

Mathematics Level 7

End-of-level review

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End-of-level review

This review is a piece of class work from your book. It is school work, not a test from outside school. There is no time to beat. Your teacher reads all the words to you. You can look at your Geography book.

You do this review once, after Chapter 3. It looks back at what you learned in Chapters 1, 2 and 3. There is no new work in it.

End-of-level review · Codes VC2HG2K01, VC2HG2K02, VC2HG2K04–VC2HG2K07, VC2HG2S01–VC2HG2S05

Total: 30 marks · Part A — Questions 1 to 4 · 8 marks · Part B — Questions 5 to 8 · 8 marks · Part C — Questions 9 to 14 · 14 marks

The marks for each question are written with the question. The teacher reads every question aloud; the child may say, point, draw or write answers, and the teacher records spoken answers. The book may be open: several items point to a section or a figure. There is no time limit; two shorter sittings work well. This is a school paper, not a VCAA instrument — the Foundation to Level 2 band carries no external assessment, and per the series plan this book is mid-band: the marks report progress along each content description at Level 1 pitch and never claim the band achievement standard.

In this review you will:

- say what places are like, and what your place gives you;
- put place names into groups, and sort features into natural and constructed;
- find places on maps, and say the seasons in order;
- say how we are connected to places near and far;
- ask questions, read charts, and tell a story about a place.

Name: _____ Class: _____ Date: _____

How this review works:

- There are 14 questions in 3 parts. Your teacher reads each question to you. There is no time to beat. Your teacher may do the review in two shorter sittings.
- You may look back at the chapters of this book. Some questions point to the section to look at.
- Say your answers, or write them. Write in your own book, or on the lines where you see them. You can draw too.
- Questions 13 and 14 have lines to write on.

Part A — Places we live in

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

Q1. (2 marks) Section 1A is about the places we live in.

- a. Where do you live? Is it a suburb (many homes close together), a town (shops, a school and homes), or a small place in the country? Say the kind. Say the name of your place.
- b. Your place gives you what you need. Name two things your place gives you.

Q2. (2 marks) Section 1B is about place names. Some names are about a person. Some names tell us what is there. Look at Picture 2 from Section 1B.

Real place names and what they tell us

Place name	What the name tells us
Melbourne	named after a person: Lord Melbourne
Williamstown	named after a person: King William IV
Port Phillip	named after a person: Arthur Phillip
Red Hill	what is there: a hill with red soil
Station Street, Box Hill	what is there: a train station is close by

A table of five real Victorian place names and what each name tells us

Picture 2 from Section 1B.

- Name one place from the table that is named after a person.
- Name one place from the table with a name that tells us what is there. What does the name tell us?

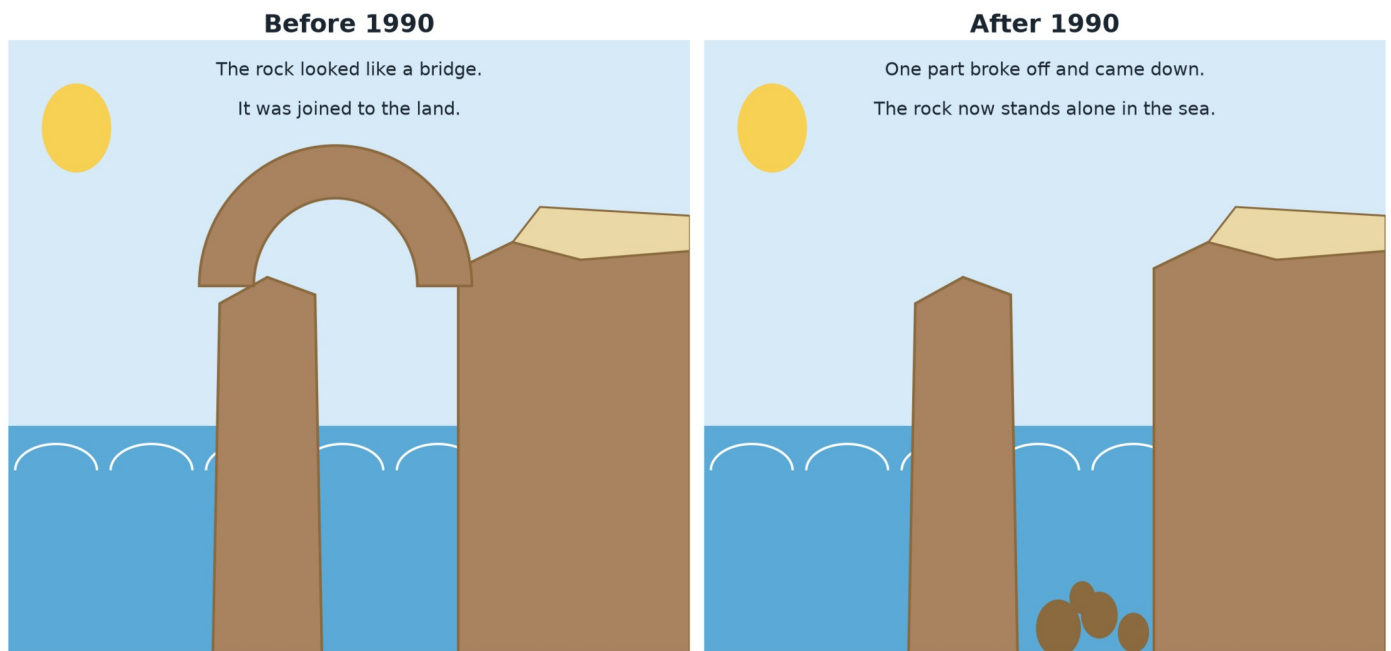
Q3. (2 marks) Section 1C is about features. A **feature** is a thing we can see in a place. A **natural** feature was not made by people. A **constructed** feature was made by people.

