

Geography Level 2

End-of-level review

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End-of-level review

This review looks at everything in this book. There are two parts. **The review is worth 40 marks in all.**

- **Part 1** — Questions 1 to 5, worth 20 marks. These are about places (Chapter 1).
- **Part 2** — Questions 6 to 10, worth 20 marks. These are about geography skills (Chapter 2).

What you need: a pencil and this paper. Your teacher will tell you if you can use your book too.

How to answer:

- Write your answers on the ruled lines.
- Write one word or one number in each ☐ box.
- Each question shows its marks, like this: *(4 marks)*.
- Some questions ask you to write a sentence. A good sentence names a place and tells us about it.

Take your time. Read each question twice!

Part 1 — Geographical Knowledge and Understanding: Places and our connections to them

(Questions 1–5 · 20 marks)

These questions are about Chapter 1: places, features, the weather, and our connections. You learned this in Topics 1A to 1G.

Q1. In Topic 1E, we sorted features into two groups. A **natural** feature is one that people did not make. A **constructed** feature is one that people made. *(5 marks)*

- a. These four features are from Sam's model town, Riverbend (Topic 1B). Write each one in the right group. *(4 marks)*

Oak Hill · Bridge Street · Long Creek · train station

Natural — people did not make it

Constructed — people made it

- b. In Topic 1A, we thought of ways to look after places. Write one way to look after a park. *(1 mark)*
-

Q2. In Topic 1B, we learned that names do three jobs: they help us find a place, they tell us which place is which, and they tell us about a place. *(3 marks)*

- a. Bridge Street in Riverbend is near the bridge. What is near Station Street? *(1 mark)*

☐

- b. The new park in Topic 1B is named Gum Tree Park. The name tells us about the place. What kind of trees can we see there? *(1 mark)*

☐

- c. Sam made Riverbend out of paper and blocks. A model is a ☐ that stands for the real thing. *(1 mark)*

Q3. In Topic 1D, we looked at places from small to big. (4 marks)

- a. Finish the scale steps. Write **suburb** or **town** and **state** in the right boxes. (2 marks)

home → → → country

- b. We met the states and territories and their capital cities in Topic 1D. Write the capital city for each one. (2 marks)

State or territory	Capital city
Queensland	
Tasmania	

Q4. In Topic 1F, we learned about the weather and the four seasons. (4 marks)

- a. Write **summer**, **winter** or **spring** under each month. (3 marks)

January	July	October

- b. The flag is moving and a kite is flying high. What is the weather like? Write one word. (1 mark)

Q5. In Topic 1G, we sorted our connections into three groups: **people**, **things** and **events**. (4 marks)

- a. Write **people**, **things** or **events** on each line. (3 marks)

1. My cousin lives in New Zealand.
2. The bananas we eat come from Queensland.
3. We watched the Olympic Games with our family.

- b. In Topic 1C, Mia belongs to two places. Nan and Pop live far away, near Ballarat. Write one way Mia can keep her link with them. (1 mark)
-

Part 2 — Geographical Skills: investigating places and sharing what we learn

(Questions 6–10 · 20 marks)

These questions are about Chapter 2: asking questions, collecting, recording, showing what we find, concluding, proposing, and sharing. You learned this in Topics 2A to 2E. The last question uses both chapters.

Q6. In Topic 2A, we learned to ask geographical questions. A geographical question is a question about a place. *(4 marks)*

- a. Write what each question stem asks about: **a place, a reason or a person**. *(3 marks)*

Question stem	What does it ask about?
Where?	☐
Why?	☐
Who?	☐

- b. Circle the geographical question. *(1 mark)*

- What will we have for lunch?
- What can we see in our park?

Q7. Look at the class record sheet from Topic 2B. The class went on a fieldwork walk in the schoolyard and counted what they found. (4 marks)

Our class record: what we found in the schoolyard

What we found	Natural or constructed?	Tally	Count
gum tree	natural		2
grass	natural		1
flowers	natural		3
bench	constructed		4
bin	constructed		3
sign	constructed		2
path	constructed		1

The tally shows how many of each thing we found. The count is the number.

