

History Level 10

Chapter 8 — Skills: analysis and communicating

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Contents

Section	Page
What stayed and what changed	2
Sorting causes and consequences: time spans and intentions	14
Evaluating historical significance	31
Building sustained interpretations and arguments	43

What stayed and what changed

For the teacher

*This section is one teaching sequence (parts 1–5) with two worked inquiries built from real, dated, checkable sources, six scaffolded practice tasks, four unscaffolded tasks and one source-based inquiry task, per the §3 volume calibration. As a Chapter 8 skills section it carries the most doing and the least prose: the skill itself is the task, and the content is drawn from Chapters 1–6 (Federation and reform from 2B, 2D and 2E; the world wars from 3C–3G). Register is direct-address prose at or below the Yr10 ceiling (D2). Subject terms are defined at first use (D2 exemption 2), and the two contested terms of the skill (turning point, progress) carry the **CONTESTED_TERMS** Rule 1 treatment — defined before use, frame stated, attribution given, both sides steelmanned in the model analysis (Rules 4–5). Marking is on quality of reasoning, not conclusion reached (Rule 5). All First Nations content is excluded per Rule 1 and §2A; the 1750–1914 span is handled by noting where the book’s dated referents begin, without authoring any First Nations material, even as context or a caption.*

Curriculum alignment (VCAA export VC2_AS-CD-E1ab_29-07-2026.csv) — codes only:

VC2HH10S07 — Historical Concepts and Skills · Continuity and change

Draws on (linkage only, D7): VC2HH10S07.E01 · VC2HH10S07.E02 · VC2HH10S07.E03.

Teaching choices (chapter block spec, §3): the chapter note binds 8A to two jobs: identify an event’s manifestations in different locations (WWI/WWII → 3A–3G), and use sources and chronologies to track continuity and change around 1900 and across 1750–1914 (→ 2D, 2B). Part 1 teaches the skill’s own words. Worked inquiry 1 (part 2, .E01) models manifestations with World War II in 1941–42, and scaffolded task 2 transfers the method to World War I. Worked inquiry 2 (part 3, .E02) reads sections 51 and 106 of the Constitution as one source that holds both change and continuity, with the perspectives of 1901 attached. Part 4 (.E03) reads a chronology of 1788–1914 for patterns; part 5 closes with a model analysis that steelmans “turning point” both ways. The section assumes no Level 9 sequence (D1): it re-establishes every idea it uses and points sideways (2B, 2D, 2E, 3C–3G) for content.

Subject words — define at first use (D2 exemption 2):

Word	Gloss used in this section
continuity	what stays the same across the period being studied
change	what becomes different across the period being studied
manifestation	the form an event takes in one place; where and how it shows up
chronology	events put in time order, so their spacing can be seen
turning point	a moment after which things are fundamentally different (contested — frame stated at first use)
progress	change that someone judges to be an improvement (contested — “for whom?” is the first question)
frame	the lens a claim is made through: which people, which part of life, which stretch of time
self-government	the colonies’ win, in the 1850s, of parliaments chosen by their own voters
franchise	the law about who may vote
secret ballot	voting in private, so no one can check how you voted
arbitration	a court settling a pay or conditions dispute between employers and workers (subject term from the Constitution’s own words)
conciliation	the attempt to settle such a dispute before it reaches the court (subject term from the Constitution’s own words)
conscription	forcing people by law to serve in the armed forces

Word	Gloss used in this section
census	an official count of every person in the country on one night
basic wage	the lowest legal pay, set by the Harvester Judgement of 1907
primary source	a record made at the time being studied, by someone inside the events
provenance	the who, where and when of a source

1. The skill: continuity and change

History asks two simple questions of every period: **what stayed the same, and what became different?** The answers have proper names. **Continuity** is what keeps going across the period you are studying. **Change** is what becomes different. Both words only mean something once the period is stated — “between 1750 and 1914”, “in the decade after 1901”, “during 1942”.

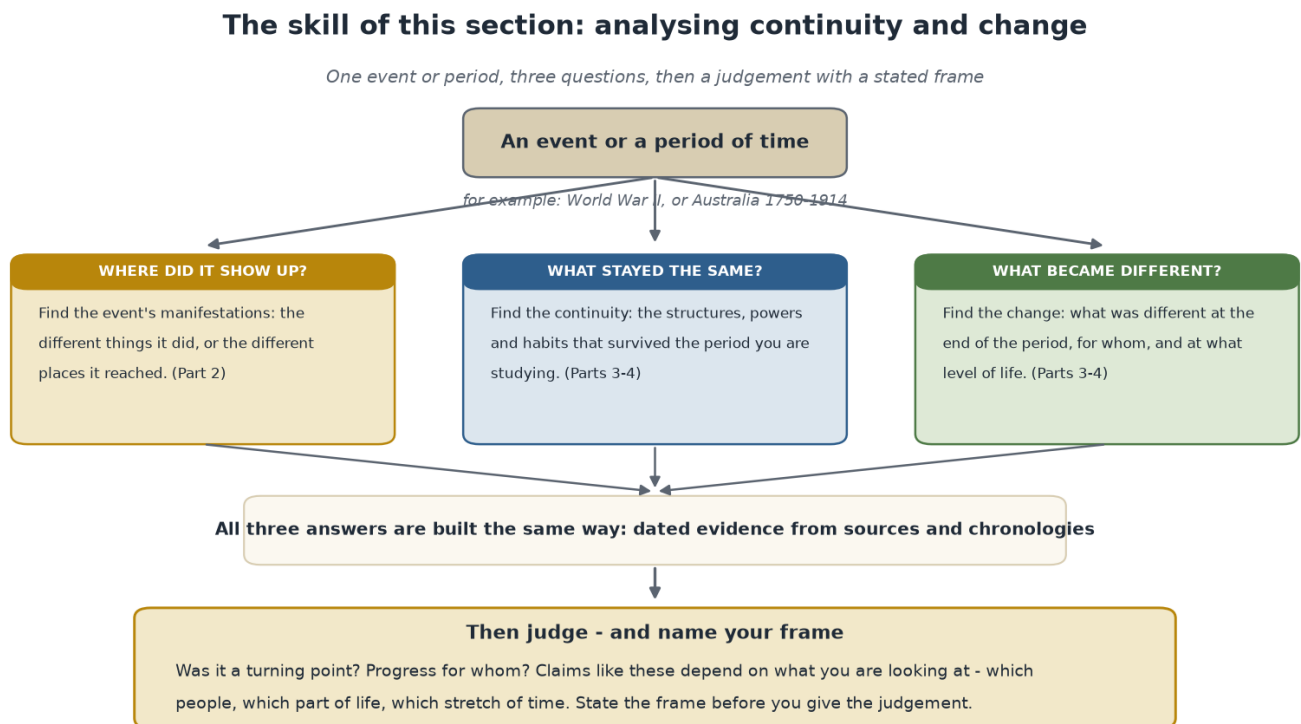
One more period word needs care. **The turn of the 20th century** means the years either side of 1900 — roughly the 1890s to the 1910s. In Australian history those are the years of Federation and the first federal laws, and they are the heart of this section.

A third word comes straight from the curriculum: **manifestation**. A manifestation is the form an event takes in one place — where and how it shows up. The same storm looks different on different coastlines; the same war looks different in different countries. Finding those differences is the first job of this section.

Two bigger words are contested, and this section treats them that way. A **turning point** is a moment after which things are completely different from before. Historians genuinely disagree about which moments earn the label — because whether a moment “turned” things depends on what you are looking at. **Progress** is change that someone judges to be an improvement — and the first question a historian asks of it is “improvement for whom?” What looks like progress from one chair looks like loss from another.

That idea — *what you are looking at* — is called a **frame**. A frame names which people, which part of life, and which stretch of time a claim about change is about. Every claim in this section states its frame, and so should yours.

Figure 1 maps the skill: three questions, built from dated evidence, closed by a judgement with a stated frame.



A concept map of the skill: an event or a period of time leads to three questions - where did it show up, what stayed the same, what became different - all built from dated evidence, then a judgement box that says to name your frame

Figure 1 — The skill of this section in one map.

2. Worked inquiry 1 — one event, many places

The method for .E01 has four steps:

1. **Choose one event.** Here: World War II reaching Australia's region in 1941-42.
2. **Choose different geographical locations.** Here: Singapore, Darwin, the Kokoda Track in Papua, and the Australian home front.
3. **Find the manifestation in each place** — one dated fact per place.
4. **Compare.** What is different from place to place? What does the set of manifestations show about how far the event reached, and what it changed?

Figure 2 does steps 3 and 4 for you. Read each card twice: once for the fact, once for the “What it shows” line.

Worked inquiry 1 - one event, many places

World War II reaches Australia's region, 1941-42: four places, four manifestations

DARWIN	SINGAPORE
The bombing of Darwin, 19 February 1942 - the first air attack on Australian soil. 236 people were killed. What it shows: The war was no longer something that happened far away. It had reached Australia itself.	The fall of Singapore, 15 February 1942. Over 15,000 Australians were among the about 80,000 Allied troops taken prisoner. What it shows: The base Britain had promised would protect the region was gone. Trust in British protection broke.
THE HOME FRONT	THE KOKODA TRACK, PAPUA
In early 1942 Prime Minister John Curtin insisted that Australian troops come home from the Middle East to the Pacific. What it shows: Australia's leaders began to rely on the United States rather than Britain - a change that lasted decades.	The Kokoda campaign, July-November 1942. 625 Australians were killed halting the overland advance on Port Moresby. What it shows: The fighting moved onto territory Australia administered - and grew into a national story.

Same war, same year - four different manifestations. Comparing them shows how far the event reached, and what it changed in each place.

Four place cards for the Second World War in 1941-42 - Darwin, Singapore, the home front and the Kokoda Track in Papua - each card giving one dated fact about what happened there and one line on what it shows

Figure 2 — One event, four manifestations. Facts as carded in sections 3E and 3G of this book (Australian War Memorial; the Melbourne Herald, 27 December 1941).

Now the comparing. The same war reached each place as a different kind of event: at Singapore it was a surrender that broke a promise of protection; at Darwin it was an attack on Australian soil; on the Kokoda Track it was a land campaign fought on territory Australia administered; at home it was a decision about whose help Australia would rely on. No single card captures the war's effect on Australia. The set of cards does — and that is exactly what the skill asks you to build.

Notice the frame, too. The frame here is “Australia's region and Australia's choices, 1941–42”. Change the frame to “the war as a whole” and other places — Midway, Stalingrad, Normandy — would take the cards instead. Neither set is wrong; they answer different questions.

3. Worked inquiry 2 — continuity and change around 1900

At midnight on 1 January 1901, six British colonies became six States of a new Commonwealth of Australia. The document that did it was the **Commonwealth of Australia Constitution**, passed by the British Parliament in 1900 after the colonies voted in referendums to federate. The question for this inquiry is the skill's own question: **what changed on 1 January 1901, and what stayed the same?** The Constitution is a **primary source** — a record made at the time being studied, by someone inside the events — and this section reads it the way a historian reads any primary source: its provenance — the who, where and when of the source — first, then its content.

Figure 3 gives you the source. Read the two sections against each other before reading anything else about them.

A primary source: the Commonwealth of Australia Constitution

Two sections of the document that created the Commonwealth on 1 January 1901

Commonwealth of Australia Constitution Act 1900 (UK)

From section 51 - the powers of the new federal parliament:

'The Parliament shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth with respect to :-'

(i) Trade and commerce with other countries, and among the States;

(ii) Taxation; but so as not to discriminate between States or parts of States;

(v) Postal, telegraphic, telephonic, and other like services;

(vi) The naval and military defence of the Commonwealth and of the several States ...;

(xxxv) Conciliation and arbitration for the prevention and settlement of industrial disputes extending beyond the limits of any one State.

From section 106 - the States' constitutions:

'The Constitution of each State of the Commonwealth shall, subject to this Constitution, continue as at the establishment of the Commonwealth ... until altered in accordance with the Constitution of the State.'

Provenance:

Passed by the British Parliament in 1900 after the six colonies voted in referendums to federate; in force from 1 January 1901. Quoted from legislation.gov.uk, retrieved 25 August 2026. The dots (...) mark words left out here.

Read the two sections against each other: one lists new powers, the other says what continues.

A framed primary source card for the Commonwealth of Australia Constitution Act 1900, quoting the opening words of section 51 with five of its listed powers - trade between the States, taxation, postal services, defence, and arbitration of disputes across State borders - and quoting section 106, which says each State's constitution shall continue, with a provenance line

Figure 3 — A primary source: two sections of the Constitution. Quoted from legislation.gov.uk, retrieved 25 August 2026.

People alive in 1901 disagreed about what the document meant, and their disagreement is part of the evidence. Those who had campaigned and voted for Federation pointed at section 51: here were real new powers — one parliament for defence, for trade between the States, for settling strikes that crossed State borders. To them the Constitution was a beginning. Doubters — people who had voted “no”, or who had only agreed once the States were protected — pointed at section 106: each State kept its own constitution, its own parliament, its own way of doing things. To them the Constitution was a fence around change, not a door through it. Neither group was wrong. They were reading different sections of the same document — which is the historian's warning to look at the whole source before choosing a side.

Figure 4 sorts the evidence the way the skill sorts it. Both columns are true at the same time.

Sorting the evidence: change and continuity in one document

The same three sections of the Constitution, read for what they changed and what they kept

CHANGE - what was new after 1901	CONTINUITY - what stayed the same
One parliament could now make laws for trade between the States (section 51 (i)). Before 1901, each colony taxed goods crossing its own border.	Every State kept its own constitution, 'until altered in accordance with the Constitution of the State' (section 106).
Defence became one national power (section 51 (vi)). Before 1901, there were six separate colonial forces.	State parliaments kept every power not handed to the new federal parliament (section 107).
Post and telegraph became one national system (section 51 (v)).	Schools, hospitals, police, railways and roads stayed State matters - most of daily life.
A new federal power to settle strikes that crossed State borders (section 51 (xxxv)) - the power behind the 1904 Arbitration Act and the 1907 Harvester Judgement.	The State premiers kept their jobs and their budgets. The new federal government sat on top of the States, not in place of them.

One document, both answers. Which you see first depends on the frame you bring: the machinery of national government (change), or the daily life of the States (continuity).

A two-column sorting model of the Constitution's evidence: a green change column - one parliament for trade between the States, one national defence power, one national postal system, a new federal power to settle strikes across State borders - and a blue continuity column - every State kept its constitution, State parliaments kept their powers, schools and hospitals and police stayed State matters, and State premiers kept their jobs

Figure 4 — The model sort: change and continuity read from the same three sections.

One row of the change column connects this section to the rest of the book. The power in section 51 (xxxv) — arbitration of disputes across State borders — is the power behind the Commonwealth's 1904 arbitration law and the **Harvester Judgement** of 1907, which set the **basic wage** (sections 2D and 2E card these). In 1900 that power did not exist; in 1907 it set a national standard for pay. That is change with a date on it. And even so, the States kept their own wages boards and their own industrial laws — continuity, in the same decade.

The inquiry's answer, then, is not "change" or "continuity". It is: **one document holds both**, and which you see first depends on the frame. Look at the machinery of national government and 1901 is a new beginning. Look at schools, hospitals, police and railways — most of daily life — and the States go on as before.

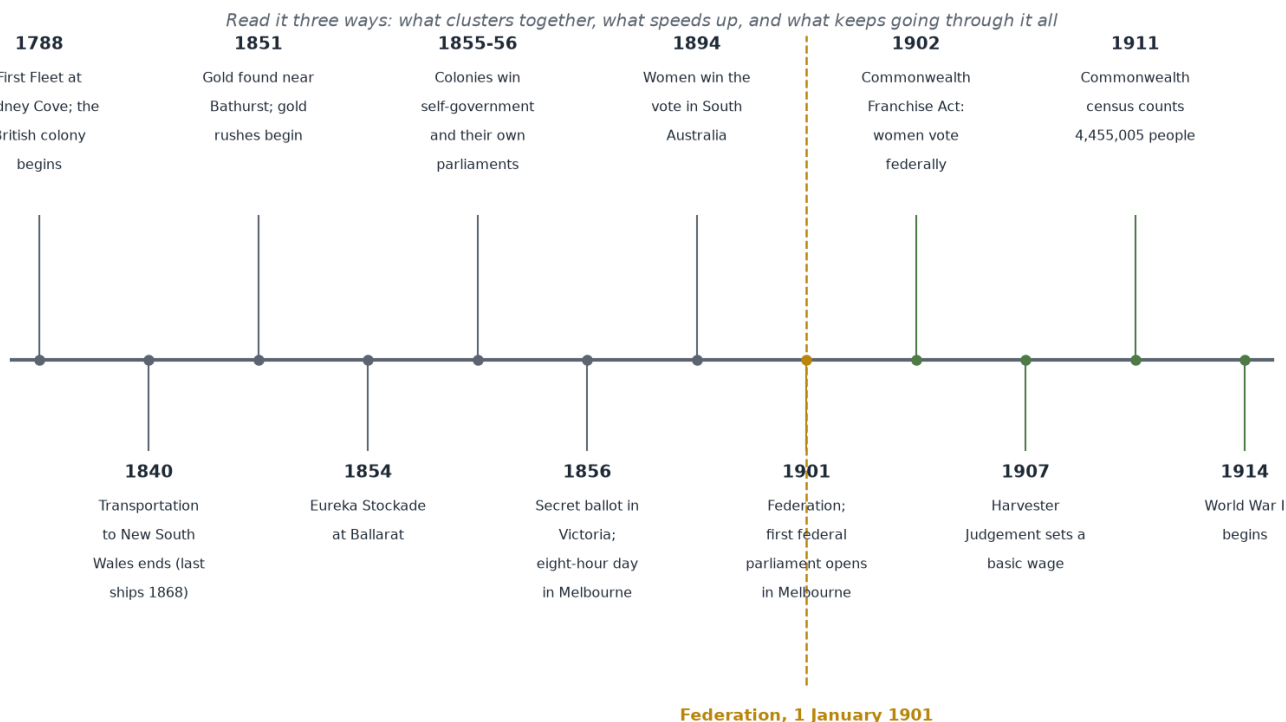
4. Reading chronologies for patterns, 1788–1914

The third job of the skill (.E03) is to put events in time order and watch for **patterns** — places where changes or continuities cluster. A **chronology** is the tool: events on a line, so their order and their spacing can be seen. The curriculum's span runs from 1750 to 1914; the dated events this book uses from Chapters 1–2 begin with the British colony at Sydney Cove in 1788, and that is where Figure 5 begins.

