

Mathematics Level 7

End-of-level review

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End-of-level review

Checks: a few questions from every chapter, taken from work already taught and checked in Chapters 1–5 — People, place and sustainable living (VC2HG4K01, VC2HG4K02, VC2HG4K09), Australia and the wider world (VC2HG4K03, VC2HG4K05, VC2HG4K08), Climate and vegetation (VC2HG4K04, VC2HG4K06, VC2HG4K07), Geographical inquiry (VC2HG4S01, VC2HG4S02, VC2HG4S03), and Conclusions, actions and communicating (VC2HG4S04, VC2HG4S05, VC2HG4S06). **Total: 40 marks.**

Teacher note. This is a classroom check, not an exam. Every question draws on work already taught and checked in Chapters 1–5, and there is no new content: where a question needs data, it sends students back to a figure, table or map in the named section of this workbook, so nothing here comes from outside the book. The marks show what students still remember before they move on, and where the gaps are. The marking guide and the fully-worked solutions are at the back of this booklet.

This review looks back at the geography from all five chapters. There are 22 questions in five parts, one part for each chapter. Nothing in it is new — every question is about something you did this year. Many questions send you back to a figure, table or map in your book, so have your book open as you work.

Timing. Take as long as you need. Plan for about 40 minutes of class time. The review can be split across two lessons — the parts are made for that.

What you need. A pencil, and your five chapter booklets. The marking guide and the fully-worked solutions are in this booklet, after the paper.

Marks by part:

Part	Chapter	Marks
Part 1 — People, place and sustainable living	1	8
Part 2 — Australia and the wider world	2	8
Part 3 — Climate and vegetation	3	8
Part 4 — Geographical inquiry	4	8
Part 5 — Conclusions, actions and communicating	5	8
Total		40

Part 1 — People, place and sustainable living (8 marks)

From sections 1A, 1B and 1C. Answer every question. Some questions send you back to a figure in your book.

Q1. In section 1A you learned that the environment does two big jobs for us: it is a **source** and a **sink**. Write *source* or *sink* in each gap.

- (a) The water we drink comes from the environment. Here the environment is working as a _____. [1]
- (b) Buried rubbish stays in a landfill in the ground. Here the environment is working as a _____. [1]

Q2. Look at Figure 4 in the inquiry task in section 1A — the chart of Melbourne’s five biggest lakes.

- (a) Which lake can hold the most water? [1]
- (b) Which lake can hold the least water? [1]

Q3. Section 1B sorts activities into six kinds: retail, recreation, manufacturing, farming, education and commercial. Write the kind for each activity.

- (a) A factory that tins peaches. [1]
- (b) An orchard that grows apples and pears. [1]

Q4. On the Mapleton map in section 1B, the shops sit near the houses, so people can get to them easily. Write the section’s word for *how easy a place is to get to*.

The word is _____. [1]

Q5. Victoria’s four bins have four lid colours (Picture 5 in section 1C). Which lid colour is the right bin for an apple core? Write *red*, *yellow*, *green* or *purple*. [1]

Part 2 — Australia and the wider world: continents, countries and places (8 marks)

From sections 2A, 2B and 2C.

Q6. Use the maps in section 2B.

- (a) Which two hemispheres is Australia in? [1]
- (b) Which continent is the biggest, and which is the smallest? [1]

Q7. The Find out task in section 2B has a real fact card with the sizes of Greenland and Australia. On the Mercator map, Greenland looks bigger than Australia.

- (a) Use the fact card. Which is really bigger — Greenland or Australia? [1]
- (b) Finish the sentence: the Mercator map gets Greenland wrong because it makes places far from the _____ look much too big. [1]

Q8. In the “Why water matters” part of section 2A there is a rain chart for four real places: Cairns, Darwin, Mount Hotham and Alice Springs. Use the chart.

- (a) Which place gets the most rain in a year? [1]
- (b) Which place gets the least rain in a year? [1]

Q9. Use section 2C.

- (a) Look at the map of neighbouring countries. Name one country or island group north of Australia. [1]
- (b) Look at the settlements picture. Which is bigger: a village or a regional centre? [1]

Part 3 — Climate and vegetation: how environments work (8 marks)

From sections 3A, 3B and 3C.