These are our class numbers. Your class may find different things.

A class record table of what we found in the schoolyard. Gum tree, natural, 2. Grass, natural, 1. Flowers, natural, 3. Bench, constructed, 4. Bin, constructed, 3. Sign, constructed, 2. Path, constructed, 1.

a. How many benches did the class find? (1 mark)

☐

b. How many constructed features did they find in all? Add the counts. (1 mark)

☐

c. What do we call it when we go to a real place to find out about it? (1 mark)

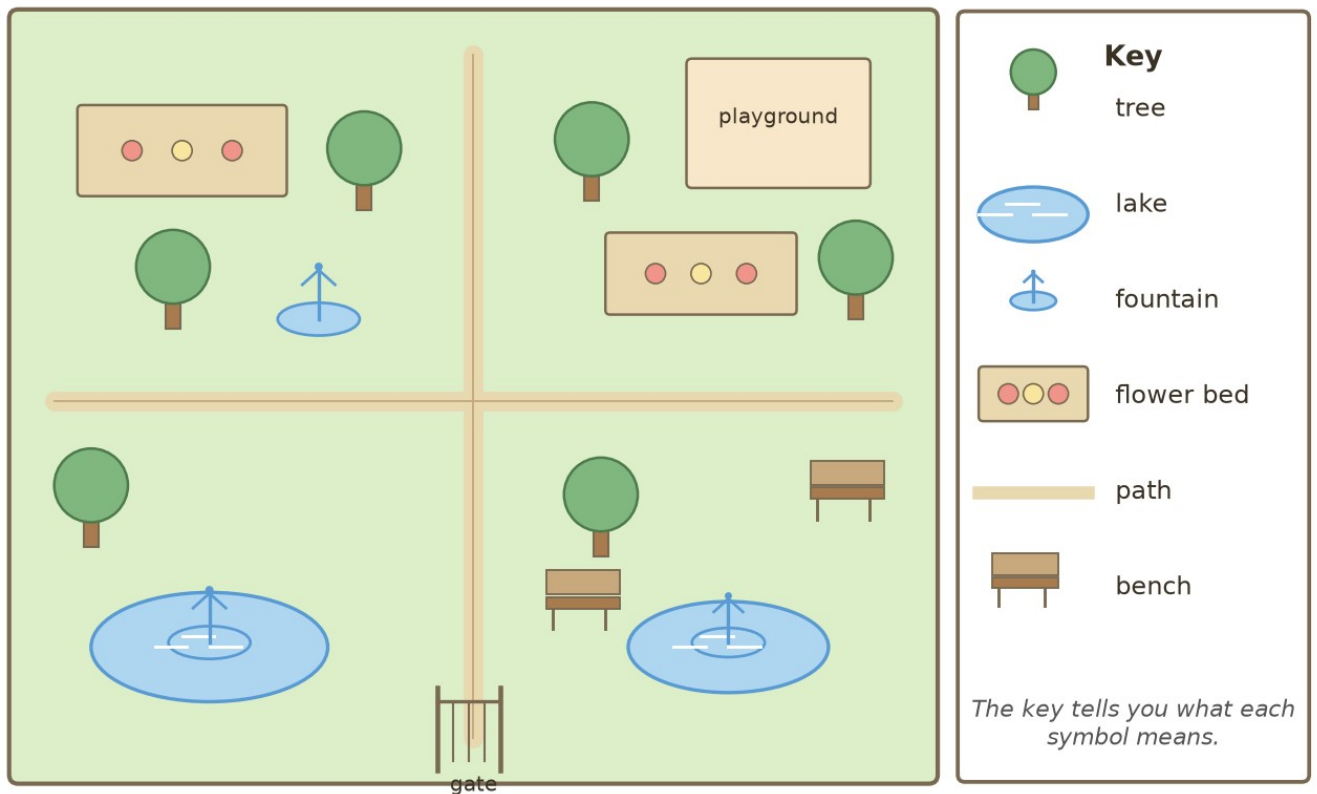
☐

d. What do we call it when we put things into groups? (1 mark)

