

History Level 10

End-of-level review

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End-of-level review — History Level 10

End-of-level review — one cumulative paper across Chapters 1–8 · 100 marks · eight parts

Chapters 1–8 · both strands · every one of the book's 44 sections reached · Chapter 9 booklet

Total: 100 marks · eight parts, one per chapter: Part 1 (Overview: the modern world): 12 marks · Part 2 (Australia, 1750–1914): 12 · Part 3 (the world wars): 14 · Part 4 (the Holocaust and legacies): 12 · Part 5 (Asia — this book's option: Japan): 12 · Part 6 (the globalising world — this book's options: migration experiences and the environment movement): 12 · Part 7 (historical questions, chronology and sources): 12 · Part 8 (analysis and communicating): 14, closing with one cross-chapter item.

Planned for about 120 minutes. This paper is untimed — there is no time to beat.

This is a school-designed paper. It is not a VCAA instrument. Achievement at Level 10 is reported against the Victorian Curriculum achievement standard on teacher judgement; the marks here are one source of evidence towards that judgement.

Conditions

- Completion is **untimed**. The 120 minutes is planning guidance only; take as long as you need.
- **Reading support** is permitted. Your teacher may read any question out to you if you need it. Reading is not what is being looked at, and your teacher will not help with the answer.
- **This workbook is your reference**. Most items ask you to use a figure, table or source from this book; the item names the section and the figure. Have the chapter booklets with you as you work. Every fact an item asks for is one this book has already taught.
- Answer every question in the space provided. Where an item asks you to weigh a contested question, marks are awarded for your reasoning and your use of dated evidence, not for reaching any particular conclusion.

Weighting of the 100 marks — published here, as planned, so teachers can see the balance:

Part	Chapter	Items	Marks
Part 1	Overview: the modern world	Q1–Q6	12
Part 2	Investigation: Australia (1750–1914)	Q7–Q11	12
Part 3	Australians in the world wars, 1914–1945	Q12–Q17	14
Part 4	The Holocaust and legacies	Q18–Q21	12
Part 5	Investigation: Asia (1750–present)	Q22–Q27	12
Part 6	The globalising world since 1945	Q28–Q33	12
Part 7	Skills: historical questions, chronology and sources	Q34–Q39	12
Part 8	Skills: analysis and communicating	Q40–Q44	14
Total		Q1–Q44	100

Every item is tagged with the content description code of the section it draws on. Parts 1–6 carry the Historical Knowledge and Understanding strand; Parts 7–8 carry the Historical Skills strand, and Q44 draws the strands together. Items mix recall (identify, state, order, outline) with application (explain, evaluate, and read the figures, tables and sources of this book).

Part 1 — Overview: the modern world (12 marks)

Items drawn from sections 1A–1F.

Q1 (2 marks · VC2HH10K01) Section 1A surveys the making of the modern world.

(a) By 1914, about what share of Africa did European powers rule? (1 mark)

(b) Only two African states remained fully independent in 1914. Name them, and state the dated event by which Ethiopia kept its independence. (1 mark)

Q2 (2 marks · VC2HH10K02) Section 1B follows the ideas and reforms that reshaped society and politics.

(a) State who the Great Reform Act 1832 gave the vote to, and who it excluded by design. (1 mark)

(b) Five of the six points of the People's Charter eventually became law. Name two of the five, each with its date. (1 mark)

Q3 (2 marks · VC2HH10K03) Section 1C studies global change since 1945.

(a) State when the UN Charter was signed, and when it came into force. (1 mark)

(b) Define **proxy war** as section 1C uses it, and name the first crisis of the Cold War with its years. (1 mark)

Q4 (2 marks · VC2HH10K04) Section 1D studies movements for change since 1945.

(a) Why is 1960 known as the “Year of Africa”? (1 mark)

- (b) Source 1.1 in section 1D is UN General Assembly Resolution 1514 of 14 December 1960. State how the vote went, and say whether Source 1.1 is a primary or a secondary source, with a reason. *(1 mark)*

Q5 *(2 marks · VC2HH10K05)* Section 1E studies the women's movement in Australia.

- (a) What did the marriage bar require of a permanent female Commonwealth public servant, and on what date was it lifted? *(1 mark)*

- (b) Section 1E distinguishes two definitions of equal pay. Name each, and the year each was adopted. *(1 mark)*

Q6 *(2 marks · VC2HH10K06)* Section 1F studies the campaigns for rights and freedoms in Australia.

- (a) South Australia's 1894 law was a world first. What did it give women that earlier laws had not? *(1 mark)*

- (b) Using section 1F's table of migration-policy shifts, state what changed in 1958, in 1973 and in 1978. *(1 mark)*

Part 2 — Investigation: Australia (1750–1914) (12 marks)

Items drawn from sections 2A–2E.

Q7 (3 marks · VC2HH10K08) Section 2A examines why Britain founded colonies in Australia.

- (a) Between 1718 and 1775, where were convicts transported from Britain, and roughly how many? What closed that route? (1 mark)

- (b) What was a **hulk**, from what date was the first in use, and what do the 176 deaths in the seven months to March 1778 suggest about them? (1 mark)

- (c) Name two of the strategic moves section 2A sets out for keeping the French out, each with its date. (1 mark)

Q8 (2 marks · VC2HH10K09) Section 2B follows the events, ideas, people and movements that shaped Australian society.

- (a) Using section 2B's timeline of the steps to Federation, state what happened on each of these dates: 24 October 1889; 9 July 1900; 1 January 1901. (1 mark)

- (b) The first federation referendum of 3 June 1898 failed in one colony. Which colony, and why did the yes vote fail there? (1 mark)

Q9 (3 marks · VC2HH10K10) Section 2C studies the experiences and perspectives of colonists and migrants.

- (a) State how many Chinese arrivals were recorded in Melbourne in 1855, and about how many had reached Victoria by 1858. (1 mark)

- (b) What did Victoria's 1855 law impose on every Chinese person arriving by ship? (1 mark)

- (c) Task 7 in section 2C asks you to assess the claim: “Transportation was meant to be a punishment, but for some convicts it became an opportunity.” Using Francis Greenway and one dated fact from his table in section 2C, give one reason the claim holds. *(1 mark)*

Q10 *(2 marks · VC2HH10K11)* Section 2D studies continuity and change around 1900.

