

Mathematics Level 7

End-of-level review

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End-of-level review

End-of-level review — Civics and Citizenship Level 8 Civics and Citizenship · Victorian Curriculum 2.0 · Levels 7 and 8 band

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. Levels 7 and 8 carry no VCAA examination and no external assessment; achievement is reported against the Victorian Curriculum 2.0 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. It is a teaching instrument, not a mock examination. There is no time to beat — take as long as you need. If you want, your teacher will read any question out to you.

You do this review once, after Chapter 5. It looks back across everything you learned in Chapters 1 to 5: one part per chapter, and every part draws on that chapter's own sections. The marking guide and the full worked solutions are in the second half of this booklet.

About this paper

- **Total: 60 marks** — Part 1 (12 marks), Part 2 (12 marks), Part 3 (12 marks), Part 4 (12 marks), Part 5 (12 marks). Answer all questions.
- **Untimed.** The paper is planned for one or two class periods, but there is no time limit; take as long as you need.
- **Open book.** Many questions point to a figure, table or worked example in this book — “using Figure 2 in Section 2B”. Have your workbook beside you. Nothing here asks you to memorise a figure.
- **Reading support is available.** You may use the reading support your classroom normally provides — for example, a teacher reading a question aloud. Reading is not being tested.
- The paper is cumulative: each part tests its own chapter, and the final question draws across chapters.
- Answer in the ruled spaces. There is about one ruled line per mark, so the space is a hint about how much to write, not a limit.

Marks by part (printed so a teacher can see the balance without counting):

Part	Chapter	Marks
Part 1	Government and democracy (Sections 1A–1D)	12
Part 2	Laws and citizens (Sections 2A– 2D)	12
Part 3	the society, values and identity spine (Sections 3A–3D)	12
Part 4	Skills: investigating and evaluating (Sections 4A–4E)	12
Part 5	Skills: participating and communicating (Sections 5A– 5C)	12
Total		60

Every question names the section it draws on, so you can go back and re-read before you answer, and your teacher can see where the evidence sits.

Part 1 — Government and democracy

Covers Chapter 1 (Sections 1A–1D). Five questions, 12 marks.

Q1. (1 mark · Section 1A) Which pair correctly names the voting system used for each house of the Australian Parliament?

- A. House of Representatives: preferential voting. Senate: proportional representation
- B. House of Representatives: proportional representation. Senate: preferential voting
- C. Both houses: first-past-the-post voting
- D. Both houses: preferential voting

Q2. (2 marks · Section 1C) The Australian Constitution can be changed only by a referendum.

(a) In one sentence, what is a referendum?

(b) State the two majorities that make up the double majority a referendum must pass.

Q3. (3 marks · Section 1A) Section 1A runs the made-up Greenhills count: 100 ballots, four rounds, with the lowest candidate cut each round until one candidate passes half. Ava Rivera leads on first preferences with 28 votes, but Chidi Okafor wins the final round 51 votes to 49.

(a) Under first-past-the-post voting, who would have won at Greenhills, and with what share of the 100 votes?

(b) Explain why the preferential count produced a different winner.

(c) In the final round, Chidi Okafor holds 51 of the 100 votes. In one sentence, why does Section 1A treat that as stronger support than a first-past-the-post winner holds?

Q4. (3 marks · Section 1B) Section 1B judges how far Australia's democratic institutions live up to democratic values, using three checks: design, action and outcome. Choose ONE story from Section 1B: the 2017 marriage law change, or the Victorian mental health Royal Commission.

(a) Name your story, and apply the design check to it — how was the decision-making set up?

(b) Apply the action check — what did the people involved actually do?

(c) Apply the outcome check, then give your judgement: how far does this story show the institution living up to democratic values? Give one reason.

Q5. (3 marks · Section 1D) The turnout chart in Section 1D records voter turnout at each federal election from 2013 to 2025.

(a) What was turnout at the 2022 federal election, and why did that number make news?

(b) Give one reason from Section 1D why turnout in Australia stays high compared with countries where voting is optional.

(c) Name one method of participation from the participation map in Section 1D other than voting, and say in one sentence what it lets citizens do.

