

History Level 2

End-of-level review

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End-of-level review

This review looks at everything in this book. There are three parts. **The review is worth 60 marks in all.**

- **Part 1** — Questions 1 to 6, worth 24 marks. Family stories, and life long ago and now.
- **Part 2** — Questions 7 to 10, worth 16 marks. Asking questions, putting things in time order, and using sources.
- **Part 3** — Questions 11 to 15, worth 20 marks. Working out changes, and telling the story.

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

How to answer:

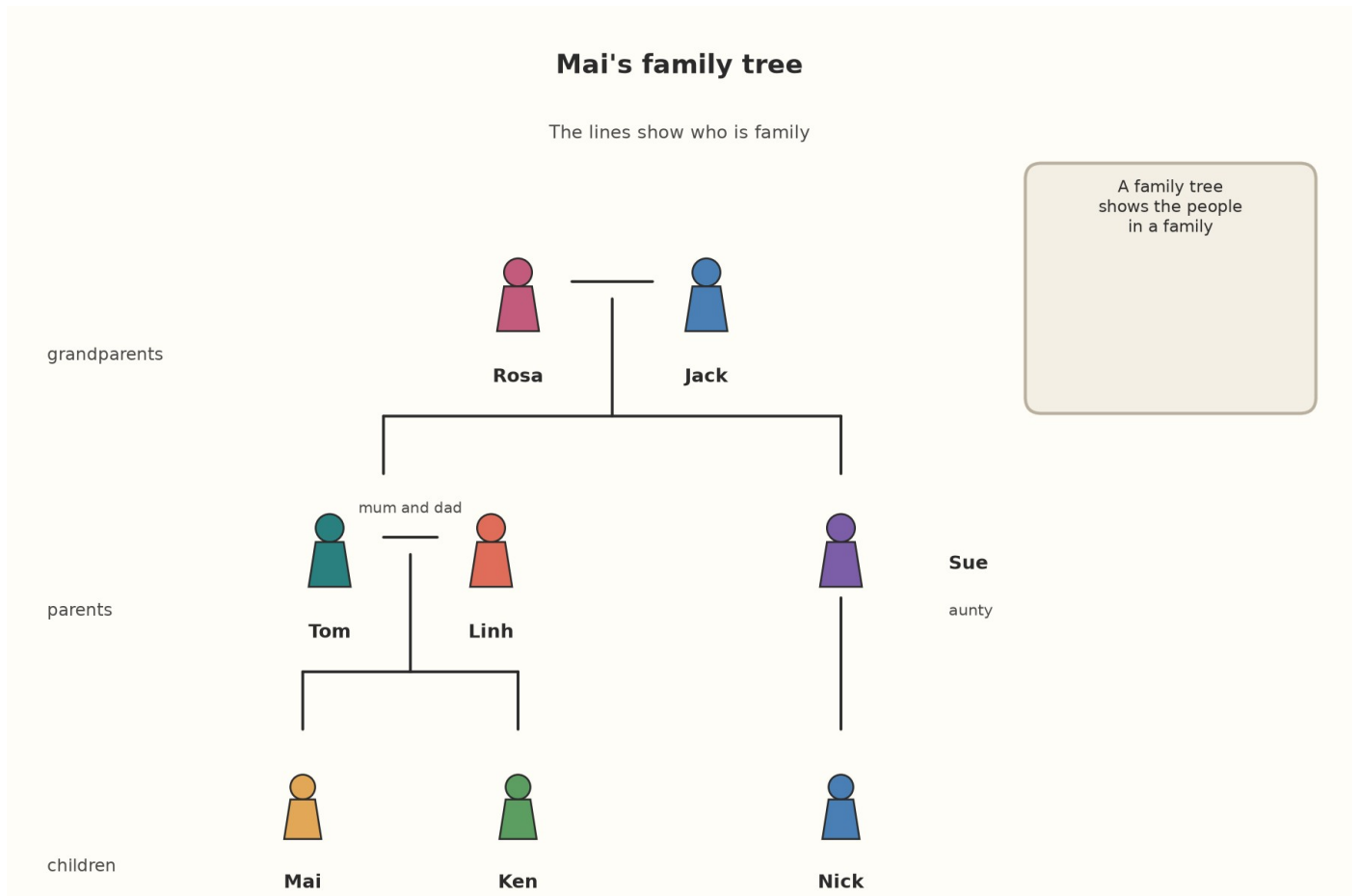
- Write your answers on the lines.
- Write one word or one number in each ☐ box.
- Some questions ask you to choose. Tick one ☐ box.
- Take your time. Read each question twice!