- (a) State who delivered the Harvester Judgement, on what date, and the daily wage it ruled “fair and reasonable”. *(1 mark)*

- (b) Using section 2D’s timeline of the old-age pension, state one step towards pensions in Australia, with its date. *(1 mark)*

Q11 *(2 marks · VC2HH10K12)* Section 2E weighs interpretations and debates about Australia as a social laboratory.

- (a) Why did the secret ballot of 1856 become known overseas as the “Australian ballot”, and what did South Australia add in 1894? *(1 mark)*

- (b) Section 2E tests the label “working man’s paradise” against its limits. Give one dated limit the section uses. *(1 mark)*

Part 3 — Australians in the world wars, 1914–1945 (14 marks)

Items drawn from sections 3A–3G.

Q12 (3 marks · VC2HH10K13) Section 3A sets out the causes of the two world wars.

- (a) Section 3A groups the long-term forces behind World War I into four cards. Name them. (1 mark)

- (b) Using section 3A’s July Crisis chronology, state what happened at Sarajevo on 28 June 1914, and what Germany did on 4 August 1914 that brought Britain into the war the same day. (1 mark)

- (c) Section 3A sets three answers side by side to the question of who was responsible for World War I. Name one answer, with the person or document that carries it and its year. (1 mark)

Q13 (2 marks · VC2HH10K14) Section 3B examines the reasons Australians fought in the two world wars.

- (a) On 31 July 1914, before the war began, Andrew Fisher pledged support “to the last man and the last shilling”. Why was Australia at war the moment Britain declared war on 4 August 1914? (1 mark)

- (b) The AIF stayed an all-volunteer force for overseas service through World War I. Why? Give one dated fact from section 3B in your answer. (1 mark)

Q14 (2 marks · VC2HH10K15) Section 3C studies the significant places of the two world wars.

- (a) Section 3C tests the significance of a place on two scales. Name them. (1 mark)

- (b) Using one dated fact from section 3C, state what Australian forces did at Milne Bay in August–September 1942, and why it mattered. (1 mark)

Q15 (2 marks · VC2HH10K16) Section 3D examines those who served overseas — their experiences and perspectives.

(a) Section 3D keeps two words apart: experience and perspective. State what each one means. *(1 mark)*

(b) From Figure 9 in section 3D, state the death rate of Australian prisoners of war under Japanese control. Then give one row of Figure 8 that helps explain why the two captivities were so far apart. *(1 mark)*

Q16 *(2 marks · VC2HH10K17)* Section 3E examines the key events and turning points in the two world wars.

(a) State section 3E's definition of a turning point, and the one test it uses. *(1 mark)*

(b) Apply that test to the Battle of Stalingrad, using two dated facts from section 3E. *(1 mark)*

Q17 *(3 marks · VC2HH10K18 and VC2HH10K19)* This item draws on two sections: 3F on the nature of warfare, and 3G on the home front.

(a) From section 3F: what did the Geneva Protocol of 1925 ban — and what did it leave free? *(1 mark)*

(b) From section 3G: what happened at Darwin on 19 February 1942? Give two figures from the section, and state why that day was a first for Australia. *(1 mark)*

(c) Section 3F argues that the targeting of civilians was the biggest change in the nature of warfare between the two world wars. Using one dated fact from each section, explain how the raid on Darwin fits that change. *(1 mark)*

Part 4 — The Holocaust and legacies (12 marks)

Items drawn from sections 4A–4D.

Q18 (3 marks · VC2HH10K20) Figure 3 in section 4A plots German unemployment and the Nazi Party vote share side by side, from 1928 to March 1933.

- (a) State about what unemployment rose from, and to, over those years. (1 mark)

- (b) State the Nazi Party vote share in 1928 and in 1932. (1 mark)

- (c) Section 4A warns that “correlation is evidence, not proof”. Finish this sentence the way a historian would: “The two lines move together, which suggests ... but does not prove ...” (1 mark)

Q19 (3 marks · VC2HH10K21) Section 4B divides the Holocaust into six phases; Figure 1 sets them along one timeline, 1933 to 1945.

- (a) Name the six phases in order. (2 marks)

- (b) Into which phase does the boycott of Jewish-owned shops of 1 April 1933 fall? (1 mark)

Q20 (3 marks · VC2HH10K22) Figure 11 in section 4C maps the rescue of Denmark’s Jews in October 1943.

- (a) State about how many of Denmark’s roughly 7,800 Jews reached safety in Sweden. (1 mark)

- (b) Section 4C counts concealment — hiding — as one form of resistance, and gives the historian Yehuda Bauer’s word for this broad sense of resistance: **amidah**, “standing firm”. Using one example from section 4C, explain how keeping Jewish life going opposed the Nazi plan. (2 marks)

Q21 (3 marks · VC2HH10K23) Section 4D examines the legacies of the world wars, including the Universal Declaration of Human Rights.

- (a) State the date on which the UN General Assembly adopted the Universal Declaration of Human Rights, and the city where it was meeting. *(1 mark)*

- (b) Using Figure 12 in section 4D, give one argument for, and one against, treating the declaration as a lasting legacy. Marks are for the reasoning, not the conclusion. *(2 marks)*

Part 5 — Investigation: Asia (1750–present) (12 marks)

Items drawn from sections 5A–5F. The society this book studies in this chapter is Japan.

Q22 (2 marks · VC2HH10K24) Section 5A examines the key features of Japan under the Tokugawa shogunate.

- (a) What did **alternate attendance** (*sankin kotai*) require of a daimyo, and in what year was it made compulsory — and by whom? (1 mark)

- (b) Figure 4 in section 5A calls alternate attendance “a cycle that converted daimyo wealth into daimyo obedience”. State one way the cycle did that work. (1 mark)

Q23 (2 marks · VC2HH10K25) Section 5B examines contact, colonisation and liberation.

- (a) On 11 April 1919 the League of Nations commission voted on Japan’s racial equality clause. State the result of the vote, and explain why the clause failed despite majority support. (1 mark)

- (b) Section 5B keeps three senses of the word **liberation** separate. State one of them. (1 mark)

Q24 (2 marks · VC2HH10K26) Section 5C examines the events and ideas that shaped continuity and change in Japan.

- (a) Name two of the four ideas section 5C treats as drivers, each with one dated example from the section. (1 mark)

- (b) Section 5C compares the Meiji constitution of 1889 with the constitution in force from 1947. State one difference between them. (1 mark)

Q25 (2 marks · VC2HH10K27) Section 5D reads how individuals, groups and movements in Japan experienced their society.