Q10. Weather is what the sky is doing today. Climate is the average pattern over many years (section 3B). Write *weather* or *climate*.

- (a) “It is raining in Ballarat right now.” [1]
- (b) “Darwin has a wet season most years, from November to April.” [1]

Q11. Look at the six climate types table in section 3B (Figure 3).

- (a) Which climate type is hot all year, with rain nearly every month? [1]
- (b) Which climate type has hot, dry summers and cool, wet winters? [1]

Q12. Look at the Darwin climograph in section 3B (Figure 6). Is January a wet month or a dry month in Darwin? [1]

Q13. Look at the jobs-of-plants picture in section 3A. Name one job vegetation does. [1]

Q14. Worked Example 2 in section 3C compares two places in Victoria: Mount Beauty and Hotham Heights.

- (a) Which place is colder? [1]
- (b) It is colder because it is much higher above the sea. Write the section’s word for *how high a place is*.

The word is _____. [1]

Part 4 — Geographical inquiry: questions, information and data (8 marks)

From sections 4A, 4B and 4C.

Q15. Section 4A shows how questions grow.

- (a) A wondering grows into a big question. What does the big question grow into? [1]
- (b) A good guide question passes three checks (section 4A). Name one of the three checks. [1]

Q16. In Question 6 of section 4B, Sam drew a sketch map of his street with symbols, but he forgot the three map rules. Name two of the three rules. [2]

Q17. Look at the class-vote tally chart in Question 3 of section 4B.

- (a) Which place got the most votes? [1]
- (b) How many votes are there altogether? [1]

Q18. Look at the lunch-bin picture graph in section 4C.

- (a) Which group had the most items? [1]
- (b) How many items are in the drink-can group? [1]

Part 5 — Conclusions, actions and communicating (8 marks)

From sections 5A, 5B and 5C. The last question joins chapters together.

Q19. Section 5A gives a sentence starter for conclusions. Fill in the missing word.

“I draw the _____ that ... because ...” [1]

Q20. Look at the Darwin rain table in Question 2 of section 5A — the average rain for each month.

- (a) Which month gets the most rain? [1]
- (b) Finish the conclusion: *I draw the conclusion that Darwin’s rain does not come in the same amounts all year, because ...* [1]

Q21. Use sections 5B and 5C.

- (a) Section 5B gives five steps for proposing an action. Step 1 is “spot the issue”. What is step 2? [1]
- (b) Look at the distance-and-direction map in Activity 3 of section 5C. Finish the sentence: Lilydale is about _____ km _____ of Melbourne. [1]

Q22. This question joins chapters together. In Worked Example 1 of section 3C, Cairns and Alice Springs are both hot — but rainforest grows near Cairns and desert plants grow near Alice Springs.

- (a) Use Worked Example 1. Why do the two places grow such different plants? [1]
- (b) A class in Alice Springs has an issue: their schoolyard has no shade on hot days. Use the five steps in section 5B. Propose one action for the issue, and list one resource the action needs. [1]
- (c) Draw your own conclusion about rain and plants. Start: *I draw the conclusion that ... because ...* [1]

Review solutions and marking guide

Read this first. These notes are for the teacher. The paper they mark is the End-of-level review at the front of this booklet: 22 questions, five parts, 40 marks.

How to mark.

- Mark for the geographical idea, not for spelling or handwriting.
- Accept the same idea in different words. Each solution below says what to accept.
- Place names may be spelled in any clear way.
- There are no half marks. Each mark is one clear idea.
- If a student reads a figure wrong once, and later answers follow from that one mistake in a way that makes sense, mark the later answers. Count the mistake once.
- Many questions send students back to a figure, table or map in the five chapter booklets. Each solution names the figure and gives the reading, so you can mark without flipping between booklets. Every number in these solutions comes from this workbook's own figures, tables and maps — the paper and these solutions add no new data.

What the marks are for. Geography at Levels 3 and 4 has no exam. Your school reports against the band's achievement standard, which is stated at the end of Level 4, and these marks are one more piece of information for that report. The standard's text is not reproduced in this booklet: under the codes-only ruling of 16/10/2026, the band achievement standard is referenced by code only.

