

Mathematics Level 7

End-of-level review

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End-of-level review

All four chapters · All 14 CDs · The child says and does · 20 questions, 1 mark for each · Run at the end of the year

The teacher reads all the words. The child does not need to read. The child does not put words on paper. The child says and does.

This review is the last look back at all the work in this book. It is a group of short things to watch and listen to. You run it one child at a time, or in a small group, at the end of the year (TOC D9 — nothing is timed).

A **review** looks back at all the work. The book has four **chapters** — a chapter is a big part of a book. This review has four **parts**, one part for every chapter. A part is one group of questions.

There is no new thing here. All the pictures, mats, stories and questions are from this book. The children know them all.

Every question has 1 **mark**. A mark is a point for good work. There are 20 questions, so there are 20 marks in all.

At the back of this review: the **marking guide** and the **solutions**. A guide helps you do a thing the right way. The marking guide says how to give the marks. The solutions say what full marks look like for every question. They are for adults.

Part	From	Questions	Marks
Part 1	Chapter 1	Q1–Q5	5
Part 2	Chapter 2	Q6–Q10	5
Part 3	Chapter 3	Q11–Q15	5
Part 4	Chapter 4	Q16–Q20	5
	In all	20 questions	20

How to run the review

- **How it runs** — you watch and you listen. One child at a time, or a small group. A corner of the room is good.
- **The parts** — four parts, one for every chapter. A part can stop and come back another day. No child has to do it all in one go.
- **Nothing is timed**. No question has a time on it (TOC D9).
- **The child reads nothing and puts no words on paper**. You read every question. You put the child's words down (TOC D9).
- **Two tries**. A child can try any question two times. Keep the better try.
- **No new things**. Every word is from the book. Some lines are out of this book (TOC D3, and the front of the book). This review does not use them. Nothing here puts them back.

Things to get, for all four parts:

- the nine family-word pictures and the two photograph boxes, from 1A
- the eight work pictures and the three big boxes, from 1B
- the THEN and NOW mat, and the six old-things and six now-things pictures, from 1C
- the big-day pictures and the telling paper, from 2A
- the three stops, from 2B
- the eight then-and-now pictures, from 2C
- the question-word pictures and the old place, from 3A
- the pictures of Sam, from 3B
- the six source pictures, from 3C
- the two stories of the same day, from 3D — you read them
- the clue pictures, from 4A
- the mat, from 4B (figure 10)

- the six pictures and the three mats, from 4C
- the story boxes, from 4D
- the children's own family photographs, from home, if you have them (1A, 4D)
- paper and a pencil, for you — to put the children's words down

Some of the pictures are small. Watch the children with them. The paper and pencil are for you, not for the children — no child puts words on paper for this review.

Part 1 — Personal histories · Q1–Q5 · 5 marks · a short time, one child at a time.

Part 1 — Personal histories: who am I and who am I connected to?

Q1 — Say the family words — from 1A — VC2HH2K01 — 1 mark

VC2HH2K01

Things: the nine family-word pictures from 1A (figure 1).

1. **Say the words.** Put the nine pictures out, one at a time. Say: *Who is this?* The child says a word for every person: mum, dad, grandma, grandpa, aunty, uncle, cousin, sibling, caregiver.
2. **Your turn.** Say: *Say one person in your family.* The child says one, in the child's own words.

Put down: the words the child says.

Q2 — My family and my close connections — from 1A — VC2HH2K01 — 1 mark

VC2HH2K01

Things: the two photograph boxes and the five photographs from 1A (figure 7), or the child's own family photographs.

1. **Sort.** Say: *Put the photographs in the boxes: my family, my close connections.* The child puts every photograph in a box.
2. **Say who.** Say: *Say one person in your family. Say one person in your close connections.*

Put down: the sort, and the two people the child says.

Q3 — Family work: the past, now, both — from 1B — VC2HH2K02 — 1 mark

VC2HH2K02

Things: the eight work pictures and the three big boxes from 1B (figure 8): the past, now, both.

