ban took effect on **10 December 2025**; as at 21 November 2025 **ten platforms** were covered; platforms face fines of up to about **\$49.5 million**, while parents and young people are not fined. [1 mark]

(c) A perspective at its strongest (either side): the **Law Council of Australia** said the law is too broad and raises privacy and rights concerns; **TikTok** argued it was rushed and may push young people to less-safe corners of the internet; young people's groups said those most affected were not consulted. Or supporters: keeping young people **safe** from harmful content is the value that should carry more weight, and the law gives platforms a clear duty ("reasonable steps") with serious fines behind it. [1 mark for a steelman, not a strawman]

(d) Participation: for example a **submission** to a later government review — it puts your detailed views on the formal record decision-makers must read (or a **petition** — it shows numbers). Communication: for example an **extended written response**, because a careful weighing of reasons wants paragraphs; or a **flow chart**, because the law's path through Parliament is a process; or a **chart**, because the submission numbers are a pattern in figures. The rule is the section's: pick the method that fits the message. [2 marks: 1 for each method with its fit]

Model answer B — the 2017 marriage law change.

(a) The issue was whether same-sex couples should be able to marry. Institutions: **the people** (in the voluntary postal survey run by the **ABS**), **both houses of Parliament**, and the **Governor-General** (royal assent). [1 mark]

(b) Dated evidence (any one): the survey result was announced on **15 November 2017** — **61.6% Yes, 38.4% No**, with **79.5%** of enrolled voters responding; the Senate passed the bill **43–12** (29 November 2017); the House passed it **128–4** (7 December 2017); royal assent came on **8 December 2017**; the first weddings were in January 2018. [1 mark]

(c) A perspective at its strongest (either side): those **keeping the law as it was** put **freedom of religion** first — faith bodies asked not to be forced to take part, and the Act added protections for them. Those **changing the law** put **equal treatment** first — a law that kept one group out of marriage did not treat all citizens equally. [1 mark]

(d) Participation (at the time): **contacting a member** or **writing a submission** while the bill was before Parliament — it reaches the people who actually vote on the law. Communication: a **graphical representation of power** — the power graph shading who held decision, action and influence power at each stage — because it shows at a glance that the people set the agenda while only Parliament and the Governor-General decided. [2 marks: 1 for each method with its fit]

Marking note: a conclusion mark is not separate here — parts (a) to (d) carry the 5 marks. A student who argues the opposite side throughout, with the same care (named institutions, dated evidence, a real steelman, methods matched to messages), earns the same marks.

End of solutions — 80 marks total.