Marking guide

End-of-level review — 22 questions, 40 marks, five parts. Each part is worth 8 marks. The map from parts to the content descriptions they check:

Part	Chapter	Sections	Content descriptions checked
1	People, place and sustainable living	1A, 1B, 1C	VC2HG4K01 · VC2HG4K02 · VC2HG4K09
2	Australia and the wider world	2A, 2B, 2C	VC2HG4K03 · VC2HG4K05 · VC2HG4K08
3	Climate and vegetation	3A, 3B, 3C	VC2HG4K04 · VC2HG4K06 · VC2HG4K07
4	Geographical inquiry	4A, 4B, 4C	VC2HG4S01 · VC2HG4S02 · VC2HG4S03
5	Conclusions, actions and communicating	5A, 5B, 5C (and 3C in Q22)	VC2HG4S04 · VC2HG4S05 · VC2HG4S06 · VC2HG4K07

Question by question, with the marks and what each question checks against the standard:

Q1 (2 marks · VC2HG4K01 · section 1A) — (a) source [1]; (b) sink [1]. *Identifies the two jobs the environment does for people.*

Q2 (2 marks · VC2HG4K01 · section 1A inquiry task, Figure 4) — (a) Thomson [1]; (b) Maroondah [1]. *Reads real data about a natural resource.*

Q3 (2 marks · VC2HG4K02 · section 1B) — (a) manufacturing [1]; (b) farming [1]. *Sorts activities into the six kinds.*

Q4 (1 mark · VC2HG4K02 · section 1B) — accessibility [1]. *Uses the section's word for how easy a place is to get to.*

Q5 (1 mark · VC2HG4K09 · section 1C, Picture 5) — green [1]. *Sorts waste the way the four-bin system asks.*

Q6 (2 marks · VC2HG4K05 · section 2B) — (a) the Southern Hemisphere and the Eastern Hemisphere [1]; (b) biggest: Asia; smallest: Australia [1]. *Locates Australia in the world's major geographical divisions.*

Q7 (2 marks · VC2HG4K05 · section 2B Find out task) — (a) Australia [1]; (b) equator [1]. *Compares a map projection against real sizes, in simple terms.*

Q8 (2 marks · VC2HG4K03 · section 2A) — (a) Cairns [1]; (b) Alice Springs [1]. *Reads the rain chart and joins rain to what grows.*

Q9 (2 marks · VC2HG4K08 · section 2C) — (a) any one of: Indonesia, Papua New Guinea, Solomon Islands [1]; (b) a regional centre [1]. *Describes places in Australia and in the countries near it.*

Q10 (2 marks · VC2HG4K06 · section 3B) — (a) weather [1]; (b) climate [1]. *Tells weather from climate.*

Q11 (2 marks · VC2HG4K06 · section 3B, Figure 3) — (a) equatorial [1]; (b) Mediterranean [1]. *Names the main climate types from their marks.*

Q12 (1 mark · VC2HG4K06 · section 3B, Figure 6) — wet [1]. Reads a climograph.

Q13 (1 mark · VC2HG4K04 · section 3A) — any one job from the jobs-of-plants picture [1]. Describes the functions of vegetation.

Q14 (2 marks · VC2HG4K07 · section 3C, Worked Example 2) — (a) Hotham Heights [1]; (b) altitude (accept elevation) [1]. Explains, in simple terms, why temperatures fall with height, and the effect on vegetation.

Q15 (2 marks · VC2HG4S01 · section 4A) — (a) guide questions [1]; (b) any one of the three checks [1]. They grow their own questions — here, a wondering grown into a big question and its guide questions.

Q16 (2 marks · VC2HG4S02 · section 4B) — any two of: a title; symbols with a key; a north point — [1] each. Records information as a map that follows the three map rules.

Q17 (2 marks · VC2HG4S02 · section 4B, Question 3) — (a) the park [1]; (b) 24 [1]. Reads a tally chart collected as class data.

Q18 (2 marks · VC2HG4S03 · section 4C) — (a) food scraps [1]; (b) 5 items [1]. Reads the picture graph using its key — part of showing what was collected, and working out what it means.

