

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 History book.

You do this review once, after Chapter 4. It looks back at what you learned in Chapters 1, 2, 3 and 4. There is no new work in it.

End-of-level review · Codes VC2HH2K01–VC2HH2K06, VC2HH2S01–VC2HH2S08

Total: 36 marks · Part A — Questions 1 to 4 · 8 marks · Part B — Questions 5 to 8 · 8 marks · Part C — Questions 9 to 12 · 8 marks · Part D — Questions 13 to 17 · 12 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:

- talk about your family, and where people were born and grew up;
- sort things from long ago and from now, and say what stayed the same;
- say how your family and your community remember important things;
- ask questions about the past, and put things in time order;
- use sources, and tell a story about the past.

Name: _____ Class: _____ Date: _____

How this review works:

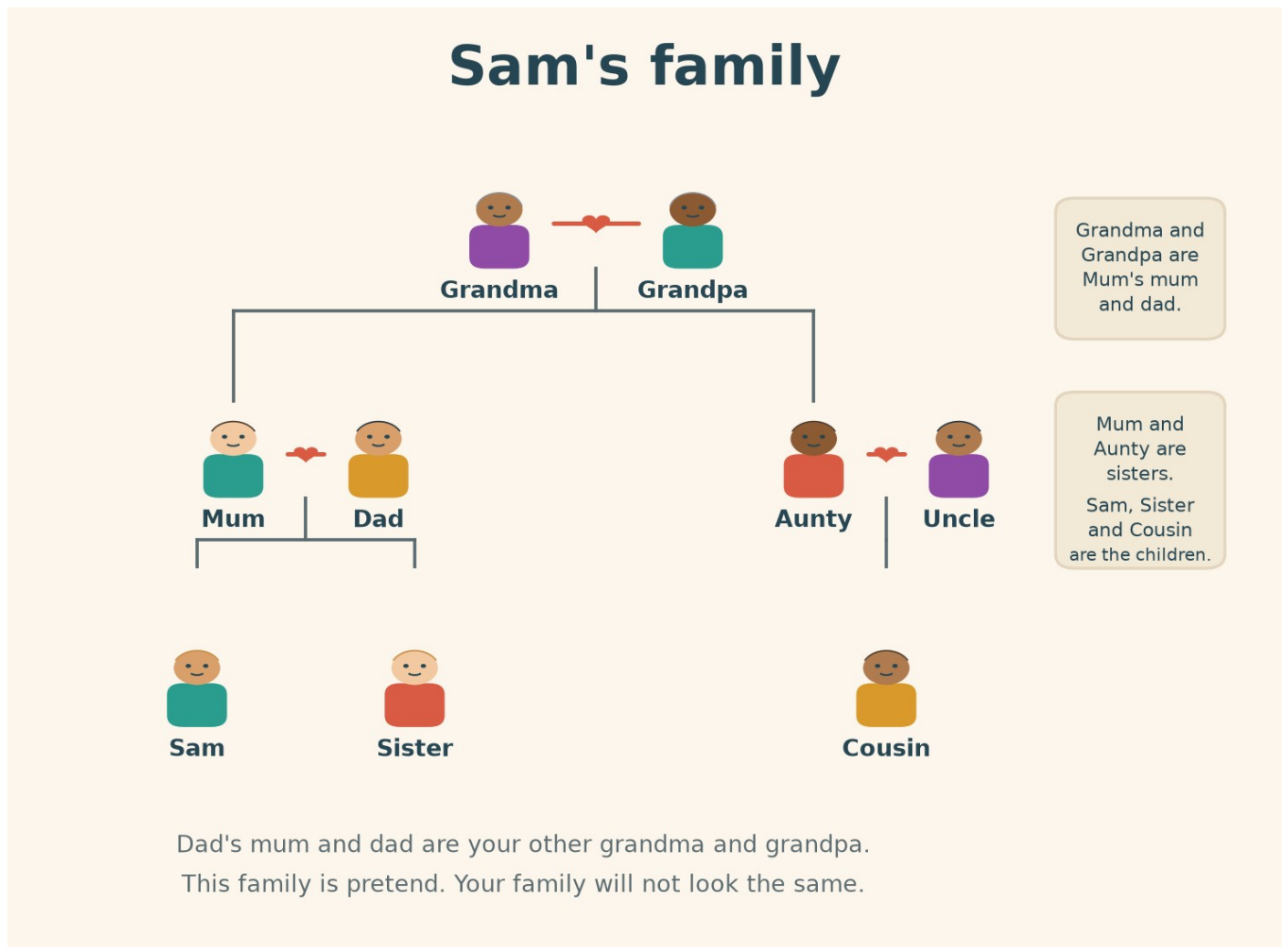
- There are 17 questions in 4 parts. Your teacher reads each question to you. There is no time to beat. Your teacher may do the review in two shorter sittings.
- You may look back at the chapters of this book. Some questions point to the section to look at.
- Say your answers, or write them. Write in your own book, or on the lines where you see them. You can draw too.