Sort the words in the word box. Word box: **hill** | **house** | **river** | **road** | **tree** | **bridge**

- Say the three natural features.
- Say the three constructed features.

Q4. (2 marks) Features can change. Look at Picture 4 from Section 1C.

London Arch: a slow change — waves wore the rock away



Two pictures of London Arch. Before: a big rock in the sea looks like a bridge with two legs, joined to the land. After: one part of the rock is gone. One tall rock now stands alone in the sea.

Picture 4 from Section 1C.

- The waves wore the rock away, little by little. What do we call this slow change?
- Who looks after the park by the sea at Port Campbell?

Part B — Our place in Australia and the wider world

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

Q5. (2 marks) Section 2A shows the scale ladder. The scale ladder goes from small places to big places.

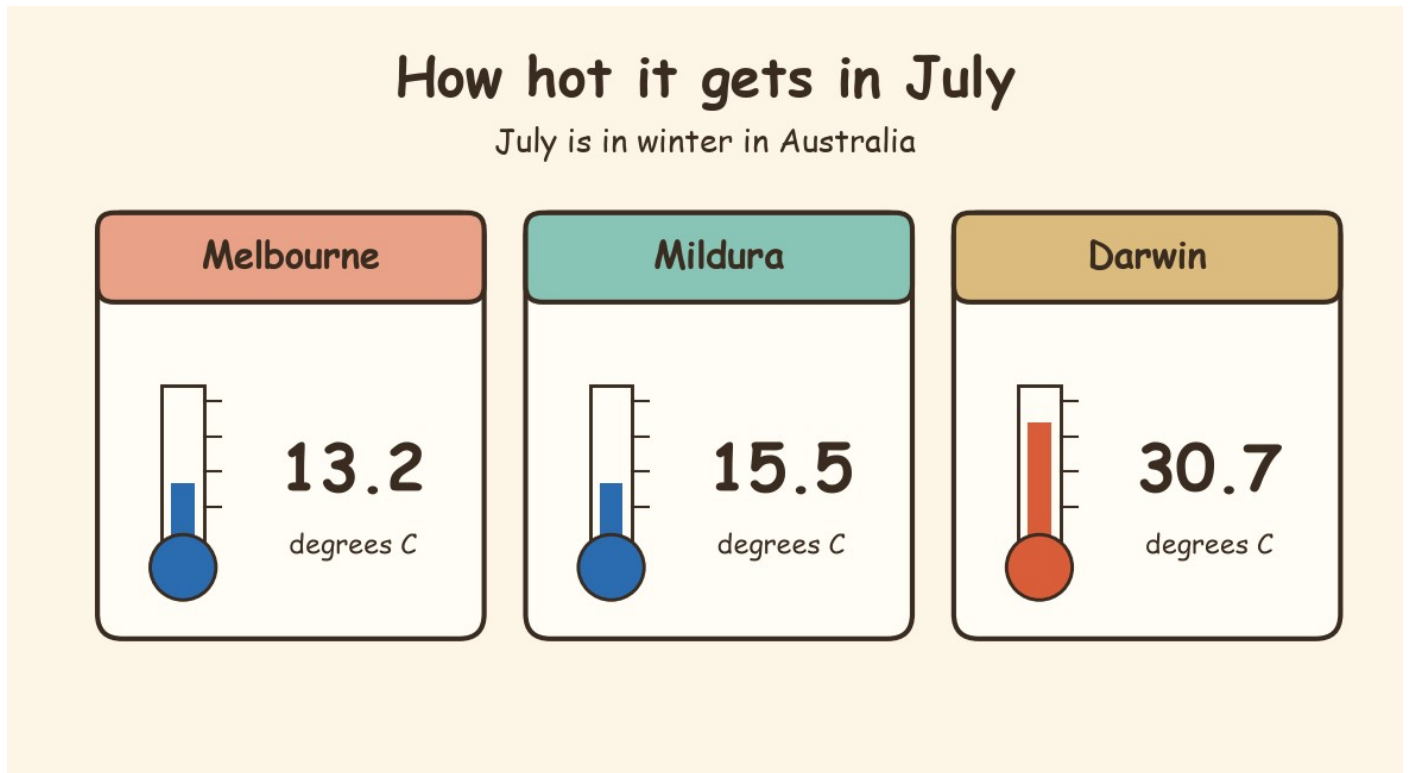
- Put the four steps in order, smallest first. Word box: **country** | **home** | **state** | **suburb or town**
- What is your state? What is your country?