Part 1 — Historical Knowledge and Understanding: personal, family and community histories

(Questions 1–6 · 24 marks)

These questions are about family stories, and about life long ago and now.

Q1. Look at Mai's family tree. (4 marks)



Mai's family tree. At the top are Rosa and Jack, the grandparents. Next are Tom and Linh, the parents, and Sue, the aunt. At the bottom are the children: Mai, her brother Ken, and her cousin Nick. Lines join the family. A card says: a family tree shows the people in a family.

a. Who are Mai's grandparents? Write one name in each box.

and

b. Who is Mai's aunt?

c. Who is Mai's cousin?

d. Who is Mai's brother?

Q2. Long ago, the Kelly family lived at Beveridge. John and Ellen had eight babies. Seven grew up. Nine people lived in the small house. (4 marks)

a. How many babies did John and Ellen have?

b. How many people lived in the house?

c. Write one job the children did at home.

d. Write one thing about families that stayed the same.

Q3. In Topic 1C, you looked at pictures of life long ago and now. (4 marks)

a. Picture 5 has one row that says “the same!” Tick that row.

☐ writing at school

☐ washing clothes

☐ buying food

☐ games at play time

b. Long ago, children wrote with chalk. What did they write on? ☐

c. Look at Picture 4, the toys then and now. Write one toy that is in BOTH groups. ☐

d. Old photos, old things and stories are all ☐

Q4. In Topic 1D, you learned about special days. (4 marks)

a. On Anzac Day, do we celebrate or commemorate? Tick one.

☐ celebrate

☐ commemorate

b. Some people wear a red ☐ on Anzac Day.

c. At Diwali, people light small lamps. What are the lamps called? ☐

d. Room 3 made a chart of the special days the children know about. Which day did all 24 children know? ☐

Q5. In Topic 1E, you learned about the Shrine of Remembrance in Melbourne. (4 marks)

a. The Shrine is a war ☐ — a special place that helps us remember.

b. At 11 o’clock on 11 November, sunlight lights up one word inside the Shrine. Which word? ☐

c. This happens every year on 11 ☐

d. The book asks two big questions about places like the Shrine. Write ONE of them.

Q6. In Topic 1F, you learned about technology and how it changes things. (4 marks)

a. Technology is the things people make and use to help them do ☐

b. Long ago, horses pulled heavy things on farms. What pulls heavy things on farms today? ☐

c. Write one good thing phones help us do.

d. Old phones, old cups and old photos are also called ☐

Part 2 — Historical Concepts and Skills I: starting and gathering an investigation

(Questions 7–10 · 16 marks)

These questions are about asking questions, putting things in time order, and using sources.