Part 2 — Laws and citizens

Covers Chapter 2 (Sections 2A–2D). Five questions, 12 marks.

Q6. (1 mark · Section 2D) Which row correctly pairs each type of case with its standard of proof?

- A. Criminal: balance of probabilities. Civil: beyond reasonable doubt
- B. Criminal: beyond reasonable doubt. Civil: balance of probabilities
- C. Both criminal and civil: beyond reasonable doubt
- D. Both criminal and civil: balance of probabilities

Q7. (2 marks · Section 2A) Section 2A covers the rule of law and what makes a judiciary independent.

(a) State two of the three elements of the rule of law set out in Figure 2 of Section 2A.

(b) Name one protection of judicial independence from Figure 4 of Section 2A, and say in one sentence what it protects judges from.

Q8. (3 marks · Section 2C) Section 2C sorts Australian law into two kinds, made by two different law-makers.

(a) Name the two kinds of law, and the law-maker that makes each.

(b) Sort these two into the correct kind: the Australian Consumer Law; the duty of care rule from *Donoghue v Stevenson*.

(c) In one sentence, explain what happens when a statute and a common law rule disagree, and say what the courts still do even when a statute wins.

Q9. (3 marks · Section 2B) In April 2026 a Victorian parliamentary committee was running an inquiry into energy changes in apartment buildings — one of the four live inquiries in Figure 4 of Section 2B, with submissions closing on 27 April 2026. A student who rents an apartment wants her building's experience taken into account.

(a) Name the step of the five-step inquiry process (Figure 2, Section 2B) that the student joins at, and say what the committee does with submissions at the next step.

(b) Using two of the six effectiveness cards in Figure 8 of Section 2B, explain how the student can make her submission more likely to change something.

Q10. (3 marks · Section 2D) A person kicks a football through a shop window on purpose. The shop owner pays \$900 for the repair. Section 2D shows how one event like this can produce two separate cases.

(a) Name the two kinds of case the event could produce, and say who brings each one.

(b) For each case, state the standard of proof and the finding the court reaches, using the exact words from Section 2D.

Part 3 — the society, values and identity spine

Covers Chapter 3 (Sections 3A–3D). Five questions, 12 marks.

Q11. (1 mark · Section 3A) Section 116 of the Australian Constitution places limits on the Commonwealth Parliament. What does s 116 prevent?

- A. The Commonwealth making a law that sets up an official religion, or that stops people practising their religion
- B. Any Australian parliament from helping fund religious schools
- C. People from expressing their religion in public life
- D. The States from making any law about religion

Q12. (2 marks · Section 3C) Section 3C separates three kinds of citizenship.

(a) Name the three kinds.

(b) Sort these two actions into the correct kind: holding an Australian passport; taking part in a community clean-up each month.

Q13. (3 marks · Section 3A) Figures 3 and 4 of Section 3A report religion responses from the 2021 and 2016 Censuses.

(a) State two changes shown in Figure 4, with their numbers, measured in percentage points as Section 3A does.

(b) Give one piece of evidence from the figures that supports the claim “Australia is becoming less religious”, and one that weakens it.

(c) Reach your own judgement on the claim, with one reason.

Q14. (3 marks · Section 3B) Australians chose their national anthem by voting in a 1977 national poll (Figure 4, Section 3B). One word in the first line changed on 1 January 2021.

(a) What did the 1977 poll decide, and by roughly what margin did *Advance Australia Fair* win?

(b) Which word changed on 1 January 2021, and what is the line Australians sing now?

(c) Using Section 3B, explain in one sentence how a custom like the anthem can carry a shared value and still change over time.

Q15. (3 marks · Section 3D) Mei has lived lawfully in Australia for four years, including the last twelve months as a permanent resident, and has applied for citizenship by conferral (Section 3D).

(a) State two more conditions Mei must meet on the conferral pathway before she is invited to a citizenship ceremony.

(b) Describe the citizenship test's pass rules as Section 3D states them.

(c) Some people argue about whether a test should include questions on Australian values. Section 3D states both sides of this debate at their strongest. State one argument, in either direction.