- Questions 14 and 17 have lines to write on.

Part A — Historical Knowledge and Understanding: Personal histories

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

Q1. (2 marks) Section 1A is about our families and the people close to us. Look at the family tree from Section 1A.



A family tree for Sam's story family. Grandma and Grandpa at the top, then Mum, Dad, Auntie and Uncle, then Sam, Sister and Cousin at the bottom.

The family tree from Section 1A.

- How are Sam's Mum and Auntie related to each other?
- Now about you. Where were you born? Where did you grow up? Say both.

Q2. (2 marks) Section 1B looks at families long ago and now. Look at the long-ago-and-now picture in Section 1B — the picture with the two boxes.

- Name one way life has changed for kids, from long ago to now.
- Name one thing in the picture that stayed the same.

Q3. (2 marks) Section 1C is about long ago and now. Look at the sorting cards from Section 1C.

Where does each card go?

LONG AGO

NOW



hoop



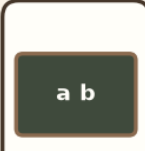
tablet



candle



fridge



board



lamp



pot



computer

Sorting board with two big boxes, LONG AGO and NOW, and eight picture cards: hoop, tablet, candle, fridge, board, lamp, pot, computer

The sorting cards from Section 1C.

- a. Name one card that goes in the LONG AGO box, and one card that goes in the NOW box.
- b. One card can go in both boxes. Which card is it? Why can it go in both?

Q4. (2 marks) Section 1C has a then-and-now chart about Grandma and Mia. Look at the chart in Section 1C.

- a. Name one thing that is the same for Grandma and for Mia.
- b. Name one thing that has changed. Say how it changed.

Part B — Historical Knowledge and Understanding: Community histories

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

Q5. (2 marks) Section 2A is about how we remember important things. To **commemorate** is to remember something important in a special way.

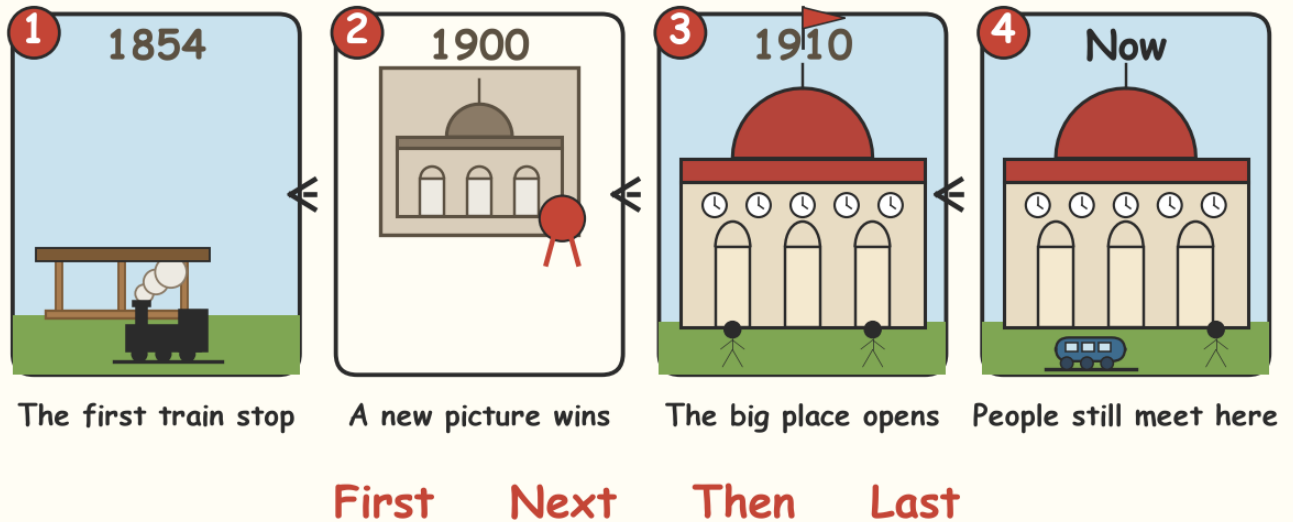
- a. Name two ways people commemorate. The ways chart in Section 2A can help.
- b. Name one day that is important to your family or to your community. Say what people do on that day.



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Q6. (2 marks) Section 2B is about Flinders Street Station in Melbourne. It is a real place with a long history. Look at the time strip from Section 2B.

Our Story, From First to Last



Four cards in order, first to last. Card 1, 1854, the first small train stop with a black train. Card 2, 1900, a drawing of the new big place wins. Card 3, 1910, the big place opens, with a red round roof and clocks. Card 4, now, people still meet there.

The time strip from Section 2B.

- What happened at this spot in 1854?
- What happened in 1910?

Q7. (2 marks) Section 2B teaches about sources. A **source** is something that tells us about the past.