Q19 (1 mark · VC2HG4S04 · section 5A) — conclusion [1]. Uses the conclusion sentence starter.

Q20 (2 marks · VC2HG4S04 · section 5A, Question 2) — (a) January [1]; (b) any finish that names months from the table to show the gap [1]. Draws a conclusion from a data table, with a reason.

Q21 (2 marks · VC2HG4S05 and VC2HG4S06 · sections 5B and 5C) — (a) propose an action [1]; (b) 34 km east [1]. Knows the steps for proposing an action; presents a place with distance and direction.

Q22 (3 marks · VC2HG4K07, VC2HG4S05 and VC2HG4S04 · sections 3C, 5B and 5A) — (a) the rain answer [1]; (b) one action plus one resource [1]; (c) a conclusion with both parts [1]. The cross-chapter item: the interconnection between climate and vegetation; students suggest an action and think through what it might cause; and a conclusion with a reason.

Solutions

Each answer worked step by step, in the paper's order. Every answer names the part of the book it comes from.

Part 1 — People, place and sustainable living

Q1. Section 1A, Part 1: a source is where something comes from; a sink is where something ends up.

- (a) **source** — our drinking water comes from the environment (rain, rivers and reservoirs).
- (b) **sink** — buried rubbish ends up in the ground; section 1A, Part 3, lists landfill as one of the three waste paths.

Q2. Figure 4 in the section 1A inquiry task charts how much water Melbourne's five biggest lakes can hold: Thomson about 1120 GL, Cardinia about 290 GL, Upper Yarra about 205 GL, Silvan about 40 GL, Maroondah about 22 GL.

- (a) **Thomson** — the tallest bar, about 1120 GL.
- (b) **Maroondah** — the shortest bar, about 22 GL.

Q3. Section 1B sorts activities into six kinds: manufacturing means making things (factories); farming means growing food and looking after animals (orchards and wheat farms).

- (a) **manufacturing** — a factory makes things; here it tins peaches.
- (b) **farming** — an orchard grows fruit. Section 1A, Part 2, puts apples and pears in the Goulburn Valley orchards.

Q4. accessibility — the word from the section 1B reasons diagram for how easy a place is to get to. Shops look for a location with good accessibility so customers can reach them.

Q5. green — Picture 5 in section 1C: the green lid bin is for food and garden waste, and an apple core is food waste. (Practice S5 in section 1C sorts an apple core the same way.)

Part 2 — Australia and the wider world

Q6. Section 2B, “Cutting the world in half”: “Australia sits in the Southern Hemisphere and the Eastern Hemisphere.”

- (a) **the Southern Hemisphere and the Eastern Hemisphere.**
- (b) **biggest: Asia; smallest: Australia** — from the world map in section 2B and its Q2 answers.

Q7. The section 2B Find out fact card gives the real sizes: Greenland 2,166,086 km² and Australia 7,688,287 km² — Australia is more than three times the size of Greenland.

- (a) **Australia** is really bigger.
- (b) **equator** — the Mercator projection makes places far from the equator look much too big (the same wording as Activity 6 in section 5C), which is why Greenland looks bigger than Australia on that map.

Q8. The rain chart in “Why water matters” (section 2A) shows rain in a year at four real places: Cairns 2025.5 mm, Darwin 1736.8 mm, Mount Hotham 1532.7 mm, Alice Springs 283.8 mm.

- (a) **Cairns** — the most rain, so rainforest grows there.
- (b) **Alice Springs** — the least rain, so desert grows there.

Q9. Section 2C.

- (a) Any one of **Indonesia, Papua New Guinea, Solomon Islands** — the countries and island groups north of Australia on the map of neighbouring countries (section 2C's own answer key accepts these).
- (b) **a regional centre** — the settlements picture lines settlements up from smallest to biggest: isolated dwelling, outstation, village, town, regional centre, large city. A regional centre sits above a village.

Part 3 — Climate and vegetation

Q10. Section 3B: weather is today; climate is the average pattern worked out over many years.

- (a) **weather** — what the sky is doing right now in one place.
- (b) **climate** — “most years” tells us it is the long-run pattern.