Three moves read a chronology:

1. **Cluster.** Which events crowd together in time?
2. **Pace.** Where do the changes speed up or slow down?
3. **Survival.** What keeps going right through the busy patches?

A chronology of Australia, 1788-1914



A chronology is evidence: the order and spacing of events is what lets you see patterns.

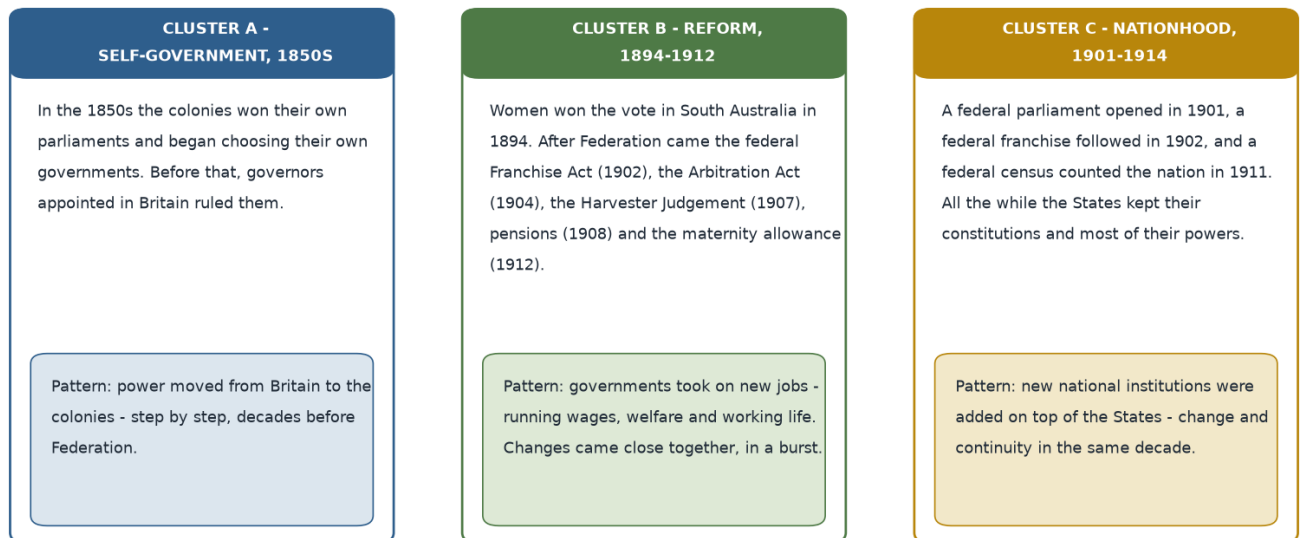
A chronology ribbon of Australia from 1788 to 1914 with twelve dated events above and below a line - the First Fleet in 1788, transportation ending, gold in 1851, Eureka in 1854, self-government in 1855-56, the secret ballot in 1856, women winning the vote in South Australia in 1894, Federation in 1901, the Commonwealth Franchise Act in 1902, the Harvester Judgement in 1907, the census of 1911 counting 4,455,005 people, and World War I beginning in 1914 - with a dashed line marking Federation on 1 January 1901

Figure 5 — A chronology of Australia, 1788–1914. Events as carded in sections 2B, 2C, 2D and 2E of this book.

Figure 6 names three patterns the ribbon shows. Check each one against the dates before you trust it — a pattern is a claim, and the dates are its evidence.

Reading the chronology for patterns

Three patterns a historian can name from the ribbon on the previous page



Naming a pattern takes two moves: say what repeats (or clusters), then say why it matters.

A good answer points to the dates that made it notice the pattern.

Three pattern cards read from the chronology: cluster A, self-government in the 1850s, patterned as power moving from Britain to the colonies; cluster B, reform from 1894 to 1912, patterned as governments taking on new jobs in a burst; and cluster C, nationhood from 1901 to 1914, patterned as new national institutions added on top of the States - change and continuity in the same decade

Figure 6 — Three patterns a historian can name from Figure 5.

Cluster C is the payoff for this section. The nationhood events — a federal parliament, a federal franchise, a federal census — sit *inside* the same decade as the continuity of section 106. That is what “analyse continuity and change” finally means in practice: not two separate lists, but both patterns seen at once, in the same years, in the same country.

5. A model analysis: was Federation a turning point?

Everything now goes into one model answer to a contested question: **was Federation a turning point in Australian history?** Remember the steelman rule: both sides get their strongest case before anyone judges. Figure 7 colour-codes the moves — claim, evidence, explanation, counter, judgement.

A model analysis, move by move

The question: was Federation a turning point in Australian history?

CLAIM	Federation was a turning point for Australia's national government - but not for most people's daily lives.
EVIDENCE	Section 51 of the Constitution gave the new parliament power over defence, trade between the States and taxation, and the first federal parliament opened in Melbourne on 9 May 1901.
EXPLANATION	Before 1901 there were six colonies with separate parliaments, separate armies, customs borders and postal systems. After 1901, one parliament could make national laws on the matters listed in section 51.
COUNTER	But section 106 guaranteed each State its constitution, and section 107 left every power not handed over with the States. Schools, hospitals, police and railways stayed State matters - and so did most of daily life.
JUDGEMENT	Whether 1901 counts as a turning point depends on the frame. For the machinery of national government, it was one. For daily life, the continuities outweigh the changes.

Steal the moves, not the facts: claim - evidence - explanation - counter - judgement, with the frame stated in the judgement.

A model analysis of whether Federation was a turning point, colour-coded move by move: a claim that it was a turning point for national government but not for daily life; evidence from section 51 and the first federal parliament of 9 May 1901; an explanation of the six colonies' separate systems before 1901; a counter from sections 106 and 107 that States kept their powers and daily life stayed State business; and a judgement that the answer depends on the frame

Figure 7 — The model analysis. Steal the moves, not the facts.

Two things to notice before you write your own. First, the counter is not a throwaway line: it uses the strongest continuity evidence in the whole section (sections 106 and 107), stated at full strength. Second, the judgement does not pick a side and walk away. It names the frame — the machinery of national government, or daily life — and lets the frame decide. That is what a contested term like *turning point* requires: the argument is not about the word, it is about the frame.

The same care applies to *progress*. “The reforms of 1894–1912 were progress” is not a fact; it is a judgement, and the first question it must survive is “progress for whom?” Women winning the vote in South Australia in 1894 was an enlargement of rights that many people at the time opposed. Naming it as progress is defensible — but it is a stated judgement with a stated frame, not a fact copied off a ribbon.

6. Practice tasks

Scaffolded tasks — work with the supports provided.

1. **Match the word.** Copy the table and match each word to its gloss. One row is done for you.

Word	Gloss
chronology	events put in time order, so their spacing can be seen
continuity	
manifestation	
turning point	
frame	

census

Glosses: what stays the same across the period being studied · an official count of every person in the country on one night · the form an event takes in one place · the lens a claim is made through: which people, which part of life, which stretch of time · a moment after which things are completely different.

2. **One event, many places — your turn (WWI).** Copy the table and complete it for World War I, using the cards in sections 3C–3E. One row is done for you.

Place	What happened there (date + fact)	What it shows about the war's reach
Egypt	The first Australian troops arrive in December 1914, to train before Gallipoli	The war pulled Australians to the other side of the world

Gallipoli

The Western Front

The home front

Then write one sentence: what does comparing the four places show about World War I as an event with many manifestations?

3. **Read the source card.** Using only Figure 3: (a) which section lists the new federal parliament's powers? (b) which section promises each State that its constitution will continue? (c) what do the dots (...) in the quotations mean? (d) True or false — fix the false ones: (i) the Constitution came into force on 1 January 1901; (ii) section 51 lets the federal parliament make any law it likes.
4. **Sort the evidence.** Copy the two columns and sort these six statements into CHANGE and CONTINUITY. Two are done for you.
- After 1901, one national army replaced six colonial forces. (*change — done*)
 - Each State kept its own parliament. (*continuity — done*)
 - A federal court could now settle strikes that crossed State borders.
 - Goods crossed State borders without border taxes.
 - State premiers kept control of schools, hospitals and police.
 - The colonies' old laws stayed in force until properly changed.
5. **Order the chronology.** Using Figure 5, put these in order from earliest to latest: gold found near Bathurst; the Eureka Stockade; the secret ballot introduced in Victoria; women win the vote in South Australia; Federation; the Commonwealth Franchise Act; the Harvester Judgement; World War I begins. Which two are only one year apart?
6. **Read the patterns.** From Figure 6: (a) which cluster shows governments taking on new jobs in wages, welfare and working life? (b) in cluster C, name one change and one continuity.
- (c) cluster A happened in the 1850s, decades before Federation. Why does that matter for a claim like "Federation gave Australia self-government"?

Unscaffolded tasks — no supports; build your answer from scratch.

7. **Your own manifestations.** Choose one of the world wars from Chapter 3. Choose two different places. For each, write one dated fact (the manifestation) and one sentence on what it shows. Close with one sentence on what comparing the two places tells you about the event.
8. **Find both in one source.** Choose one source carded in sections 2B–2E. Identify one change and one continuity the source shows, and give your reasons for each label.
9. **Build a chronology.** Using Chapters 1–2, build your own chronology of at least six dated events between 1850 and 1914. Circle one cluster. In two sentences, name the pattern and give one reason it exists.
10. **Judge with a frame.** "Federation was a turning point in Australian history." Write one paragraph of 5–7 sentences with a claim, evidence for change, evidence for continuity, and a judgement that names your frame. You are marked on the reasoning, not the side you land on.

7. Source-based inquiry

Read this primary source, then answer the questions below it.

Source-based inquiry: the Commonwealth census, 1911

A government count of the whole population, taken on one night

Census of the Commonwealth of Australia

Census night: midnight, 2-3 April 1911

People counted: **4,455,005**

Ten years earlier, the census of 31 March 1901 had counted 3,773,801 people. The population had grown by 681,204 - about 18 per cent - in the first decade of Federation.

Provenance:

Taken by the Commonwealth Bureau of Census and Statistics; the 1911 total is recorded in the ABS historical census series (cat. no. 2112.0).

A number like this is evidence - but of what? Your task is to decide what it can show about continuity and change since Federation, and what it cannot show.

A framed census source card: census night, midnight 2-3 April 1911; people counted, 4,455,005; a note that the census of 31 March 1901 had counted 3,773,801 people, a growth of 681,204 or about 18 per cent in the first decade of Federation; and a provenance line naming the Commonwealth Bureau of Census and Statistics and the ABS historical census series

Figure 8 — The source for this inquiry: the Commonwealth census of 1911.

1. **Formulate:** write two historical questions this source could help you answer.
2. **Infer:** what does the growth of about 18 per cent since 1901 suggest about Australia's first decade as a federation? Quote one number from the card in your answer, and mark your sentence as an inference, not a fact.
3. **Context:** what else was happening in Australia between 1901 and 1911 that could help explain the growth? Use Figures 5 and 6 to find two dated referents.
4. **Perspective:** a census counts everyone on one night. What can a one-night count show about a decade of change, and what can it not show?
5. **Evaluate:** is this census more useful as evidence of *continuity* or of *change* since Federation? Explain your choice, and name one other source from this section or from section 2D that could test your answer.

What to look for

Score student work against the band achievement standard (Level 9–10): students analyse the features, content and context of sources; identify the perspectives that individuals and groups held; connect short- and long-term causes with intended and unintended consequences; and judge historical significance by criteria. Expected responses below are a guide, not a script. Per CONTESTED_TERMS Rule 5, mark the reasoning — terms defined, frames stated, both sides steelmanned, evidence cited, limits acknowledged — never the conclusion reached. If a student raises First Nations material (for example, who the early censuses and franchise laws included or excluded), redirect to the front-of-book note; do not develop it (Rule 1, §2A).

- **The skill (part 1):** continuity and change are defined together with a stated period; *manifestation* is glossed; *turning point* and *progress* are handled as contested terms with a frame attached.
- **Worked inquiry 1 (part 2, .E01):** the four WWII manifestations carry correct dates and facts (Singapore 15 February 1942, over 15,000 Australian POWs of about 80,000; Darwin 19 February 1942, 236 killed; Kokoda July–November 1942, 625 Australians killed; Curtin’s turn to the United States, signalled 27 December 1941), and the comparison names what the set shows. In task 2, the WWI companion uses the carded facts (Gallipoli: landed 25 April 1915, evacuated December 1915, 8,709 Australian dead; Western Front: Fromelles 19–20 July 1916 with 5,533 casualties in about 24 hours, Pozzières about 23,000, Villers-Bretonneux 24–25 April 1918; home front: 416,809 enlisted, over 60,000 dead, conscription referendums defeated 28 October 1916 and 20 December 1917).
- **Worked inquiry 2 (part 3, .E02):** the student reads sections 51 and 106 against each other; the sort places every item correctly (change: trade, defence, postal, arbitration; continuity: State constitutions, State parliaments, daily-life powers); the perspectives of 1901 are reported as two readings of the same document, neither wrong; the Harvester connection (s 51 (xxxv) → 1904 Act → 1907 Judgement → 2D/2E) is made with dates.
- **Chronologies (part 4, .E03):** the eight events of task 5 are ordered correctly, with Federation (1901) and the Franchise Act (1902) as the one-year pair; patterns are named with the dates that evidence them; task 6c earns its mark by noticing that self-government (1855–56) precedes Federation by half a century, so “Federation created self-government” is a false claim about change.
- **Model analysis (part 5):** the student’s own paragraph shows the five moves in Figure 7 and states the frame in the judgement; where *progress* is raised, “for whom?” is answered.
- **Source-based inquiry (part 7):** inferences are marked as inferences; the 1894–1912 reform cluster and the 1901–1911 nationhood cluster are used as context; task 5’s evaluation states a measure (a count shows scale and growth; it cannot show experience or distribution) and names a testing source (for example the 1901 census carded in 2D).

Sources for this section. All web sources retrieved 25 August 2026. All figures are original artifacts drawn for this book from the values stated above (SOURCE_USE Rule 3); no figure is copied from any published source.

1. *Commonwealth of Australia Constitution Act 1900* (UK), sections 51, 106 and 107 — legislation.gov.uk (Figures 3 and 4; worked inquiry 2; model analysis).
2. Census of the Commonwealth of Australia, taken at midnight 2–3 April 1911 — Commonwealth Bureau of Census and Statistics; the total 4,455,005 as recorded in the ABS historical census series (cat. no. 2112.0) (Figure 8; source-based inquiry).
3. The 1901 census total 3,773,801 — as carded in section 2D (Commonwealth Bureau of Census and Statistics, 1901; Australian Bureau of Statistics historical tables).
4. The World War II facts of Figure 2 — as carded in sections 3E and 3G (Australian War Memorial; John Curtin, statement published in the *Melbourne Herald*, 27 December 1941).
5. The World War I facts of practice task 2 — as carded in sections 3C–3E (Australian War Memorial).
6. The chronology events of Figures 5 and 6 — as carded in sections 2B, 2C, 2D and 2E of this book.

Sorting causes and consequences: time spans and intentions

For the teacher

This section is one teaching sequence (parts 1–10) with two worked inquiries built from real, dated, checkable primary sources (parts 5 and 8), six scaffolded practice tasks, four unscaffolded tasks and one source-based inquiry task, per the §3 volume calibration. Register is direct-address prose at or below the Yr10 ceiling (D2). Subject terms are defined at first use (D2 exemption 2). No contested term is newly introduced here: the section borrows the fallback definitions already set in Section 3A (the “war guilt” clause is used as a so-called label, attributed to the treaty itself). No First Nations content is authored anywhere in this section, including as context or a caption (CONTENT_POLICY Rule 1); accordingly the .E03 example of European colonisation is not used, and the World War I / World War II alternatives named in the same elaboration carry the concept map instead (§2A, D3). All dates, quotations and statistics carry source lines in the table below (D4).

Curriculum alignment (VCAA export VC2_AS-CD-E1ab_29-07-2026.csv) — codes only:

VC2HH10S08 — Historical Concepts and Skills · Causes and consequences

Draws on (linkage only, D7): VC2HH10S08.E01 · VC2HH10S08.E02 · VC2HH10S08.E03 (D3: .E03 partial — the colonisation example is not used; the WWI/WWII alternatives are).

Teaching choices (chapter block spec, §3): this section teaches the four graphic organisers named in .E01 — concept map, causal spider web, fishbone diagram, ripple-effect chart — and uses them on the developments already taught in Chapter 3: why World War II began, and what each war caused (→ 3A). Australia’s entry to the war as a dominion and Menzies’s broadcast are used in worked inquiry 1 (→ 3B); the fall of Singapore and the shift toward the United States, women’s war work and the atomic bombs appear as worked rows, each cross-linked to the section that teaches it (3E, 3G, 1E, 3F, 1C). Continuity and change are linked to the concept’s home section (8A). Skills cross-links: formulating inquiry questions (7A), sequencing (7B), source purpose and context (7C), value of sources (7D), perspectives (7E), debates (7F), significance criteria (8C), sustained interpretation (8D).