- Look at the source table in Section 2B. Name two kinds of source.
- Some things at this place changed. Some things stayed the same. Look at the change-and-same sort in Section 2B. Name one thing that changed, and one thing that stayed the same.

Q8. (2 marks) Section 2C is about how things at home changed. A **consequence** is what happens after a change. A consequence can be good for us, or hard for us.

- Long ago, people sent letters to talk to people far away. Letters were slow. Then came phones. Say one consequence of phones.
- Look at the good-or-hard board in Section 2C. Name one thing that is hard about phones.

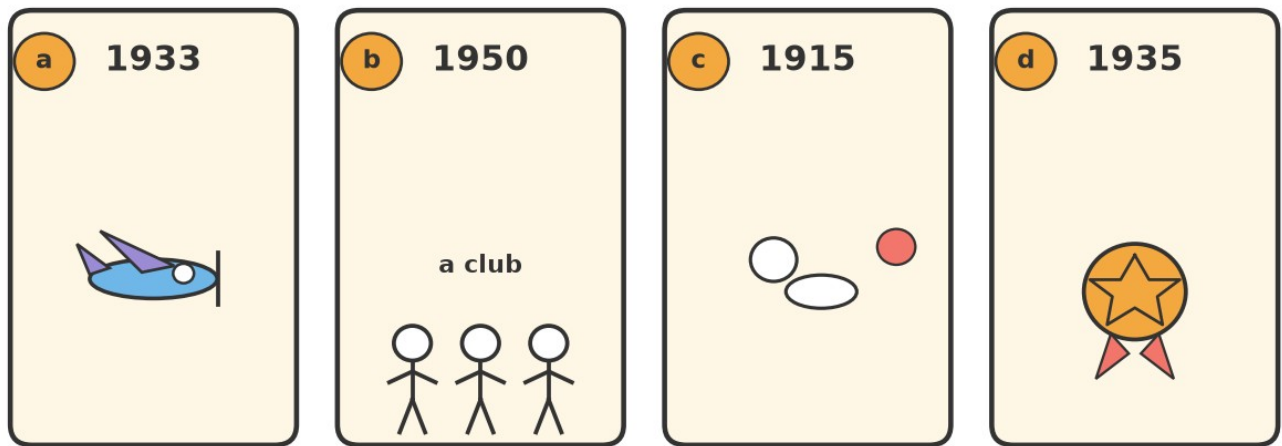
Part C — Historical Concepts and Skills: asking questions, ordering time and using sources

Part C looks back at Chapter 3: sections 3A, 3B, 3C and 3D.

Q9. (2 marks) Section 3A is about asking questions about the past.

- Say four of the question words.
- Your teacher shows you an old thing from long ago. Ask two questions about it. Any two questions about the old thing are good questions.

Q10. (2 marks) Section 3B is about putting things in **chronological order** — the order the things really happened in. Nancy Bird Walton was a real person. She loved the sky. Her life cards are mixed up.



Nancy Bird Walton loved to fly. Put her life in order!

Four life cards of Nancy Bird Walton, mixed up: a 1933 flying high in the sky, b 1950 a club of three women, c 1915 a baby, d 1935 a star badge.

The Nancy Bird Walton cards from Section 3B.

- Put the four cards in chronological order, first to last. Say the letters.
- Put Mia's day in order, first to last. Word box: **eat breakfast** | **get up** | **go to sleep** | **play at school**

Q11. (2 marks) Section 3C is about sources. The **features** of a source are what we can see. The **content** of a source is what it tells us.

- Look at the old photo of Grandma June in Section 3C. Name one feature you can see in the photo. Say what that feature tells us.
- Section 3C tells about one of Sam's school days with two sources: a photo and a story. The two sources tell us different things. Why is it good to use both?

Q12. (2 marks) Section 3D is about **perspectives**. A perspective is how one person sees a thing. Sam's family had a picnic in the park. It was the same picnic. Mum's story was about the games, the running and the big ball. Grandma's story was about the food she made and the big tree.

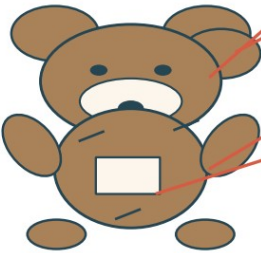
- Both stories are true. Why are they different?
- Think about something that happened at your school or in your home. Name two people who could tell about it. Say one thing each person might tell.

Part D — Historical Concepts and Skills: change, causes, significance and telling the past

Part D looks back at Chapter 4: sections 4A, 4B, 4C and 4D. Q17 looks back at the whole book.

Q13. (2 marks) Section 4A is about change and continuity. When something stays the same, that is **continuity**.

Is it old? Look for clues!