(a) What was the “declaration of humanity” of 1 January 1946? (1 mark)

(b) Where did the rice riots of 1918 begin, why did they begin there, and what was one political consequence? (1 mark)

Q26 (2 marks · VC2HH10K28) Section 5E examines continuity and change in ways of life, institutions and cultural expression.

(a) Using section 5E’s chart of Tokyo’s population, state about how many people lived in Tokyo in 1940 and in 1945, and give one dated reason for the fall. (1 mark)

(b) Section 5E shows three cultural forms going global. Give one dated example. (1 mark)

Q27 (2 marks · VC2HH10K29) Section 5F weighs interpretations and debates about Japan’s history.

(a) State what **renounce** means as section 5F defines it, and one thing Article 9 of the 1947 constitution renounces or refuses to keep. (1 mark)

(b) Figure 8 in section 5F is titled “Article 9: one text, a moving reading, 1946–2015”. State one dated move in the reading that it tracks. (1 mark)

Part 6 — The globalising world since 1945 (12 marks)

Items drawn from sections 6A–6F. Sections 6C–6E teach this book's chosen option for the chapter, migration experiences; section 6F teaches the environment movement.

Q28 (2 marks · VC2HH10K36) Figure 4 in section 6A charts health in Australia since 1945.

- (a) State the life expectancy at birth of an Australian child born around 1950, and of one born in 2023. (1 mark)

- (b) Section 6A calls confidence in steady improvement a belief in **progress**. Give one reason the fall in under-five mortality in Figure 4 — from 31.6 deaths per 1,000 live births in 1950 to 3.4 in 2018 — could be used to support that belief. (1 mark)

Q29 (2 marks · VC2HH10K37) Section 6B studies the Universal Declaration of Human Rights.

- (a) State the two causes of the declaration named by the curriculum, as Figure 2 in section 6B sets them out. (1 mark)

- (b) State the result of the vote of 10 December 1948: how many votes in favour, how many against, and how many abstentions. (1 mark)

Q30 (2 marks · VC2HH10K38) Section 6C studies the causes and consequences of post-1945 migration to Australia.

- (a) Explain in one sentence how the dictation test worked as a gate. (1 mark)

- (b) State the slogan Arthur Calwell's post-war program is remembered by, and one dated fact about the program from section 6C. (1 mark)

Q31 (2 marks · VC2HH10K39) Section 6D follows one global event — the end of the Vietnam War in April 1975 — into Australian life.

- (a) State about how many Vietnam-born people lived in Australia before 1974, and how many at the 2021 census. (1 mark)

- (b) State one dated Australian consequence of the war's end from section 6D — for example, from its record of arrivals by sea or its resettlement numbers. (1 mark)

Q32 (2 marks · VC2HH10K40) Section 6E reads the perspectives of those who experienced post-1945 migration.

- (a) Source A in section 6E is Arthur Calwell speaking in the House of Representatives on 2 December 1947, recorded in Hansard. Classify it as a primary or a secondary source, and give the reason. (1 mark)

- (b) State one dated way the official attitude to migration had changed by 1973, using section 6E's timeline. (1 mark)

Q33 (2 marks · VC2HH10K41) Section 6F weighs interpretations and debates about the environment movement's legacy.

- (a) State when the High Court decided *Commonwealth v Tasmania*, and by what margin. (1 mark)

- (b) Section 6F states the strongest case on each side: the movement transformed Australian politics, or it was absorbed and changed less than it looks. Give one dated fact section 6F uses for either side. (1 mark)

Part 7 — Skills: historical questions, chronology and sources (12 marks)

Items drawn from sections 7A–7F.

Q34 (2 marks · VC2HH10S01) Section 7A teaches the two tests a draft question must pass before any research begins.

(a) State the two tests. (1 mark)

(b) “Was it right for Britain to declare war in 1914?” fails as written. Using section 7A’s own explanation, say why. (1 mark)

Q35 (2 marks · VC2HH10S02) Section 7B teaches a four-step method for any sequencing task.

(a) Name the four steps in order. (1 mark)

(b) Section 7B warns that sequence is not the same as cause. Explain what a sequence can show, and what it can never prove on its own. (1 mark)

Q36 (2 marks · VC2HH10S03) Section 7C analyses any source through four lenses.

(a) Name the four lenses. (1 mark)

(b) C.E.W. Bean’s wartime diary of 1915 and his official history published from 1921 were made by the same man, yet section 7C treats them as different kinds of source. Using the section’s definitions, explain why. (1 mark)

Q37 (2 marks · VC2HH10S04) Section 7D evaluates the value of sources as evidence.

(a) Complete the idea that drives section 7D: “The value of a source is not fixed inside it. It depends on ...” (1 mark)

- (b) Section 7D gives one caution about Winston Churchill’s war memoirs of 1950 (its source E): a memoir is a secondary source for the events it describes, but a primary source for something else. For what? (1 mark)

Q38 (2 marks · VC2HH10S05) Section 7E analyses perspectives from sources.

- (a) Define **representative** as section 7E uses it. (1 mark)

- _____
- _____
- (b) John Easty’s diary is the only surviving voyage record by a man without officer rank. State what his view can stand for, and what it cannot. (1 mark)

Q39 (2 marks · VC2HH10S06) Section 7F studies interpretations and debates.

- (a) Define **interpretation** and **historical debate** as section 7F uses them. (1 mark)

- _____
- _____
- (b) Section 7F says: “New sources do not end debates — they reopen them.” Using the way section 7F traces the conscription debates through later historians, explain in one sentence why the history of an event keeps moving. (1 mark)

Part 8 — Skills: analysis and communicating (14 marks)

Items drawn from sections 8A–8D. Q44 is the paper's cross-chapter item: it draws Chapters 4 and 8 together.

Q40 (3 marks · VC2HH10S07) Section 8A reads the chronology of Australia, 1788–1914 (Figure 5) for patterns; Figure 6 turns the patterns into three cluster cards.

- (a) Name the three clusters in Figure 6 and the years each covers. (2 marks)

- (b) Cluster C is described as “change and continuity in the same decade”. From cluster C, name one change and one continuity. (1 mark)

Q41 (3 marks · VC2HH10S08) Section 8B sorts causes into long-term causes and short-term triggers.