Subject words — define at first use (D2 exemption 2):

Word	Gloss used in this section
cause	why something happened
consequence	a result of an event
long-term cause	a cause that builds up over many years before an event (as in 3A)
short-term trigger	the event that sets a tense situation alight (as in 3A)
intended consequence	a result that the people who acted planned and wanted
unintended consequence	a result they did not plan and did not want, or never thought of at all
graphic organiser	a diagram that sorts information so you can analyse it
concept map	a diagram that joins causes and consequences to one event with labelled arrows
causal spider web	a diagram of the many causes that run together into one event, drawn as spokes
fishbone diagram	a diagram of causes grouped into categories along one spine, all pointing at the event
ripple-effect chart	a diagram of consequences spreading out from an event, near to far in time
development	a big change or new situation that unfolds over time, such as a treaty, a depression or a war
continuity	what stayed the same across an event or development
change	what became different across an event or development

Word	Gloss used in this section
reparations	payments a defeated country is made to pay for the damage of a war (as in 3A)
armistice	the agreement to stop fighting that ends a war, while a treaty is negotiated
dominion	a self-governing country of the British Empire, like Australia from 1901
covenant	a formal written agreement; the Covenant is the League of Nations' founding document
primary source	a record made at the time being studied (as in 3A)

Contested terms handled per CONTESTED_TERMS.md: none newly introduced. The “war guilt” clause is named as the treaty’s own label (Article 231), attributed and cross-linked to 3A’s treatment; the Versailles legacy is presented as a German grievance without endorsing it, and the peacemakers’ intentions are steelmanned in worked inquiry 2 before their failures are traced (Rules 4–5).

Sources (SOURCE_USE — real referents carry a source line; original artifacts only, D4; collections consulted 2026-08-25 where noted):

Referent	Source line
Robert Menzies, Prime Minister of Australia, radio broadcast of 3 September 1939, quoted in part 5	Sound recording held by the National Film and Sound Archive of Australia; transcript held by the National Archives of Australia
Woodrow Wilson, President of the United States, address to a joint session of Congress (the Fourteen Points), 8 January 1918, quoted in part 8	Woodrow Wilson Papers, Manuscript Division, Library of Congress, Washington
Covenant of the League of Nations, preamble, signed as Part I of the Treaty of Versailles, 28 June 1919, quoted in part 12	League of Nations records held at the United Nations Library and Archives, Geneva (retrieved 2026-08-25)
Treaty of Versailles terms (Article 231; army cut to 100,000; demilitarised Rhineland), reparations set at 132 billion gold marks in 1921, League failures (Manchuria 1931, Abyssinia 1935), Munich September 1938, invasion of Poland 1 September 1939, declarations of war 3 September 1939	As taught and sourced in Section 3A; original instruments in the archives named there
Australian Women’s Land Army raised July 1942; the Commonwealth marriage bar to 1966; equal-pay campaigns	As taught and sourced in Sections 3G and 1E
Fall of Singapore, 15 February 1942; Australia’s shift toward the United States	As taught and sourced in Sections 3E and 3G
Atomic bombs of August 1945; Japan’s surrender announced 15 August 1945; the nuclear arms race	As taught and sourced in Sections 3F and 1C
League of Nations founded 1920; United Nations founded 24 October 1945	League of Nations and United Nations records held at the United Nations Library and Archives, Geneva (retrieved 2026-08-25)

1. The big question

Section 3A taught you *what* caused the two world wars. This section teaches you *how to analyse* causes and consequences — the skill the curriculum calls “causes and consequences”. It asks one big question: **why did the world go to war in 1914 and again in 1939, and what changed — on purpose and by accident — because of those wars?**

Four words do the heavy lifting, and each is defined here at first use:

- A **cause** is why something happened. A **consequence** is a result of an event.
- A **long-term cause** is a cause that builds up over many years before an event. A **short-term trigger** is the event that sets a tense situation alight.
- An **intended consequence** is a result that the people who acted planned and wanted. An **unintended consequence** is a result they did not plan and did not want, or never thought of at all.
- A **development** is a big change or new situation that unfolds over time — a treaty, a depression, a war. Every development leaves two ledgers: **change** (what became different) and **continuity** (what stayed the same). Section 8A owns that pair; this section feeds it.

Historians keep all of this straight with **graphic organisers** — diagrams that sort information so you can analyse it. You will learn the four named in your curriculum: the concept map, the causal spider web, the fishbone diagram and the ripple-effect chart.

2. Sorting causes: long-term and short-term

Every cause gets a date, a sort and a reason. The worked sort below takes six causes of World War II — all taught in Section 3A — and places each one.

Worked sort: the causes of World War II

Every cause gets a date, a sort and a reason. Dates and events as taught in Section 3A.

Cause	Date	Sort	Why it belongs there
Treaty of Versailles and its grievances	28 June 1919	LONG-TERM	sat for twenty years feeding anger at the peace
The Great Depression	from October 1929	LONG-TERM	years of hardship made desperate voters turn to extremes
Rise of Hitler and the Nazi Party	from 30 January 1933	LONG-TERM	six years of rearmament and expansion before the war
The Munich Agreement	September 1938	SHORT-TERM	one year before the war; showed land could be taken without a fight
German invasion of Poland	1 September 1939	SHORT-TERM	the trigger that set the crisis alight
Britain and France declare war	3 September 1939	SHORT-TERM	the war begins

 long-term cause - builds over years

 short-term trigger - close to the event

A trigger only works because the long-term causes have made the situation ready to burn.

A worked sorting table of six causes of World War II. Each row gives a cause, its date, its sort and the reason it belongs there. Treaty of Versailles and its grievances, 28 June 1919, long-term, sat for twenty years feeding anger at the peace. The Great Depression, from October 1929, long-term, years of hardship made desperate voters turn to extremes. Rise of Hitler and the Nazi Party, from 30 January 1933, long-term, six years of rearmament and expansion before the war. The Munich Agreement, September 1938, short-term, one year before the war and showed land could be taken without a fight. German invasion of Poland, 1 September 1939, short-term, the trigger that set the crisis alight. Britain and France declare war, 3 September 1939, short-term, the war begins. A legend defines long-term cause as building over years and short-term trigger as close to the event.

Notice the third column is never enough on its own: the *reason* is the analysis. “Munich, September 1938” is a date; “one year before the war, and it showed land could be taken without a fight” is an argument. Notice too the rule at the foot of the figure: a trigger only works because the long-term causes have made the situation ready to burn.

Task A (scaffolded). Now sort four causes of World War I, taught in Section 3A: the alliance system (1879–1907) · the assassination of Archduke Franz Ferdinand (28 June 1914) · the naval race between Britain and Germany (from 1906) · the German invasion of Belgium (4 August 1914). For each, copy the table’s four columns and write your own reason in the last one.

3. The toolbox: four graphic organisers

Your curriculum names four organisers for this work. Each sorts history a different way, and picking the right tool is itself a historical skill.

Four graphic organisers for causes and consequences

Each one sorts history a different way. Pick the tool that fits your question.

CONCEPT MAP

Sorts: causes and consequences joined to one event with labelled arrows.

Best for: seeing the whole picture of a development at a glance.

CAUSAL SPIDER WEB

Sorts: the many causes that run together into one event, drawn as spokes.

Best for: an event with lots of causes of different kinds.

FISHBONE DIAGRAM

Sorts: causes grouped into categories along one spine, all pointing at the event.

Best for: sorting causes into types before you argue about them.

RIPPLE-EFFECT CHART

Sorts: consequences spreading out from an event - near to far in time, personal to world in reach.

Best for: tracing intended and unintended consequences.

All four are graphic organisers - diagrams that sort information so you can analyse it.

Four cards describing the four graphic organisers. Concept map: sorts causes and consequences joined to one event with labelled arrows; best for seeing the whole picture of a development at a glance. Causal spider web: sorts the many causes that run together into one event, drawn as spokes; best for an event with lots of causes of different kinds. Fishbone diagram: sorts causes grouped into categories along one spine, all pointing at the event; best for sorting causes into types before you argue about them. Ripple-effect chart: sorts consequences spreading out from an event, near to far in time and personal to world in reach; best for tracing intended and unintended consequences. A footer notes that all four are graphic organisers, diagrams that sort information so you can analyse it.

Used in the right order, the four tools cover the whole skill: the **spider web** gathers the causes of one event; the **fishbone** groups those causes into categories so you can argue about which category did the most work; the **ripple-effect chart** spreads the consequences out in time; and the **concept map** holds causes, event and consequences together in one picture.

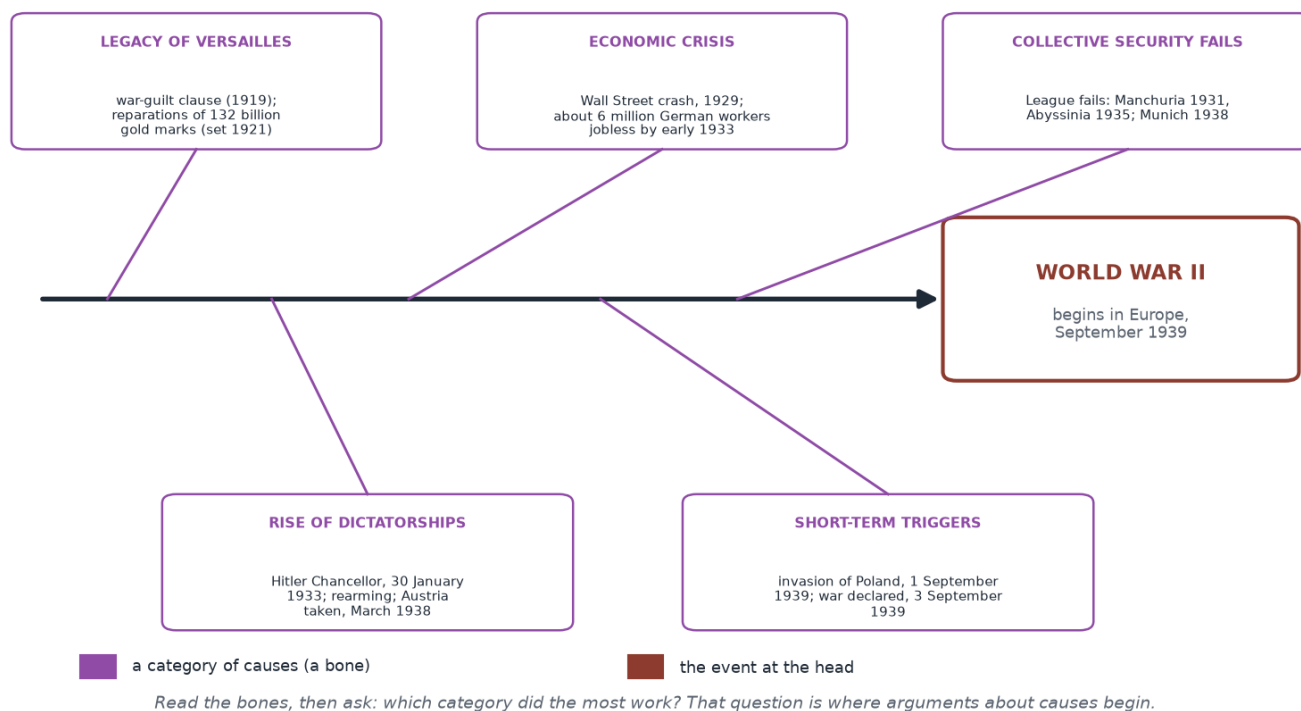
Task B (scaffolded). Match each question below to the organiser that fits it best, and write one sentence saying why: (1) “What were all the causes of Australia being at war on 3 September 1939?” (2) “Which type of cause of World War II mattered most?” (3) “What flowed from World War I, in the first years and decades later?” (4) “Show me the whole of World War II — causes, event and consequences — on one page.”

4. The fishbone: grouping causes into categories

The fishbone diagram below sorts the causes of World War II into five categories — the bones — all pointing at the event at the head. Every fact on every bone is dated, and every bone is a category you met in Section 3A.

Fishbone diagram: the causes of World War II

Each bone is a category of causes; every bone points at the event. Layout is schematic.



A fishbone diagram for the causes of World War II. A spine arrow points right into a head card reading World War II, begins in Europe, September 1939. Upper bones: legacy of Versailles (war-guilt clause 1919; reparations of 132 billion gold marks set 1921); economic crisis (Wall Street crash 1929; about 6 million German workers jobless by early 1933); collective security fails (League fails: Manchuria 1931, Abyssinia 1935; Munich 1938). Lower bones: rise of dictatorships (Hitler Chancellor 30 January 1933; rearming; Austria taken March 1938); short-term triggers (invasion of Poland 1 September 1939; war declared 3 September 1939). A legend explains that each bone is a category of causes and the head is the event.

The fishbone's job is not decoration. Once causes sit in categories, you can ask the question arguments about causes begin with: **which category did the most work?** Did the failure of the League matter more than the legacy of Versailles? You may decide either way — what carries marks is the dated evidence and the reasoning, not the conclusion.

Task C (scaffolded). The Japanese invasion of Manchuria (18 September 1931) does not appear on the fishbone. Decide which bone it belongs to, write it in, and add one sentence of reason that uses a dated fact from Section 3A.

5. Worked inquiry 1 — a nation hears the news

Read this source — a **primary source**, recorded and reported at the time — then follow the three questions.

Source A - a nation hears the news

Prime Minister Robert Menzies on the radio, the evening of 3 September 1939.

RADIO BROADCAST TO THE NATION

Australia, 3 September 1939

"Fellow Australians. It is my melancholy duty to inform you officially that, in consequence of a persistence by Germany in her invasion of Poland, Britain has declared war upon her and that, as a result, Australia is also at war."

Robert Menzies, Prime Minister of Australia, radio broadcast, 3 September 1939. The sound recording is held by the National Film and Sound Archive of Australia; the transcript is held by the National Archives of Australia.

LISTEN FOR CAUSE LANGUAGE

Menzies does not say 'and so we are at war'. He says 'in consequence of' and 'as a result'. The Prime Minister of Australia, on the night of the declaration, used consequence words to explain the cause of the war. Your job in this inquiry: sort what he names into long-term and short-term causes.

A framed reproduction of Prime Minister Robert Menzies' radio broadcast to Australia on 3 September 1939: "Fellow Australians. It is my melancholy duty to inform you officially that, in consequence of a persistence by Germany in her invasion of Poland, Britain has declared war upon her and that, as a result, Australia is also at war." The provenance line names the sound recording held by the National Film and Sound Archive of Australia and the transcript held by the National Archives of Australia. A prompt card below says: listen for cause language — Menzies does not say "and so we are at war", he says "in consequence of" and "as a result".

Question 1 — What does it say? Find the two cause phrases in the broadcast. *Modelled answer:* "in consequence of" and "as a result". On the night Australia entered the war, the Prime Minister explained it with consequence words: Germany persisted in invading Poland, Britain declared war, and Australia was at war as a result.

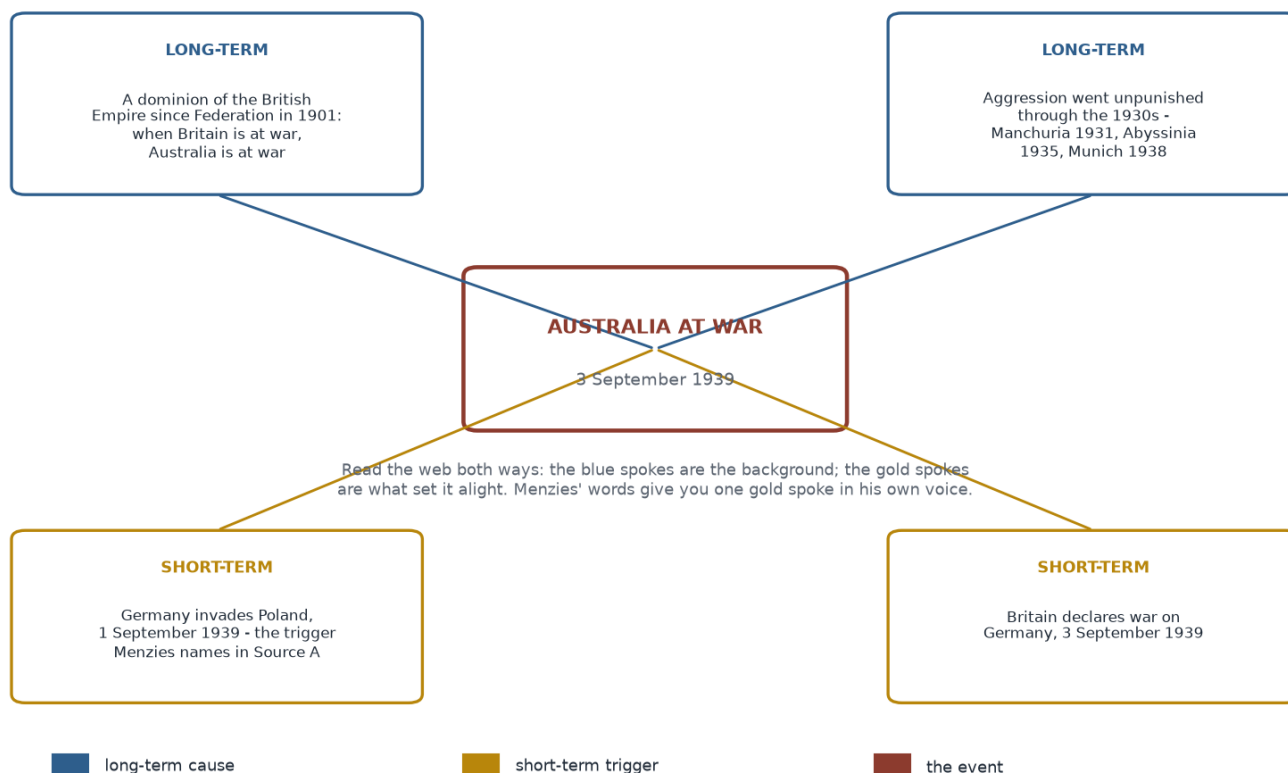
Question 2 — What does it reveal? The broadcast names a short-term trigger — Germany's invasion of Poland. What long-term cause does it reveal without naming it? *Modelled answer:* that when Britain declared war, Australia was at war too. That was Australia's position as a **dominion** of the British Empire since Federation in 1901 — the long-term cause behind the trigger, taught in Section 3B.

Question 3 — What are its limits? A prime minister’s announcement is one voice at one moment. What does the broadcast NOT tell a historian? *Modelled answer:* not why Germany invaded Poland, not what ordinary Australians felt or thought, not the 1930s background that made the war possible. The broadcast announces a consequence; the causes have to be built from many more sources.

The spider web below sorts what the broadcast names — and what Section 3A adds — into long-term and short-term causes.

Spider web: why Australia was at war on 3 September 1939

Every spoke is a cause; the web holds both sorts. Layout is schematic; dates and events as taught in Sections 3A and 3B.