☐

Q8. This is the pictorial map of a big garden from Topic 2C. (4 marks)

A pictorial map of a big garden



A pictorial map of a big garden with wide paths, two lakes, fountains, trees, flower beds, benches, a playground and a gate, and a key that lists the symbols for tree, lake, fountain, flower bed, path and bench

a. The map uses little pictures that stand for things. What do we call them? (1 mark)

☐

b. What tells us what each little picture means? (1 mark)

☐

c. How many lakes are on the map? (1 mark)

☐

d. Describe the garden in one sentence. You could use words like *lakes, fountains, playground* and *trees*. (1 mark)

Q9. In Topic 2D, a class looked at their school garden. Here is what they found out: (3 marks)

- The soil is dry.
 - There are three empty bottles on the ground.
 - Bees are on the new flowers.
- a. Finish the conclusion: *The soil is dry. The garden needs* ☐. (1 mark)
- b. Write a proposal for the bottles. Start with *Let's*. (1 mark)
-

- c. Is this a guess, or a conclusion? *The soil is dry. The garden needs water.* (1 mark)

☐

Q10. This question uses both chapters. It is about Melbourne and Darwin. (5 marks)

- a. How many seasons does each place have? (Topic 2E) (2 marks)

Melbourne: ☐ Darwin: ☐

- b. What are the two seasons in Darwin called? Write **wet** or **dry** in each box. (Topic 2E) (1 mark)

the ☐ season and the ☐ season

- c. In the travel table in Topic 1D, Darwin is very far away from Melbourne. Do most people go there by car, or do they fly? (1 mark)

☐

- d. Your cousin lives in Darwin. Write one way you could keep your connection going. (Topics 1C and 2D) (1 mark)
-

Review marking guide and solutions — read this first

Read this first. Here is how to mark the end-of-level review paper. The worked answers come at the end, in the same order as the paper.

How to mark

- The paper is worth 40 marks in all: Part 1 = 20, Part 2 = 20. Every mark is a whole mark — no half marks.
- Check ☐ boxes and written answers with the worked answers at the end. Words that mean the same are right.
- Some answers will be different for every student. For these, the worked answer shows one good answer and what to listen for.
- The rubric for each question is on the next pages. It names the sentence of the Level 2 standard that each question shows, and what to look for.

Marks

Question	Marks	Topics	What it shows
Q1	5	1A, 1B, 1E	natural and constructed features; care — VC2HG2K01, VC2HG2K05
Q2	3	1B	names of places; models — VC2HG2K02
Q3	4	1D	scale steps; states and capital cities — VC2HG2K04
Q4	4	1F	weather; seasons — VC2HG2K06
Q5	4	1C, 1G	connections: people, things, events — VC2HG2K03, VC2HG2K07
Q6	4	2A	geographical questions; question stems — VC2HG2S01
Q7	4	2B	collecting, sorting and recording — VC2HG2S02
Q8	4	2C	showing and describing with a map and key — VC2HG2S03
Q9	3	2D	conclusions and proposals — VC2HG2S04
Q10	5	2E with 1C, 1D, 1F, 1G	sharing what we know — uses both chapters together, VC2HG2S05
Total	40		

The achievement standard — five sentences

Each row below names, in this book's own words, a sentence of the Level 2 achievement standard (the standard's own wording is not reproduced — codes-only ruling, DJB 16/10/2026). The rubric uses these sentence numbers.