- (a) Sort these two into a long-term cause and a short-term trigger of Australia's entry into World War II: the Treaty of Versailles, signed 28 June 1919; the German invasion of Poland, 1 September 1939. (1 mark)

- (b) Section 8B quotes Prime Minister Robert Menzies' radio broadcast of 3 September 1939 and asks you to listen for cause language. Name the two cause phrases, and say what each one connects. (2 marks)

Q42 (2 marks · VC2HH10S09) Section 8C evaluates significance with five criteria.

- (a) Name any two of the five criteria. (1 mark)

- (b) Section 8C applies the criteria to the fall of Singapore, 15 February 1942. Using one criterion and one dated fact from section 8C, give one reason the fall of Singapore can be judged significant for Australia. (1 mark)

Q43 (2 marks · VC2HH10S10) Section 8D weighs rival readings of why World War I began; Figure 4 gives each reading a named advocate.

- (a) Name one advocate and the year of the work section 8D names for them. (1 mark)

(b) State the two things every in-text citation in section 8D carries, and the third thing a quotation adds. (1 mark)

Q44 (4 marks · VC2HH10K23 and VC2HH10S08) This item draws Chapters 4 and 8 together.

(a) Using Figure 6 in section 4D, put these four from earliest to latest: Australia adopts the Statute of Westminster; Australia signs the Treaty of Versailles in its own right; ANZUS is signed; the United Nations is founded. (1 mark)

(b) Section 8B ends its ripple chart with the observation that unintended consequences become the long-term causes of what follows. Explain one way the fall of Singapore in February 1942 — the case section 8C examines — shaped Australia's post-war alliances, using one dated fact from section 4D. (2 marks)

(c) Using one criterion from section 8C, give your one-sentence judgement: was the fall of Singapore a turning point for Australia? Marks are for the reasoning, not the conclusion. (1 mark)

Mark record

Record each question's mark in the Given column as you mark. The Worth column totals 100.

Question	Code	Worth	Given
Q1 — Imperialism in 1914: Africa's carve-up and its exceptions	VC2HH10K01	2	
Q2 — The Great Reform Act and the points of the People's Charter	VC2HH10K02	2	
Q3 — The UN Charter, proxy war and the first Cold War crisis	VC2HH10K03	2	
Q4 — The Year of Africa and Resolution 1514	VC2HH10K04	2	
Q5 — The marriage bar and the two definitions of equal pay	VC2HH10K05	2	
Q6 — South Australia 1894 and the migration-policy shifts	VC2HH10K06	2	
Q7 — Transportation, the hulks and the French threat	VC2HH10K08	3	
Q8 — The steps to Federation and the 1898 referendum	VC2HH10K09	2	
Q9 — Chinese arrivals, the 1855 law and Francis Greenway	VC2HH10K10	3	
Q10 — The Harvester Judgement and the old-age pension	VC2HH10K11	2	
Q11 — The Australian ballot and the limits of the "working man's paradise"	VC2HH10K12	2	
Q12 — Long-term causes, the July Crisis and the responsibility debate	VC2HH10K13	3	
Q13 — Fisher's pledge, dominion status and the conscription referendums	VC2HH10K14	2	
Q14 — Two scales of significance and Milne Bay	VC2HH10K15	2	
Q15 — Experience and perspective; the POW death rates	VC2HH10K16	2	
Q16 — The turning-point test and Stalingrad	VC2HH10K17	2	
Q17 — The 1925 Geneva Protocol; Darwin;	VC2HH10K18,	3	

Question	Code	Worth	Given
targeting civilians	VC2HH10K19		
Q18 — Reading Figure 3: unemployment and the Nazi vote	VC2HH10K20	3	
Q19 — The six phases of the Holocaust	VC2HH10K21	3	
Q20 — The rescue of Denmark's Jews; amidah	VC2HH10K22	3	
Q21 — The UDHR adopted; the legacy argued both ways	VC2HH10K23	3	
Q22 — Alternate attendance (<i>sankin kotai</i>)	VC2HH10K24	2	
Q23 — The 1919 racial equality clause; three senses of liberation	VC2HH10K25	2	
Q24 — Drivers of change; the 1889 and 1947 constitutions	VC2HH10K26	2	
Q25 — The declaration of humanity; the rice riots of 1918	VC2HH10K27	2	
Q26 — Tokyo's population; cultural forms going global	VC2HH10K28	2	
Q27 — Renounce; Article 9 and its moving reading	VC2HH10K29	2	
Q28 — Health since 1945 and the belief in progress	VC2HH10K36	2	
Q29 — Causes of the UDHR and the vote of 10 December 1948	VC2HH10K37	2	
Q30 — The dictation test; "populate or perish"	VC2HH10K38	2	
Q31 — The end of the Vietnam War in Australian numbers	VC2HH10K39	2	
Q32 — Calwell's Hansard source; the 1973 changes	VC2HH10K40	2	
Q33 — <i>Commonwealth v Tasmania</i> ; both sides' strongest case	VC2HH10K41	2	
Q34 — The two tests of a historical question	VC2HH10S01	2	
Q35 — The four-step sequencing method	VC2HH10S02	2	
Q36 — The four lenses; primary and secondary sources	VC2HH10S03	2	

Question	Code	Worth	Given
Q37 — Source value depends on the question asked	VC2HH10S04	2	
Q38 — Representative perspectives; Easty's diary	VC2HH10S05	2	
Q39 — Interpretation, debate and new sources	VC2HH10S06	2	
Q40 — The three clusters of the 1788–1914 chronology	VC2HH10S07	3	
Q41 — Long-term causes and triggers; Menzies' cause phrases	VC2HH10S08	3	
Q42 — The five criteria; Singapore's significance	VC2HH10S09	2	
Q43 — Rival readings' advocates; the citation rule	VC2HH10S10	2	
Q44 — Cross-chapter synthesis: Versailles to ANZUS	VC2HH10K23, VC2HH10S08	4	
Total		100	

Marking guide — End-of-level review — History Level 10

Marking guide and fully-worked solutions for the end-of-level review paper · 100 marks · Q1–Q44

For the teacher marker. The solutions follow the same order as the paper: Part 1 to Part 8, Q1 to Q44.

Total: 100 marks · eight parts, one per chapter. The weighting is printed in the paper.