A causal spider web with Australia at war, 3 September 1939, at the centre and four spokes. Long-term: Australia had been a dominion of the British Empire since Federation in 1901, so when Britain was at war Australia was at war; and aggression went unpunished through the 1930s — Manchuria 1931, Abyssinia 1935, Munich 1938. Short-term: Germany invaded Poland on 1 September 1939, the trigger Menzies names; and Britain declared war on Germany on 3 September 1939. A note says the blue spokes are the background and the gold spokes are what set it alight, and that Menzies’ words give one gold spoke in his own voice.

Read the web both ways. The long-term spokes are the background; the short-term spokes are what set it alight. This is .E01 and .E02 of your curriculum working together: the web sorts the causes, and the sorts are the analysis.

6. Intended and unintended consequences

Now turn from causes to consequences, and make the split the curriculum asks for — intended against unintended. The definitions are the ones from part 1, and the figure applies them to three developments you have already studied.

Intended and unintended consequences

A consequence is a result of an event. Ask who planned it, and the consequences sort themselves.

INTENDED CONSEQUENCE

a result that the people who acted planned and wanted.

UNINTENDED CONSEQUENCE

a result they did not plan and did not want, or never thought of at all.

Development	Intended consequence	Unintended consequence
Treaty of Versailles, signed 28 June 1919	to weaken Germany so it could not start another war; to found the League of Nations	the war-guilt clause and reparations fed a grievance that helped carry Hitler to power in 1933 - a chain to World War II
Australian Women's Land Army, raised July 1942	to keep food growing while so many men served overseas	evidence that women could do paid farm and factory work fed the post-war push for equal pay (Section 1E)
The atomic bombs of August 1945	to force Japan's surrender and end the war - Japan announced its surrender on 15 August 1945	the start of a race between the great powers to build nuclear weapons (Sections 3F and 1C)

Every intended consequence was intended by someone; every unintended consequence surprises that someone.

Two definition cards and a three-row table. Intended consequence: a result that the people who acted planned and wanted. Unintended consequence: a result they did not plan and did not want, or never thought of at all. Row 1, Treaty of Versailles signed 28 June 1919: intended, to weaken Germany so it could not start another war and to found the League of Nations; unintended, the war-guilt clause and reparations fed a grievance that helped carry Hitler to power in 1933, a chain to World War II. Row 2, Australian Women's Land Army raised July 1942: intended, to keep food growing while so many men served overseas; unintended, evidence that women could do paid farm and factory work fed the post-war push for equal pay (Section 1E). Row 3, the atomic bombs of August 1945: intended, to force Japan's surrender and end the war, announced 15 August 1945; unintended, the start of a race between the great powers to build nuclear weapons (Sections 3F and 1C). A footer notes that every intended consequence was intended by someone, and every unintended consequence surprises that someone.

Three things are worth noticing. First, intended and unintended is not the same as good and bad — it is a question about *plans*, not about value. Second, an unintended consequence is unintended **by someone**: the peacemakers of 1919 did not plan the grievance their treaty created. Third — and this is the hinge of the whole section — **one development's unintended consequences become the next development's long-term causes**. The treaty's grievance sits in the right-hand column of 1919 and the left-hand column of 1939.

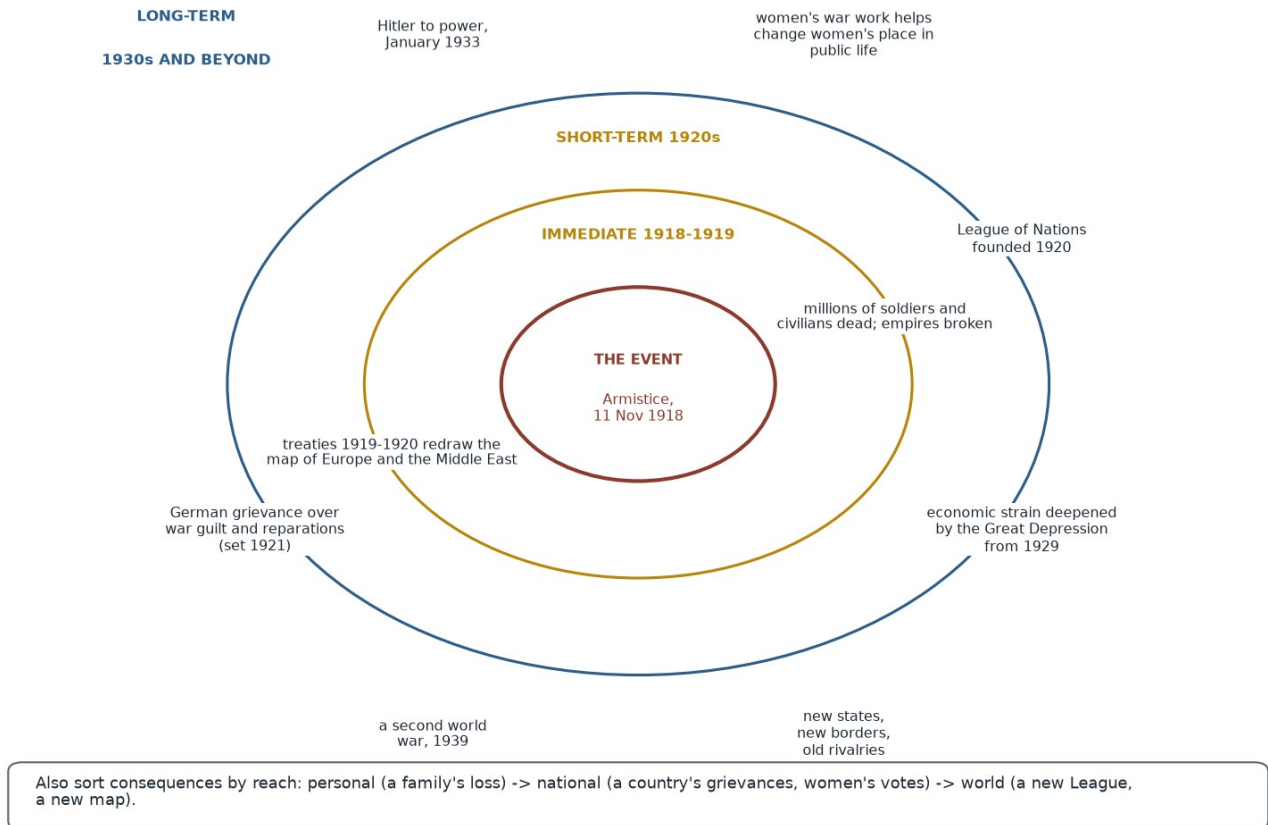
Task D (scaffolded). Choose one row of the table. In two sentences of your own, name who did the intending in the intended column, and who was surprised by the unintended column.

7. The ripple-effect chart: consequences in time

Consequences arrive in time like ripples on water: some in the first months, some in the first decade, some decades later. The ripple-effect chart below spreads the consequences of World War I across three rings, from the **armistice** of 11 November 1918 outward.

Ripple-effect chart: the consequences of World War I

Rings move out in time from the event, like ripples on water. Layout is schematic.



A ripple-effect chart of the consequences of World War I: three rings spreading out in time from the event at the centre, the Armistice of 11 November 1918. Immediate ring, 1918-1919: millions of soldiers and civilians dead, empires broken; treaties 1919-1920 redraw the map of Europe and the Middle East. Short-term ring, 1920s: League of Nations founded 1920; German grievance over war guilt and reparations set in 1921; economic strain deepened by the Great Depression from 1929. Long-term ring, 1930s and beyond: Hitler to power January 1933; women's war work helps change women's place in public life; a second world war in 1939; new states, new borders, old rivalries. A footer strip adds a second sort by reach: personal, national and world.

The rings sort consequences by *time*; the strip at the foot sorts them by *reach* — personal, national, world. A strong ripple chart does both. The women who kept farms and factories going after 1918 belong to the personal and national reach; the League of Nations belongs to the world reach.

Task E (scaffolded). Add one consequence to each ring of the chart, drawn from this section or from Chapter 3. Each addition must carry a date or a dated event, and a one-line reason for the ring you chose.

8. Worked inquiry 2 — what the peacemakers intended

The ripple chart shows consequences. This inquiry asks the *EO2* question directly: what did the peacemakers *intend*, and how much of what followed did they intend? Read the source — a primary source, eleven months before the Armistice.

Source B - what the peacemakers said they intended

Woodrow Wilson, President of the United States, states his war aims to Congress, 8 January 1918.

THE FOURTEEN POINTS (SELECTED)

Address to a joint session of the United States Congress, 8 January 1918

Point I.

Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

Points II-V.

Freedom of navigation; the removal of trade barriers; the reduction of armaments.

Point XIV.

A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

Woodrow Wilson, address to a joint session of the United States Congress, 8 January 1918. The text is held in the Woodrow Wilson Papers, Manuscript Division, Library of Congress, Washington.

A STATEMENT OF INTENTIONS

Eleven months before the Armistice, this speech advertised what one peacemaker intended the peace to be. Compare it with the treaty that actually arrived in June 1919 - then ask which results were intended, and which were not.

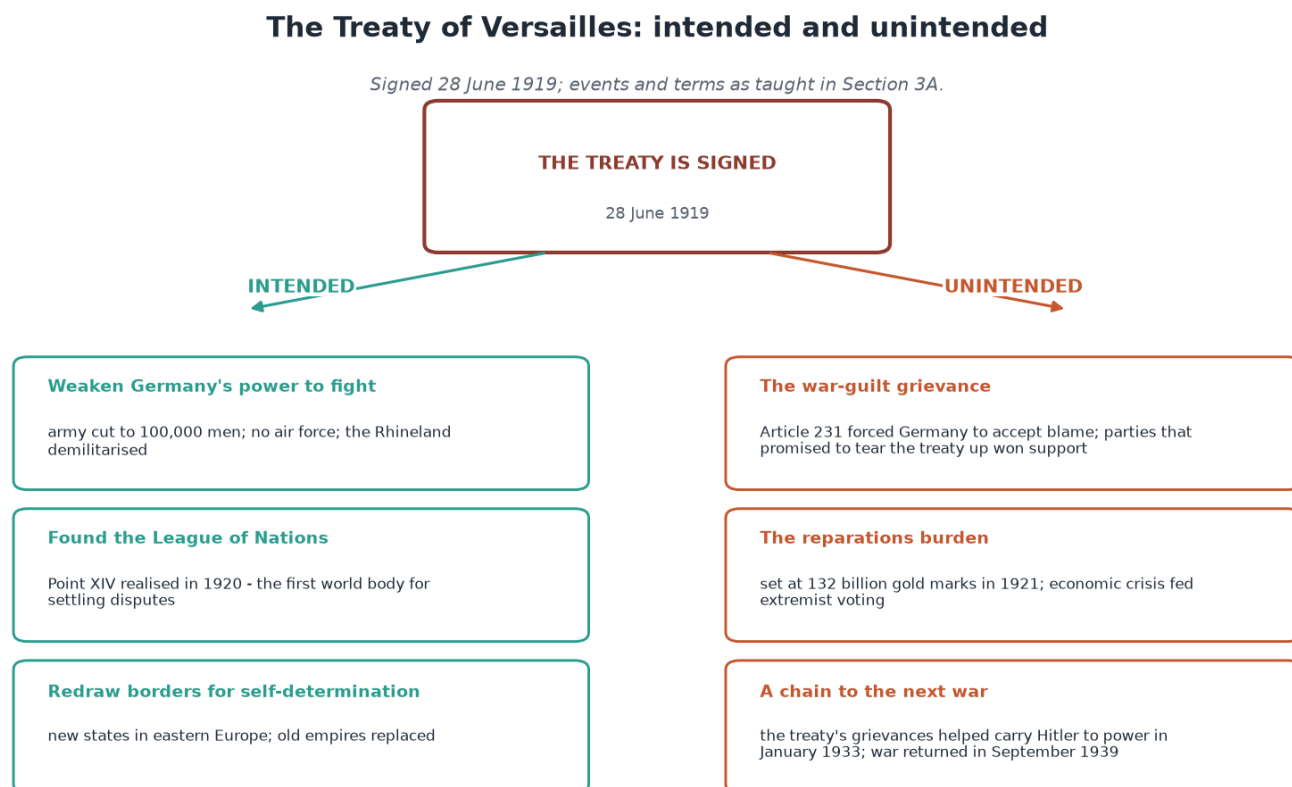
A framed reproduction of selected points from Woodrow Wilson's Fourteen Points, address to a joint session of the United States Congress, 8 January 1918. Point I: open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view. Points II-V: freedom of navigation; the removal of trade barriers; the reduction of armaments. Point XIV: a general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike. The provenance line names the Woodrow Wilson Papers, Manuscript Division, Library of Congress, Washington. A prompt card notes that the speech advertised what one peacemaker intended the peace to be, and asks which results were intended and which were not.

Question 1 — What does it say? Which point became real in 1920, and as what? *Modelled answer:* Point XIV — “a general association of nations” — became the League of Nations, founded in 1920 as part of the Treaty of Versailles. It was an intended consequence, achieved almost exactly as stated.

Question 2 — What does it reveal? Points I to V intended open diplomacy, freer trade and reduced **armaments** — armed forces and weapons. What does that tell you about what Wilson believed had caused the war? *Modelled answer:* secret deals, trade rivalry and the arms race — the long-term causes you met in Section 3A. Wilson was writing his list of causes backwards into a list of intentions.

Question 3 — What are its limits? This is one peacemaker’s statement of intentions, made before the fighting even ended. What would a historian still need to check? *Modelled answer:* what the other peacemakers intended, and — decisively — what the treaty of June 1919 actually did. Intentions are evidence of plans, not of results.

The figure below holds the treaty’s results up against its intentions.



The right-hand column is also the left-hand column of the next war: unintended consequences become long-term causes.

A two-column diagram under the heading card “The treaty is signed, 28 June 1919”. *Intended column:* weaken Germany’s power to fight (army cut to 100,000 men, no air force, the Rhineland demilitarised); found the League of Nations (Point XIV realised in 1920, the first world body for settling disputes); redraw borders for self-determination (new states in eastern Europe, old empires replaced). *Unintended column:* the war-guilt grievance (Article 231 forced Germany to accept blame, and parties that promised to tear the treaty up won support); the reparations burden (set at 132 billion gold marks in 1921, and economic crisis fed extremist voting); a chain to the next war (the treaty’s grievances helped carry Hitler to power in January 1933, and war returned in September 1939). A footer notes that the right-hand column is also the left-hand column of the next war: unintended consequences become long-term causes.

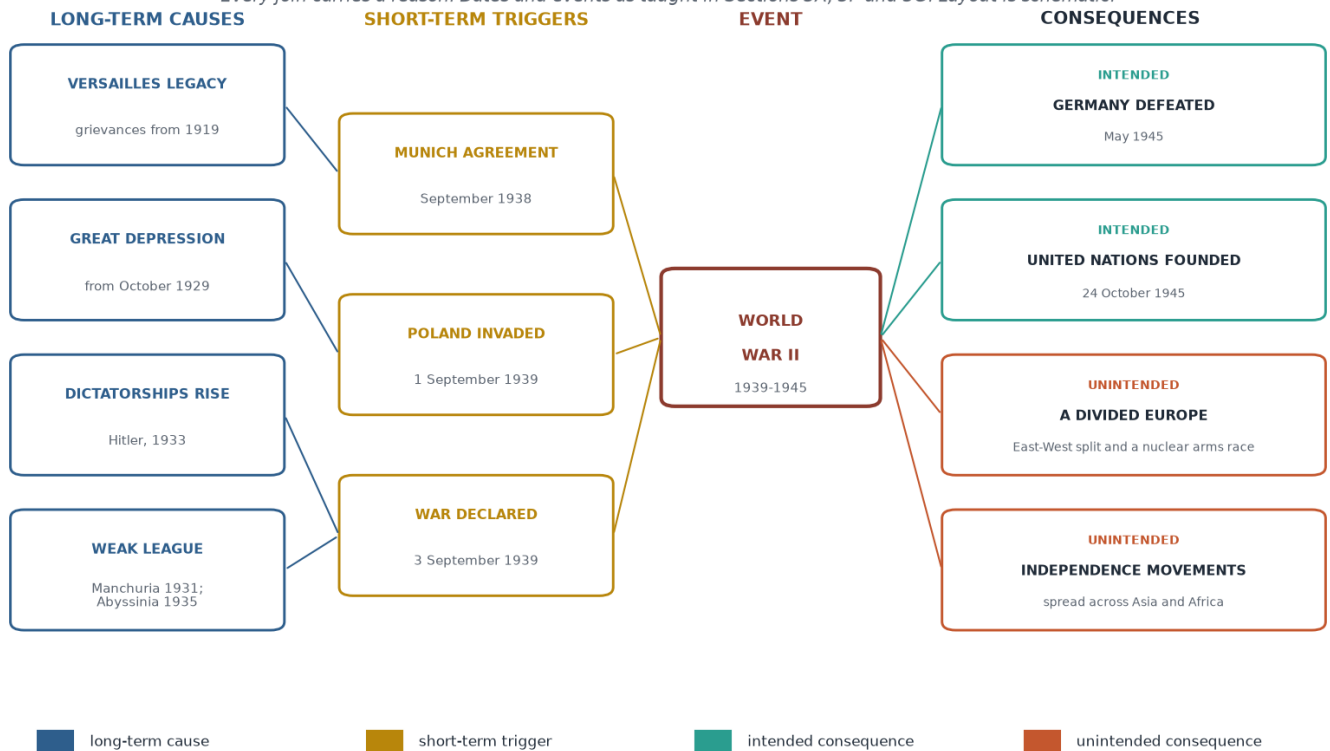
Steelman the peacemakers before you judge them: they had just buried a generation, and they built the first world body whose job was to prevent a second war. That the same treaty also created grievances that helped bring the second war about is not a contradiction — it is exactly what unintended consequences are.

9. The concept map: one picture, every join with a reason

The **concept map** is the organiser that holds the whole skill at once — causes, event and consequences, each join carrying a reason. The model map below organises World War II exactly as .E03 asks.