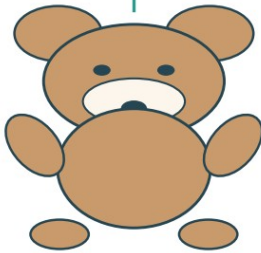
This teddy is OLD.

the colour went away

a torn ear

very soft and flat

lots of little lines



This teddy is NEW.

Circle the clues that say: this thing is old.

Two teddy bears. The old teddy has a torn ear and lots of little lines. The new teddy looks new and clean. The clues say which teddy is old.

The two teddies from Section 4A.

- Look at the two teddies. Name two clues that tell us the old teddy is old.
- Long ago, Dad was little. He played with a wooden top. Now Sam is little. Sam plays with a red ball. Name the thing that changed. Name the thing that stayed the same.

Q14. (2 marks) Section 4B is about causes and consequences. A **cause** tells us why something happens. It comes first. A **consequence** is what happens next.

- Finish the rain story from Section 4B: *Because it rains, the ground gets wet, so we _____*. Write the words if you can, or say them.

- Think about a change at your school or in your home — a new thing, or something that moved. Say the cause: why did it happen? Say one consequence: what happened after?

Q15. (2 marks) Section 4C is about what is **significant**. Significant means very, very important.

How do we know it is significant?

Our class list

- | | | |
|----------|---|-------------------------------------|
| 1 | Many people know it. | ☒ |
| 2 | Many people care about it. | ☐ |
| 3 | It helps people. | ☒ |
| 4 | We remember it. | ☐ |
| 5 | It is special to our family or our class. | ☐ |

The teacher writes our ideas. We tick the ones we use.

Our class how-we-know list with tick boxes

The how-we-know list from Section 4C.

- Look at the how-we-know list. Name two ways we know a thing is significant.
- Name one person, one event or one place that is significant to your family or to your class. Say why it is significant. Remember to ask: *Important to who?*

Q16. (2 marks) Section 4D is about telling the past in order.

- Tell your teacher about one day — yesterday, or a day at school. Tell it first to last. Use one order word (**first, next, then, last**) and one time word (like **yesterday, then, now**).
- You make a display about that day. Name one source you could use in your display. Say what your source shows.

Q17. (4 marks) This question looks back across the whole book. Section 4D is about telling the past — making a **chronological account**.

Tell the story of one old thing in your family, or one person from long ago (like a grandma or a grandpa). 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. Tell your story in chronological order, first to last. Use the order words **first**, **next**, **then** and **last**, and one time word (like **long ago**, **then**, **now**).
- b. Name one source for your story — a photo, a story, or an old thing. Say one feature of your source, and one thing it tells us.
- c. Say one thing that has changed since then, and one thing that has stayed the same.
- d. Say why your person or thing is significant to your family. Say who it is important to.

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 4 that closes the History Level 1 book. **Total: 36 marks** — Part A (Questions 1 to 4, 8 marks), Part B (Questions 5 to 8, 8 marks), Part C (Questions 9 to 12, 8 marks) and Part D (Questions 13 to 17, 12 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 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. Per plan decision D11 everything in this book is taught at Level 1 pitch and this paper carries no per-item level tags: the marks report progress along each content description at Level 1 pitch, keyed to the codes in the table below; they are one source of evidence for teacher judgement, not a verdict on the band standard.

About this paper

- **Total: 36 marks** — Part A (8 marks), Part B (8 marks), Part C (8 marks), Part D (12 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 D9: the reading load is carried by the teacher, and oral answers are a full assessment channel 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) — all 14, one per section; VC2HH2K03, VC2HH2K05 and VC2HH2S08 carry two questions each. 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 (Sam, Mia and Grandma June are the book's made-up models, plan decision D4).
- Question 17 is the cross-chapter synthesis item: it is owned by VC2HH2S08 and requires links to 3B (chronological order), 3C (sources, features and content), 4A (continuity and change) and 4C/2A (significance; days that matter to the family), inside 4D's telling frame.
- First Nations content is excluded per house policy (CONTENT_POLICY Rule 1, plan decision D3): nothing from the excluded or partially-dropped register appears in this paper — the items use each section's neutral core only.
- Multiple choice: 0 of 36 marks (plan decision D8 — the MCQ bank is not this book's assessment; 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 strip and card items (Q6, Q10): a misread date or card is penalised once, at the read; a correct response built on the misread 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 family, day, question, change or story (Q1b, Q5b, Q9b, Q12b, Q14b, Q15b, Q16, Q17), any response that uses the taught ideas correctly earns the mark; no particular person, place, day or thing is required.