This is a school-designed marking guide. It is not a VCAA instrument. The marks here are one source of evidence towards teacher judgement against the Victorian Curriculum achievement standard for History Level 10.

How to mark

- Award a mark when the student's answer matches an acceptable response below or says the same idea in other words. Do not award half marks.
- Every fact the paper requires is taught in this book; each acceptable response below names the section that teaches it. A correct fact the item did not ask for neither gains nor loses a mark.
- Where an item says “Marks are for the reasoning, not the conclusion”, award the marks for reasoning supported by dated evidence from this book, on either side. Both steelmanned sides below are full-mark answers.
- Dates and numbers: accept the book's figures, or a plainly close rounding of them.
- Q44 draws two chapters together. Award each of its four marks independently.

What each part covers

Part	Sections reached	Items
Part 1	1A, 1B, 1C, 1D, 1E, 1F	Q1–Q6
Part 2	2A, 2B, 2C, 2D, 2E	Q7–Q11
Part 3	3A, 3B, 3C, 3D, 3E, 3F, 3G	Q12–Q17 (one item draws on two sections)
Part 4	4A, 4B, 4C, 4D	Q18–Q21
Part 5	5A, 5B, 5C, 5D, 5E, 5F	Q22–Q27
Part 6	6A, 6B, 6C, 6D, 6E, 6F	Q28–Q33
Part 7	7A, 7B, 7C, 7D, 7E, 7F	Q34–Q39
Part 8	8A, 8B, 8C, 8D	Q40–Q44 (Q44 also draws on section 4D)

Solutions — Part 1 — Overview: the modern world

Q1 (2 marks · VC2HH10K01)

- (a) (1 mark) About nine-tenths of Africa (section 1A).
- (b) (1 mark) Liberia and Ethiopia. Ethiopia kept its independence when its emperor, Menelik II, defeated an Italian army at the Battle of Adwa in 1896 (section 1A). Award the mark for both names plus the Adwa event with its date.

Q2 (2 marks · VC2HH10K02)

- (a) (1 mark) The Great Reform Act 1832 gave the vote to middle-class men — roughly one adult man in five could now vote — and it excluded working men by design (section 1B).
- (b) (1 mark) Any two of the five, each with its date (section 1B, Figure 6): no property qualification for MPs (1858); the secret ballot (Ballot Act 1872); fairer electoral districts (redistribution laws from 1885); payment of MPs (Parliament Act 1911); votes for most adult men (Reform Acts of 1867 and 1884). Annual parliaments was the sixth point and never became law — do not accept it.

Q3 (2 marks · VC2HH10K03)

- (a) (1 mark) Signed on 26 June 1945; came into force on 24 October 1945 (section 1C).
- (b) (1 mark) Proxy war: a war in which rival powers support opposite sides rather than fighting each other themselves. The first crisis of the Cold War: the Berlin Blockade of 1948–49 — the USSR blockaded West Berlin and the Western allies flew supplies in for almost a year (section 1C).

Q4 (2 marks · VC2HH10K04)

- (a) (1 mark) Because in 1960 seventeen African countries became independent, most of them from France (section 1D).
- (b) (1 mark) Passed by 89 votes to 0, with 9 abstentions. Primary source: the resolution is an official record made at the time of the event it records (section 1D, Source 1.1).

Q5 (2 marks · VC2HH10K05)

- (a) (1 mark) From 1902, under the Commonwealth Public Service Act, a permanent female public servant was deemed to have retired when she married; she could return only as a temporary employee, on lower terms. The marriage bar was lifted on 18 November 1966, under the Holt government (section 1E).
- (b) (1 mark) Equal pay for equal work — adopted in 1969; equal pay for work of equal value — adopted in 1972 (section 1E).

Q6 (2 marks · VC2HH10K06)

- (a) (1 mark) It gave women the vote and the right to stand for parliament in the same act — a world first (section 1F).
- (b) (1 mark) 1958: the *Migration Act 1958* abolished the dictation test. 1973: race was removed as a factor in migration, and citizenship could be reached after three years. 1978: selection by country of origin ended (section 1F, shifts table).

Solutions — Part 2 — Investigation: Australia (1750–1914)

Q7 (3 marks · VC2HH10K08)

- (a) (1 mark) To the American colonies — about 50,000 convicts between 1718 and 1775. The American Revolution closed the route: Britain lost its American colonies in the 1770s (section 2A).
- (b) (1 mark) A hulk: an old, unseaworthy ship moored in a river and used as a floating prison; the first came into use on 15 July 1776. The 176 deaths in the seven months to March 1778 — 28 per cent of the inmates — show the hulks were deadly and overcrowded, which created the pressure to find a new destination for convicts (section 2A).
- (c) (1 mark) Any two of: the two French ships arrived off Botany Bay on 24 January 1788, days after the First Fleet; Governor King decided in 1803 to establish a settlement in Van Diemen's Land (Tasmania), partly to forestall a possible French settlement; the Swan River colony was established on 17 June 1829 under Captain James Stirling (section 2A, Figure 4).

Q8 (2 marks · VC2HH10K09)

- (a) (1 mark) 24 October 1889: Sir Henry Parkes delivered the Tenterfield Oration. 9 July 1900: the British parliament in London passed the Commonwealth of Australia Constitution Act. 1 January 1901: Federation Day — the first Governor-General took up the role at Centennial Park, Sydney (section 2B).
- (b) (1 mark) New South Wales. The colony's law required at least 80,000 votes in favour, and the yes vote fell short (section 2B).

Q9 (3 marks · VC2HH10K10)

- (a) (1 mark) 11,493 Chinese arrivals in Melbourne in 1855; about 42,000 had reached Victoria by 1858 (section 2C).
- (b) (1 mark) A tax of £10 on every Chinese person arriving in Victoria by ship (section 2C).
- (c) (1 mark) Award the mark for a reason that uses Greenway with a dated fact from his table in section 2C — for example: he pleaded guilty to forgery in 1812 and was sentenced to fourteen years' transportation; he reached Sydney in February 1814; he was freed on 16 December 1817; and he became the colony's leading architect (the Macquarie Lighthouse, 1816–1818; Hyde Park Barracks, 1818–1819). The claim holds because a sentence meant as punishment ended in freedom, standing and a career.