Model concept map: World War II - causes, event, consequences

Every join carries a reason. Dates and events as taught in Sections 3A, 3F and 3G. Layout is schematic.



A model concept map of World War II in four columns. Long-term causes: Versailles legacy (grievances from 1919); Great Depression (from October 1929); dictatorships rise (Hitler 1933); weak League (Manchuria 1931, Abyssinia 1935). Short-term triggers: Munich Agreement (September 1938); Poland invaded (1 September 1939); war declared (3 September 1939). Event: World War II, 1939-1945. Consequences: intended, Germany defeated (May 1945); intended, United Nations founded (24 October 1945); unintended, a divided Europe (East-West split and a nuclear arms race); unintended, independence movements spread across Asia and Africa. A legend identifies long-term cause, short-term trigger, intended consequence and unintended consequence.

Read the map the way a marker reads it: every arrow should answer “why?” or “so what?”. “Great Depression → Munich” with no reason is a line; “years of hardship made desperate voters turn to extremes, and Munich showed what could be taken” is analysis. The consequences column also does the same work: two intended, two unintended, each labelled by someone’s plan.

When you write about a map like this, build each point in four moves. The model response below works one join of the map — Versailles as a cause of World War II — move by move.

A model response, move by move

Four moves: name and classify a cause - give dated evidence - explain a consequence - classify it and link it to change.

MOVE 1 - NAME AND CLASSIFY THE CAUSE

One long-term cause of World War II was the Treaty of Versailles, signed on 28 June 1919.

MOVE 2 - DATED EVIDENCE

Article 231 forced Germany to accept the blame for the war, and in 1921 reparations were set at 132 billion gold marks.

MOVE 3 - EXPLAIN A CONSEQUENCE

Many Germans saw the treaty as unfair, and parties that promised to tear it up won support; that helped carry Hitler to power in January 1933.

MOVE 4 - CLASSIFY IT AND LINK IT TO CHANGE

This was an unintended consequence: the peacemakers of 1919 intended to prevent another war, yet the treaty's terms became one link in the chain of causes that led to the next war.

Notice: the evidence carries dates; the explanation does the work of joining cause to consequence; the last move names the sort and the change.

A model response in four colour-coded move cards. Move 1, name and classify the cause: one long-term cause of World War II was the Treaty of Versailles, signed on 28 June 1919. Move 2, dated evidence: Article 231 forced Germany to accept the blame for the war, and in 1921 reparations were set at 132 billion gold marks. Move 3, explain a consequence: many Germans saw the treaty as unfair, and parties that promised to tear it up won support; that helped carry Hitler to power in January 1933. Move 4, classify it and link it to change: this was an unintended consequence, because the peacemakers of 1919 intended to prevent another war, yet the treaty's terms became one link in the chain of causes that led to the next war. A footer notes that the evidence carries dates, the explanation does the work of joining cause to consequence, and the last move names the sort and the change.

Notice what each move does. Move 1 names and sorts. Move 2 carries dated evidence. Move 3 is the explanation — the join. Move 4 names the sort again (unintended) and links it to change (the next war). Section 8C will ask you to weigh *how much* this cause mattered; Section 8D will ask you to sustain an argument across a whole essay. The four moves are the building blocks of both.

Task F (scaffolded). Write your own four-move response for one other long-term cause on the concept map: the Great Depression, the rise of dictatorships, or the weak League. Use the model's move headings in order, and give move 2 at least one date.

10. From consequences to continuity and change

Every development in this section also answers the question of Section 8A: what changed, and what continued? The table below links four developments to what was intended at the time, what changed, and what continued.

From consequences to continuity and change

Every development leaves two ledgers: what changed and what continued. Events as taught in the sections named.

Development	Intended at the time	What changed	What continued
League of Nations, founded 1920	to end war by discussion	a world body for settling disputes existed for the first time	aggression went on: Manchuria 1931, Abyssinia 1935; war returned in 1939 (Section 3A)
Women's war work, both wars; Australian Women's Land Army from July 1942	to keep food and supplies moving	women's place in paid work changed; later equal-pay campaigns (Sections 3G, 1E)	after each war many women were pushed toward leaving paid work; the Commonwealth marriage bar lasted until 1966 (Section 1E)
Fall of Singapore, 15 February 1942	not planned - a military disaster	Australia's closest alliance shifted toward the United States (Sections 3E, 3G)	Australia fought on beside Britain; the Anzac tradition continued (Section 4D)
The Versailles chain, 1919-1939	a lasting peace	Germany's government and borders changed	war returned to Europe by 1939 (Section 3A)

When a planned change fails and the old pattern holds, that is continuity. When an unplanned result sticks, that is change.

A four-row table linking developments to intended results, what changed and what continued. League of Nations founded 1920: intended to end war by discussion; changed, a world body for settling disputes existed for the first time; continued, aggression went on (Manchuria 1931, Abyssinia 1935) and war returned in 1939 (Section 3A). Women's war work in both wars, Australian Women's Land Army from July 1942: intended to keep food and supplies moving; changed, women's place in paid work changed and later equal-pay campaigns followed (Sections 3G, 1E); continued, after each war many women were pushed toward leaving paid work, and the Commonwealth marriage bar lasted until 1966 (Section 1E). Fall of Singapore, 15 February 1942: not planned, a military disaster; changed, Australia's closest alliance shifted toward the United States (Sections 3E, 3G); continued, Australia fought on beside Britain and the Anzac tradition continued (Section 4D). The Versailles chain 1919-1939: intended a lasting peace; changed, Germany's government and borders changed; continued, war returned to Europe by 1939 (Section 3A). A footer defines the pair: when a planned change fails and the old pattern holds, that is continuity; when an unplanned result sticks, that is change.

The footer gives you the two hardest cases in one line each: **continuity is often a plan that failed** (the League intended to end war; war returned), and **change is often a result nobody planned** (the fall of Singapore was a disaster, yet it changed Australia's alliances for decades). When you sort a development into change and continuity, ask both questions: what did the actors intend, and what stuck?

11. Practice tasks

Scaffolded tasks — work with the supports provided.

- Sort the consequences.** For each, write I (intended) or U (unintended): the League of Nations founded 1920 · the German war-guilt grievance · Germany defeated in May 1945 · the nuclear arms race · new states in eastern Europe after 1919 · Hitler carried to power in January 1933. Then, for one I and one U, name the people who did the intending or who were surprised.
- Sort the causes.** From memory, copy the worked sort of part 2 without its Sort column, then fill the Sort column in. Check against the figure and correct your errors in another colour.

3. **Place the ripples.** Copy the three rings of the ripple chart in part 7. From memory, place these consequences in the right ring: the treaties of 1919–1920 · the League founded 1920 · Hitler to power, January 1933 · a second world war, 1939. Check and correct.
4. **Pick the tool.** For each question, name the organiser you would use and give one reason: “List every cause of the outbreak of World War I.” · “Group the causes of World War II into types.” · “Show what flowed from World War II, near to far in time.” · “Show causes, event and consequences of World War II together.”
5. **Rebuild the fishbone.** From memory, write one dated fact against each of the five bones of the fishbone in part 4. Check against the figure; for every fact you missed, write it twice — once as a date, once as a sentence.
6. **Two ledgers.** Using the table in part 10, choose the development you think shows the most continuity. Copy its row and add one sentence explaining why the old pattern held.

Unscaffolded tasks — no supports; build your answer from scratch.

7. Draw a causal spider web analysing why Australia was at war on 3 September 1939, with at least two long-term and two short-term spokes, each carrying one dated fact and one reason. Then write two sentences: which spoke did the most work, and why?
 8. “The Treaty of Versailles was a significant cause of World War II.” Write a four-move response (name and classify · dated evidence · explain a consequence · classify it and link it to change) of one well-built paragraph. You may also argue the opposite; reasoning and evidence carry the marks.
 9. Choose one development from the table in part 10. Explain, in your own words, how something changed *and* something continued at the same time, and name what was intended at the start.
 10. Compare one intended and one unintended consequence of the Second World War. For each, name who intended it or who was surprised by it, and sort it by reach (personal, national or world) with a reason.
-

12. Source-based inquiry

Read this primary source — the **covenant** (formal written agreement) that founded the League of Nations — then answer the questions below it.

Source C - the League's own promise

The Covenant of the League of Nations, Part I of the Treaty of Versailles, 28 June 1919.

THE COVENANT OF THE LEAGUE OF NATIONS

Preamble (opening aims), signed 28 June 1919

"In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just and honourable relations between nations ... the High Contracting Parties agree to this Covenant of the League of Nations."

Covenant of the League of Nations, signed as Part I of the Treaty of Versailles, 28 June 1919. League of Nations records are held at the United Nations Library and Archives, Geneva. The ellipsis replaces two further aim clauses.

AS YOU READ

This document is a list of intentions. Circle every aim the Covenant states - then hold each one up against Manchuria (1931) and Abyssinia (1935) in the inquiry that follows.

A framed reproduction of the preamble of the Covenant of the League of Nations, signed as Part I of the Treaty of Versailles, 28 June 1919: "In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescription of open, just and honourable relations between nations ... the High Contracting Parties agree to this Covenant of the League of Nations." The provenance line names the League of Nations records held at the United Nations Library and Archives, Geneva, and notes the ellipsis replaces two further aim clauses. A prompt card says: this document is a list of intentions — circle every aim the Covenant states, then hold each one up against Manchuria (1931) and Abyssinia (1935).

1. **Formulate:** write two historical questions this source could help you answer.
2. **Infer:** what did the signatories intend the League to do? Quote one phrase from the source as your evidence.
3. **Connect:** hold the Covenant's aims against Manchuria (1931) and Abyssinia (1935), as taught in Section 3A. Which stated aim failed in each case? Answer in two sentences, one per crisis.
4. **Classify:** is this source direct evidence of intended consequences, of unintended consequences, or of both? Explain your sorting in one or two sentences.
5. **Evaluate:** the League appears twice in this section — as an intended consequence of World War I (part 8) and as a long-term cause of World War II through its failures (parts 4 and 9). Using the source and one other figure from this section, explain how the same institution can sit in both columns.

What to look for

Score student work against the band achievement standard (Level 9–10): students analyse the features, content and context of sources; identify the perspectives that individuals and groups held; connect short- and long-term causes with intended and unintended consequences; and judge historical significance by criteria. Expected responses below are a guide, not a script.

- **Sorting causes (parts 2–4, .E01):** sorts are correct (Versailles legacy, Depression, rise of dictatorships = long-term; Munich, Poland, declarations of war = short-term) and — decisively — every sort carries a reason. Task A sorts the WWI items correctly (alliance system and naval race long-term; assassination and Belgium short-term). The fishbone categories are used as categories, and Manchuria is placed on the collective-security bone with a dated reason (Task C).

- **Worked inquiry 1 (part 5):** students find both cause phrases (“in consequence of”, “as a result”), read the dominion tie since 1901 as the long-term cause behind the trigger, and state the broadcast’s limits as one voice at one moment. The spider web is read both ways.
- **Intended/unintended (parts 6, 8, .E02):** the split is made by *plan*, not by value; students can name who intended and who was surprised in every worked row; the hinge idea — unintended consequences becoming the next development’s long-term causes — is used, not just repeated, in the Versailles inquiry and in inquiry question 5.
- **Ripple charts (part 7, .E01):** rings are sorted by time and the reach strip by reach; Task E additions carry dates and ring reasons.
- **Concept maps and model responses (part 9, .E03):** the map organises World War II with dated causes and labelled intended/unintended consequences; every join carries a reason. Task F responses show all four moves, with move 2 dated and move 4 naming the sort and the change. The colonisation example of .E03 is left out on purpose (§2A); the WWI/WWII alternatives carry the skill.
- **Continuity and change (part 10):** students handle the two hard cases — continuity as a failed plan (the League) and change as an unplanned result (Singapore) — and cross-link to 8A rather than redefining the concepts.
- **Source inquiries (parts 5, 8, 12):** the three moves (what it says / what it reveals / what it leaves out) are applied to Menzies and Wilson; the Covenant inquiry formulates genuinely historical questions, quotes the source as evidence, and holds stated aims against Manchuria and Abyssinia without any First Nations content entering the framing.

Cross-links to skills sections: formulating inquiry questions (7A), sequencing (7B), source purpose and context (7C), value of sources (7D), perspectives (7E), debates (7F), continuity and change (8A), significance criteria applied to Versailles (8C), sustained interpretation (8D). **Back to content:** the causes of both wars (3A), the reasons Australians fought and Menzies’s announcement (3B), the Pacific war and the fall of Singapore (3E), the atomic bombs and the arms race (3F), women’s war work (3G), the marriage bar and equal pay (1E), the Anzac tradition (4D), the nuclear age (1C).

Evaluating historical significance

Curriculum trace. Victorian Curriculum 2.0 — History, Levels 9 and 10 band. Content description VC2HH10S09 (cited by code). Elaborations drawn on (cited by code): .E01, .E02, .E03.

The word we keep testing: significant. Section 3C promised that this section would teach the *formal* criteria for judging significance, and it kept two of this section's habits: answer on more than one scale, and back every claim with a dated fact. Here we do it properly. A thing is **significant** in history if it *mattered* — but “mattered” is a judgement, not a fact, and the Victorian Curriculum uses the term without defining it. So this section states its own working definition: an event, person, group, movement, development or idea is significant to the degree that it scores on the five **criteria** the curriculum names — **importance, profundity (depth of effect), quantity (how many people), durability (how long the effects last) and relevance**. Other historians phrase the tests differently; that is fine. What matters is that every judgement in this section can be traced to a named criterion and a dated fact.

Significance is also **contested** — historians genuinely disagree about rankings, and they are not being careless. Figure 2 shows the three lenses that make disagreement reasonable. This section meets that disagreement the way Section 3C did: you will state the strongest form of the other side's view — the **steelman** — and answer it fairly, and you will be marked on *how* you argue, not which ranking you end up with.

Part 1 — The five criteria

Figure 1 is the core of this section. Learn it as five test questions, not five labels: each criterion is a question you put to the past.



Diagram of five labelled cards, one for each criterion of historical significance - importance, profundity, quantity, durability and relevance - each with the test question it applies and a plain-language gloss

Figure 1. The five criteria of historical significance (VC2HH10S09.E01), shown as test questions.

A few notes on reading the criteria:

- **Importance** is about *centrality at the time*. A famous event can be low in importance if it was a side note to what actually happened next; a quiet decision can be high in importance if it set big things in motion.

- **Profundity** is about *depth*. Did the thing change how people lived, thought or were treated, or did it only scratch the surface?
- **Quantity** is about *reach*. Hundreds, thousands or millions of people — involved, affected or left out?
- **Durability** is about *time*. Did the effects fade in months, or do they still shape life a generation or a century later?
- **Relevance** is about *the present*. Does the thing help explain a debate, an identity or a problem Australians still hold today?

No single criterion decides significance on its own, and the criteria can pull in different directions. A battle can score high on quantity (many people involved) but low on durability (its effects faded quickly). A small law can score low on quantity but high on profundity and durability. **Evaluating** means weighing all five and saying which you give the most weight — which is exactly why two careful historians can disagree, as Figure 2 shows.

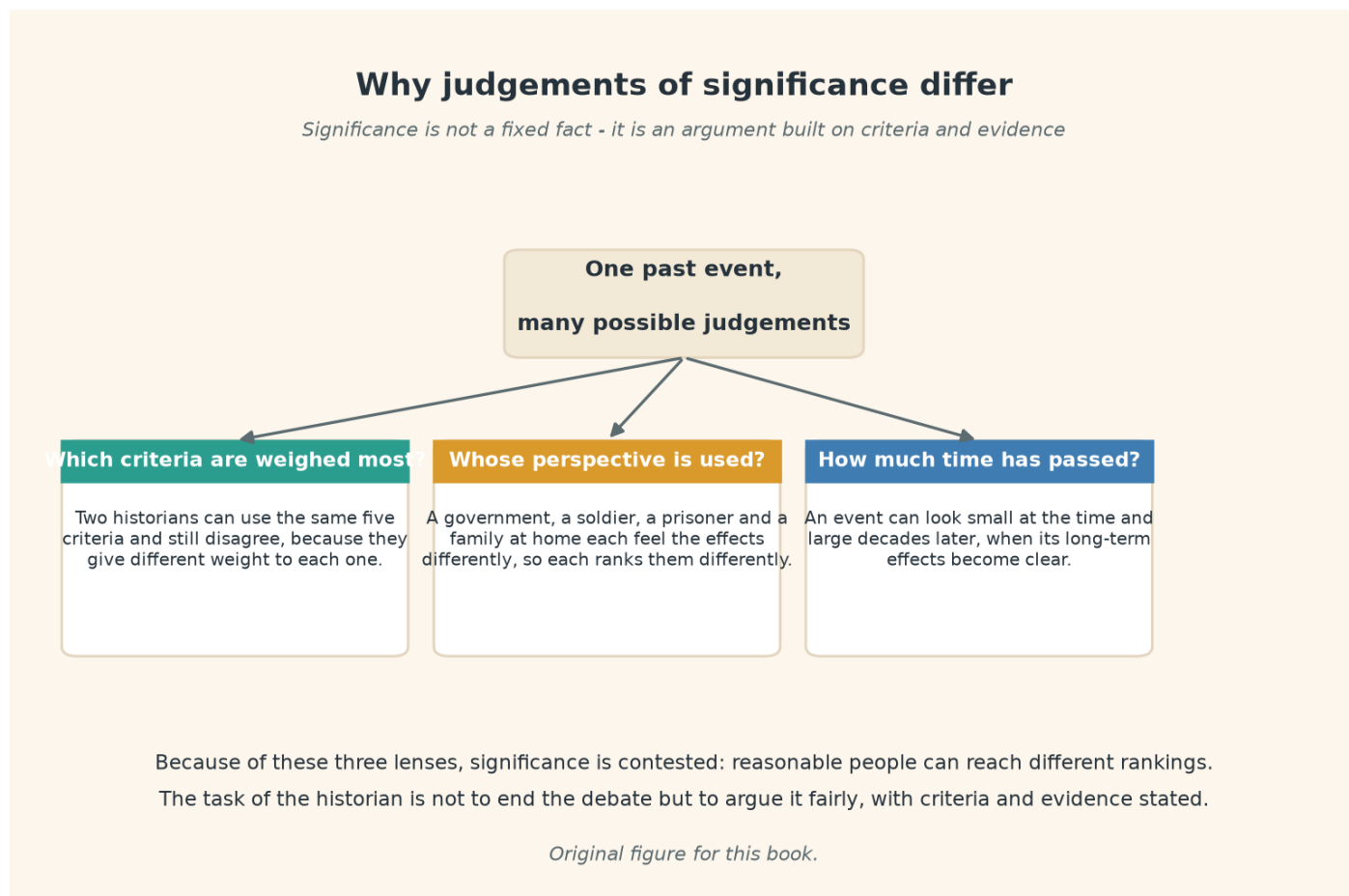


Diagram of one past event branching into three lenses that change how it is judged: which criteria are weighed most, whose perspective is used, and how much time has passed

Figure 2. Why judgements of significance differ: three lenses, all reasonable.