Q6. (2 marks) Section 2A shows Australia on a map.

- What is the capital city of Victoria? What is the capital city of Australia?
- What is the longest river in Australia?

Q7. (2 marks) Section 2B is about weather and seasons.

- Say the four seasons in order.
- It is July. Look at the three July cards from Section 2B. Which place is hottest in July? Which place is coldest?



Three cards with thermometers: Melbourne 13.2 degrees, Mildura 15.5 degrees, Darwin 30.7 degrees in July.

The July cards from Section 2B.

Q8. (2 marks) Section 2C is about how we are connected to other places. Mia lives in Melbourne. Her grandma lives far away, in Perth.

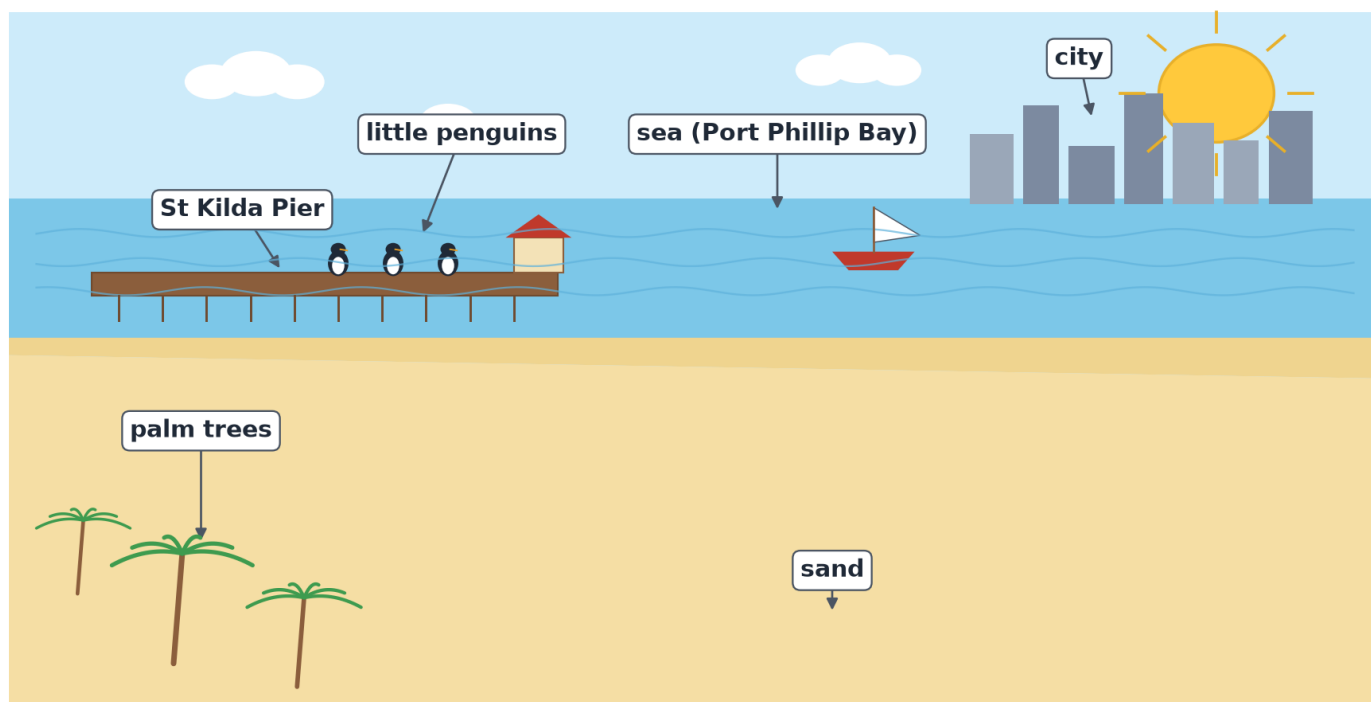
- Mia can call grandma. Say two more ways Mia and grandma stay close.
- Oranges grow on farms near Mildura. A truck takes them to our shops. We buy them there. What goes back to the farmers near Mildura?

Part C — Doing geography: asking, gathering, showing, concluding, telling

Part C looks back at Chapter 3: sections 3A to 3E. Q14 looks back at the whole book.

Q9. (2 marks) Section 3A is about asking questions. Look at the picture of St Kilda from Section 3A.

Picture 1: St Kilda Beach in Melbourne



This is a real place. It is close to the city.