Sentence	On which content descriptors	Questions
1. In our words: students can say what places are, and describe the features of places (weather and seasons included); why places matter to people; and how places change and can be cared for.	VC2HG2K01, K02, K04, K05, K06	Q1, Q2, Q3, Q4
2. In our words: students can identify and describe how people are linked with places — in Australia and across the world, near and far.	VC2HG2K03, K07	Q5, Q10d
3. In our words: students ask questions about places, and collect, sort and record what they find out — from what they observe and from sources given to them.	VC2HG2S01, S02	Q6, Q7
4. In our words: students show and describe the information they collected, and use it to reach conclusions and put forward proposals.	VC2HG2S03, S04	Q8, Q9
5. In our words: students use sources, and what they know and understand in geography, to share what they have observed about places.	VC2HG2S05	Q10

Question-by-question rubric

Q1. 5 marks. Sentence 1 — in our words: students describe features of places — natural and constructed — and know how places can be cared for.

- - a. 1 mark for each feature in the right group: Oak Hill and Long Creek are natural; Bridge Street and the train station are constructed. 4 marks.
- - b. 1 mark for any good way to care for a park, such as the Topic 1A care ideas: put rubbish in the bin; pick up litter with a grown-up; water plants on hot days; look after the swings and slide; be kind to birds and animals. Other answers that care for the park are right.

Q2. 3 marks. Sentence 1 — in our words: students can define places; names identify and tell us about places (Topic 1B).

- - a. 1 mark: the train station.
- - b. 1 mark: gum trees (“gum” is right too).
- - c. 1 mark: copy — a model is a copy that stands for the real thing.

Q3. 4 marks. Sentence 1, with the scale and states work of Topic 1D.

- - a. 1 mark for each box in the right order: suburb or town, then state. 2 marks.
- - b. 1 mark each: Queensland — Brisbane; Tasmania — Hobart. 2 marks.

Q4. 4 marks. Sentence 1 — in our words: the features of places, weather and seasons included.

- - a. 1 mark each: January — summer; July — winter; October — spring. 3 marks.
- - b. 1 mark: windy.

Q5. 4 marks. Sentence 2 — in our words: how people are linked with places, in Australia and across the world.

- - a. 1 mark each: 1 people; 2 things; 3 events. 3 marks.
- - b. 1 mark for any way to keep the link going: visit, call, photos or letters (Topic 1C). Other good answers are right.

Q6. 4 marks. Sentence 3 — in our words: students ask geographical questions.

- - a. 1 mark each: Where? — a place; Why? — a reason; Who? — a person. 3 marks.
- - b. 1 mark: “What can we see in our park?” — it is about a place. The lunch question is about food, not a place.

Q7. 4 marks. Sentence 3 — in our words: students collect, sort and record what they find out, from what they observe.

- - a. 1 mark: 4.
- - b. 1 mark: 10 (bench 4 + bin 3 + sign 2 + path 1).
- - c. 1 mark: fieldwork.
- - d. 1 mark: sorting (“sort” is right too).

Q8. 4 marks. Sentence 4 — in our words: students show and describe the information they collected.

- - a. 1 mark: symbols.
- - b. 1 mark: the key (“legend” is right too).
- - c. 1 mark: 2.
- - d. 1 mark for a sentence that describes the garden from the map, such as the Topic 2C model: “The garden has two lakes, three fountains, a playground and lots of trees.”

Q9. 3 marks. Sentence 4 — in our words: students reach conclusions and put forward proposals.

- - a. 1 mark: water.
- - b. 1 mark for a *Let’s* ... plan for the bottles, such as “Let’s put the bottles in the bin.”
- - c. 1 mark: a conclusion — it comes from what the class found out.

Q10. 5 marks. Sentence 5 — in our words: students use sources, and what they know in geography, to share what they have observed about places — drawing on sentences 1 and 2 across both chapters.

- - a. 1 mark each: Melbourne — 4; Darwin — 2. 2 marks.
- - b. 1 mark for both: wet and dry (the two words in either order are right).
- - c. 1 mark: fly.
- - d. 1 mark for any way to keep the connection going: visit, call, photos or letters (Topics 1C and 2D). Other good answers are right.

Solutions

Worked answers for every question, in the same order as the paper.