Part 4 — Skills: investigating and evaluating

Covers Chapter 4 (Sections 4A–4E). Five questions, 12 marks.

Q16. (1 mark · Section 4A) Section 4A sorts research questions into three kinds: factual, explanatory and evaluative. Which of these is evaluative?

- A. How many social media platforms were named under the 2024 minimum-age law?
- B. Why did Parliament place the duty on the platforms instead of on parents or young people?
- C. Has the social media minimum age been fair to under-16s who use online spaces for support?
- D. When did the social media minimum-age law take effect?

Q17. (2 marks · Section 4B) Section 4B sorts sources and tests them before use.

(a) Figure 4.2 of Section 4B names six source types. Sort these two into their types: a High Court of Australia judgment; an ABS media release of the 2017 postal survey results.

(b) Name two of the six select checks in Figure 4.3 of Section 4B, and say what each one asks about a source.

Q18. (3 marks · Section 4A) A student drafts this research question: “Why was the 2017 postal survey a waste of money?”

(a) State two claims this question assumes without arguing for them.

(b) Rewrite the question so that it takes neither side of the debate.

(c) Name the rule from Section 4A that says you must run the same hidden-claim check on questions you agree with.

Q19. (3 marks · Section 4C) Section 4C traces how social movements shaped Australia’s democratic institutions, and gives a five-step method for explaining an influence. Apply the method to one example: the labour movement and the setting of wages.

(a) Name the influence and its kind, and one institution it shaped.

(b) Trace the pathway, and give the dated evidence from Section 4C — a judgment and an Act.

(c) Set one limit on this influence, as the method’s last step requires.

Q20. (3 marks · Section 4E) Figure 8 of Section 4E tracks the NZYQ case. On 8 November 2023 the High Court ruled that holding a person in detention with no real prospect of removal is unlawful, and people were released within days. In December 2023 Parliament passed the Migration Amendment (Removal and Deportation) Act 2023.

(a) Name the two checks that operated in this one story, and say which branch of government exercised each.

(b) In one sentence, what does Parliament's December 2023 step show about the separation of powers?

Part 5 — Skills: participating and communicating

Covers Chapter 5 (Sections 5A–5C). Five questions, 12 marks. Q25 draws across chapters.

Q21. (1 mark · Section 5A) A class is choosing its excursion. Members number every option, the option with the fewest votes is dropped, and its votes move to those voters' next choices, until one option has more than half. Which method from Section 5A is this?

- A. Consensus
- B. Majority vote (yes or no)
- C. First-past-the-post voting
- D. Preferential voting

Q22. (2 marks · Section 5B) Section 5B judges how well a method of participation worked.

(a) Name the four checks Section 5B uses.

(b) Match this piece of evidence to the check it tests: "About 300,000 people struck across Australia on 20 September 2019."

Q23. (3 marks · Section 5A) Source A of Section 5A reports the Prahran result at the Victorian election on 29 November 2014.

(a) Who led on first preferences, and with what share of the vote?

(b) The Greens candidate started third but won. Using the count, explain how.

(c) If Prahran had used first-past-the-post voting, who would have won, and why would that win have rested on a minority of votes?

Q24. (2 marks · Section 5C) In the 2017 marriage law change — the finished power map in Figure 6 of Section 5C — the ABS postal survey reported 61.6 per cent Yes, and Parliament then voted to change the law.

(a) Using Section 5C's two terms, formal power and influence, explain why the survey result itself could not change the law.

(b) Name the actors who did hold formal power in this story, and say what each of them did.

Q25. (4 marks · draws across chapters) A group of Victorian students wants the Parliament of Victoria to ban one more single-use plastic item that Victoria's 2022 regulations did not list. They plan a campaign.

(a) Choose one inside-lane method and one outside-lane method for the campaign, from the two-lanes figure in Section 5B.

(b) Explain why the students target the Parliament of Victoria rather than their local council or the Commonwealth Parliament. Use the three-targets figure in Section 5B or the division of powers from Section 1C.

(c) The students' submission reaches a parliamentary committee inquiry. Name the step of the inquiry process (Figure 2, Section 2B) at which their submission is read, and one card from Figure 8 of Section 2B that makes it more likely to be acted on.