A drawing of St Kilda Beach in Melbourne. It shows the sea, St Kilda Pier with little penguins, palm trees, sand and the city far away.

The picture from Section 3A.

- Say the four question words.
- Ask one **why** question about this picture. Any why question about the picture is a good question.

Q10. (2 marks) Section 3B is about collecting information.

- Name two ways we can collect information about a place.
- Look at the weather chart for one week in Melbourne, from Section 3B. Which day was the warmest? How warm was it in the day?

One week of Melbourne weather: 13 to 19 July 2026 (winter)

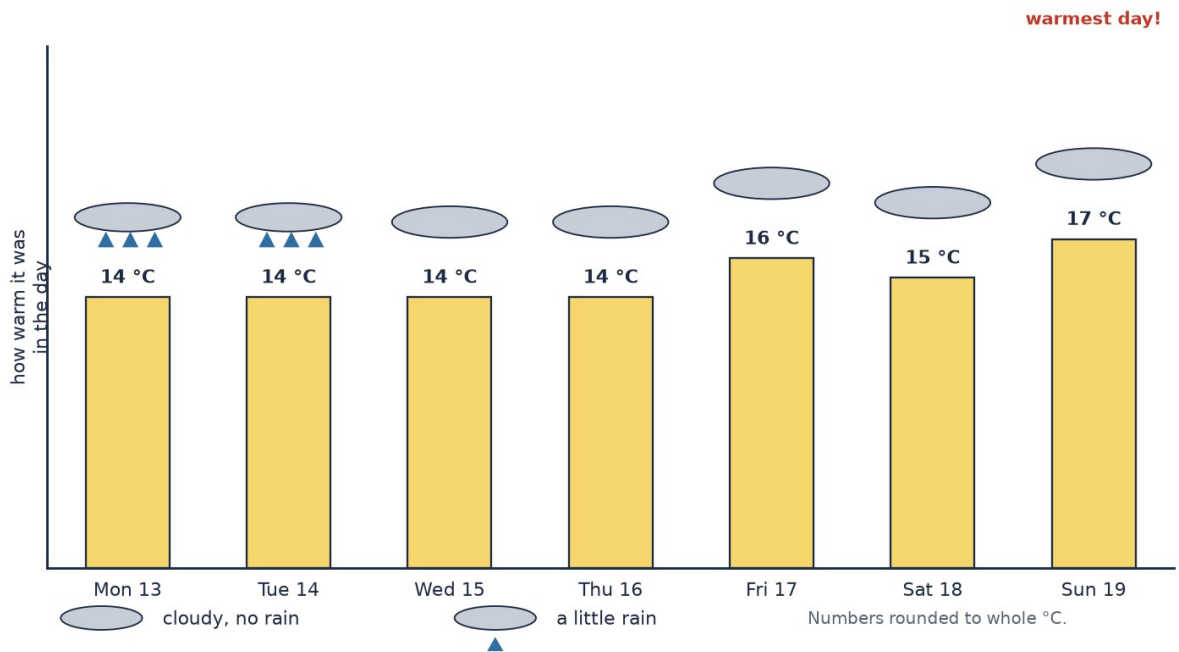


Chart of the weather in Melbourne for one week in July 2026

The weather chart from Section 3B.

Q11. (2 marks) Section 3C is about showing what we found. On a map, a **symbol** is a little picture. The **legend** says what the symbols show.

- You draw a map of a park. You draw a little blue line for a creek. What is the little picture called?
- Why does a map have a legend?

Q12. (2 marks) Section 3C looks at places that are close and places that are distant. A **close** place is not a long way; we can walk there. A **distant** place is a long way from us.

- Is a park in your suburb close or distant? How do you get there?
- Sydney is distant from Melbourne. How do people go from Melbourne to Sydney?

Q13. (2 marks) Section 3D is about conclusions and proposals. A **conclusion** says what we work out from what we found. It says “So...” or “We found out that...”. A **proposal** is a plan. It says “Let’s...”.

A class asked every child: where do you like to play? Look at the class marks chart from Section 3D.

Where do we like to play? Our marks

place	our marks	how many
the park		8
the playground		7
the beach		5
the pool		3
the library		2

25 children in our class. Each child picked one place.

A table of our marks. The park got 8. The playground got 7. The beach got 5. The pool got 3. The library got 2. At the bottom it says: 25 children in our class. Each child picked one place.

The marks chart from Section 3D.

- a. Which place got the most marks? Finish the conclusion: *Most of us like to play at the* _____. Write the word if you can.

- b. Make one proposal to care for the park. Start with “Let’s ...”. Write it if you can.