Q1. a. Think about each feature. Oak Hill is a hill. People did not make it. So Oak Hill is natural. Long Creek is a creek. People did not make it. So Long Creek is natural. Bridge Street is a street. People made it. So Bridge Street is constructed. The train station is a building. People made it. So the train station is constructed.

Natural — people did not make it

Constructed — people made it

Oak Hill

Bridge Street

Long Creek

train station

- b. Answers will be different. One good answer: *Put rubbish in the bin*. Other good answers from Topic 1A: pick up litter with a grown-up; plant trees and flowers; water plants on hot days; look after the swings and slide; be kind to the birds and animals.

Q2. a. In Topic 1B, Station Street is near the train station. The name tells us about the street. So the answer is: *the train station*.

- b. The name tells us about the place. Gum Tree Park is named after gum trees. So we can see *gum trees* there.
c. In Topic 1B, a model is a copy that stands for the real thing. So the word is: *copy*.

Q3. a. In Topic 1D, the scale steps go from small to big: home → suburb or town → state → country. So the boxes are: *suburb or town*, then *state*.

- b. From the states and capital cities table in Topic 1D: the capital city of Queensland is *Brisbane*. The capital city of Tasmania is *Hobart*.

Q4. a. In Topic 1F, summer is December, January and February; winter is June, July and August; spring is September, October and November. So: January — *summer*; July — *winter*; October — *spring*.

- b. In Topic 1F, we see the wind by what it moves — a flag, a tree, a kite, the washing. The flag is moving and the kite is flying high, so the wind is blowing. The weather is *windy*.

Q5. a. In Topic 1G we sorted links into people, things and events. A cousin is family, a person. So line 1 is *people*. Bananas are a thing we buy. So line 2 is *things*. The Olympic Games is an event we watched. So line 3 is *events*.

- b. Answers will be different. In Topic 1C we keep links with people far away: we can visit, call, send photos, or write letters. Any one of these is a good answer.

Q6. a. From Topic 2A: Where? asks about *a place*. Why? asks for *a reason*. Who? asks about *a person*.

- b. A geographical question is a question about a place. Lunch is not a place, so the first question is not geographical. A park is a place. So circle: *What can we see in our park?*

Q7. a. The record sheet shows: bench, constructed, 4. So the class found 4 benches.

- b. The constructed features are the things people made: bench, bin, sign and path. Add the counts: $4 + 3 + 2 + 1 = 10$. So they found 10 constructed features in all.
c. In Topic 2B, fieldwork is when we go to a real place to find out about it. So the word is: *fieldwork*.
d. In Topic 2B, we sort when we put things into groups. So the word is: *sorting* (or *sort*).

Q8. a. In Topic 2C, a symbol is a little picture that stands for a thing. So we call them *symbols*.

- b. In Topic 2C, the key tells us what each symbol means. So the answer is: *the key* (also called the legend).
c. Look at the map. The lakes are the blue shapes. There are two of them. So the answer is: 2.
d. One good sentence, from the Topic 2C worked example: *The garden has two lakes, three fountains, a playground and lots of trees*. Any sentence that describes the garden from the map is a good answer.

Q9. a. Dry soil needs water. So: *The garden needs water.*

- b. A proposal is a plan we share. It says *Let's do this!* One good answer: *Let's put the bottles in the bin.* Another good answer: *Let's pick up the bottles and tell a grown-up.*
- c. A guess is what we say when we have not looked first. A conclusion comes from what we found out. The class looked at the soil first, then said what it tells us. So it is *a conclusion.*

Q10. a. In Topic 2E, Melbourne has four seasons: summer, autumn, winter and spring. Darwin has two seasons. So: Melbourne — 4; Darwin — 2.

- b. The two seasons in Darwin are the wet season and the dry season. So the boxes are: *wet* and *dry*.
- c. In the travel table in Topic 1D, Darwin is very far away from Melbourne, and people fly there. So the answer is: *fly*.
- d. Answers will be different. From Topics 1C and 2D, we can keep a connection going: visit, call, send photos, write letters, or care about what happens there. Any one of these is a good answer.