Part 2 — Worked inquiry 1: the criteria applied to Federation

Pick something you already know from this book, so the facts are shared: **Federation**, 1 January 1901, when the six British colonies joined as the Commonwealth of Australia (the story is told in Section 2B). Watch how each criterion becomes a sentence with a dated fact.

Worked inquiry 1 - the criteria applied

Criterion	Case: Federation of Australia, 1 January 1901 (a development) Evidence and judgement (each claim carries a dated fact)
Importance	High. Federation created the Commonwealth of Australia: six separate colonies became one nation with its own Constitution and federal parliament.
Profundity	Deep. It changed how people were governed - one national parliament now made laws on matters the colonies had kept apart, such as defence and trade.
Quantity	Large. It applied to everyone in all six colonies - about 3.7 million people living in Australia in 1901.
Durability	Very long. The Constitution and the federal system set up in 1901 still organise Australian government more than a century later.
Relevance	Strong. Debates Australians still have - about the Constitution, the republic and the split of power between state and federal governments - start at Federation.
Conclusion: Federation scores highly on all five criteria, which is why it is commonly judged one of the most significant developments in Australian history.	
Original figure for this book. Population figure: about 3.7 million at Federation (Australian Bureau of Statistics).	

Table applying the five criteria to the Federation of Australia in 1901, each row pairing a criterion with dated evidence and a judgement

Figure 3. Worked inquiry 1 — the five criteria applied to Federation (a development).

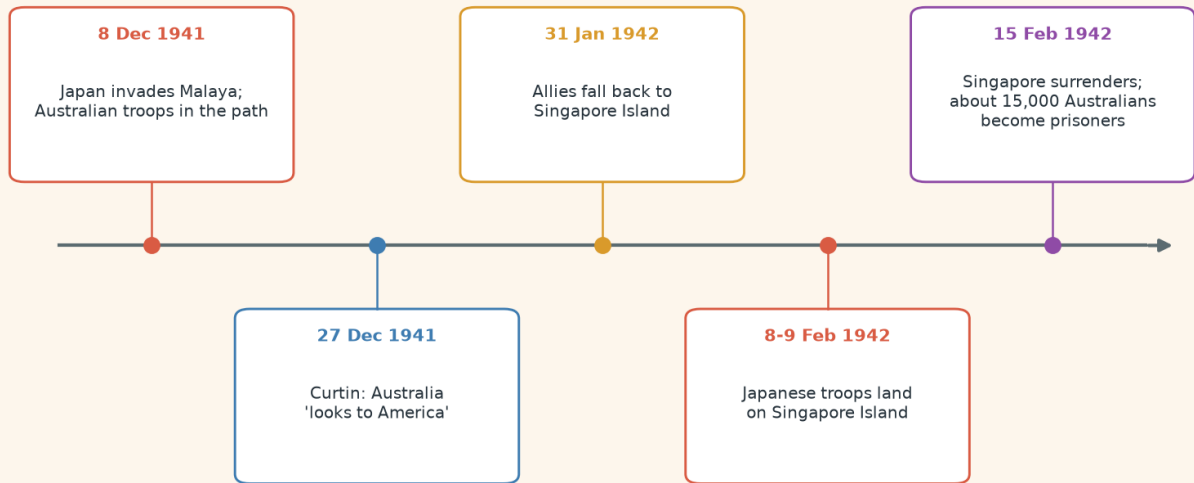
Notice the *shape* of the evaluation: every row names a criterion, gives a verdict (high, deep, large, long, strong) and hangs a dated fact on it. “Federation was important *because...*” is an argument; “Federation was important” on its own is just a claim.

Part 3 — Worked inquiry 2: the fall of Singapore, 1942

Now the case the curriculum names (. E03): **the fall of Singapore on 15 February 1942**, and what it changed about Australia’s military alliances and the use of its troops. First, the ten weeks that led to it.

Ten weeks to a turning point

The Japanese advance and the fall of Singapore, 8 December 1941 - 15 February 1942



In just ten weeks, a base long seen as the heart of British power in the region changed hands - and with it, Australia's sense of who would defend it.

Original figure for this book. Dates from the Australian War Memorial encyclopaedia entries for the Malaya and Singapore campaigns.

Timeline of the Japanese advance and the fall of Singapore from 8 December 1941 to 15 February 1942, with five dated events above and below a horizontal line

Figure 4. Ten weeks to a turning point: the Japanese advance and the fall of Singapore.

Second, the voices. .E03 asks you to use **a range of sources**, because each voice answers a different part of the question. Figure 5 gives the five kinds the curriculum names.

A range of sources on the fall of Singapore

VC2HH10S09.E03 - each voice answers a different part of the question

Prisoners of war	A commander	A politician	Japanese sources	British sources
The source	The source	The source	The source	The source
Changi diaries, drawings and memoirs by captured Australians	Lieutenant-General Gordon Bennett, Prime Minister John Curtin, Reactor of Japan's 25th Army; Japanese commander signed by British commander	Prime Minister John Curtin, Reactor of Japan's 25th Army; Japanese commander signed by British commander	Reactor of Japan's 25th Army; Japanese commander signed by British commander	Reactor of Japan's 25th Army; Japanese commander signed by British commander
What it adds	What it adds	What it adds	What it adds	What it adds
Shows the human cost: capture, captivity and survival (about 15,000 Australians)	Shows the human cost: capture, captivity and survival (about 15,000 Australians)	Shows the human cost: capture, captivity and survival (about 15,000 Australians)	Shows the human cost: capture, captivity and survival (about 15,000 Australians)	Shows the human cost: capture, captivity and survival (about 15,000 Australians)

No single source gives the whole picture. Cross-reading them is how a historian builds and tests an explanation.

Original figure for this book. Sources are held in collections such as the Australian War Memorial and the National Archives of Australia.

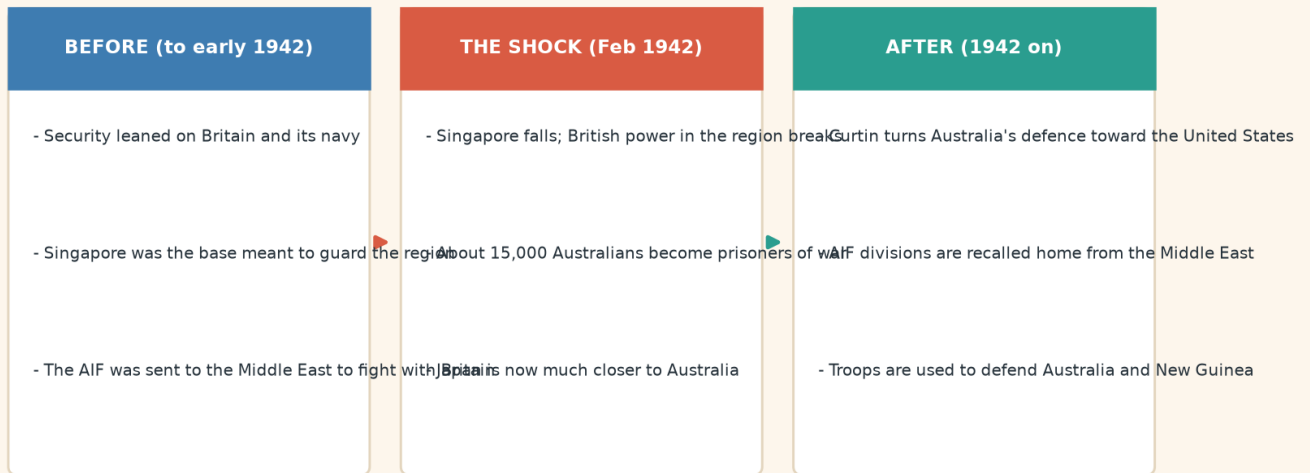
Diagram of five source cards on the fall of Singapore - prisoners of war, a commander, a politician, Japanese sources and British sources - each showing the source and what it adds to the explanation

Figure 5. A range of sources on the fall of Singapore (VC2HH10S09.E03).

Third, the change itself. The fall of Singapore was significant not only as a defeat but as a *hinge*: it moved who Australia looked to for safety, and where and why its troops were sent. Figure 6 sets out the before and after.

What changed after 15 February 1942

Australia's military alliances and the use of its troops, before and after the fall of Singapore



The fall of Singapore did not just lose a battle. It moved who Australia looked to for safety, and where and why its troops were sent.

Original figure for this book.

Three-column diagram showing which alliances Australia held and where its troops served before the fall of Singapore, the shock of February 1942, and the changes after - the turn toward the United States, the recall of troops from the Middle East, and defence of Australia and New Guinea

Figure 6. What changed after 15 February 1942: alliances and the use of troops.

Finally, the evaluation. Figure 7 applies the five criteria to the fall of Singapore the way Figure 3 applied them to Federation.

Worked inquiry 2 - the criteria applied	
Criterion	Case: the fall of Singapore, 15 February 1942 (an event) Evidence and judgement (each claim carries a dated fact)
Importance	High. It ended British control of the region and brought the war to Australia's doorstep within days (Darwin was bombed four days later).
Profundity	Deep. It changed who Australia looked to for safety - from Britain to the United States - and changed where and why Australian troops were sent.
Quantity	Large. About 15,000 Australians became prisoners of war; tens of thousands of Allied troops surrendered in all.
Durability	Long. The alliance with the United States that grew from this moment shaped Australian defence for decades; the prisoners' suffering lasted for years.
Relevance	Strong. It is remembered as the moment Australia had to look to new friends - a story that still shapes how Australia sees its place in the world.

Conclusion: the fall of Singapore scores highly on all five criteria - which is why Section 3E judges it one of the most significant events of World War II for Australia.

Original figure for this book. Figures and dates from the Australian War Memorial encyclopaedia entries for Malaya and Singapore.

Table applying the five criteria to the fall of Singapore in 1942, each row pairing a criterion with dated evidence and a judgement about importance, profundity, quantity, durability and relevance

Figure 7. Worked inquiry 2 — the five criteria applied to the fall of Singapore (an event).

The British voice sharpens the point. Prime Minister **Winston Churchill** later wrote that the loss of Singapore was the worst disaster in British military history — a judgement from the imperial side that matches, from a different perspective, what the Australian voices record: that February 1942 broke the idea that Britain could hold the region. And the Japanese voice adds the victor's view: Japan renamed Singapore *Shonan*, “the light of the south”, and treated the win as proof of its reach. Three voices, three angles on the same event — which is precisely why .E03 wants you cross-reading them.

The method, and a model

Figure 8 turns everything above into a method you can run on any case. Figure 9 then shows the method as a finished piece of writing, annotated so you can see the job each sentence does.

How to evaluate historical significance

A method you can use on any event, person, group, movement or idea



The criteria are a tool, not a calculator: two careful historians can use them and still weigh them differently.

Your job is to make your weighing visible, so your reader can follow and test it.

Original figure for this book.

Diagram of a six-step method for evaluating historical significance, from naming the case and applying the five criteria, to weighing them, meeting the other side and reaching a stated judgement

Figure 8. The method: six steps you can run on any event, person, group, movement or idea.

A model evaluation - annotated

Each sentence does a job. Steal the moves, not just the facts.

Opening	The fall of Singapore on 15 February 1942 was one of the most significant events of World War II for Australia. <i>gives a clear verdict.</i>
Importance	Its importance is that in one blow it ended British control of the region and brought this war to Australia's doorstep. <i>with a dated fact.</i>
Profundity	Its profundity is seen in what changed: Prime Minister John Curtin turned to the United States for safety and called home troops from the Middle East. <i>States for safety and called home troops from the Middle East.</i>
Quantity	In quantity it reached tens of thousands: about 15,000 Australians became prisoners of war, as Chang diaries and drawings still record. <i>as Chang diaries and drawings still record.</i>
Durability	Its durability was long: the alliance with the United States that grew from this crisis shaped Australia's defence for decades. <i>shaped Australia's defence for decades.</i>
Steelman	Some historians argue that fighting in New Guinea mattered more, because it happened closer to home. <i>happened closer to home.</i>
Closing	Both sides agree that February 1942 changed who Australia looked to for safety. <i>Both sides agree that February 1942 changed who Australia looked to for safety. Ends on the point both readings share.</i>

Original figure for this book. Write your own evaluation on a different case using these same moves.

Annotated model paragraph evaluating how significant the fall of Singapore was, with each sentence tagged by the move it makes - opening, importance, profundity, quantity, durability, steelman and closing

Figure 9. A model evaluation, annotated. Steal the moves, not just the facts.

Source inquiry — a prime minister names the turn, 27 December 1941

Seven weeks **before** Singapore fell, Prime Minister **John Curtin** published an article in the Melbourne *Herald* that signalled the change Figure 6 describes. Read the two sentences that made it famous.

“Without any inhibitions of any kind, I would like to make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.”

— John Curtin, Prime Minister of Australia, “The Task Ahead”, *Herald* (Melbourne), 27 December 1941.

This is a **primary source**: a record made at the time by a person inside the events, and the **provenance** line under it — who wrote it, where, and when — is part of the evidence. Notice what the source lets you say: by late December 1941 the turn toward the United States was already being spoken out loud by Australia’s own Prime Minister. The fall of Singapore in February then made that turn a policy of troops and alliances, not only words. Task 11 below asks you to evaluate the significance of this source using the five criteria.

Practice — scaffolded

1. Match the question to the criterion. Copy the table and write which of the five criteria each question tests.

Test question

Criterion

How many people did it reach?

Does it help explain a debate Australians still have?

How deep were the effects on people’s lives?

Was it central to what happened next?

How long did the effects last?

2. Read the Federation table. From Figure 3: (a) which criterion is supported by the fact “about 3.7 million people living in Australia in 1901”? (b) Which criterion is supported by “the Constitution and the federal system still organise Australian government”? (c) In one sentence of your own, say why Federation scores high on importance.

3. Read the Singapore table. From Figure 7: (a) which criterion is supported by “about 15,000 Australians became prisoners of war”? (b) which by “the alliance with the United States ... shaped Australian defence for decades”? (c) Name the dated fact the table uses for profundity.

4. Sequence the ten weeks. Using Figure 4, order these from earliest to latest: the Japanese landing on Singapore Island; Japan’s invasion of Malaya; Curtin’s *Herald* article; the surrender of Singapore; the Allies falling back to Singapore Island. Which event on the timeline sits only four days before the first Japanese bombing of Darwin, covered in Section 3C?

5. Match the voice to what it adds. From Figure 5, match each source voice to the kind of evidence it gives: (i) the human cost of capture; (ii) the political turn toward the United States; (iii) the imperial view of the defeat; (iv) the victor’s view and the renaming of Singapore; (v) a military view from the top, later contested.

6. Durability duel. In two sentences, compare the durability of Federation (Figure 3) with the durability of the fall of Singapore (Figure 7). Which is longer-lasting, and what dated fact supports your answer?

Practice — unscaffolded

7. Evaluate the bombing of Darwin. On 19 February 1942, four days after Singapore fell, Japanese aircraft bombed Darwin — the first of about 60 raids on northern Australia. In one paragraph (4–6 sentences), evaluate the significance of the bombing of Darwin using at least **three** of the five criteria, with a dated fact for each.

8. The steelman task. Choose **Kokoda** or **Singapore** (the two cases of Sections 3C and 3E). Write one paragraph evaluating your case with at least three criteria. Then add two sentences beginning “However, a historian who ranked the other case first would argue ...”, and answer that argument fairly.

9. Evaluate an individual. Choose **John Curtin** or **Winston Churchill**. In one paragraph, evaluate the significance of your person to the events of 1941–1942, using at least three criteria and at least two dated facts from this section or Section 3C.

10. Explain a disagreement. Using Figure 2, explain in a short paragraph why a British historian and an Australian historian might weigh the fall of Singapore differently. Name the lens (or lenses) doing the work in your explanation.

11. Source inquiry task. Using the Curtin source above and Figure 8’s method, evaluate the significance of Curtin’s declaration in one paragraph. Use at least three criteria; for each, say what the source itself shows and what another source (a kind of source, such as a military order, a diary, a newspaper from the time) could check or challenge.

Answers

1. How many people did it reach? — quantity. Does it help explain a debate Australians still have? — relevance. How deep were the effects on people's lives? — profundity. Was it central to what happened next? — importance. How long did the effects last? — durability.

2. (a) quantity. (b) durability. (c) Model: Federation scores high on importance because it was the central cause of a new nation — on 1 January 1901 six colonies became one Commonwealth with its own parliament.

3. (a) quantity. (b) durability. (c) “It changed who Australia looked to for safety — from Britain to the United States — and changed where and why Australian troops were sent.”

4. Japan's invasion of Malaya (8 December 1941) → Curtin's *Herald* article (27 December 1941) → the Allies falling back to Singapore Island (31 January 1942) → the Japanese landing on Singapore Island (8–9 February 1942) → the surrender of Singapore (15 February 1942). The surrender of Singapore on 15 February 1942 sits four days before the first bombing of Darwin on 19 February 1942 (Section 3C).

5. (i) prisoners of war; (ii) a politician (Curtin); (iii) British sources; (iv) Japanese sources; (v) a commander (Bennett).