Q14. (4 marks) This question looks back across the whole book. Section 3E is about telling the story of a place. Tell the story of a place you love. You can say your story to your teacher, or write it on the lines. You can draw too. Your story needs four things, one for each letter:

- a. Say where your place is. Use the word **near** or **beside**.
- b. Name one feature of your place. Is it natural or constructed?
- c. Say what the weather is like there in one season. Say the season, and say what you do then.
- d. How can we look after your place? Make one proposal. Start with “Let’s ...”.
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Marking guide

*This is the marking guide and the full solutions for the **end-of-level review** — the one cumulative paper over Chapters 1 to 3 that closes the Geography Level 1 book. **Total: 30 marks** — Part A (Questions 1 to 4, 8 marks), Part B (Questions 5 to 8, 8 marks) and Part C (Questions 9 to 14, 14 marks). The solutions follow, in the same order as the paper.*

What this paper is

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. The Foundation to Level 2 band carries no external assessment. This book is mid-band (plan decision D1): Level 1 sits between the Foundation pitch and the end of the band, and per plan decision D9 the band achievement standard (stated at the end of Level 2) is horizon text only — it belongs to the Level 2 book and is never claimed here. The marks in this paper report progress along each content description at Level 1 pitch, in the book's own plain words; they are one source of evidence for teacher judgement, not a verdict on the band standard.

About this paper

- **Total: 30 marks** — Part A (8 marks), Part B (8 marks), Part C (14 marks). Answer all questions.
- **No time limit.** Two shorter sittings work well at this level; the paper may be split at any part heading.
- **The book may be open.** Several items direct the child to a section or reuse a figure of this book unchanged; looking back is part of the skill being assessed, not a crutch.
- **The teacher reads every question aloud** (plan decision D4: teacher-supported reading is the norm at this level). Reading is not being tested. Spoken answers are full answers; the teacher records them.
- The paper is cumulative: every content description the book owns is evidenced (see the marks table). VC2HG2K03 is the recorded section 2A exclusion (ACCEPTED gap, plan decision D3) and appears nowhere. No item introduces new content or new data: every datum is read from a figure the book already contains, and every scenario is the book's own.
- Question 14 is the cross-chapter synthesis item: it is owned by VC2HG2S05 and requires links to 1C (features), 2B (weather and seasons) and 3D (proposals), inside 3E's telling frame.
- First Nations content is excluded per house policy (CONTENT_POLICY Rule 1, plan section 2A): nothing from the excluded or severed register appears in this paper. The VC2HG2K02 item (Q2) uses only the neutral core Section 1B teaches.
- Multiple choice: 0 of 30 marks (plan decision D10 — no Geography MCQ bank exists; the house Year 1 review form is say / point / write / draw responses).

How to mark it

- Marks are **point-based**. Whole marks only; there are no half-marks and no holistic rubric: each mark point is either earned or not earned.
- **Accept any response that carries the same idea in different words.** Spelling, grammar and handwriting do not lose marks unless the answer cannot be read. A spoken answer recorded by the teacher is worth exactly the same as a written one, and a drawing that carries the idea counts. The solutions below are models, not scripts.
- **Shared-error marking applies** to the chart items (Q7, Q10, Q13): a misread number is penalised once, at the read; a correct response built on the misread number still earns the later mark.
- **Open items are marked on the use of the book's ideas, not on the child's choice.** Where an item invites the child's own place, question or proposal (Q1a, Q9b, Q12a, Q13b, Q14), any response that uses the taught ideas correctly earns the mark; no particular place, question or proposal is required.
- **Ruled answer space:** Q13 gives one line per part and Q14 gives four lines. The lines are a space, not a quota — “write it if you can” is the book's own standing instruction at this level, and saying the answer to the teacher is always acceptable.

Marks

Q	Part	Strand	CD	Owner section	Marks
Q1	A	Geographical Knowledge and Understanding	VC2HG2K01	1A	2
Q2	A	Geographical Knowledge and Understanding	VC2HG2K02	1B	2
Q3	A	Geographical Knowledge and Understanding	VC2HG2K05	1C	2
Q4	A	Geographical Knowledge and Understanding	VC2HG2K05	1C	2
Q5	B	Geographical Knowledge and Understanding	VC2HG2K04	2A	2
Q6	B	Geographical Knowledge and Understanding	VC2HG2K04	2A	2
Q7	B	Geographical Knowledge and Understanding	VC2HG2K06	2B	2
Q8	B	Geographical Knowledge and Understanding	VC2HG2K07	2C	2
Q9	C	Geographical Skills	VC2HG2S01	3A	2
Q10	C	Geographical Skills	VC2HG2S02	3B	2
Q11	C	Geographical Skills	VC2HG2S03	3C	2
Q12	C	Geographical Skills	VC2HG2S03	3C	2
Q13	C	Geographical Skills	VC2HG2S04	3D	2
Q14	C	Geographical Skills	VC2HG2S05	3E (cross-chapter)	4
				Total	30

Strand totals: Geographical Knowledge and Understanding 16 (Q1–Q8) · Geographical Skills 14 (Q9–Q14). All eleven content descriptions the book owns appear; the excluded VC2HG2K03 (plan section 2A) does not. No multiple-choice items are used (0 of 30 marks).