(d) Worked Example 2 in Section 5B records that disability advocates won an exemption for straws inside Victoria's plastics ban. Explain what that exemption shows about how participation can change a policy's design, not just its outcome.

Mark record

Part	Marks available	Marks awarded
Part 1 — Government and democracy	12	
Part 2 — Laws and citizens	12	
Part 3 — the society, values and identity spine	12	
Part 4 — Skills: investigating and evaluating	12	
Part 5 — Skills: participating and communicating	12	
Total	60	

Review solutions and marking guide

End-of-level review — Civics and Citizenship Level 8: marking guide and fully-worked solutions

This half of the booklet holds the marking guide and the fully-worked solutions for the end-of-level review printed in the first half. Items appear in the same order as the paper: Part 1 to Part 5, Q1 to Q25. Every answer names the section it comes from, so a student who missed a mark can go straight back to the teaching.

How to mark it

- **Closed items** — Q1, Q6, Q11, Q16 and Q21 — have one correct answer: 1 mark for the correct letter, 0 otherwise. No half marks are used in this paper.
- **Open items** earn marks for the reasoning steps set out below, not for reaching a particular conclusion. Accept the same idea in different words.
- **Evidence steps**: where a question says “using Figure N in Section X”, the mark requires the figure’s own numbers, names or steps — or their exact equivalents from the same figure. A correct idea with no tie to the section earns 0 for that step.
- **Shared-error rule**: if an early step is wrong but later steps follow correctly from the wrong one, award the later marks.
- **Judgement steps** (Q4c, Q13c, Q15c, Q19c, Q20b): two students reaching opposite conclusions can both earn full marks. Mark the reasoning: evidence on both sides where asked, limits admitted, and a conclusion that follows from what the student actually wrote.
- The ruled answer space in the paper is about one line per mark. It is a hint about length, not a limit — a shorter answer that hits the steps earns full marks.
- This paper is one source of evidence towards teacher judgement against the Levels 7–8 achievement standard. There is no external assessment at this level; use these marks alongside the rest of the workbook.

The answers at a glance

Q	Answer	Marks	Section
Q1	A	1	1A
Q2	written	2	1C
Q3	written	3	1A
Q4	written	3	1B
Q5	written	3	1D
Q6	B	1	2D
Q7	written	2	2A
Q8	written	3	2C
Q9	written	3	2B
Q10	written	3	2D
Q11	A	1	3A
Q12	written	2	3C
Q13	written	3	3A
Q14	written	3	3B
Q15	written	3	3D
Q16	C	1	4A
Q17	written	2	4B
Q18	written	3	4A
Q19	written	3	4C
Q20	written	3	4E

Q	Answer	Marks	Section
Q21	D	1	5A
Q22	written	2	5B
Q23	written	3	5A
Q24	written	2	5C
Q25	written	4	cross-chapter

Solutions — Part 1 (12 marks)

Q1. (1 mark · Section 1A) Which pair correctly names the voting system used for each house of the Australian Parliament?

Answer: A. Preferential voting elects the House of Representatives (used since 1919, under the Commonwealth Electoral Act 1918); proportional representation elects the Senate (since 1949, with a quota of one-seventh of the vote, about 14.3 per cent, in a normal half-Senate election). C is wrong: first-past-the-post was replaced for federal elections in 1918. D is wrong: the Senate's system fills seats to a quota, so it is called proportional representation, not preferential voting.

Q2. (2 marks · Section 1C) The Australian Constitution can be changed only by a referendum. (a) What is a referendum? (b) State the two majorities that make up the double majority.

(a) A referendum is a national vote on whether to change the Australian Constitution — under s 128 it is the only way the Constitution can be changed. (1 mark)

(b) A national majority of voters across the whole of Australia, AND a majority of voters in at least four of the six States. Territory voters count towards the national majority only. (1 mark for both majorities; 0 for one)

Q3. (3 marks · Section 1A) The Greenhills count: Rivera leads on first preferences with 28 votes; Okafor wins the final round 51–49.