- Ruled answer space: Q14 gives one line and Q17 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	Historical Knowledge and Understanding	VC2HH2K01	1A	2
Q2	A	Historical Knowledge and Understanding	VC2HH2K02	1B	2
Q3	A	Historical Knowledge and Understanding	VC2HH2K03	1C	2
Q4	A	Historical Knowledge and Understanding	VC2HH2K03	1C	2
Q5	B	Historical Knowledge and Understanding	VC2HH2K04	2A	2
Q6	B	Historical Knowledge and Understanding	VC2HH2K05	2B	2
Q7	B	Historical Knowledge and Understanding	VC2HH2K05	2B	2
Q8	B	Historical Knowledge and Understanding	VC2HH2K06	2C	2
Q9	C	Historical Concepts and Skills	VC2HH2S01	3A	2
Q10	C	Historical Concepts and Skills	VC2HH2S02	3B	2
Q11	C	Historical Concepts and Skills	VC2HH2S03	3C	2
Q12	C	Historical Concepts and Skills	VC2HH2S04	3D	2
Q13	D	Historical Concepts and Skills	VC2HH2S05	4A	2
Q14	D	Historical Concepts and Skills	VC2HH2S06	4B	2
Q15	D	Historical Concepts and Skills	VC2HH2S07	4C	2
Q16	D	Historical Concepts and Skills	VC2HH2S08	4D	2
Q17	D	Historical	VC2HH2S08	4D (cross-	4

Q	Part	Strand	CD	Owner section	Marks
		Concepts and Skills		chapter)	
				Total	36

Strand totals: Historical Knowledge and Understanding 16 (Q1–Q8) · Historical Concepts and Skills 20 (Q9–Q17). All fourteen content descriptions the book owns appear; the First Nations exclusions of plan decision D3 sit at elaboration level and the excluded content appears nowhere. No multiple-choice items are used (0 of 36 marks).

Curriculum language for marking

Per plan decisions D1 and D11 this book does not mark against the band achievement standard; the rubric headings below are this book's own words, keyed to the content description codes checked against the VCAA export retrieved 2026-07-29, exactly as each section carries them. Where a content description or an elaboration names First Nations material, that clause is a recorded exclusion (plan decision 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	Assessed by
VC2HH2K01	Q1, and Q17 via 1A
VC2HH2K02	Q2, and Q17 via 1B
VC2HH2K03	Q3, Q4
VC2HH2K04	Q5, and Q17 via 2A
VC2HH2K05	Q6, Q7
VC2HH2K06	Q8
VC2HH2S01	Q9
VC2HH2S02	Q10, and Q17 via 3B
VC2HH2S03	Q11, and Q17 via 3C
VC2HH2S04	Q12
VC2HH2S05	Q13, and Q17 via 4A
VC2HH2S06	Q14
VC2HH2S07	Q15, and Q17 via 4C
VC2HH2S08	Q16, Q17

Question-by-question rubric

Q1 — 2 marks (VC2HH2K01). The family story work of Section 1A: the people in the family and the others close to them, where each was born and grew up, and how they are all related.

- 1 mark: a — sisters. Read from the family tree of Section 1A: Grandma and Grandpa at the top, then Mum, Dad, Auntie and Uncle, then the children; the section states “Mum and Auntie are sisters”.
- 1 mark: b — the child’s own answer using born and grew up correctly about themselves (Section 1A’s ask cards: Where were you born? Where did you grow up?). Any true answer is accepted; a child born and raised in the same place may say so (“I was born here and I grew up here too”) and earns the mark. The mark is for using the two words about the child’s own life, not for any particular place.

Q2 — 2 marks (VC2HH2K02). Family roles then and now: what changed and what stayed the same (Section 1B’s two-boxes roles picture).

- 1 mark: a — any change the Section 1B roles chart teaches: long ago kids helped at home all day and many kids did not go to school — now kids go to school. Also accept the work row: long ago mums and dads did work at home and on the farm — now they go to work.
- 1 mark: b — grandma and grandpa help, in both boxes: the “who helps” row Section 1B keeps identical to model what stayed the same.

Q3 — 2 marks (VC2HH2K03). Daily life then and now: what is the same and what is different (Section 1C’s sorting cards).

- 1 mark: a — one LONG AGO card (hoop, candle, board and chalk, pot over the fire) and one NOW card (tablet, fridge, computer). Both needed.
- 1 mark: b — the lamp, with the reason: a lamp with a little fire inside is from long ago and a lamp we switch on is from now — both give light, so the lamp can go in both boxes (Section 1C’s own both-boxes card).

Q4 — 2 marks (VC2HH2K03). What changed and what stayed the same (Section 1C’s then-and-now chart, Grandma and Mia).

- 1 mark: a — games: skipping and ball are the same for Grandma and for Mia.
- 1 mark: b — at school (board and chalk, then computer and books) or at home (wood fire and candles, then oven and lights we switch on), with the then-and-now both given.

Q5 — 2 marks (VC2HH2K04). Ways our family and community remember important days and events (Section 2A).

- 1 mark: a — any two of the seven ways on Section 2A’s ways chart: share a special meal; get together; visit a special place; make art; sing music; tell stories; hand traditions from the old to the young.
- 1 mark: b — the child’s own day, named, with what people do on it (open). Any true family or community day is accepted — a birthday with a special meal and getting together, or one of the community days Section 2A teaches (for example Anzac Day: an early morning service, the march, rosemary, old photos; Lunar New Year: red lamps, dragon dances; Diwali: lamps, sweet food). The mark is for the day plus a matching way of remembering.