Q7. Historical questions help us learn about the past. *(4 marks)*

- a. Write a **person**, a **place** or a **reason** in each box. *(3 marks)*

Who? asks about ☐

Where? asks about ☐

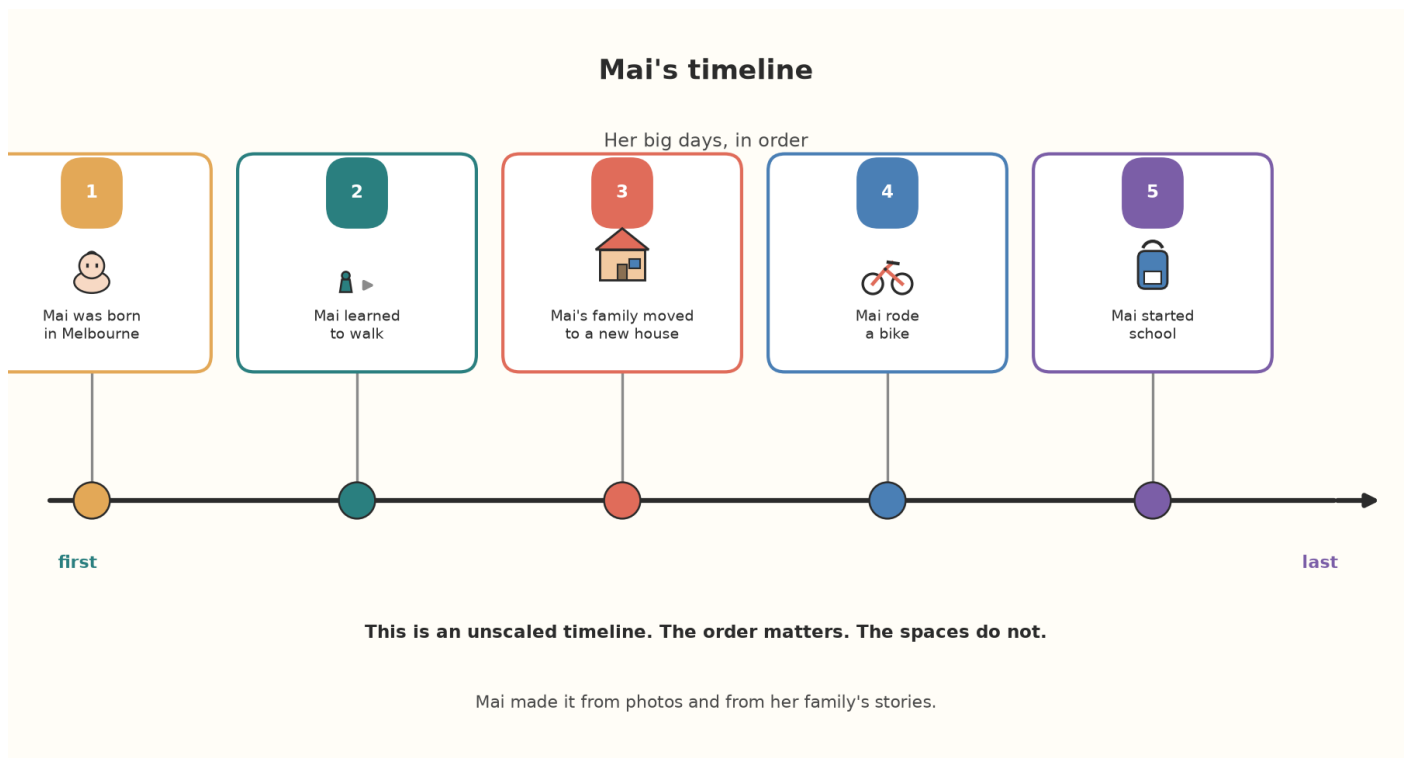
Why? asks about ☐

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

“What will we have for lunch today?”

“Where did my dad go to school?”

Q8. Look at Mai's timeline. (4 marks)



Mai's unscaled timeline: five cards on a line with an arrow, in order. 1 Mai was born in Melbourne, with a baby. 2 Mai learned to walk, with a small child walking. 3 Mai's family moved to a new house, with a house. 4 Mai rode a bike, with a bike. 5 Mai started school, with a school bag. Below: This is an unscaled timeline. The order matters. The spaces do not. Mai made it from photos and from her family's stories.

a. What happened FIRST on Mai's timeline?

b. What happened LAST?

c. A timeline with no numbers on it is called an ☐ timeline.

d. Did Mai ride a bike before she started school, or after? Tick one.

☐ before

☐ after

Q9. In Topic 2C, you learned how to look at sources. (4 marks)

a. The ☐ of a source are the things we can see about it.

b. The ☐ of a source is what it shows us or tells us.

c. Sam's birthday photo has five candles. How old did Sam turn? ☐

d. Write ONE thing a photo cannot tell us.

Q10. Read the two stories about sports day. (4 marks)

Mai's story: "It was sports day. I was in the egg and spoon race. I went slow, and I did not drop my egg. My friend Priya cheered for me. That was the best part."

Dad's story: "I went to watch sports day. I saw Mai in the egg and spoon race. She was smiling so big. I took lots of photos. I stood up a long time, and my legs were tired. I loved watching her."

- a. Who tells the first story? ☐
- b. Dad took lots of ☐
- c. Can both stories be true? Tick one.

☐ yes

☐ no

- d. One person's own telling of something is called a ☐

Part 3 — Historical Concepts and Skills II: working it out, and telling it

(Questions 11–15 · 20 marks)

These questions are about working out changes, and about telling the story.

Q11. In Topic 3A, you learned about continuity and change. (4 marks)

- a. Continuity means the parts that stay the same ☐
- b. Leo's teddy is very old. Write one clue that tells us it is old.

c. Why is it called Station Street?

d. Write one thing about phones that has stayed the same.