Q10 (2 marks · VC2HH10K11)

- (a) (1 mark) Justice Henry Bournes Higgins of the Commonwealth Court of Conciliation and Arbitration, on 8 November 1907; a fair and reasonable wage of seven shillings a day — 42 shillings for a six-day week (section 2D).
- (b) (1 mark) Any one: Victoria passed a pension law in 1900, with payments starting in 1901; New South Wales followed in 1901; the federal *Invalid and Old-age Pensions Act 1908* paid up to 10 shillings a week — £26 a year — to people aged 65 and over; the first federal payments went out in July 1909 (section 2D).

Q11 (2 marks · VC2HH10K12)

- (a) (1 mark) Three colonies introduced the secret ballot in 1856 — Tasmania in February, Victoria that March, South Australia that April — among the first in the world; overseas it became known as the “Australian ballot”. In 1894 South Australia let women vote and stand for parliament, one of the first places in the world to do both (section 2E).
- (b) (1 mark) Any dated limit section 2E uses — for example: the *Immigration Restriction Act 1901* and its dictation test, designed to be failed so non-European people could be barred while the law avoided saying so plainly; no woman was elected to the federal parliament until 1943, when Dame Enid Lyons won a seat; the 1890s depression and the broken great strikes of 1890–94, beginning with the shearers who camped at Barcaldine in 1891. Marks are for the reasoning, not the conclusion.

Solutions — Part 3 — Australians in the world wars, 1914–1945

Q12 (3 marks · VC2HH10K13)

- (a) (1 mark) Militarism, alliances, imperialism and nationalism — the four cards of section 3A. Award the mark only for all four.
- (b) (1 mark) 28 June 1914: Archduke Franz Ferdinand and his wife Sophie were shot dead in Sarajevo by Gavrilo Princip, a Bosnian Serb student. 4 August 1914: Germany invaded Belgium — neutral since 1839 — and Britain declared war on Germany the same day (section 3A).
- (c) (1 mark) Any one of the three, correctly paired: the Treaty of Versailles and its Article 231 war-guilt clause (1919); Fritz Fischer (1961); Christopher Clark (2012) (section 3A).

Q13 (2 marks · VC2HH10K14)

- (a) (1 mark) Because Australia was a dominion — self-governing in its own affairs, but with its foreign policy run by Britain. When Britain went to war, Australia was at war too; as Figure 2 in section 3B puts it, the trigger in both world wars was Britain's declaration, and Australia had no separate declaration to make (section 3B).
- (b) (1 mark) Because conscription for overseas service was put to the people twice — on 28 October 1916 and 20 December 1917 — and Australians voted no both times. The AIF therefore stayed all-volunteer throughout the war (section 3B).

Q14 (2 marks · VC2HH10K15)

- (a) (1 mark) Scale 1: the place's effect on Australia's war effort. Scale 2: its effect on the war as a world conflict (section 3C).
- (b) (1 mark) In August–September 1942 Australian forces defeated the Japanese at Milne Bay — the first defeat of Japanese land troops in the Pacific war (section 3C).

Q15 (2 marks · VC2HH10K16)

- (a) (1 mark) Experience is what happened to people — the trench routine of 1916, the siege of Tobruk, the jungle of the Kokoda Track, the prison camps of 1942–1945. Perspective is what those people made of it — written down at the time in diaries, letters and newspapers, and read back by historians now (section 3D).
- (b) (1 mark) About 36 per cent: of the 21,467 Australians taken by Japan, only about 14,000 survived (Figure 9). Any one row of Figure 8 that helps explain the gap — for example: the law (the 1929 Geneva Convention set rules for prisoners; Germany made it binding law on itself, Japan signed but never did), or labour (forced labour, as on the Thai-Burma Railway, where 2,802 of the 13,004 Australian prisoners died) (section 3D).

Q16 (2 marks · VC2HH10K17)

- (a) (1 mark) A turning point is an event after which a war runs in a different direction. The test: compare the direction of the war before and after the event (section 3E).
- (b) (1 mark) Before: German forces were still advancing on the largest front of the war, opened by Operation Barbarossa on 22 June 1941. After: at Stalingrad (August 1942 to February 1943) the German 6th Army was surrounded and forced to surrender, and from early 1943 the German forces in the east were pushed back, all the way to Berlin. The direction of the war in Europe changed — which is why Figure 6 in section 3E works Stalingrad as one of its two examples (section 3E).

Q17 (3 marks · VC2HH10K18 and VC2HH10K19)

- (a) (1 mark) It banned the use of gas weapons in war. It did not ban making them or storing them — and gas was used on a large scale from 1915 anyway (section 3F).
- (b) (1 mark) Any two figures from: two raids by 242 aircraft; 236 people killed; 11 vessels sunk. The first: the first time war reached Australian soil — the largest single attack by a foreign power on Australia (section 3G).
- (c) (1 mark) Accept any chain supported by one dated fact from each section. Model: across the whole of World War I, air raids killed 1,414 people in Britain (section 3F); on a single day, 19 February 1942, the raids on Darwin killed 236 (section 3G). Air power could now kill in hours what an earlier war had killed in years, and it did so on Australian soil — the home front itself became a target. That is the change section 3F names when it calls the targeting of civilians the biggest change in the nature of warfare. Marks are for the reasoning and the dated facts, not for any particular wording.

Solutions — Part 4 — The Holocaust and legacies

Q18 (3 marks · VC2HH10K20)

- (a) (1 mark) Unemployment rose from about 1.4 million in 1928 to about 6.0 million by March 1933 (section 4A, Figure 3).
- (b) (1 mark) 2.6 per cent in 1928; 37.3 per cent in 1932 (section 4A, Figure 3).
- (c) (1 mark) Award the mark when both halves are present: a plausible suggestion and a real caution about proof. Model: "...suggests that the Depression and fear drove Germans to the Nazis, but does not prove that the Depression caused antisemitism or the Holocaust" (section 4A, task 3). Two lines moving together are evidence of a connection worth testing, not proof of one.

Q19 (3 marks · VC2HH10K21)

- (a) (2 marks) Identification, exclusion, ghettoisation, deportation, mass murder, liberation — in that order (section 4B). Award 2 marks for all six in order; 1 mark for four or five in order.
- (b) (1 mark) Exclusion — the phase that pushed Jewish people out of German life. The boycott of 1 April 1933 sits inside it; Figure 1 notes the phases overlap on purpose (section 4B).