Q11. Figure 3 in section 3B lists the six climate types with example places.

- (a) **equatorial** — hot all year, rain nearly every month (example place: Singapore).
- (b) **Mediterranean** — hot, dry summers and cool, wet winters (example place: Perth).

Q12. wet — in the Darwin climograph (Figure 6, section 3B) the bars tower from December to March, and January’s bar is the tallest of the year, at about 470 mm. January sits inside the Wet season.

Q13. Any one job from the jobs-of-plants picture in section 3A, for example: makes the oxygen we breathe; roots hold soil in place; holds rainfall; a habitat for animals; a windbreak; shade and cooling; timber, fibre and medicines; beauty and calm. Accept any one, in the student’s own words.

Q14. Worked Example 2 in section 3C: Mount Beauty sits at 366 m with an average maximum of 20.0 degrees; Hotham Heights sits at 1783 m with 8.3 degrees.

- (a) **Hotham Heights** — 11.7 degrees colder.
- (b) **altitude** (accept **elevation** — section 3C teaches both words; the example ends “Altitude changes the climate, and the climate changes the vegetation”). Higher means colder, and colder means different plants: forest at the bottom, small trees and grasses at the top.

Part 4 — Geographical inquiry

Q15. Section 4A: wondering → big question → guide questions.

- (a) **guide questions** — the small steps that show the inquiry the way.
- (b) Any one of the three checks from the section 4A checklist poster: it is about a place, its people or its environment; it is a question we can answer; it tells us where to look and how to find out.

Q16. The three map rules in section 4B: 1. a title tells what the map shows; 2. symbols come with a key; 3. a north point shows which way is north. Award [1] for each of any two rules, in the student’s own words.

Q17. The class-vote tally chart in Question 3 of section 4B: park 9, library 6, swimming pool 5, sports ground 4.

- (a) **the park** — the most votes, 9.
- (b) **24** — $9 + 6 + 5 + 4 = 24$ votes altogether.

Q18. The lunch-bin picture graph in section 4C: 55 items counted; one circle stands for 5 items; food scraps 25, paper 15, plastic 10, drink cans 5.

- (a) **food scraps** — 25 items, the most of any group.
- (b) **5 items** — the drink-can group is one circle, and one circle stands for 5 items.

Part 5 — Conclusions, actions and communicating

Q19. conclusion — the section 5A sentence starter is “I draw the conclusion that ... because ...”. A conclusion always has two parts: what you found out, and your reason.

Q20. The Darwin rain table in Question 2 of section 5A gives the average rain for each month at Darwin Airport.

- (a) **January** — 432 mm, the biggest number in the table.
- (b) Any finish that names months from the table to show the gap, for example: “... because January gets 432 mm but July gets only 1 mm.” Accept any two months from the table that show the gap between the wet season and the dry season.

Q21. (a) propose an action — the five steps in section 5B are: 1 spot the issue, 2 propose an action, 3 list the resources, 4 think about impacts, 5 make a plan and act.

(b) **34 km east** — Activity 3 in section 5C uses the distance-and-direction map: Lilydale is about 34 km east of Melbourne (its answer key reads “34, east”).

Q22. The cross-chapter question.

- (a) Accept any answer that puts the difference on the rain, following Worked Example 1 in section 3C: the heat is much the same at both places (Cairns 29.1 degrees, Alice Springs 28.9), so the rain chooses the plants — Cairns gets about 2025.5 mm a year and grows rainforest, while Alice Springs gets about 283.8 mm and grows desert plants. **[1]** for joining the different plants to the different rain.
- (b) Any action that fits the issue and the five steps of section 5B, plus one resource. Example: action — plant local trees that need little water to make shade, or put up shade sails; resource — any one of seedlings, water, tools, helpers, money. **[1]** for one action plus one resource that matches it.
- (c) Any conclusion with both parts — what was found out, and the reason — in the student’s own words. Example: “I draw the conclusion that rain and plants are joined, because places with more rain grow more plants and bigger plants.” Award the mark when the “because” part gives a real reason from the book’s ideas (the rain–vegetation interconnection of sections 3A–3C); a guess with no reason scores 0.