6. Model: Both cases score very high on durability, but Federation's is longer — its Constitution still organises Australian government more than a century after 1901, while the defence alliance that grew from 1942, though still central, is younger. The dated facts are 1901 for Federation and 1942 for the alliance.

7–10. There is no single right answer; the checklist is: a named criterion for each claim; a dated fact attached to each criterion (7, 9); both your case and the other case's best argument met fairly (8); a named lens from Figure 2 doing the work (10).

11. Models will vary. A strong answer uses, for example: importance (the article was the first public statement by a sitting Prime Minister that Australia would look to America — dated 27 December 1941); durability (the turn it named grew into a long alliance); relevance (the Australia–United States relationship is still a live debate today). It then checks the source with, for example, a military order or a troop-movement record showing whether troops were actually redirected after February 1942, and notes that the source cannot by itself show what Britain or Japan thought.

Model response (for task 8)

Singapore was significant in importance because its fall on 15 February 1942 ended British control of the region in one blow; in quantity because about 15,000 Australians became prisoners of war; and in durability because the turn toward the United States that followed shaped Australian defence for decades. The Changi diaries and drawings record the quantity and the human cost from below, while Curtin's own words record the political turn from above. However, a historian who ranked Kokoda first would argue that the fighting on the Track mattered more to Australia because it happened on the doorstep, stopped the overland push toward Port Moresby, and is the story Australians still choose to remember. That argument is strong on relevance and on Australia's own scale — which is why this answer has said where Singapore's strength lies: on the wider scale, and in what it changed.

Looking back. You can now evaluate the significance of any individual, group, movement, event, development or idea using the five criteria the curriculum names — importance, profundity, quantity, durability and relevance — and you can say why reasonable historians weigh them differently. You have applied the criteria to Federation and to the fall of Singapore, and used a range of sources — prisoners' accounts, a commander, a politician, and Japanese and British voices — to explain why February 1942 changed Australia's alliances and the use of its troops. The criteria keep working in Section 8D, where they feed the sustained interpretations you construct, and they are the same habits Section 3C borrowed early: more than one scale, and a dated fact behind every claim.

Sources for this section (all figures in this section are original, drawn for this book).

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- John Curtin, “The Task Ahead”, *Herald* (Melbourne), 27 December 1941; the article is held in the National Archives of Australia’s digitised collection; retrieved 2026-08-25.
- Winston Churchill’s assessment of the loss of Singapore as the worst disaster in British military history, from his history of the Second World War; and the Japanese renaming of Singapore as *Shonan*, from the occupation records — both as recorded in the Australian War Memorial and National Archives of Australia collections; retrieved 2026-08-25.
- Australian Bureau of Statistics, population of the colonies at Federation (about 3.7 million in 1901); retrieved 2026-08-25.
- Cross-references: Section 2B (Federation), Section 3C (places of war), Section 3E (turning points), Section 3G (the home front under attack).

Building sustained interpretations and arguments

For the teacher

Register. This is the skills capstone of the book. Chapters 7–8 carry the most doing and the least prose, and this section is the most doing of all: one teaching sequence, two worked inquiries built from real, dated, checkable sources, six scaffolded tasks, four unscaffolded tasks, and one source-based inquiry. Every model and every task reuses content already taught in other sections of the book, so the cognitive load falls on the skill — constructing a sustained interpretation — not on new content. The text types practised here (essay, oral presentation, debate, display, forum post) lean on VC2 English Levels 9–10; this book supplies the history content and the history reasoning, not the English teaching.

Curriculum alignment (Victorian Curriculum F–10 Version 2.0, History, Levels 9–10 band) — codes only:

VC2HH10S10 — Historical Concepts and Skills · Communicating. Elaborations taught (cited by code):
.E01 (partial), .E02, .E03, .E04, .E05.

Draws on (linkage only, D7): section 3A (causes of World War I; Fischer and Clark); section 1E (women’s working lives 1945–1986); section 4D (the UDHR model paragraph); section 3E (the fall of Singapore); sections 5C and 5F (Meiji Japan). No content is re-taught here; students retrieve it.

Scope note (E01 partial). Three of the curriculum’s own terms — *genocide*, *colonisation*, *invasion* — are taught in this book only in non-First Nations contexts: genocide through the Holocaust (sections 4A–4C), colonisation and imperialism through the societies of Chapters 1 and 5, invasion through the world wars (for example Germany’s invasion of Belgium in 1914). If a student raises First Nations material in a task, respond in class; the tasks and models in this book use the contexts above by design.

Teaching choices. Part 1 defines *sustained*. Part 2 front-loads the terminology (E01). Part 3 teaches the six moves of an argument and works them through inquiry 1 (E02). Part 4 scales the same moves up to an extended evaluative text through inquiry 2 (E03). Part 5 shows the argument in its five presentation forms (E04). Part 6 teaches citation and the split bibliography (E05). The practice tasks then hand the moves over: scaffolded tasks isolate single moves; unscaffolded tasks combine them; the source-based inquiry asks students to begin a sustained interpretation of their own on Carr’s reflection.

Subject-word gloss (working meanings for this section):

Word	Working meaning here
sustained	held and defended across a whole text, not stated once and dropped
interpretation	a reasoned reading of the past, built from evidence; not the past itself
argument	a claim plus the evidence and reasoning that support it
claim	one step of an argument; a statement that still needs evidence
evaluated evidence	sources checked for value and limits before they carry weight
interpretive possibility	one of the different defensible readings of a contested question
weighing	saying what a reading explains well and what it does not explain
counter	the strongest form of the opposing reading, stated fairly, then answered
judgement	the settled answer to the question: which reading weighs more, and how much
thesis	the one-sentence judgement placed at the start of an

Word	Working meaning here
	extended text
convention	the agreed rules of a text type: structure, citation, bibliography
citation	the in-text marker (name, year, page) that sends the reader to the source
bibliography	the end list of all sources used; split here into primary and secondary
primary source	made at the time being studied, by someone inside the events
secondary source	written afterwards, looking back at the events, usually by historians
provenance	who made a source, when, where, and in what situation
plagiarism	using someone else's words or ideas as if they were your own
E01 terms	see the three word families in Figure 2

1. What a sustained interpretation is (and what it is not)

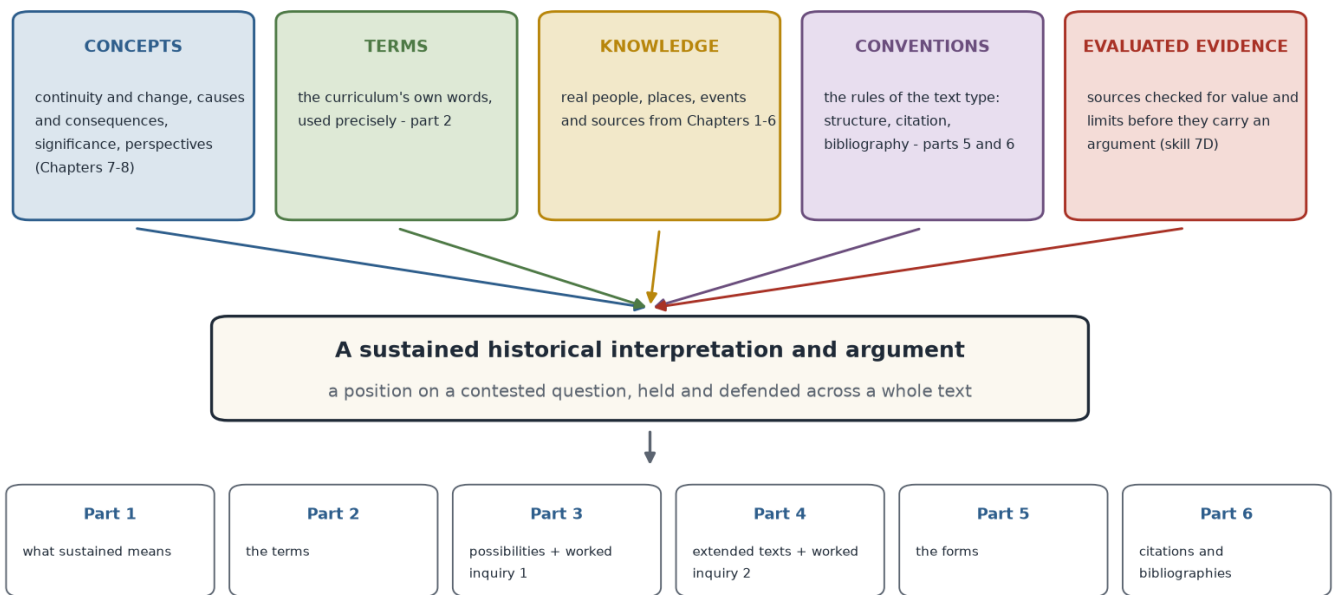
History writing comes in three gears:

- **Describe:** say what happened, in order, with dates. “Germany passed Navy Laws in 1898 and 1900.”
- **Explain:** say how and why it happened. “The Navy Laws set Germany against Britain in a naval race.”
- **Argue — interpret:** take a position on a contested question, and hold it against the evidence and against other readings. “Of the long-term forces behind World War I, imperialism was the deepest, because...”

A sustained interpretation runs in the third gear. It is built from five ingredients, all named in the content description for this section.

What goes into a sustained historical interpretation

The five ingredients named in the content description for this section



Flow diagram showing five ingredient cards - concepts, terms, knowledge, conventions, evaluated evidence - with arrows converging on one card labelled a sustained historical interpretation and argument, above a strip of six part cards matching the parts of this section

Figure 1. The five ingredients of a sustained historical interpretation, and where this section builds each one.

The word that does the heavy lifting is *sustained*. A sustained interpretation states a position early, holds it through every paragraph — including the paragraph that states the other side fairly — and is still standing in the judgement. If the position appears in one sentence and vanishes, the text is a description with an opinion attached, not a sustained interpretation.

2. The words of the section

Historians carry a toolkit of terms. Figure 2 sorts this section's terms into three families: words for worlds and processes, words for the skills, and words for events and issues.

The terms that carry historical interpretations

The curriculum's own word list (VC2HH10S10.E01) in three families - defined where first met in this book

WORLDS AND PROCESSES

Agricultural Revolution the farming changes that came before and fed industry	Industrial Revolution the shift to machine production, factories and cities (1A)	imperialism one country extending power over others, often by taking colonies (1A)	colonisation taking and settling another country; European empires, Japan's empire (1A, Ch 5)	invasion an army entering another country by force - Germany and Belgium, 1914 (3A)
settler society a society built mainly by people who came to stay from other countries	urbanisation the growth of cities and the share of people living in them (1B)	migration, immigration movement of peoples; arriving in a new country to live (1A, Ch 6)	nationalism pride in and loyalty to one's nation; rivalry between nations (3A)	the Cold War the USA-USSR rivalry after 1945, short of open war between them (1C, 4D)

SKILL CONCEPTS

source a record used as evidence of the past (7C)	perspective the point of view of a person or group in the past (7E)	interpretation a historian's argued answer to a question about the past (7F)	contested open to real disagreement between serious historians	continuity what stayed the same across a period (8A)
change what shifted, and how much (8A)	cause what made something happen (8B)	consequence what followed from it - intended or not (8B)	significance how important it was, judged by its effects (8C)	

EVENTS AND ISSUES

conflict a serious clash - between groups, nations or ideas (Ch 3)	genocide the deliberate destruction of a people, as defined in 4A and applied to the Holocaust	human rights rights held by every person, under any government (4D, 6B)	popular culture the culture many people share - music, film, sport, fashion	environmentalism organised care for the natural world and action to protect it (1C)
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Terms attached to First Nations topics in the curriculum are used in this book only in non-First Nations contexts (see the section's D3 note).

Glossary grid of the section's key terms arranged in three families: worlds and processes, skill concepts, and events and issues, with a footer note on the contexts in which this book uses the heaviest terms

Figure 2. The terminology of VC2HH10S10.E01 in three families.

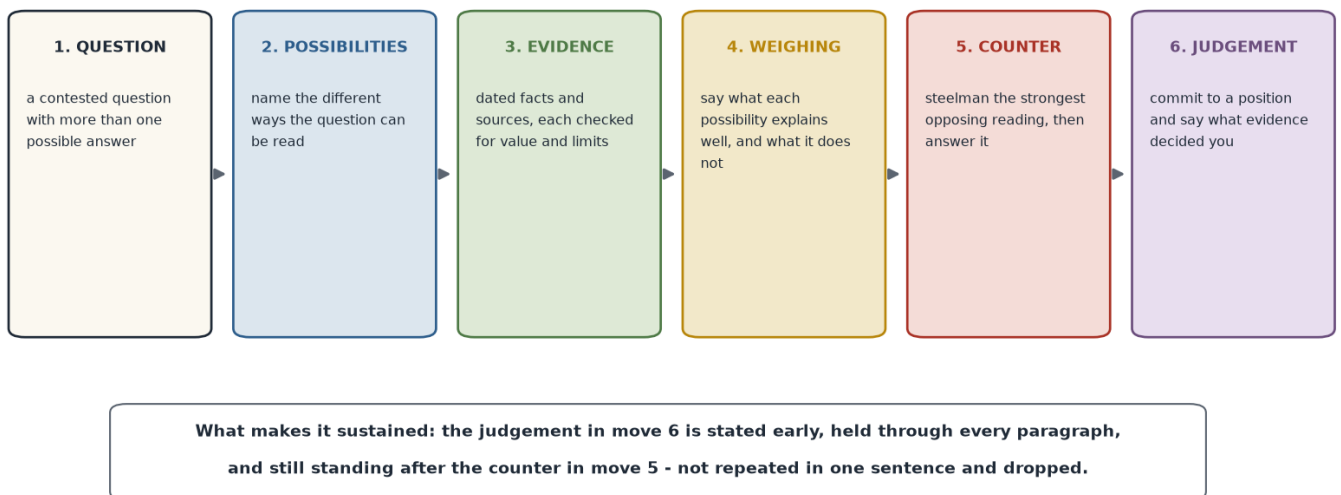
A note on three heavy words. *Genocide*, *colonisation* and *invasion* are the curriculum's own terms, and this book uses them — in histories other than Aboriginal and Torres Strait Islander histories. You will meet genocide in the Holocaust (Chapter 4), colonisation and imperialism in the empires and societies of Chapters 1 and 5, and invasion in the world wars, as in Germany's invasion of Belgium in 1914. Used precisely, in their contexts, these words are tools for thinking, not labels for shouting.

3. The moves of an argument, and Worked inquiry 1

An argument that weighs interpretive possibilities makes six moves. Learn the moves now; every model and task in this section is labelled with them.

The moves of a historical argument

A sustained interpretation is built from these moves, repeated and connected across the whole text



Sequence of six cards joined by arrows showing the moves of a historical argument: question, possibilities, evidence, weighing, counter, judgement, above a strip defining what makes an interpretation sustained

Figure 3. The six moves of a historical argument.

Worked inquiry 1 — Was imperialism the main cause of World War I? *(Content drawn from section 3A.)*

Move 2 asks you to name the different ways a contested question can be read — not as opinions, but as reasoned readings with advocates, evidence and limits. Figure 4 lays three readings of the same events side by side.

Worked inquiry 1 - naming the possibilities

The question: was imperialism the main cause of World War I? (Content drawn from section 3A.)

Three historians' readings of the same events - each is a possibility, not just an opinion

READING 1 - IMPERIALISM WAS THE DEEPEST CAUSE

Who argues it: the British writer J.A. Hobson in 1902, and the Russian revolutionary V.I. Lenin in 1916. Both said empires grew because rich countries sought new markets and places to invest, and that rival empires would end up fighting each other.

Its evidence: Germany's Navy Laws of 1898 and 1900, the naval race with Britain that followed, and the two crises over Morocco (1905, 1911), where Germany tested France's hold on its colony.

What it does not explain: imperial rivals had managed these clashes without a general war for decades. Why this crisis and not the earlier ones?

READING 2 - ALLIANCES AND MILITARY PLANS MADE IT GENERAL

Who argues it: historians who weigh the alliance system and the mobilisation plans most heavily.

Its evidence: the two armed camps of 1914 - the Triple Alliance (Germany, Austria-Hungary, Italy) against the Triple Entente (Britain, France, Russia) - and the belief that whoever mobilised first would win. Once Russia mobilised on 30 July 1914, the plans took over.

What it does not explain: why the crisis came at all. Alliances did not make the Balkans a powder keg; nationalism and imperial rivalry did that.

READING 3 - CHOICES IN JULY 1914 MADE THE WAR

Who argues it: historians who stress the decisions of the July Crisis itself - most fully Christopher Clark in *The Sleepwalkers* (2012), studied in section 3A.

Its evidence: Germany's open-ended promise to back Austria-Hungary (the blank cheque), the 48-hour ultimatum to Serbia, and the chain of declarations of war from 1 to 4 August 1914.

What it does not explain: why every leader in 1914 had fewer peaceful options than leaders had in 1905 or 1911. The long-term forces had narrowed the road.

Moves 2 and 4 of Figure 3, done together: name each possibility fairly, then say what it explains and what it leaves out.

Three parallel cards, each giving one historians' reading of why World War I began: who argues it, its evidence, and what it does not explain - imperialism as the deepest cause, alliances and military plans, and choices made in July 1914

Figure 4. Worked inquiry 1, move 2: three possibilities, each stated at its strongest.

Notice the discipline in Figure 4. Each reading gets an advocate (Hobson in 1902, Lenin in 1916, Clark in 2012), dated evidence, and — this is the move students most often skip — a limit: what the reading does not explain. A possibility with no limit is a slogan; a possibility with a limit is a tool for weighing.

Figure 5 writes the whole argument out, move by move.

A model argument, move by move	
The question: was imperialism the main cause of World War I?	
POSITION	Of the long-term forces behind World War I, imperialism was the deepest, because it produced both the naval race and the armed camps that made a general war possible.
POSSIBILITY	This was argued while the empires were still growing: Hobson in 1902 and Lenin in 1916 held that empires grew because rich countries sought new markets and places to invest, and that rival empires would end up fighting each other.
EVIDENCE	Germany's Navy Laws of 1898 and 1900 set it against Britain in a naval race, and the two crises over Morocco (1905, 1911) left more anger and suspicion between the great powers each time.
COUNTER	The strongest objection is that the war came in August 1914 because of choices made in the July Crisis - the blank cheque, the 48-hour ultimatum, the rush to mobilise - and without those choices the rivalries might have cooled, as they had after earlier crises.
WEIGHING	That objection is right about timing, but timing is not the same as cause: by 1914 imperial rivalry had made each crisis harder to settle than the last.
JUDGEMENT	On balance, imperialism was the main long-term cause, because it fed both militarism and the alliance system - but the war still needed the decisions of July 1914 to turn rivalry into war. Cause and trigger are not the same thing.