Curriculum codes for marking

Per plan decision D9 this book does not mark against the band achievement standard; the rubric language below is the book's own plain summary of what each content description covers (VC2 codes referenced from the export retrieved 2026-07-29; VC2 wording is not reproduced). Where a content description names Aboriginal and Torres Strait Islander material, that clause is a recorded exclusion (plan section 2A, D3): it is not taught in this book and it is not assessed by this paper — the items draw on the neutral core only.

CD	What the code covers (book's own words)	Assessed by
VC2HG2K01	Where we live, why our places matter, what they are like, and looking after them	Q1, and Q14 via 1A/1C
VC2HG2K02	What place names tell us (italic clause excluded, section 2A)	Q2
VC2HG2K04	Places on maps, from home to country; Australia's states and territories; Australia's big features	Q5, Q6
VC2HG2K05	Natural and constructed features, how they change, and who cares for them	Q3, Q4
VC2HG2K06	Weather and seasons (italic clause excluded, section 2A)	Q7
VC2HG2K07	How people and places are joined, near and far	Q8
VC2HG2S01	Asking our own questions about places	Q9
VC2HG2S02	Collecting, sorting and recording what we find, on fieldwork and with maps	Q10
VC2HG2S03	Showing what we found: drawings, labelled maps, symbols and picture tables	Q11, Q12
VC2HG2S04	Conclusions and proposals about places	Q13
VC2HG2S05	Telling the story of a place, using maps and photos	Q14

Question-by-question rubric

Q1 — 2 marks (VC2HG2K01). Where the child lives; why their place matters to them.

- 1 mark: a — the child names their own place and gives its kind with one of the three kinds 1A teaches: a suburb (many homes close together), a town (shops, a school and homes), or a small place in the country. Any real place the child lives in is accepted; the mark is for using the kind words about their own place.
- 1 mark: b — any two of what 1A Part 2 teaches our place gives us: homes to live in, water to drink, shops for food, schools to learn at, places to play. Also accept “the people we love live in our place or close to it”.

Q2 — 2 marks (VC2HG2K02). What place names tell us (neutral core; the five names of Picture 2 in Section 1B).

- 1 mark: a — any one of Melbourne, Williamstown or Port Phillip (named after a person, per the Picture 2 table and the Section 1B answers).
- 1 mark: b — Red Hill (the name tells us about the red soil) or Station Street (the name tells us the trains stop there). The name and what it tells us are both needed for the mark.

Q3 — 2 marks (VC2HG2K05). Sorting features: natural or constructed.

- 1 mark: a — all three natural features: hill, river, tree (the sort of Picture 7 in Section 1C).
- 1 mark: b — all three constructed features: house, road, bridge.

Q4 — 2 marks (VC2HG2K05). How features change, and who cares for them.

- 1 mark: a — erosion; accept “wearing away” or “the waves wore it away” (Section 1C defines erosion as water, wind or waves wearing rock and soil away, little by little).
- 1 mark: b — Parks Victoria (the park by the sea, Port Campbell National Park, in the care table of Picture 6 in Section 1C).

Q5 — 2 marks (VC2HG2K04). The scale ladder, from home to country.

- 1 mark: a — home, suburb or town, state, country — smallest first (the scale ladder of Section 2A).
- 1 mark: b — Victoria and Australia. Accept the child’s own state if the child lives elsewhere; the country is Australia.

Q6 — 2 marks (VC2HG2K04). The states and territories of Australia; Australia’s big features.

- 1 mark: a — Melbourne and Canberra, both needed (Section 2A: the capital city of Victoria; the capital city of Australia).
- 1 mark: b — the Murray River; accept “Murray” (feature 1 of Section 2A Part 4, the longest river in Australia).

Q7 — 2 marks (VC2HG2K06). Weather and seasons (neutral core).

- 1 mark: a — the four seasons in order: summer, autumn, winter, spring. Accept the correct cyclic order starting at any season; the book teaches the year from summer (December–February), per the seasons wheel of Section 2B.
- 1 mark: b — hottest: Darwin; coldest: Melbourne. Both needed. The numbers are read from the three July cards (Figure 2B.7 in Section 2B: Melbourne 13.2 °C, Mildura 15.5 °C, Darwin 30.7 °C); shared-error marking applies to a misread card.

Q8 — 2 marks (VC2HG2K07). Connections between people and places.

- 1 mark: a — the two more ways of the Section 2C picture and Your turn Q3: Mia gets a letter from grandma, and Mia flies to visit (accept “writes to her”, “visits”, or grandma visiting). Calling is given in the stem and does not earn the mark.
- 1 mark: b — the money we pay goes back to the farmers near Mildura (Section 2C: oranges grow on farms near Mildura, a truck takes them to the shop, and the money joins our place to Mildura).

Q9 — 2 marks (VC2HG2S01). Asking our own questions about places.