Q6 — 2 marks (VC2HH2K05). How one real place near us has changed over the years (Section 2B’s time strip).

- 1 mark: a — 1854: the first steam train in Victoria left from this spot (it went to Sandridge, the place we now call Port Melbourne); the stop was only a little wood shelter. Accept any wording carrying “the first train left from here”.
- 1 mark: b — 1910: the big place opened, with its dome (the round roof) and its row of clocks. Accept “the station opened” with the dome or the clocks.
- Shared-error marking: a misread card date is penalised once, at the read.

Q7 — 2 marks (VC2HH2K05). Sources about the site; what changed and what stayed the same (Section 2B’s source table and change-and-same sort).

- 1 mark: a — any two of the six kinds in Section 2B’s source table: a photo, a book, a newspaper, a story, an object, a video.
- 1 mark: b — one change (trains: black steam to new electric; tickets: paper to card; the building: small shelter to big stone place) and one same (the clocks; the meeting place — people still meet there). Both needed.

Q8 — 2 marks (VC2HH2K06). Consequences of new technology for how people talked to each other (Section 2C).

- 1 mark: a — any true consequence of phones from Section 2C: you could talk to people far away, not wait for a slow letter; and now digital things let us talk and see from far away. Accept “fast” wording.
- 1 mark: b — the hard side of Section 2C’s good-or-hard board: some people look at a phone and do not talk to the people right there. Accept any wording carrying the same idea.

Q9 — 2 marks (VC2HH2S01). Asking questions about things from the past (Section 3A).

- 1 mark: a — any four of the six question words of Section 3A: who, what, where, when, why, how.
- 1 mark: b — any two historical questions about the old thing (Section 3A’s own models: What is it? How old is it? Who used it? What is it made of? What do we use now?). The mark is for asking, not answering.

Q10 — 2 marks (VC2HH2S02). Putting events in chronological order (Section 3B).

- 1 mark: a — c, a, d, b: 1915 Nancy was born → 1933 she learned to fly → 1935 she could fly on her own → 1950 she started a club for women who fly (Section 3B’s own Q4 and answer). Shared-error marking applies to a misread card.
- 1 mark: b — get up → eat breakfast → play at school → go to sleep (Section 3B’s Mia’s-day cards).

Q11 — 2 marks (VC2HH2S03). What we can see in a source and what it tells us (Section 3C).

- 1 mark: a — one feature of Grandma June’s school photo with what it tells us (Section 3C’s features-and-content card): hats — kids wore hats to school; a wood fire — the fire kept the room warm; desks — the desks were made of wood. Feature and telling both needed.
- 1 mark: b — any wording carrying Section 3C’s reasoning: the photo and the story tell us different things — the photo shows what we can see (Sam and Mum, his hat and bag, the school gate), the story tells what we cannot see (Sam was happy, the class sang a song, Sam had lunch with a friend) — so both together tell us more about the day.

Q12 — 2 marks (VC2HH2S04). Perspectives: how each person sees the same thing (Section 3D).

- 1 mark: a — any wording carrying Section 3D’s point: it is the same picnic and both stories are true, but each teller’s story is about what is important to them (the games are important to Mum; the food and the big tree are important to Grandma). Accept “they saw different things”, “what matters is different”.
- 1 mark: b — the child’s own two people with one telling each (open). Any two people from the child’s life are accepted — Section 3D teaches that the two tellers can be any two people; the two tellings must differ, and the mark is for using the perspective idea about the child’s own event.

Q13 — 2 marks (VC2HH2S05). Continuity and change: what stayed the same and what changed (Section 4A).

- 1 mark: a — any two of the old-teddy clues of Section 4A: the colour went away; a torn ear; very soft and flat; lots of little lines.
- 1 mark: b — the toy changed (the wooden top → the red ball); play stayed the same (Section 4A’s big tell: “The toy changed, but play stays the same.”). Both needed.

Q14 — 2 marks (VC2HH2S06). Causes and consequences: why changes happen and what happens next (Section 4B).

- 1 mark: a — play inside (Section 4B’s rain-story sentence, verbatim: “Because it rains, the ground gets wet, so we play inside”). Said or written.
- 1 mark: b — the child’s own change with both halves: a cause (why it happened) and a consequence (what happened after). Both needed. The change may come from the book (Section 4B’s own examples: phones, TVs, computers, work) or from the child’s life.

Q15 — 2 marks (VC2HH2S07). Why a person, an event or a place matters (Section 4C).

- 1 mark: a — any two of the five ways on Section 4C’s how-we-know list: many people know it; many people care about it; it helps people; we remember it; it is special to our family or our class.
- 1 mark: b — the child’s own person, event or place, named as significant, with a why that answers “Important to who?” (open). Family, class or community scope is accepted; the mark is for the person/event/place plus the reason, with a who named.