(a) Ava Rivera would have won, with 28 of the 100 votes — 28 per cent. (1 mark)

(b) Preferential voting cuts the lowest candidate each round and moves their ballots to the voters' next choices, so votes keep counting until someone passes half. Rivera's support stopped short of half — the cut candidates' voters preferred Okafor, and he reached 51. Under first-past-the-post the count would have stopped at the first round, where no candidate held half. (1 mark for the cut-and-redistribute mechanism; accept equivalent wording)

(c) A winner with 51 of 100 votes holds a majority — more than half of all ballots — while a first-past-the-post winner like Rivera would hold only a plurality: 28 per cent, meaning 72 per cent of voters put someone else first. (1 mark)

Q4. (3 marks · Section 1B) Apply the design, action and outcome checks to one Section 1B story, then judge how far it shows the institution living up to democratic values. Award 1 mark per check applied to the chosen story; the judgement sits inside the outcome mark. Either story is acceptable. Model for the 2017 marriage law change:

(a) Design: the decision was set up so that MPs would vote on conscience rather than along party lines, and the people's view was sought first through a voluntary national postal survey run by the ABS. (1 mark)

(b) Action: the ABS ran the survey (79.5 per cent responded; 61.6 per cent Yes), and Parliament then acted — the Senate passed the bill 43–12 on 29 November 2017 and the House 128–4 on 7 December 2017. (1 mark)

(c) Outcome and judgement: royal assent on 8 December 2017 made the Marriage Amendment (Definition and Religious Freedoms) Act 2017, so the law changed as the surveyed majority had indicated. A student judgement with one reason either way earns the mark — for example “mostly reflects: people were consulted and each MP voted as they thought right, but putting a rights question to a popular vote hurt many people”; or “strongly reflects: consult, debate, conscience vote, lawful change.” Model for the Victorian mental health Royal Commission: design — an independent, formal inquiry set up by the Victorian Government in 2019 with terms of reference; action — it gathered evidence and reported in March 2021 with 65 recommendations; outcome — the Government accepted all 65 and committed to act, which the section treats as an institution answering public concern with evidence. (1 mark)

Q5. (3 marks · Section 1D) The turnout chart, 2013–2025.

(a) 89.82 per cent at the 2022 federal election — the first time turnout fell below 90 per cent since 1922. (1 mark; accept “89.8 per cent”)

(b) Voting is compulsory: since the 1924 law (first used at the 1925 election), enrolled citizens are required by law to enrol and vote, and the AEC can penalise someone who does not vote without a good reason. (1 mark)

(c) Any method from the participation map with a correct sentence — for example: contacting a member, to put a problem directly to someone with power to act; starting or signing a petition, to place a request formally before a parliament (the Commonwealth Standing Committee on Petitions has operated since 2008); joining a party or an interest group such as Amnesty International Australia, to add weight to a cause; lobbying; direct action such as the School Strike 4 Climate rallies (about 300,000 people across Australia on 20 September 2019); media campaigns. (1 mark)

Solutions — Part 2 (12 marks)

Q6. (1 mark · Section 2D) Pair each type of case with its standard of proof.

Answer: B. A criminal case must be proved beyond reasonable doubt, because a person's freedom can be at stake; a civil case is proved on the balance of probabilities — more likely than not.

Q7. (2 marks · Section 2A) Rule of law and judicial independence.

(a) Any two of the three elements from Figure 2 (Dicey's sense, 1885): no one is above the law; people are punished only by a court's decision; rights are protected through the courts. (1 mark for two elements; 0 for one)

(b) Any one protection from Figure 4, correctly paired with what it protects judges from: judges are appointed, not elected, so they do not need to please voters or politicians to keep their jobs; they can be removed only in a hard case under s 72 of the Constitution, so a government cannot sack a judge for a decision it dislikes; their pay cannot be reduced while they serve, so money cannot be used as pressure; they must retire at 70 (since the 1977 referendum). The point of every protection: judges decide cases on the law and the evidence, free from direction or pressure. (1 mark)

Q8. (3 marks · Section 2C) Two kinds of law, two law-makers.