- 1 mark: a — the four question words of Section 3A: where, what, how, why.
- 1 mark: b — any question about the St Kilda picture that uses why (Section 3A's own models include: why do the little penguins live on the rock wall?). The mark is for asking a why question about the stimulus, not for answering it.

Q10 — 2 marks (VC2HG2S02). Collecting and recording what we find out.

- 1 mark: a — any two ways from Step 2 of Section 3B: go outside and observe; interview people; take photos; look at maps and plans; look at satellite photos; look in books and films. Also accept fieldwork — going out to the real place to find out about it (Step 1).
- 1 mark: b — Sunday, 17 °C (the one real week charted in Section 3B, Melbourne, 13–19 July 2026: Sunday was the warmest day, 17 °C in the day). Shared-error marking applies.

Q11 — 2 marks (VC2HG2S03). Showing what we found: symbols, legends and labelled maps.

- 1 mark: a — a symbol (Section 3C New words: a symbol is a little picture on a map; Section 1C's symbols box teaches the same word).
- 1 mark: b — any wording carrying the Section 3C reasoning: the legend says what the symbols show, so we can read the map. Without the legend the little pictures have no meaning.

Q12 — 2 marks (VC2HG2S03). Describing location — close, distant, walking distance (Section 3C Part 7).

- 1 mark: a — close; we walk there (walking distance). Accept the child's own true answer with a matching way to get there (a child whose park really is a drive away may say “distant — in a car”); the mark is for using close/distant correctly about the child's own place.
- 1 mark: b — many hours in a car (the Section 3C model); accept by plane or by train, or any wording carrying “a long way — many hours”. No numbers are needed or expected at this level.

Q13 — 2 marks (VC2HG2S04). Conclusions and proposals about places.

- 1 mark: a — the park. The marks are park 8, playground 7, beach 5, pool 3, library 2; 8 is the most, so the conclusion reads “Most of us like to play at the park” (Section 3D). Said or written.
- 1 mark: b — any care proposal in the “Let's ...” form or with the same intent: the book's model is “Let's pick up the rubbish and care for our park” (Section 3D); accept also the 3D/1A care set (plant trees, stay on the path, tell people) or any sensible new proposal for the park.

Q14 — 4 marks (VC2HG2S05, cross-chapter). Telling the story of a place. One mark per letter. The story may be said (teacher records) or written; a drawing counts as part of any letter.

- 1 mark: a — the special place is located with the word near or beside used correctly (the location words of Section 3E), e.g. “near my home”, “beside the creek”.
- 1 mark: b — one feature of the place is named and correctly called natural or constructed (Section 1C), e.g. “the pier is constructed”, “the sand is natural”.
- 1 mark: c — one season is named with the weather there or what the child does then (Section 2B), e.g. “in summer it is hot and we swim”.
- 1 mark: d — one way to look after the place, in the “Let's ...” form or with the same intent (Sections 3D and 1A), e.g. “let's keep the sand clean”.

Totals check

Part A: 2 + 2 + 2 + 2 = 8. Part B: 2 + 2 + 2 + 2 = 8. Part C: 2 + 2 + 2 + 2 + 2 + 4 = 14. **Total: 30 marks** — the total printed on the paper.

Solutions

Q1. a. The child answers from their own life, with the kind words 1A teaches. Two models from the book's own Together 1 pair: a child in Reservoir says, "I live in a suburb. It is called Reservoir." A child in Wangaratta says, "I live in a town. It is called Wangaratta." A child in a small country place says, "I live in a small place in the country," and names it. b. From 1A Part 2, any two of: homes to live in; water to drink; shops for food; schools to learn at; places to play. Also accepted: the people we love live in our place or close to it.

So a. your place, named, as a suburb, a town or a small place in the country b. any two things your place gives you.

Q2. The table is Picture 2 of Section 1B; the sorting is the one Section 1B teaches and its answers give. a. Named after a person: Melbourne (after Lord Melbourne), Williamstown (after King William IV) and Port Phillip. Any one of the three. b. A name that tells us what is there: Red Hill — the name tells us about the red soil; or Station Street (in Box Hill) — the name tells us the trains stop there.

So a. Melbourne, Williamstown or Port Phillip b. Red Hill (red soil) or Station Street (trains stop there), with what the name tells us.

Q3. Natural features were not made by people; constructed features were made by people (1C). This is the sort of Picture 7 in Section 1C: the natural box takes hill, river and tree; the constructed box takes house, road and bridge.

So a. hill, river, tree b. house, road, bridge.

Q4. a. At Port Campbell National Park the waves wore the rock away, little by little. Section 1C names this slow change: erosion. On 15 January 1990 one part of the rock broke off into the sea — the rock that was called London Bridge now stands alone and is called London Arch (Picture 4). b. From the care table of Picture 6 in Section 1C: the park by the sea is looked after by Parks Victoria, which keeps the park safe for visits.

So a. erosion b. Parks Victoria.