1. **Sort.** Say: *Put the work pictures in the boxes: the past, now, or both.*
2. **Say one.** Say: *Tell me about one. Who did it in the past? Who does it now?*

Put down: the sort, and the child's line about one of the work pictures.

Q4 — Changed and still the same — from 1B — VC2HH2K02 — 1 mark

VC2HH2K02

Things: the changed-and-same drawing from 1B (figure 6).

1. **Look.** Say: *Look at the two sides of the drawing.*
2. **Say two.** Say: *Say one thing that changed. Say one thing that is still the same.*

Put down: the change and the same thing the child says.

Q5 — School things: then and now — from 1C — VC2HH2K03 — 1 mark

VC2HH2K03

Things: the THEN and NOW mat, the six old-things pictures and the six now-things pictures, from 1C.

1. **Sort.** Say: *Put the old things on THEN. Put the things from now on NOW.*
2. **Say one.** Say: *Take one old thing. Say: Then we used a . Now we use a .*

Put down: the sort, and the child's then-and-now line.

Marks and words, Part 1 (teacher):

Question	Mark	Words the child said
Q1	___ /1	
Q2	___ /1	



Question	Mark	Words the child said
Q3	___ /1	
Q4	___ /1	
Q5	___ /1	

Part 2 — Community histories · Q6–Q10 · 5 marks · a short time, one child at a time.

Part 2 — Community histories: why is the past important to my local community?

Q6 — What families do on big days — from 2A — VC2HH2K04 — 1 mark

VC2HH2K04

Things: the big-day pictures from 2A (figure 2 — six things families do).

1. **Say two.** Say: *What do families do on big days? Say two.*
2. **One you know.** Say: *Say one big day you know.*

Put down: the two things and the big day the child says.

Q7 — Tell about a big day in your family — from 2A — VC2HH2K04 — 1 mark

VC2HH2K04

Things: the telling paper from 2A (figure 9).

1. **Tell.** Say: *Tell us about a big day in your family. Use the telling paper. Say three things: the day, what your family does, and the love for it.* The child can tell of a day the family celebrates, or a day the family commemorates.

Put down: the three things the child says.

Q8 — The three stops, in time order — from 2B — VC2HH2K05 — 1 mark

VC2HH2K05

Things: the three stops from 2B.

1. **Order.** Say: *Here are the three stops. Put them in time order.*
2. **Say them.** Say: *Say the stops.*
3. **Why.** Say: *Why is this place significant?*

Put down: the order, the stops the child says, and the why.

Q9 — The same and changed, at the place — from 2B — VC2HH2K05 — 1 mark

VC2HH2K05

Things: the same-and-changed drawing from 2B.

1. **Say two.** Say: *What stays the same at this place? What has changed?*

Put down: the same thing and the changed thing the child says.

Q10 — Then and now, at home — from 2C — VC2HH2K06 — 1 mark

VC2HH2K06

Things: the eight then-and-now pictures from 2C.

1. **Sort.** Say: *Put the old pictures on THEN. Put the new pictures on NOW.*
2. **Say one.** Say: *Take one. Say: Then, . Now, .*

Put down: the sort, and the child's then-and-now line.

Marks and words, Part 2 (teacher):

Question	Mark	Words the child said
Q6	___ /1	
Q7	___ /1	
Q8	___ /1	



Question	Mark	Words the child said
Q9	___/1	
Q10	___/1	

Part 3 — Historical Concepts and Skills: asking, ordering, sources · Q11–Q15 · 5 marks · a short time, one child at a time.

Part 3 — Historical Concepts and Skills: asking questions, ordering time, using sources

Q11 — Ask the old place two questions — from 3A — VC2HH2S01 — 1 mark

VC2HH2S01

Things: the question-word pictures from 3A (figure 1) and the old place (figure 5).

1. **Ask two.** Say: *Look at the old place. Ask two questions about it. Use two question words.*

Put down: the two questions the child asks.

Q12 — Sam's pictures, in order — from 3B — VC2HH2S02 — 1 mark

VC2HH2S02

Things: the pictures of Sam from 3B (figure 2), not in order.