Q12. In Topic 3B, you learned about the story of phones. (4 marks)

- a. A cause is ☐ something happens.
- b. A consequence is what happens ☐ a change.
- c. In the phone story, what did people want?

d. Write one consequence of phones.

Q13. In Topic 3C, you learned about significance. (4 marks)

- a. Significant means important in a special way, and worth ☐
- b. Write **person**, **place** or **event** in each box. (3 marks)

John Flynn — ☐

The Shrine of Remembrance — ☐

Anzac Day — ☐

Q14. In Topic 3D, you learned how to tell about the past in time order. (4 marks)

- a. Chronological means in ☐ order.
- b. Mai wrote an account about her grandmother Rosa. Write ONE of the two sources Mai used.

c. Choose the right time word: **yesterday** · **long ago** · **next** · **now**

“I was a baby once. ☐ I am in Year 2.”

d. Historical means about the ☐

Q15. This question uses Topics 1A, 2B, 2C and 3D together. (4 marks)

- a. On Mai's family talk sheet, where did Grandma Rosa grow up? ☐
- b. Who was born first — Rosa or Mai? ☐
- c. Choose the right words: **Long ago** · **Now** · **Next**

Mai's account starts like this: "□, my grandmother Rosa was a little girl."

- d. Write two sentences about Rosa, in time order. Use the time words **long ago** and **now**. Rosa's story and her old photo can help you. (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

- Every question is worth 4 marks. The paper is worth 60 marks in all.
- For short answers in □ boxes, give 1 mark when the answer is right.
- For answers on lines, mark what the student means, not the words they used. Under each worked answer, “Listen for” and “Any one of these is a good answer” tell you the good answers.
- Words will be different for every student on Q2, Q5, Q6, Q8, Q9, Q11, Q12, Q14 and Q15. That is fine. Mark the meaning.

Marks

Question	Marks	Topics	What it shows
Q1	4	1A	K01 — reading the family tree
Q2	4	1B	K02 — family life long ago: same and different
Q3	4	1C	K03 — life then and now; naming sources
Q4	4	1D	K04 — days we celebrate and days we commemorate
Q5	4	1E	K05 — a local site and why it matters
Q6	4	1F	K06 — changing technology and artefacts
Q7	4	2A	S01 — asking historical questions
Q8	4	2B	S02 — putting events in time order
Q9	4	2C	S03 — features and content of sources
Q10	4	2D	S04 — perspectives in sources
Q11	4	3A	S05 — continuity and change
Q12	4	3B	S06 — causes and consequences
Q13	4	3C	S07 — why a person, place or event matters
Q14	4	3D	S08 — a chronological account with historical terms
Q15	4	1A, 2B, 2C, 3D	S08 with K01, S02 and S03 — putting topics together
Total	60		

The achievement standard — eight sentences

This paper touches every sentence of the Level 2 History achievement standard (Foundation to Level 2 band). Per the VC2 codes-only ruling the sentences are not quoted; the table below gives each sentence's focus in this guide's own words, with its sentence number, the content descriptors and the questions that exercise it.

Sentence	On which content descriptors	Questions
1. In our words: spotting continuity and change in the child's own life, family and community.	K02, K03	Q2, Q3

Sentence	On which content descriptors	Questions
2. In our words: telling what is important in the child's own life and family, and in a person, place or event in the community around them.	K01, K04, K05	Q1, Q4, Q5
3. In our words: telling how changing technology has shaped day-to-day life for the child's family, the people close to them and the wider community.	K06	Q6
4. In our words: asking questions about the past, and putting important events — from the past and from the child's own life — in time order.	S01, S02	Q7, Q8
5. In our words: telling what a source shows and what it tells us (its features and content), and seeing that people long ago and today each have their own perspective.	S03, S04	Q9, Q10
6. In our words: spotting what changes and what continues in day-to-day life when past and present are compared, and telling why those changes happened and what followed.	S04 (again), S05, S06	Q11, Q12
7. In our words: naming the people, events and places that stand out as important in the child's family and community.	S07	Q13
8. In our words: telling the story of the child's own life, family and the people and places around them, using history words and what their sources tell them.	S08	Q14, Q15

Note: S04 belongs to sentences 5 and 6. The standard lists it twice.

Question-by-question rubric

Q1. 4 marks. Sentence 2 — in our words: students tell what is important in their own and family life.