Q5. a. The scale ladder of Section 2A, smallest first: home → suburb or town → state → country. b. The book lives in Victoria, so the model answer is Victoria; the country is Australia. A child in another state names that state; the country is still Australia.

So a. home, suburb or town, state, country b. Victoria (or your own state); Australia.

Q6. a. From the states map and table of Section 2A: the capital city of Victoria is Melbourne, and the capital city of Australia is Canberra. b. From the five big features of Section 2A Part 4: the longest river in Australia is the Murray River.

So a. Melbourne; Canberra b. the Murray River.

Q7. a. The seasons wheel of Section 2B, in order from summer: summer (December, January, February), autumn (March, April, May), winter (June, July, August), spring (September, October, November). b. The three July cards are Figure 2B.7 of Section 2B: Melbourne 13.2 °C, Mildura 15.5 °C, Darwin 30.7 °C. 30.7 is the biggest number, so Darwin is hottest; 13.2 is the smallest, so Melbourne is coldest. It is July — winter here — and Darwin is still hot: that is the comparison Section 2B teaches.

So a. summer, autumn, winter, spring b. hottest: Darwin; coldest: Melbourne.

Q8. a. Section 2C shows Mia's three ways to stay close to grandma in Perth: call, get a letter, and fly to visit. The stem gives the call, so the two more ways are the letter and the visit. b. From the orange story of Section 2C: we buy the orange at the shop, and the money we pay goes back to the farmers near Mildura. So our place is joined to Mildura — that is the interconnection.

So a. a letter from grandma; flying to visit b. the money we pay.

Q9. a. The four question words of Section 3A: where, what, how, why. b. Any why question about the St Kilda picture earns the mark — the book's own models ask why the little penguins live on the rock wall, and Section 3A also models where/how/why questions about the sea, the palm trees and the city far away. The child is asking, not answering: the question itself is the response.

So a. where, what, how, why b. any why question about the picture.

Q10. a. Any two of the ways of Step 2 in Section 3B: go outside and observe; interview people; take photos; look at maps and plans; look at satellite photos; look in books and films. b. The chart is the one real week of Section 3B (Melbourne, 13–19 July 2026). Reading it: Sunday was the warmest day — 17 °C in the day. (Section 3B's own key gives the same read; the coldest moment that week was Sunday morning, 4 °C, which is not asked here.)

So a. any two ways to collect b. Sunday, 17 °C.

Q11. a. The little blue line is a symbol: a little picture on a map that shows one thing (Section 3C New words; Section 1C's symbols box shows a blue line meaning river). b. Section 3C's reasoning prompt asks exactly this: a map has a legend so the reader knows what each symbol shows. Without the legend, the little pictures cannot be read.

So a. a symbol b. the legend says what the symbols show, so we can read the map.

Q12. a. Section 3C Part 7: the park is close — we can walk there; a place we can walk to is walking distance. A child whose park really is a drive away answers "distant — in a car" and is also right: the mark is for using the words correctly about the child's own place. b. Sydney is distant from Melbourne: many hours in a car (the Section 3C model). A plane or a train also makes the trip; the point the book teaches is that a distant place takes many hours. No numbers are needed at this level.

So a. close; we walk there b. many hours in a car (a plane or train also accepted).

Q13. a. Read the marks chart of Section 3D: the park got 8, the playground 7, the beach 5, the pool 3, the library 2. 8 is the most, so the park got the most marks. The conclusion the class wrote is the model: "Most of us like to play at the park." b. Section 3D's proposal card is the model: "Let's pick up the rubbish and care for our park." Any sensible proposal in the same form earns the mark — the book's care set also offers plant trees, stay on the path and tell people (3D and 1A).

So a. the park; "Most of us like to play at the park." b. any "Let's ..." proposal for the park, e.g. "Let's pick up the rubbish."

Q14. One mark per letter. The model below tells the story of St Kilda Beach using only places, facts and sentences the book itself carries; any real special place of the child's own earns the same marks when all four letters are there. Said or written; the teacher records; a drawing counts.

- Where: "My special place is St Kilda Beach. It is near Melbourne. It is beside Port Phillip Bay." (The location words are Section 3E's; the place is the book's own — Sections 3A, 3B and 3E all meet St Kilda.)
- One feature, sorted: "The sea and the sand are natural features. The pier is a constructed feature — people made it." (Section 1C's sort; Section 3B describes the pier as a long path over the water.)
- One season, with the weather and what we do: "In summer it is hot, about 27 °C. We swim at the beach." (Section 2B's summer and Section 3E's seasons infographic, which pairs summer with swimming at the beach.)
- One proposal: "Let's keep the sand clean. Let's stay on the path. Let's be quiet, so the penguins are safe." (Section 3D's own St Kilda proposals; one is enough for the mark.)

So a. where it is, with near or beside b. one feature, called natural or constructed c. one season with its weather or what you do then d. one "Let's ..." proposal.