1. **Order.** Say: *These are not in order. Put them in order.*
2. **First.** Say: *Which one is first?*

Put down: the order the child makes, and the first one.

Q13 — Your life, in time order — from 3B — VC2HH2S02 — 1 mark

VC2HH2S02

Things: the timeline paper from 3B (figure 8) — four places, and a star for now.

1. **Say your line.** Say: *Say three things from your life, in time order. The star is on now.*

Put down: the three things, in the child's order.

Q14 — Point to the sources — from 3C — VC2HH2S03 — 1 mark

VC2HH2S03

Things: the six source pictures from 3C (figure 2).

1. **Point.** Say: *Point to a photograph. Point to a story. Point to an old thing.*
2. **What do we do?** Say: *What do we do with a source?*

Put down: what the child points to, and the child's words for what we do with a source.

Q15 — Two stories of the same day — from 3D — VC2HH2S04 — 1 mark

VC2HH2S04

Things: the two stories of the same day from 3D — Mum Anna's story and Grandma Rosa's story. You read them.

1. **Listen.** Read the two stories to the child.
2. **Both right?** Say: *Two people saw the same day. Two stories. Are they both right? Why?*

Put down: the child's why.

Marks and words, Part 3 (teacher):

Question	Mark	Words the child said
Q11	___ /1	
Q12	___ /1	
Q13	___ /1	
Q14	___ /1	
Q15	___ /1	



Part 4 — Historical Concepts and Skills: making sense and telling · Q16–Q20 · 5 marks · a short time, one child at a time.

Part 4 — Historical Concepts and Skills: making sense of the past and telling it

Q16 — What clues can you see? — from 4A — VC2HH2S05 — 1 mark

VC2HH2S05

Things: the clue pictures from 4A (drawing 3).

1. **See the clues.** Say: *These things are old. What clues can you see?*
2. **What does it say?** Say: *Take one clue. What does the clue say?*

Put down: the clue the child names, and what the child says it says.

Q17 — The mat, and cause and consequence — from 4B — VC2HH2S06 — 1 mark

VC2HH2S06

Things: the mat from 4B (figure 10), and the cause and consequence pictures (figure 2).

1. **Lines.** Say: *Put a line from every change to what is next.*
2. **Cause and consequence.** Say: *Say one cause and one consequence.* The child can use the mat, or the pictures.

Put down: the child's cause line and consequence line.

Q18 — A person, a big day, a place — from 4C — VC2HH2S07 — 1 mark

VC2HH2S07

Things: the six pictures and the three mats from 4C (figure 8): A PERSON, A BIG DAY, A PLACE.

1. **Sort.** Say: *Say what they are. Then put them on their mats.*
2. **Why.** Say: *Take one. Why do we love it?*

Put down: the sort, and the child's why.

Q19 — Say the report — from 4C — VC2HH2S07 — 1 mark

VC2HH2S07

Things: the report about the Shrine from 4C (figure 5).

1. **Say the report.** Say: *Say the report about the Shrine. When was it built? Where is it? Who built it? Why do we love it now?*

Put down: the four lines the child says.

Q20 — Your family story, in time order — from 4D, with Chapters 1 and 2 — VC2HH2S08 — 1 mark

VC2HH2S08

Things: the story boxes from 4D (figure 5); one family photograph from Chapter 1 (1A); one big day from Chapter 2 (2A). This question looks back over all four chapters.

1. **Tell.** Say: *Tell us a story about your family, in time order. Use the three boxes: When mum was little... They played with... Now...*
2. **Use your things.** Say: *Put your photograph in the story. Say your big day too.*
3. **How do you know?** Ask: *How do you know? What helped you find out?* The win is a source: the photograph, or who told the child.

Put down: the story, the time words, and the source the child names.

Marks and words, Part 4 (teacher):

Question	Mark	Words the child said
Q16	___ /1	
Q17	___ /1	
Q18	___ /1	
Q19	___ /1	
Q20	___ /1	
In all	___ /20	

Marking guide

This part is for adults. It is not read to the class.

End-of-level review — 20 marks in all. Every question has 1 mark. Give 1 or 0. There is no mark between 0 and 1.