(a) Statute law — made by parliaments (a bill passes both houses and receives assent to become an Act); common law — made by courts, through precedent. (1 mark for both pairs; 0 for one)

(b) The Australian Consumer Law (Schedule 2 of the Competition and Consumer Act 2010 (Cth)) is statute law; the duty of care rule from *Donoghue v Stevenson* ([1932] UKHL 100) is common law — judge-made. (1 mark)

(c) The statute wins: a parliament can override a precedent by passing a new Act. But courts still give the statute its meaning through statutory interpretation — as the High Court did with the external affairs power in the *Tasmanian Dam* case (1983). (1 mark)

Q9. (3 marks · Section 2B) The apartment-energy inquiry, closing 27 April 2026.

(a) She joins at step 2 — submissions open: she sends the committee a written argument (a submission). At the next step the committee reads the submissions and hears people at hearings. (1 mark)

(b) Any two of the six cards from Figure 8, applied to the student: a clear ask — end with one exact recommendation the committee could adopt (for example, rules on energy upgrades when apartments are rented or sold); evidence — bring facts, such as her building's bills or temperatures; numbers — get neighbours to submit too, so the committee sees a pattern, not one voice; timing — submit before the 27 April 2026 closing date; persistence — follow up when the report comes; allies and media — partner with renters' or environment groups and get coverage. (2 marks; 1 per card correctly applied)

Q10. (3 marks · Section 2D) One football, one window, two cases.

(a) A criminal case, brought by the State (the prosecution) on behalf of the community, because damaging property on purpose is an offence against the community as a whole; and a civil case, brought by the harmed person — the shop owner — against the person who kicked the ball (the defendant). (1 mark)

(b) Criminal: proved beyond reasonable doubt, and the finding is guilty or not guilty — if guilty, a penalty such as a fine, a community correction order or imprisonment. Civil: proved on the balance of probabilities, and the finding is liable or not liable — if liable, a remedy, here damages of about \$900 to cover the repair. (2 marks; 1 per case with both its standard and its finding)

Solutions — Part 3 (12 marks)

Q11. (1 mark · Section 3A) What does s 116 prevent?

Answer: A. Section 116 stops the Commonwealth making a law for establishing any religion, imposing any religious observance, prohibiting the free exercise of any religion, or requiring a religious test for public office. B is wrong: in the DOGS case (1981) the High Court read s 116 narrowly and allowed government aid to religious schools. C is wrong: a secular government does not mean private religion — people are free to be religious in public, and s 116 protects free exercise. D is wrong: s 116 limits the Commonwealth Parliament, not the States.

Q12. (2 marks · Section 3C) Three kinds of citizenship.

(a) Legal, active and global citizenship. (1 mark for all three; 0 for fewer)

(b) Holding an Australian passport is legal citizenship — the formal, legal bond with Australia, with its rights; taking part in a community clean-up each month is active citizenship — the habit of taking part. (1 mark)

Q13. (3 marks · Section 3A) Census religion figures, 2016 and 2021.

(a) Any two changes from Figure 4 with both numbers and the direction, in percentage points: no religion rose from 29.6 to 38.4 per cent — up 8.8 percentage points; Catholic fell from 22.6 to 20.0 — down 2.6 points; Anglican fell from 13.3 to 9.8 — down 3.5 points; Islam rose from 2.6 to 3.2 — up 0.6 points; not stated fell from 9.1 to 6.9 — down 2.2 points. (1 mark)

(b) Supports the claim: the big rise in “no religion” (up 8.8 percentage points to 38.4 — the largest single response in 2021), or Christians of all denominations down to 47.1 per cent. Weakens it: Islam grew (up 0.6 points); or nearly half of Australians (47.1 per cent) still named a Christian affiliation — the largest group in the country; or the Census counts what people tick about affiliation, not what they believe or practise; or “not stated” fell, so more people answered the question in 2021. (1 mark; one on each side)

(c) A judgement that follows from the student’s own evidence, either way — for example: “partly — affiliation is clearly falling, but almost half the country still calls itself Christian and other faiths are growing, so ‘less religious’ is too simple.” Mark the reasoning, not the side taken. (1 mark)

Q14. (3 marks · Section 3B) The anthem as a custom.