Q20 (3 marks · VC2HH10K22)

- (a) (1 mark) About 7,200 of Denmark's roughly 7,800 Jews reached safety in Sweden in October 1943 (section 4C, Figure 11).
- (b) (2 marks) One mark for a named, dated example from section 4C — for instance the Danish rescue of October 1943, or concealment of Jews in hiding. One mark for the reasoning: the Nazi plan aimed at the destruction of Jewish life, so keeping that life going — rescue, hiding, what Yehuda Bauer calls **amidah**, "standing firm" — defied the plan itself, which is why section 4C counts it as resistance.

Q21 (3 marks · VC2HH10K23)

- (a) (1 mark) 10 December 1948, in Paris (section 4D).
- (b) (2 marks) One mark per side, from Figure 12 in section 4D. For: the declaration became the foundation of more than 70 human rights treaties; it has been translated into more than 500 languages; the two covenants of 1966 were built on it. Against: it is not itself a law; the empires voted yes while still ruling colonies; Australia kept the White Australia policy into the 1970s; Australia ratified the covenants only in 1980. Eleanor Roosevelt's own note on the limits of declarations is also acceptable. Marks are for the reasoning, not the conclusion.

Solutions — Part 5 — Investigation: Asia (1750–present)

Q22 (2 marks · VC2HH10K24)

- (a) (1 mark) Alternate attendance (*sankin kotai*) required daimyo to spend every second year in Edo. It was made compulsory for all daimyo in 1635 by the third shogun, Tokugawa Iemitsu (section 5A).
- (b) (1 mark) Accept any mechanism from section 5A that turns wealth into obedience — for example: the daimyo had to keep residences in Edo and travel there every second year with a procession, so his wealth was spent on the cycle, while his required stays kept him under the shogun's eye (section 5A, Figure 4).

Q23 (2 marks · VC2HH10K25)

- (a) (1 mark) 11 of the 17 delegates present voted in favour, none against, and six votes were not registered, including the British Empire and the United States. The clause still failed because the chair, US President Woodrow Wilson, ruled that it needed unanimous support (section 5B, Figure 7).
- (b) (1 mark) Any one of the three senses section 5B keeps separate: Japan's own recovery of self-rule when the Allied occupation ended in 1952; the claim made by Japan's wartime leaders that its empire freed Asian peoples from Western colonial rule; the view of peoples under Japanese occupation that their freedom came only when Japan was defeated (section 5B).

Q24 (2 marks · VC2HH10K26)

- (a) (1 mark) Any two of nationalism, militarism, expansionism and economic modernisation, each with a dated example from section 5C — for instance: nationalism (the education rescript of 1890; the 1905 win over Russia); militarism (the killing of Prime Minister Inukai by naval officers in 1932); expansionism (the annexation of Korea in 1910; the seizure of Manchuria in 1931); economic modernisation (the first railway in 1872; growth of about nine per cent a year, 1955–73).
- (b) (1 mark) Any one difference from section 5C's comparison — for example: the 1889 constitution made the emperor sovereign, sacred and above the law, with command of the army and navy, while the constitution in force from 1947 makes the emperor "the symbol of the State", puts sovereignty with the people, and gives up war in Article 9.

Q25 (2 marks · VC2HH10K27)

- (a) (1 mark) A rescript issued by Emperor Hirohito on 1 January 1946 in which he rejected the idea that the emperor was a living god (section 5D).
- (b) (1 mark) They began in July 1918 in a fishing town in Toyama prefecture, when women whose husbands were at sea protested the soaring price of rice. Any one consequence: Prime Minister Terauchi resigned in September 1918; Hara Takashi became the first commoner to lead Japan's government; in 1925 the vote was extended to all men aged over 25 (section 5D).

Q26 (2 marks · VC2HH10K28)

- (a) (1 mark) About 7.4 million in 1940; about 3.5 million in 1945. The fall: on the night of 9–10 March 1945 American air raids burned the eastern wards of Tokyo, killing around 100,000 people and leaving about a million without homes (section 5E).
- (b) (1 mark) Any dated example from section 5E: instant noodles — Chicken Ramen went on sale in 1958 and Cup Noodle followed on 18 September 1971; Nintendo began in 1889 making hanafuda playing cards and its Family Computer (1983) put games in living rooms worldwide; Astro Boy reached TV in 1963; *Spirited Away* (2001) took the animation Oscar in 2003; washoku was listed by UNESCO in December 2013.

Q27 (2 marks · VC2HH10K29)

- (a) (1 mark) Renounce: to give up a right publicly and formally. Article 9 renounces war as a sovereign right of the nation and the threat or use of force as a way of settling international disputes; its second paragraph refuses to keep land, sea and air forces or other war potential (section 5F, Figure 7 and its source).
- (b) (1 mark) Any dated move from Figure 8 in section 5F — for example: the small armed force of 1950 became the Self-Defense Forces in 1954; since 1954 every Japanese government has held that Article 9 does not forbid self-defence; the cabinet decision of 2014 moved the reading again. Award the mark for a dated move, whichever one the student picks.

Solutions — Part 6 — The globalising world since 1945

Q28 (2 marks · VC2HH10K36)

- (a) (1 mark) About 69.4 years for a child born around 1950; about 83.1 years for one born in 2023 (section 6A, Figure 4).
- (b) (1 mark) Accept any reason that ties the figures to the belief in progress — for example: under-five mortality fell almost tenfold within living memory, from 31.6 deaths per 1,000 live births in 1950 to 3.4 in 2018, which supports confidence that conditions improve steadily across time (section 6A).

Q29 (2 marks · VC2HH10K37)

- (a) (1 mark) The two cause cards of Figure 2 in section 6B: the Holocaust, and the destruction and displacement of the Second World War.
- (b) (1 mark) 48 votes in favour, 0 against, 8 abstentions — at the Palais de Chaillot, Paris, on 10 December 1948, as Resolution 217A(III), with the General Assembly presided over by Australia's H.V. Evatt (section 6B).

Q30 (2 marks · VC2HH10K38)

- (a) (1 mark) An officer could make a would-be migrant write out a dictation test in a European language the officer chose — a test designed to be failed, so non-European arrivals could be barred while the law avoided saying so plainly (section 6C).
- (b) (1 mark) “Populate or perish.” Any dated fact from section 6C — for example: Arthur Calwell became Australia's first Minister for Immigration in July 1945 and drove the post-war migration program.