The look-fors here are keyed to the band achievement standard, in this book's own words. In the F-2 band, the standard comes at the end of Level 2 — one standard for all of the band (TOC D1). Every question has its line from the standard, so your marks and the standard say the same thing.

No question uses a new thing. All the pictures, mats, stories and places are from this book, and every question says where it comes from — like *1A, figure 7*. Some things are out of this book (TOC D3, and the front of the book). This review does not use them; nothing here puts them back.

How to mark

- Give 1 or 0 for every question.
- The mark is for what the child says or does, in the child's own words. Put the child's words down as the child says them.
- A point and a look can get the mark. The child does not need a full line of words.
- Nothing is timed. The child does not need to read or put words on paper.
- A child can try any question two times. Keep the better try.
- Mark as you go, or after the part. Put the marks and the words in the table at the end of every part.
- Where a solution says *words will be different*, the child's own words get the mark when they are like the look-for.

Where the questions come from

Q1 and Q2 draw on VC2HH2K01 (1A). Q3 and Q4 draw on VC2HH2K02 (1B). Q5 draws on VC2HH2K03 (1C). Q6 and Q7 draw on VC2HH2K04 (2A). Q8 and Q9 draw on VC2HH2K05 (2B). Q10 draws on VC2HH2K06 (2C). Q11 draws on VC2HH2S01 (3A). Q12 and Q13 draw on VC2HH2S02 (3B). Q14 draws on VC2HH2S03 (3C). Q15 draws on VC2HH2S04 (3D). Q16 draws on VC2HH2S05 (4A). Q17 draws on VC2HH2S06 (4B). Q18 and Q19 draw on VC2HH2S07 (4C). Q20 draws on VC2HH2S08 (4D), with one photograph from Chapter 1 and one big day from Chapter 2. Every bit of the book is here — all 14 CDs (TOC D5) — and Q20 looks back over all four chapters.

What the marks say

The marks on all twenty questions say what this book gives to the band achievement standard. The standard comes at the end of Level 2. Here is what it says, in this book's own words:

At the end of Level 2, children spot what stays the same and what changes in their own life, in family life and in community life. They describe the big parts of their own life and of family life — a person, a place or a big day in their community. They say how changing technology has shaped each day's life for their families, their close connections and the wider community. Children ask questions to find out about the past, and put the big events of the past and of their own lives in time order. Children spot what a source shows and what it says, and see that stories can differ by who tells them. They spot what stays and what changes in each day's life, by putting past and present side by side, and say why those changes happened and what came next. They name the people, the big days and the places that matter in their family and community. Children tell the story of their own life, their family, their close connections and their community, with the words of history and what sources show.

— the band achievement standard, at the end of Level 2

A question with 0 is a thing to work on next year. The table at the end of every part, with the words you put down, is what the next teacher gets.

Solutions

The children do not read or put words on paper for this review. So the solutions say what you look for and what you listen for. Here is what full marks look like for every question — one full run, in words you could put down. The families, places, photographs and stories of your children will be different from these. Mark what you see and listen to, not the words here.

Q1 — Say the family words — from 1A — 1 mark

They describe the big parts of their own life and of family life — a person, a place or a big day in their community. — band achievement standard

Look for: the child says a word for all nine people. The word has to be for the right person.

Full marks: *Mum. Dad. Grandma. Grandpa. Aunty. Uncle. Cousin. Sibling. Caregiver.* And for step 2, one person in the child's own family.

Words will be different. A child can say *Mummy* or *Nanna* or *my big sister* — the child's own word for the right person gets the mark.

Q2 — My family and my close connections — from 1A — 1 mark

They describe the big parts of their own life and of family life — a person, a place or a big day in their community. — band achievement standard

Look for: every photograph in a box, with family and close connections in the right boxes; and one person said for each box.

Full marks: the child puts the five photographs in the two boxes, then says: *My mum and my dad are my family. My teacher and my friend are my close connections.*

Words will be different. With the child's own photographs, the child's own people go in the child's own boxes. A sort the child can tell about gets the mark.