Q16 — 2 marks (VC2HH2S08). Telling a day in order, with time words and one source (Section 4D).

- 1 mark: a — a day told first to last, in order, using at least one order word (first, next, then, last) and at least one time word (yesterday, today, then, now, in the past — Section 4D’s word sets). Spoken (teacher records) or written.
- 1 mark: b — one source for a display about that day with what it shows (Section 4D’s display model: an object like the bag or cup, a photo, a drawing, a told story — any source with its showing).

Q17 — 4 marks (VC2HH2S08, cross-chapter). Making a chronological account: telling a story in order with time words and sources. 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 story is in chronological order, first to last, with the order words and at least one time word used correctly (Sections 3B and 4D).
- 1 mark: b — one source named with one feature and one thing it tells us (Sections 3C and 2B: features are what we can see, content is what it tells us; the source may be a photo, a told story, or an old thing — an artefact, Section 1C).
- 1 mark: c — one change and one continuity (Sections 4A, 1B, 1C, 2C: for example the toy changed but play stayed the same; games stayed the same while school and home changed; letters gave way to phones).
- 1 mark: d — a why of significance with a who named (Sections 4C and 2A: it is special to our family; we remember it; the day or person is important to us).

Totals check

Part A: $2 + 2 + 2 + 2 = 8$. Part B: $2 + 2 + 2 + 2 = 8$. Part C: $2 + 2 + 2 + 2 = 8$. Part D: $2 + 2 + 2 + 2 + 4 = 12$. **Total: 36 marks** — the total printed on the paper.

Solutions

Q1. a. The family tree is the one in Section 1A: Grandma and Grandpa at the top, then Mum, Dad, Auntie and Uncle, then Sam, Sister and Cousin at the bottom. Section 1A says it plainly: Mum and Auntie are sisters. b. The child answers from their own life with the two words of Section 1A's ask cards: Where were you born? Where did you grow up? The book's story model is Sam: born in a big city, grew up in a small town by the sea. Any true answer about the child takes the mark.

So a. they are sisters b. your born place and your grew-up place, said with the two words.

Q2. a. From the two-boxes picture of Section 1B: long ago, kids helped at home all day and many kids did not go to school; now, kids go to school. Also accepted: long ago, mums and dads did work at home and on the farm; now, they go to work. b. In both boxes, grandma and grandpa help. Section 1B keeps the "who helps" row the same on purpose: that stayed the same.

So a. one change for kids (school) or for grown-ups (work) b. grandma and grandpa help — then and now.

Q3. a. The sorting cards of Section 1C: LONG AGO takes the hoop, the candle, the board and chalk, and the pot over the fire; NOW takes the tablet, the fridge and the computer. One card from each box. b. The lamp goes in both boxes: a lamp with a little fire inside is from long ago, and a lamp we switch on is from now. Both give light — that is why the lamp can go in both.

So a. one long-ago card and one now card b. the lamp, with the both-kinds reason.

Q4. a. From the then-and-now chart of Section 1C: games are the same — Grandma skipped and played ball, and Mia skips and plays ball too. b. At school changed: board and chalk long ago, computer and books now. At home changed too: wood fire and candles long ago, oven and lights we switch on now. Either change, with its then-and-now, takes the mark.

So a. games b. school or home, with how it changed.

Q5. a. The seven ways of Section 2A's ways chart: share a special meal; get together; visit a special place; make art; sing music; tell stories; hand traditions from the old to the young. Any two. b. The child names a day that matters to their family or community and says what people do on it: for a birthday, a special meal and getting together; Section 2A's calendar models include Anzac Day (an early morning service, the march, rosemary, old photos), Lunar New Year (red lamps, dragon dances), Diwali (lamps, sweet food) and Eid after Ramadan (a special meal). Any true day with a matching way of remembering.

So a. any two of the seven ways b. your day, with what people do on it.

Q6. a. Card 1 of the time strip of Section 2B: 1854 — the first steam train in Victoria left from this spot, going to Sandridge, the place we now call Port Melbourne. The stop was only a little wood shelter. b. Card 3: 1910 — the big place opened, with its dome, the round roof, and its row of clocks.

So a. the first train left from this spot (1854) b. the big place opened, with the dome and the clocks (1910).

Q7. a. Section 2B's source table shows six kinds: a photo, a book, a newspaper, a story, an object, a video. Any two. b. From Section 2B's change-and-same sort: changed — the trains (black steam to new electric), the tickets (paper to card), the building (small shelter to big stone place); same — the clocks, the meeting place (people still meet there). One of each.

So a. any two kinds of source b. one change and one same.

Q8. a. Section 2C's telling: long ago, a letter went from home to home and it was slow; then came phones — you could talk to people far away. Now digital things help us talk and see from far away. Any of these consequences of phones takes the mark. b. The hard side of the good-or-hard board: some people look at a phone and do not talk to the people right there.