(a) The 1977 national poll asked Australians to choose their anthem by voting: Advance Australia Fair won with 43.3 per cent, about 15 percentage points ahead of the second-placed song (28.3 per cent). It became the official anthem in 1984. (1 mark)

(b) “Young” changed to “one”: Australians now sing “we are one and free” (from 1 January 2021). (1 mark)

(c) A custom is a repeated shared action in which a society states what it believes about itself — here, inclusion and belonging — and because customs are made by people, a society can update the words to express the same value more fully; the song, the tune and the occasions for singing it all carried on. (1 mark; accept equivalent wording that joins custom + value + change)

Q15. (3 marks · Section 3D) Mei's conferral pathway.

(a) Any two of: she must be of good character; she must sit and pass the citizenship test (required of applicants aged 18–59); having passed, she must attend a citizenship ceremony and make the pledge before receiving her certificate. (1 mark)

(b) The test is computer-based, in English, with 45 minutes allowed: 20 multiple-choice questions drawn from a pool of 200. To pass she needs at least 15 of 20 (75 per cent) overall AND all five questions on Australian values correct. (1 mark)

(c) Either side of the Section 3D debate — for example, FOR: shared values help hold a diverse society together, and the test makes sure applicants have actually studied the values they are pledging to; or AGAINST: a multiple-choice test cannot measure what a person values, and Australian-born citizens are never asked to pass one. (1 mark; the argument must be a real one, not a slogan)

Solutions — Part 4 (12 marks)

Q16. (1 mark · Section 4A) Which question is evaluative?

Answer: C. It asks for a judgement about fairness, which cannot be settled by looking something up. A and D are factual — settled, checkable answers (a number of platforms; a date: the law took effect on 10 December 2025). B is explanatory — it asks why, for reasons and causes.

Q17. (2 marks · Section 4B) Source types and select checks.

(a) A High Court of Australia judgment is a court decision; an ABS media release of the postal survey results is statistics (official statistics). (1 mark for both; 0 for one)

(b) Any two of the six checks in Figure 4.3, each with what it asks: Origin — who made this, and where does it come from? Purpose — why was it made; what is it arguing for? Audience — who is it aimed at? Timing — when was it made, before or after the events it describes? Evidence — what are its claims based on; can they be checked? Agreement — do other sources agree with it? (1 mark for two checks named and explained)

Q18. (3 marks · Section 4A) “Why was the 2017 postal survey a waste of money?”

(a) Any two hidden claims, for example: that the survey WAS a waste of money (the question assumes its own conclusion); that the money could and should have been spent some other way; that the result was already known before the survey; that asking the people directly served no purpose. (1 mark)

(b) A rewrite that takes neither side — for example: “What arguments did people make for and against holding the 2017 postal survey, and how far was it a sound use of public money?” The rewrite must be investigable and open: a student could answer it from evidence either way. (1 mark)

(c) The symmetry rule: run the same hidden-claim check on questions you agree with as on questions you disagree with. (1 mark)

Q19. (3 marks · Section 4C) The labour movement and the setting of wages, using the five-step method.

(a) The labour movement — a social influence. Institutions it shaped: the federal wage court created to settle wage disputes, and today the Fair Work Commission; the movement also helped form the Australian Labor Party. (1 mark)

(b) Pathway with dated evidence: major strikes in the 1890s led workers to organise into trade unions; the movement’s values reached the courts, and in the Harvester judgment (1907) a federal court set a basic wage of seven shillings a day for unskilled workers, on the idea that full-time work should support a family in basic comfort. The trace survives: the Fair Work Commission reviews the national minimum wage every year under the Fair Work Act 2009 (Commonwealth). (1 mark; both the judgment and the Act must appear with dates)

(c) One limit, as the method’s last step requires — for example: the influence worked through institutions that Parliament created, not around them; the Commission sets a wage floor within the law Parliament writes, and Parliament can change that law. (1 mark)

Q20. (3 marks · Section 4E) The NZYQ case and the December 2023 Act.