Q3 — Family work: the past, now, both — from 1B — 1 mark

At the end of Level 2, children spot what stays the same and what changes in their own life, in family life and in community life. — band achievement standard

Look for: the eight work pictures in the three boxes, in a sort the child can tell about; and one said line about the past and now.

Full marks: *Making food — both. Mum made the food in the past. Dad makes the food now.*

Words will be different. Some children put more pictures in *both*. That is right when the child can say why.

Q4 — Changed and still the same — from 1B — 1 mark

At the end of Level 2, children spot what stays the same and what changes in their own life, in family life and in community life. — band achievement standard

Look for: one thing that changed and one thing that is still the same, from the two sides of the drawing (1B, figure 6).

Full marks: *Still the same: families love one another. Changed: how big families are.*

Words will be different. Any change and any same thing from figure 6 get the mark: the washing, the work of mum and dad, families eat and talk, kids play and help.

Q5 — School things: then and now — from 1C — 1 mark

They spot what stays and what changes in each day's life, by putting past and present side by side, and say why those changes happened and what came next. — band achievement standard

Look for: the six old things on THEN (the slate, the chalk, the pen and ink, the doll, the marbles, the hoop) and the six things from now on NOW (the book, the pencil, the bag, the ball, the teddy, the toy car); and one then-and-now line.

Full marks: *Then we used a slate. Now we use a book.*

Words will be different. Any then-and-now line over the mat gets the mark.

Q6 — What families do on big days — from 2A — 1 mark

They name the people, the big days and the places that matter in their family and community. — band achievement standard

Look for: two of the six things families do on big days (2A, figure 2), in the child's own words; and one big day the child knows.

Full marks: *We all eat together. We sing and dance. Diwali.*

Words will be different. The six things are special meals, all the family in one place, a special place, art, song and dance, and stories. The child's own words for any two get the mark.

Q7 — Tell about a big day in your family — from 2A — 1 mark

They name the people, the big days and the places that matter in their family and community. — band achievement standard

Look for: three things, like the telling paper (2A, figure 9): the day, what the family does, and the love for it.

Full marks: *Diwali is important to my family. We all eat together. We love it.*

Words will be different. A day the family commemorates gets the mark the same way: *Anzac Day. We are very still. We think of the people. We love it.*

Q8 — The three stops, in time order — from 2B — 1 mark

They describe the big parts of their own life and of family life — a person, a place or a big day in their community. — band achievement standard

Look for: the three stops in time order, said in the child's own words; and a why for the place.

Full marks: *First, people made the Shrine, 1934. Next, people made more of it, 1954. Now, we still go there today. And: People love it very much.*

Words will be different. The book's words for the place (*people love it very much*) or the child's own words both get the mark.

Q9 — The same and changed, at the place — from 2B — 1 mark

At the end of Level 2, children spot what stays the same and what changes in their own life, in family life and in community life. — band achievement standard

Look for: one same thing and one changed thing about the place (2B).

Full marks: *It is still here — the same. It has something new — changed.*

Q10 — Then and now, at home — from 2C — 1 mark

They say how changing technology has shaped each day's life for their families, their close connections and the wider community. — band achievement standard

Look for: the four old pictures on THEN (the wood-fired stove, the letter, the telephone, the horse) and the four new pictures on NOW (the phone, the new stove, the television, the car); and one then-and-now line.

Full marks: *Then, a letter. Now, a phone.*

Words will be different. Any then-and-now line over the eight pictures gets the mark.

Q11 — Ask the old place two questions — from 3A — 1 mark

Students ask questions to find out about the past, and put the big events of the past and of their own lives in time order. — band achievement standard

Look for: two questions about the old place (3A, figure 5), with two question words (who, what, where, when, why, how) at their start.

Full marks: *What can we see at this place now? Who made it?*

Words will be different. The child's own questions get the mark when two question words start them.

Q12 — Sam's pictures, in order — from 3B — 1 mark

Students ask questions to find out about the past, and put the big events of the past and of their own lives in time order. — band achievement standard

Look for: the five pictures of Sam in order (3B, figures 2–4), and the first one said.