- - a. Rosa and Jack — 1 mark (both names for the mark)
- - b. Sue — 1 mark
- - c. Nick — 1 mark
- - d. Ken — 1 mark

Q2. 4 marks. Sentence 1 — in our words: students spot continuity and change in their own life, family and community.

- - a. 8 — 1 mark
- - b. 9 — 1 mark
- - c. Any one job the children did — 1 mark (got the wood; got the water; gave the animals food)
- - d. Any one thing that stayed the same — 1 mark (parents love their children; children help at home; families eat together; families look after each other)

Q3. 4 marks. Sentences 1 and 6 — in our words: students spot what changes and what continues when past and present are compared.

- - a. “games at play time” ticked — 1 mark
- - b. blackboard — 1 mark
- - c. marbles — 1 mark
- - d. sources — 1 mark

Q4. 4 marks. Sentence 2 — in our words: students tell what is important in a person, place or event in the community around them.

- - a. “commemorate” ticked — 1 mark
- - b. poppy — 1 mark
- - c. diyas — 1 mark
- - d. birthdays — 1 mark

Q5. 4 marks. Sentence 2 — in our words: students tell what is important in a special place in their community.

- - a. memorial — 1 mark
- - b. LOVE — 1 mark
- - c. November (“the 11th of November” is right too) — 1 mark
- - d. Either big why-it-matters question — 1 mark (“Does it help us remember?” or “Does it show who we are?”)

Q6. 4 marks. Sentence 3 — in our words: students tell how changing technology has shaped day-to-day life for their family and the wider community.

- - a. work — 1 mark
- - b. tractor (“a tractor” is right too) — 1 mark
- - c. Any one good thing phones help us do — 1 mark
- - d. artefacts — 1 mark

Q7. 4 marks. Sentence 4 — in our words: students ask questions about the past.

- - a. Who? — a person; Where? — a place; Why? — a reason — 1 mark each (3 marks)
- - b. “Where did my dad go to school?” circled — 1 mark

Q8. 4 marks. Sentence 4 — in our words: students put important events from the past and from their own life in time order.

- - a. Mai was born in Melbourne — 1 mark
- - b. Mai started school — 1 mark
- - c. unscaled — 1 mark
- - d. “before” ticked — 1 mark

Q9. 4 marks. Sentence 5 — in our words: students tell the features and the content of sources.

- - a. features — 1 mark
- - b. content — 1 mark
- - c. 5 (“five” is right too) — 1 mark
- - d. Any one thing a photo cannot tell us — 1 mark

Q10. 4 marks. Sentence 5 — in our words: students see that people long ago and today each have their own perspective.

- - a. Mai — 1 mark
- - b. photos — 1 mark
- - c. “yes” ticked — 1 mark
- - d. perspective — 1 mark

Q11. 4 marks. Sentence 6 — in our words: students spot what changes and what continues in day-to-day life when past and present are compared.

- - a. same — 1 mark
- - b. Any one clue that the teddy is old — 1 mark
- - c. The train line and the old station — 1 mark
- - d. Any one thing about phones that stayed the same — 1 mark

Q12. 4 marks. Sentence 6 — in our words: students tell why changes happened and what followed from them.

- - a. why — 1 mark
- - b. after — 1 mark
- - c. People wanted to talk to family and friends far away — now, not later — 1 mark
- - d. Any one consequence of phones — 1 mark

Q13. 4 marks. Sentence 7 — in our words: students name the people, events and places that stand out as important in family and community.

- - a. remembering — 1 mark
- - b. John Flynn — person; the Shrine of Remembrance — place; Anzac Day — event — 1 mark each (3 marks)

Q14. 4 marks. Sentence 8 — in our words: students tell the story of their own life, family and community, using history words and what their sources tell them.

- - a. time — 1 mark
- - b. Either source — 1 mark (Rosa’s own story; the old photo of Rosa and her sister)
- - c. now — 1 mark
- - d. past — 1 mark

Q15. 4 marks. Sentence 8, drawing on sentences 2 and 4 — in our words: students tell an ordered story about a person from the family, using history words and sources.

- - a. Ballarat — 1 mark
- - b. Rosa — 1 mark
- - c. Long ago — 1 mark
- - d. Two sentences in time order using “long ago” and “now” — 1 mark

Solutions

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

Q1. Look at Mai's family tree.

- a. Rosa and Jack. They are at the top of the tree.
- b. Sue.
- c. Nick.
- d. Ken.

Q2. The Kelly family at Beveridge.