The position is stated first, held through the counter, and still standing in the judgement. That is what *sustained* means.

The model argument for worked inquiry 1 written as six colour-coded rows labelled position, possibility, evidence, counter, weighing and judgement, ending with the line cause and trigger are not the same thing

Figure 5. Worked inquiry 1, moves 1, 3, 4, 5 and 6: a model argument.

Read Figure 5 twice: once for the history, once for the shape. The position is stated first. The counter is stated at its strongest — the July Crisis choices really do explain the timing. The weighing then answers the counter without pretending it away: timing is not the same as cause. And the judgement restates the position, refined rather than abandoned. That is what *sustained* looks like on the page.

4. Extended texts, and Worked inquiry 2

An extended text (VC2HH10S10.E03) is simply the six moves stretched across several paragraphs, with each paragraph doing one job. To *evaluate* is to answer a “how much” question with a judgement, not a shrug: how much changed, how much continued, and which weighs more.

Worked inquiry 2 — How much did the women’s movement change Australian working life between 1945 and 1986? (Content drawn from section 1E.)

Figure 6 is the plan before the writing: a thesis, sections for change and for the counter, and a conclusion that answers “how much”.

Worked inquiry 2 - planning an extended evaluation

The question: how much did the women's movement change Australian working life between 1945 and 1986? (Content from section 1E.)

THESIS	Between 1945 and 1986, the women's movement transformed women's legal position at work - but it did not finish the work of economic equality. The evaluation below argues that case.
SECTION 1 - CHANGE IN LAW	The marriage bar in the Commonwealth public service was lifted on 18 November 1966. The Equal Pay Case of 1969 lifted the female minimum wage to 85 per cent of the male rate; the 1972 decision widened the principle to work of equal value; by 1974 the female minimum rate matched the male rate.
SECTION 2 - CHANGE AT WORK	Jobs once closed to women opened: Melbourne's trams admitted women drivers in 1975, and airlines began training women pilots after Ansett's refusal ended in 1979. Women's share of the workforce kept rising across the whole period.
SECTION 3 - THE COUNTER: WHAT CONTINUED	The gender pay gap survived every legal change: 13.4 per cent on the full-time measure in November 2020, and 21.8 per cent on the all-pay measure in November 2024. Part-time work and family caring still fall mainly on women, and they feed the broader gap.
CONCLUSION	Judgement answering 'how much': the movement achieved a legal transformation - the rules of 1945 were gone by 1986 - but not full economic equality. Both columns are true; the argument is which weighs more.
Conventions for every section: each dated fact carries a citation; the bibliography at the end is split into primary sources (the legislation and tribunal decisions) and secondary sources (historians' writings) - see part 6.	

Essay plan for worked inquiry 2 with five rows - thesis, section 1 change in law, section 2 change at work, section 3 the counter of what continued, and conclusion - above a strip stating the citation and bibliography conventions

Figure 6. Worked inquiry 2: planning the extended evaluation.

Figure 7 writes out the opening of that plan, sentence by sentence, with each sentence labelled by its move.

The extended evaluation, written out: the opening moves

Each sentence is labelled with the move it performs. Paragraph 1 opens; paragraph 2 begins the first section.

Paragraph 1 - the opening

OPENING	Between 1945 and 1986, Australian women's working lives were changed more by organised campaigns and tribunal decisions than by any single event.
THESIS	This evaluation argues that the women's movement achieved a legal transformation of working life, but not full economic equality.
ROAD MAP	It considers the change in law, the change in the workplace itself, and the gap that remained.

Paragraph 2 - section 1: change in law

CLAIM	The clearest change came in law and in the rules that set pay.
EVIDENCE	The marriage bar - which had ended a woman's permanent Commonwealth public service job when she married - was lifted on 18 November 1966. In the Equal Pay Case of 1969, the Commonwealth Conciliation and Arbitration Commission lifted the female minimum wage to 85 per cent of the male rate, and the December 1972 decision widened the principle to work of equal value.
EXPLANATION	The 1972 definition mattered most: while equal pay meant only the same job, it had reached just 18 per cent of women workers by 1972, because most women worked in all-female jobs with no man beside them to compare with.
LINK	By 1974, when the female minimum rate caught the male rate, the legal frame of 1945 had gone.

The full text continues: section 2 (change at work), section 3 (the counter), then the conclusion's judgement - as planned in Figure 6.

The opening paragraphs of the model evaluation written sentence by sentence, each sentence labelled with the move it performs: opening, thesis, road map, then claim, evidence, explanation and link

Figure 7. Worked inquiry 2: the opening moves, written out.

Two things to notice. First, the thesis is a claim someone could disagree with — “a legal transformation, but not full economic equality” — not a fact like “women’s lives changed”. Second, every dated fact already carries the seed of a citation: the marriage bar lifted on 18 November 1966, the 85 per cent ruling of 1969, the 1972 widening to work of equal value, the 18 per cent figure that shows the limit of “equal pay for equal work”. Part 6 shows how those citations are written.

5. Five forms for the same argument

VC2HH10S10.E04 names five forms a historical argument can take. The form changes the conventions; it does not change the duty to evidence.

Five forms for a historical argument

VC2HH10S10.E04 - the same argument, differently dressed; the conventions change, the duty to evidence does not

ESSAY	ORAL PRESENTATION	DEBATE	INTERACTIVE DISPLAY	ONLINE CONFERENCE OR FORUM
A written argument: thesis, body paragraphs of claim-evidence-explanation, a counter, a conclusion. Dated facts with in-text citations; a bibliography at the end. First rule: the thesis must be a claim someone could disagree with.	A spoken argument, timed; the position is stated up front and signposted as it moves. Evidence named and dated out loud; slides or images of sources may support but never replace the words. First rule: say the citation - 'as Clark argued in 2012...'	A formal contest over a motion (for example, 'This house believes imperialism was the main cause of World War I'). Facts kept short enough to say once and remember; rebuttal answers what the other side actually said. First rule: steelman the motion before you attack it.	A digital or non-digital display: panels, headings, artifacts and images arranged so a viewer can follow a path. Every caption carries provenance - what it is, who made it, when - and one line on why it matters. First rule: the argument must be readable without a guide.	An opening post states the interpretation; replies test it; the thread keeps the debate visible. Each claim carries a link or citation; sources are checked before posting. First rule: disagree with the evidence, never with the person.

In every form the marking is the same: terms defined, possibilities named, evidence dated and evaluated, counter answered, judgement held.

Five columns describing the presentation forms named in the curriculum - essay, oral presentation, debate, interactive display, and online conference or forum - each with what it is, how evidence works in it, and its first rule

Figure 8. The five forms of VC2HH10S10.E04. The conventions change; the duty to evidence does not.

6. Citing and listing your evidence

Every fact, idea and quotation that is not yours carries a marker: the author's name and the year, in brackets, right after it; add the page for a quotation. At the end, the bibliography lists everything you used, split into primary sources (made at the time, by someone inside the events) and secondary sources (written afterwards, looking back). Figure 9 shows both halves with model entries drawn from this book.

Citing and listing your evidence

VC2HH10S10.E05 - citations let a reader check every claim; the bibliography sorts the sources you used

IN-TEXT CITATION

The rule: any fact, idea or quotation that is not yours carries the author's name and the year, in brackets, right after it.

A fact or an idea:

The naval race began after Germany's Navy Laws of 1898 and 1900 (Clark, 2012).

A quotation - add the page:

In 1946 Bean wrote that Anzac stood for 'reckless valour in a good cause' (Bean, 1946, p. 594).

No author named? Cite the document itself: (Universal Declaration of Human Rights, 1948). If your school uses footnotes instead of brackets, keep one style all the way through.

BIBLIOGRAPHY - SPLIT AND SORTED

Two lists, alphabetical by name. For every source ask: was it made at the time being studied, by someone inside the events?

Primary sources

United Nations, Universal Declaration of Human Rights, adopted in Paris, 10 December 1948.

Sex Discrimination Act 1984 (Commonwealth).

Menzies, Robert, radio broadcast announcing Australia was at war, 3 September 1939 (National Archives of Australia).

Secondary sources

Bean, C.E.W., Anzac to Amiens (Canberra: Australian War Memorial, 1946).

Clark, Christopher, The Sleepwalkers (London: Allen Lane, 2012).

Larsson, Marina, Shattered Anzacs (Sydney: UNSW Press, 2009).

Why cite? Three reasons.

1. A reader can check every claim against its source.
2. Your argument stays clearly yours - everything borrowed is marked.
3. Using someone's exact words without marking them is plagiarism - in history, an uncredited quotation is a broken rule of evidence.

Two panels: left, the in-text citation rule with two model examples, one for a fact and one for a quotation with a page; right, a bibliography split into primary and secondary source lists; below, three reasons why historians cite

Figure 9. Citation and the split bibliography (VC2HH10S10.E05).

Citing is not decoration. It lets a reader check every claim; it keeps your argument clearly yours because everything borrowed is marked; and it protects you from plagiarism, which in history is a broken rule of evidence — an uncredited quotation is a claim with no provenance.

7. Practice tasks

Scaffolded

1. **Terms in action.** Choose six terms from Figure 2 — at least two from each family. Use each in one sentence about a dated event you have already studied in Chapters 1–6. Underline the term.
2. **Label the moves.** Below are five sentences about Worked inquiry 2. Label each with the move it performs (question, possibilities, evidence, weighing, counter, judgement):
 - a) Historians disagree about how much the women's movement changed working life.
 - b) One reading stresses the law: the rules of 1945 were gone by 1986.
 - c) The marriage bar in the Commonwealth public service was lifted on 18 November 1966.
 - d) A counter reading points to the pay gap that survived every legal change.
 -

- e) On balance the change in law was real, but the work of economic equality was unfinished.
3. **Primary or secondary?** Sort these six sources into two lists and give each a one-line reason: the *Universal Declaration of Human Rights* (adopted in Paris, 10 December 1948); Marina Larsson, *Shattered Anzacs* (2009); the *Immigration Restriction Act 1901* (Commonwealth); Christopher Clark, *The Sleepwalkers* (2012); Robert Menzies' radio broadcast of 3 September 1939 (National Archives of Australia); Stuart Macintyre, *A Concise History of Australia* (1999).
 4. **Write the citation.** Turn each fact below into one sentence ending in a correct in-text citation:
 - a) Fact: Anzac stood for "reckless valour in a good cause". Source: C.E.W. Bean, *Anzac to Amiens*, 1946, page 594.
 - b) Fact: the naval race began after Germany's Navy Laws of 1898 and 1900. Source: Christopher Clark, *The Sleepwalkers*, 2012.
 - c) Fact: the Universal Declaration was adopted in Paris on 10 December 1948. Source: the document itself.
 5. **Steelman the counter.** Choose the reading in Figure 4 you agree with least. Write its strongest version in two or three sentences (no straw figures), then one sentence that answers it.
 6. **Fix the bibliography.** Take the six sources from task 3 as one mixed-up list. Rewrite them as two lists — primary, then secondary — alphabetical by name within each, with correct punctuation.

Un scaffolded

7. **One paragraph, one possibility.** Write one paragraph (6–8 sentences) arguing for one reading from Figure 4 — or for one reading of another contested question from this book. Requirements: a position sentence; two dated pieces of evidence, each cited; one counter stated at its strongest; one weighing sentence that answers it.
8. **The extended evaluation.** Plan, then write, an extended evaluative text of 600–800 words answering one of these questions: *How much did the women's movement change Australian working life between 1945 and 1986?* (1E) or *How much did the Meiji period change Japan?* (5C/5F). Use the plan shape of Figure 6, the sentence moves of Figure 7, in-text citations throughout, and a bibliography split into primary and secondary sources.
9. **Choose your form.** For the question *Was the Meiji period the most important turning point in Japan's history?* choose one form from Figure 8. In three sentences, justify your choice for this question. Then list three dated pieces of evidence you would use, and two conventions of your chosen form that you will need to follow.
10. **An annotated bibliography.** For the question you chose in task 8 or 9, find four real sources from this book's sections: two primary, two secondary. List them split and sorted, and add one line to each saying what it is useful for and what its limit is.

8. Source-based inquiry

The source for this section's inquiry

A historian thinking about his own craft

SECONDARY SOURCE - A HISTORIAN'S REFLECTION

'History is a continuous process of interaction between the historian and his facts,
an unending dialogue between the present and the past.'

- E.H. Carr, *What is History?* (London: Macmillan, 1961),
chapter 1, 'The Historian and His Facts'.

Edward Hallett Carr (1892-1982) was a British diplomat who became a historian. *What is History?* grew out of lectures he gave at Cambridge University in 1961, when he was asked the simplest and hardest question in the subject.

Read it twice. Then ask: if history is a dialogue, who is doing the talking - and does the answer change with time?

Source card quoting E.H. Carr's definition of history as a continuous process of interaction between the historian and his facts, an unending dialogue between the present and the past, with provenance: What is History?, London, Macmillan, 1961, chapter 1, and a short note on Carr's life

Figure 10. The source for this inquiry: a historian thinking about his own craft.

Edward Hallett Carr (1892–1982) was a British diplomat who became a historian. *What is History?* grew out of lectures he gave at Cambridge University in 1961 — sixteen years after the end of World War II, in the middle of the Cold War. The date matters: Carr was asking what history is at a moment when the present felt freshly made by the past.

1. **The claim.** In your own words, what is Carr claiming history is? What, on his view, are the two parties to the “dialogue”?
2. **The provenance.** Who made this source, when, and in what situation? Is it a primary or a secondary source for the history of the twentieth century — and could it be a primary source for anything else? (Think: what would a historian of the 1960s use it for?)
3. **Steelman both sides.** Carr's claim has a strong opposing reading: that facts are facts, independent of the historian, and that calling history a “dialogue” makes it sound invented. Write the opposing reading at its strongest (three sentences), then Carr's reading at its strongest (three sentences). Equal depth, no straw figures.
4. **Begin your sustained interpretation.** Choose one contested question from this book — why World War I began (3A); how significant the fall of Singapore was (3E); how much the women's movement changed Australian working life (1E); whether the Meiji period was Japan's greatest turning point (5C/5F); or the legacy of the Universal Declaration of Human Rights (4D). Write the opening of a sustained interpretation: a position sentence; two interpretive possibilities, each with one dated piece of evidence; and one cited quotation or fact.
5. **Cite Carr.** Write the bibliography entry for *What is History?* in your secondary list, and one in-text citation for the quotation in Figure 10.

What to look for

Mark against what the standard asks for: a sustained interpretation uses the right concepts, terms and knowledge, follows conventions, and weighs evidence drawn from a range of sources. In practice, look for the position stated early and still standing at the end; possibilities named as reasoned readings, not opinions; evidence that is dated, cited, and checked for limits; a counter stated at its strongest before it is answered; and a judgement that says how much, not just “both sides have points”. Mark the reasoning, not the conclusion: a well-argued reading you disagree with outranks a memorised reading you agree with.

- **Tasks 1–2:** terms used precisely; moves labelled correctly. The trap in task 2 is (e), which students call a judgement when it is a weighing unless it commits — accept either with a reason, and use the disagreement to teach the difference.
- **Tasks 3, 6:** the sort should turn on *when* the source was made and *who* made it, not on whether it sounds official. Acts of parliament and broadcasts are primary for their own time; historians’ books are secondary however old they feel.
- **Tasks 4, 5:** citation mechanics (name, year, page for quotations; the document itself when no author); counters steelmanned rather than straw-manned.
- **Tasks 7–10:** the full standard. In task 8, look for the plan shape doing work: sections with jobs, a counter section, a conclusion that answers “how much”. In task 9, the justification should match form to question (a debate suits a yes/no motion; a display suits evidence readers must see). In task 10, the one-line notes should name a use and a limit per source.
- **Source-based inquiry:** task 2 is the key — Carr is a secondary source for the twentieth century and a primary source for the thinking of the 1960s. A student who sees both has understood provenance. Task 4 is the capstone: check for the five ingredients of Figure 1 rather than for any particular position.

If a student raises First Nations material in any task, respond in class discussion; the models and tasks in this book use non-First Nations contexts by design (the Holocaust for genocide; Chapters 1 and 5 for colonisation and imperialism; the world wars for invasion), and students should not be assessed as if this book had taught otherwise.

Sources for this section.

- Victorian Curriculum F–10 Version 2.0, History, Levels 9–10 band: VC2HH10S10 and elaborations E01–E05 (VCAA curriculum export; ids assigned in export order).
- E.H. Carr, *What is History?* (London: Macmillan, 1961), chapter 1, “The Historian and His Facts”; quotation checked against the published text, retrieved 25 August 2026.
- J.A. Hobson, *Imperialism: A Study* (London, 1902); V.I. Lenin, *Imperialism, the Highest Stage of Capitalism* (1916) — as interpreters named in Reading 1.
- Content retrieved from this book: section 3A (Navy Laws 1898/1900; Morocco crises 1905/1911; the blank cheque; the 48-hour ultimatum; mobilisations and declarations, July–August 1914; Fischer 1961; Clark 2012); section 1E (marriage bar lifted 18 November 1966; Equal Pay Case 1969; December 1972 decision; 1974 equalisation; pay-gap figures); section 4D (Bean 1946, p. 594; UDHR 1948); section 3E; sections 5C/5F.
- Marina Larsson, *Shattered Anzacs* (Sydney: UNSW Press, 2009); Stuart Macintyre, *A Concise History of Australia* (Cambridge: Cambridge University Press, 1999); *Immigration Restriction Act 1901* (Commonwealth); Robert Menzies, radio broadcast, 3 September 1939 (National Archives of Australia) — used in the sorting and bibliography tasks.