So a. we can talk to people far away (and now see them too) b. people look at phones and do not talk to the people right there.

Q9. a. The six question words of Section 3A: who, what, where, when, why, how — any four. b. Any two questions about the old thing; Section 3A's own models are What is it? How old is it? Who used it? What is it made of? What do we use now? The child is asking, not answering: the questions themselves are the response.

So a. any four question words b. any two questions about the old thing.

Q10. a. The Nancy Bird Walton cards of Section 3B, in chronological order: c (1915 — Nancy was born) → a (1933 — she learned to fly) → d (1935 — she could fly on her own) → b (1950 — she started a club for women who fly). b. Mia's day: get up → eat breakfast → play at school → go to sleep.

So a. c, a, d, b b. get up, eat breakfast, play at school, go to sleep.

Q11. a. Grandma June's photo is Section 3C's features-and-content card. A feature: hats — it tells us kids wore hats to school. A feature: a wood fire — it tells us the fire kept the room warm. A feature: desks — it tells us the desks were made of wood. Any feature with its telling. b. Section 3C's one day, two sources: the photo shows what we can see (Sam and Mum, his hat and bag, the school gate); the story tells us more (Sam was happy, the class sang a song, Sam had lunch with a friend). The photo and the story tell us different things — so both together tell us more about the day.

So a. one feature + what it tells us b. they tell different things; both together tell more.

Q12. a. Section 3D's picnic: the same picnic, two stories, both true. Mum's story is about the games, the running and the big ball — the games are important to Mum. Grandma's story is about the food she made and the big tree — the food is important to Grandma. The stories are different because what is important to each person is different: that is a perspective. b. The child names two people from their own life and says one thing each might tell about the same happening — for example a sports day: a friend tells about the race, the teacher tells about how everyone helped. The two tellings must be different.

So a. each person tells what is important to them b. your two people, with two different tellings.

Q13. a. The old-teddy clues of Section 4A: the colour went away; a torn ear; very soft and flat; lots of little lines. Any two. b. Section 4A's big tell: THEN — Dad was little and played with a wooden top; NOW — Sam is little and plays with a red ball. The toy changed; play stays the same.

So a. any two old-teddy clues b. the toy changed; play stayed the same.

Q14. a. Section 4B's rain story: Because it rains, the ground gets wet, so we play inside. The rain is the cause; the wet ground is the change; playing inside is the consequence. b. The child's own change with both halves — for example: "Our class got a new table. The cause: our old table was broken. The consequence: now we sit six at a table and work together." Any true cause-and-consequence pair about a real change takes the mark; the book's own examples (phones, TVs, computers, work) are also accepted.

So a. play inside b. your change, with a cause and a consequence.

Q15. a. Section 4C's how-we-know list: one — many people know it; two — many people care about it; three — it helps people; four — we remember it; five — it is special to our family or our class. Any two. b. The child's own answer — for example: "My grandpa is significant to our family. He helps us, and we remember his stories. He is important to us." The book's models include Sam's grandma (a teacher who helped children learn to read) and the class's own special days and places (Section 4C's ask cards). A person, an event or a place is all accepted.

So a. any two ways from the list b. your person, event or place, with a why and a who.

Q16. a. The child tells one day in order — for example: "Yesterday, first I got up and ate breakfast. Next I came to school. Then we played outside. Last I went home and went to sleep." The order words and time words are Section 4D's. Said or written; the teacher records. b. Section 4D's display model: a photo of the day, a drawing, or an object like the bag or the cup — the child names one source and says what it shows, for example "My photo shows me and my friend at the gate."

So a. one day, first to last, with one order word and one time word b. one display source, with what it shows.

Q17. One mark per letter. The model below tells the story of Grandma June using only people, sources and sentences the book itself carries; any real old thing or person of the child's own family earns the same marks when all four letters are there. Said or written; the teacher records; a drawing counts as part of any letter.

- a. Order: "Long ago, Grandma June was a little kid. First, she went to the school with the wood fire. Then she grew up. Now she is a grandma, and she tells me stories about her school." (Section 4D's grandma-story model; order words and time words.)
- b. Source: "My source is the old photo of Grandma June at school. One feature: the kids wear hats. It tells us: kids wore hats to school." (Sections 3C and 2B; a told story or an old thing — an artefact, Section 1C — is also accepted.)
- c. Change and same: "School changed — long ago a board and chalk, now computers and books. Games stayed the same — kids skipped then, and we skip now." (Sections 4A and 1C.)
- d. Significance: "The photo is significant to our family because we remember Grandma June's school days with it. It is important to us." (Sections 4C and 2A — the how-we-know list: we remember it; it is special to our family.)

So a. your story, first to last, with order words and a time word b. one source with a feature and what it tells us c. one change and one same d. a why, with a who.