- a.
 - 8. John and Ellen had eight babies.
- b.
 - 9. Nine people lived in the house.
- c. Any one of these is a good answer: the children got the wood; the children got the water; the children gave the animals their food.
- d. Any one of these is a good answer: parents love their children; children help at home; families eat together; families look after each other.

Q3. Life long ago and now.

- a. Tick "games at play time". Picture 5 says: hopscotch and skipping long ago, hopscotch and skipping now — the same!
- b. A blackboard. Long ago, children wrote with chalk on a blackboard.
- c. Marbles. Marbles are in both groups of Picture 4.
- d. Sources. Old photos, old things and stories are all sources.

Q4. Special days.

- a. Tick "commemorate". On Anzac Day we remember together.
- b. Poppy. Some people wear a red poppy on Anzac Day.
- c. Diyas. At Diwali, the festival of lights, people light small lamps called diyas.
- d. Birthdays. All 24 children in Room 3's chart knew their own birthday.

Q5. The Shrine of Remembrance.

- a. Memorial. A memorial is a special thing or place that helps us remember.
- b. LOVE. At 11 o'clock on 11 November, sunlight lights up the word LOVE.
- c. November. "The 11th of November" is right too.
- d. Either big question is a good answer: "Does it help us remember?" or "Does it show who we are?"

Q6. Technology.

- a. Work. Technology is the things people make and use to help them do work.
- b. A tractor. Long ago, horses pulled heavy things. Today a tractor does the work.
- c. Any one of these is a good answer: we can talk to family far away; we can get help fast; we can see the face of the person we love.
- d. Artefacts. Old phones, old cups and old photos are also called artefacts.

Q7. Historical questions.

- a. Who? asks about **a person**. Where? asks about **a place**. Why? asks about **a reason**. One mark each.
- b. "Where did my dad go to school?" It asks about the past, so it is a historical question. "What will we have for lunch today?" asks about today, so it is not.

Q8. Mai's timeline.

- a. Mai was born in Melbourne. That is card 1, the first card.
- b. Mai started school. That is card 5, the last card.
- c. Unscaled. The line has no numbers on it. Only the order matters.
- d. Before. Riding a bike is card 4 and starting school is card 5. So the bike came first.

Q9. Looking at sources.

- a. Features. The features of a source are the things we can see about it.
- b. Content. The content of a source is what it shows us or tells us.
- c.
 - 5. Five candles mean Sam turned five. "Five" written as a word is right too.
- d. Answers will be different. Any one of these is a good answer: a photo cannot tell us smells; a photo cannot tell us sounds; a photo cannot tell us how people felt; a photo cannot tell us what happened next.

Q10. Two stories about sports day.

- a. Mai.
- b. Photos.
- c. Yes. Mai tells what it was like to be in the race. Dad tells what it was like to watch. So both stories can be true.
- d. Perspective. A perspective is one person's own telling of something.

Q11. Continuity and change.

- a. Same. Continuity means the parts that stay the same.
- b. Answers will be different. Listen for any one clue from Topic 3A: the colour has faded; there are soft worn spots; there is a patch and stitches; it looks like things in old photos.
- c. Listen for: there is a train line and an old station there.
- d. Listen for: we still talk to people who are far away.

Q12. Causes and consequences.

- a. Why. A cause is why something happens.
- b. After. A consequence is what happens after a change.
- c. People wanted to talk to family and friends far away — not next week, but now.
- d. Any one of these is a good answer: we can ring family far away; some jobs changed, like the phone-helper job.

Q13. Significance.

- a. Remembering. Significant means important in a special way, and worth remembering.
- b. John Flynn — **person**. The Shrine of Remembrance — **place**. Anzac Day — **event**. One mark each.

Q14. Telling the past in time order.

- a. Time. Chronological means in time order.
- b. Any one of these is a good answer: Rosa's own story; the old photo of Rosa and her sister.
- c. Now. "I was a baby once. Now I am in Year 2."
- d. Past. Historical means about the past.

Q15. Topics together.

- a. Ballarat. The talk sheet says Grandma Rosa grew up in Ballarat.
- b. Rosa. Grandma Rosa was little before Mai was born.
- c. Long ago. Mai's account starts: "Long ago, my grandmother Rosa was a little girl."
- d. Answers will be different. Listen for two sentences in time order that use "long ago" and "now". For example: "Long ago, Rosa was a little girl in Ballarat. Now, Rosa is Mai's grandma."