Full marks: *Sam is a baby comes first. Then: Sam can walk. Sam can talk. A new home. The first day at school.*

Q13 — Your life, in time order — from 3B — 1 mark

Students ask questions to find out about the past, and put the big events of the past and of their own lives in time order. — band achievement standard

Look for: three things from the child's own life, in time order, with the star on now.

Full marks: *First, I was a baby. Next, I could walk and talk. Now, I am at school.*

Words will be different. The child's own life and the child's own words get the mark, when the three things are in time order.

Q14 — Point to the sources — from 3C — 1 mark

Students spot what a source shows and what it says, and see that stories can differ by who tells them. — band achievement standard

Look for: the child points to a photograph, to a story and to an old thing in the six source pictures (3C, figure 2); and says what we do with a source.

Full marks: the three points, right; and: *We look at it. We talk about it.*

The six forms in figure 2 are a photograph, an old thing, an artefact, a book, a story, and digital photographs and videos. The child does not need to say the word *artefact* — the point gets the mark.

Q15 — Two stories of the same day — from 3D — 1 mark

Students spot what a source shows and what it says, and see that stories can differ by who tells them. — band achievement standard

Look for: the child says both stories are right, and says that the two people saw different things.

Full marks: *Yes. Both are right. Mum Anna talks about the hand. Grandma Rosa talks about the apple.*

Words will be different. The child's own why gets the mark when both stories are right in it.

Q16 — What clues can you see? — from 4A — 1 mark

They spot what stays and what changes in each day's life, by putting past and present side by side, and say why those changes happened and what came next. — band achievement standard

Look for: one clue named from the clue pictures (4A, drawing 3 — little colour, little spots, dust, black and white), and what the clue says.

Full marks: *The dust. The dust says: it is old. It was there a long time.*

Q17 — The mat, and cause and consequence — from 4B — 1 mark

They spot what stays and what changes in each day's life, by putting past and present side by side, and say why those changes happened and what came next. — band achievement standard

Look for: every change on the mat (4B, figure 10) has its line to what is next; and one cause and one consequence said.

Full marks: the lines: telephones → we can talk to family when they are away; TVs → we can watch and learn things; computers → people can work in many places. And: *The rain is the cause. The water is the consequence.* — or, from the mat: *The new phone is the cause. We can talk to grandma when she is away — that is the consequence.*

Q18 — A person, a big day, a place — from 4C — 1 mark

They name the people, the big days and the places that matter in their family and community. — band achievement standard

Look for: the six pictures in the right mats (4C, figure 8), and one why for one of them.

Full marks: Mary MacKillop → A PERSON; a birthday → A BIG DAY; the Shrine → A PLACE; Anzac Day → A BIG DAY; my grandma → A PERSON; the park → A PLACE. And one why: *People love it.* or *It helps people.* or *We still think of it today.*

Q19 — Say the report — from 4C — 1 mark

They name the people, the big days and the places that matter in their family and community. — band achievement standard

Look for: the four lines of the report about the Shrine (4C, figure 5), in the child's own words.

Full marks: *When was it built? Long ago. In 1934. Where is it? In a park in Melbourne. Who built it? People home from the war. Why do we love it now? We still go there to think of who helped.*

Q20 — Your family story, in time order — from 4D, with Chapters 1 and 2 — 1 mark

Students tell the story of their own life, their family, their close connections and their community, with the words of history and what sources show. — band achievement standard

Look for: the child tells a story of the child's own family in time order, with the three boxes from 4D (figure 5); the story has one photograph from Chapter 1 and one big day from Chapter 2; the child uses time words (first, next, then, now); and at *How do you know?* the child names a source — the photograph, or who told the child.

Full marks:

Child: *When mum was little, they played with a top. Now we play with a ball. At our big day, all the family comes to one place. This photograph is my grandma. My grandma told me about the top.*

Ask: *How do you know?* **Child:** *The photograph. And my grandma told me.*

Words will be different. The story has to be the child's own — the child's family, the child's photograph, the child's big day. The time order and the named source are what get the mark.