(a) Check 1 — the judiciary on the executive: the High Court ruled on 8 November 2023 that detention with no real prospect of removal is unlawful, and the people held were released within days; the court checked what the executive was doing. Check 2 — the legislature responding: Parliament passed the Migration Amendment (Removal and Deportation) Act 2023 in December 2023, changing the statutory scheme the Court had interpreted. (2 marks; 1 per check correctly named with its branch)

(b) A judgement sentence that shows the branches acting inside their own roles — for example: the Court applied the law but did not write it; the law-making branch answered by changing the statute, so a court decision shifts the problem back to Parliament rather than settling policy itself. Mark the reasoning, not the wording. (1 mark)

Solutions — Part 5 (12 marks)

Q21. (1 mark · Section 5A) Numbering every option and redistributing until one passes half.

Answer: D. Preferential voting. Consensus seeks an agreement every member can accept, without a count; a majority (yes/no) vote takes one option against one; first-past-the-post takes the most votes even without half.

Q22. (2 marks · Section 5B) The effectiveness checks.

(a) Reach, response, results, and limits and costs. (1 mark for all four; 0 for fewer)

(b) Reach — it reports how many people the action reached, on 20 September 2019. (1 mark)

Q23. (3 marks · Section 5A) Prahran, 29 November 2014.

(a) Newton-Brown (Liberal) led on first preferences with 16,582 votes — 44.8 per cent. (1 mark)

(b) Hibbins (Greens) started third on 9,160 votes (24.8 per cent) but edged past Labor's Pharaoh (25.9 per cent) by 31 votes to take second place; Labor's preferences then flowed mainly to the Greens, and on the final count Hibbins won 18,640 votes (50.4 per cent) to Newton-Brown's 18,363 (49.6 per cent) — a margin of 277. (1 mark; accept equivalent wording that names the 31-vote overtake and the preference flow)

(c) Newton-Brown would have won — most first preferences wins under first-past-the-post. It would have been a minority win: 44.8 per cent is less than half, so 55.2 per cent of voters put someone else first. (1 mark)

Q24. (2 marks · Section 5C) Formal power and influence in 2017.

(a) The survey carried influence, not formal power: it shaped opinion and informed MPs — the 61.6 per cent Yes result told Parliament which way the public leaned (a dashed line on the power map) — but no law gave the survey itself any decision-making power, so its result could not change anything on its own. (1 mark)

(b) The Parliament: the Senate passed the bill 43–12 on 29 November 2017 (a conscience vote) and the House of Representatives passed it 128–4 on 7 December 2017; and the Governor-General: royal assent on 8 December 2017 made the Marriage Amendment (Definition and Religious Freedoms) Act 2017. These are the solid-line actors on the power map — the ones the law gives power to. (1 mark)

Q25. (4 marks · draws across chapters) The students' plastics campaign.

(a) One method per lane, correctly laned. Inside: an e-petition created on the Parliament of Victoria's own website; a letter to their local member; a submission to a committee inquiry. Outside: a rally or clean-up at the park (with photos of the litter); a media or social media campaign; a boycott of the item. (1 mark)

(b) Victoria's single-use plastics bans are made under Victorian law — the Environment Protection Act 2017 (Vic) and its regulations — so the Parliament of Victoria is the level with the power to extend them. The local council cannot make state law, and the Commonwealth Parliament does not make Victoria's litter rules; a campaign aimed at the wrong level wastes its energy (Section 5B's three-targets rule; Section 1C's division of powers). (1 mark)

(c) Step 3 of the five-step inquiry process — the committee reads the submissions and hears people at hearings. Any one card from Figure 8 with a tie to the submission — for example: a clear ask (one exact recommendation); evidence (photos and counts of the litter); numbers (neighbour submissions too); timing (inside the inquiry's closing date). (1 mark)

(d) The straw exemption shows participation working on a policy's design, not just for or against it: disability advocates used an inside-lane method to argue that some people need straws, and the final rules exempted straws needed for disability or medical reasons. So citizens can improve the detail of a policy — making the ban fairer while keeping its goal — which is participation changing how a law is written, not only whether it passes. (1 mark)