Q31 (2 marks · VC2HH10K39)

- (a) (1 mark) Fewer than 1,998 Vietnam-born people lived in Australia before 1974; 268,170 at the 2021 census (section 6D).
- (b) (1 mark) Any dated consequence from section 6D — for example: the first recorded arrival of asylum seekers by boat was in April 1976, only a year after the fall of Saigon; between 1976 and 1982 about 2,000 Vietnamese boat people reached Australia by sea; Vietnam-born refugees were resettled here under a plan between 1975 and 1985.

Q32 (2 marks · VC2HH10K40)

- (a) (1 mark) Primary source: it is a record made at the time being studied — Calwell's own words, spoken in the House of Representatives on 2 December 1947 and recorded in Hansard (section 6E, source A).
- (b) (1 mark) Any one from section 6E: in 1973 the law was amended so citizenship could be reached after three years regardless of origin, and officials were instructed to “totally disregard race as a factor in selecting migrants”; Al Grassby's 1973 reference paper towards a multi-cultural society; the *Racial Discrimination Act* 1975.

Q33 (2 marks · VC2HH10K41)

- (a) (1 mark) Decided 1 July 1983, by four judges to three (section 6F).
- (b) (1 mark) Accept any dated fact from section 6F used for either side. Transformed: the United Tasmania Group was formed on 23 March 1972, generally acknowledged as the world's first green party to contest elections; the Franklin blockade began on 14 December 1982, with 1,217 arrests, and the campaign helped bring down the Fraser government at the March 1983 election; after the 1983 decision, major parts of Australia's environmental law depend for their constitutional validity on the external affairs power. Changed less: the UTG itself lasted about five years, with its highest vote 9.9 per cent in 1975; Chief Justice Gibbs's dissent in 1983 warned how far the external affairs power could reach. Marks are for the reasoning, not the conclusion.

Solutions — Part 7 — Skills: historical questions, chronology and sources

Q34 (2 marks · VC2HH10S01)

- (a) (1 mark) Is it about the past? And could sources from the past answer it? (section 7A, Figure 1).
- (b) (1 mark) It asks history to settle right and wrong — that is a verdict, and no source contains a verdict. The section's fix is to rewrite it as a question about beliefs, for example: "What did people at the time believe about Britain's decision to declare war in 1914?" (section 7A).

Q35 (2 marks · VC2HH10S02)

- (a) (1 mark) DATE, ORDER, READ, CLAIM (section 7B).
- (b) (1 mark) A sequence shows what could have caused what — a cause must come before its effect — so it rules out impossible causes; but it can never prove on its own that the earlier event caused the later one (section 7B).

Q36 (2 marks · VC2HH10S03)

- (a) (1 mark) Purpose, features, content, context (section 7C).
- (b) (1 mark) A primary source is a record made at the time being studied by someone inside the events — the 1915 diary is that. The official history, published from 1921, is a later account built from sources — a secondary source, even though the same man wrote it (section 7C).

Q37 (2 marks · VC2HH10S04)

- (a) (1 mark) "...on the question you ask." The same source can be strong evidence for one question and weak evidence for another (section 7D).
- (b) (1 mark) A primary source for the perspective its writer later held — evidence of how Churchill viewed the fall of Singapore by 1950, not evidence of what happened in 1942. Timing decides what a source can be evidence for (section 7D).

Q38 (2 marks · VC2HH10S05)

- (a) (1 mark) Representative: able to stand for a larger group; a view is representative if it was widely shared at that time (section 7E).
- (b) (1 mark) His view can stand for the ranks — ordinary marines and crew — a recorded minority on the voyage. It cannot stand for the convicts, none of whose voices survives among the six records of the voyage, nor for officers such as Tench (section 7E).

Q39 (2 marks · VC2HH10S06)

- (a) (1 mark) An interpretation is a reasoned reading of the past, built from evidence, that historians argue about. When two or more interpretations meet over shared evidence, you have a historical debate (section 7F).
- (b) (1 mark) Accept any answer along these lines: section 7F traces the conscription story through four tellings, each shaped by its own questions and its own sources — from the official records to sources that became available later, such as digitised newspapers — so new evidence and new questions reopen debates instead of closing them, and the history of the event keeps moving.

Solutions — Part 8 — Skills: analysis and communicating

Q40 (3 marks · VC2HH10S07)

- (a) (2 marks) Cluster A: self-government, the 1850s. Cluster B: reform, 1894–1912. Cluster C: nationhood, 1901–1914 (section 8A, Figure 6). Award 2 marks for all three with their years; 1 mark for two.
- (b) (1 mark) Change, any one from cluster C: the first federal parliament opened on 9 May 1901; the federal franchise; the first federal census, taken on 31 March 1901. Continuity: the colonial constitutions survived — section 106 of the new Commonwealth Constitution continued them. That pairing is why section 8A calls cluster C “change and continuity in the same decade” (section 8A).

Q41 (3 marks · VC2HH10S08)

- (a) (1 mark) Long-term cause: the Treaty of Versailles, signed 28 June 1919. Short-term trigger: the German invasion of Poland, 1 September 1939 — “the trigger that set the crisis alight” (section 8B).
- (b) (2 marks) “In consequence of” and “as a result”. Each phrase connects the invasion of Poland — and the expiry of Britain’s ultimatum — with Britain and Australia being at war with Germany from 3 September 1939: Menzies presents Australia’s entry as a consequence of those events. One mark for naming both phrases; one mark for what they connect.

Q42 (2 marks · VC2HH10S09)

- (a) (1 mark) Any two of: importance, profundity, quantity, durability, relevance (section 8C).
- (b) (1 mark) Accept any criterion tied to a dated fact from section 8C — for example: importance (15 February 1942 ended British control of Singapore, in what Churchill called the worst disaster in British military history); quantity (about 15,000 Australians became prisoners of war); durability (the turn toward the United States shaped Australia’s defence for decades).

Q43 (2 marks · VC2HH10S10)

- (a) (1 mark) Any one of Figure 4’s advocates with its year: Hobson in 1902; Lenin in 1916; Clark in 2012 (section 8D).
- (b) (1 mark) Every in-text citation carries the author’s name and the year, in brackets, right after the fact; a quotation adds the page number (section 8D).

Q44 (4 marks · VC2HH10K23 and VC2HH10S08)

- (a) (1 mark) Earliest to latest: Australia signs the Treaty of Versailles in its own right (28 June 1919) → Australia adopts the Statute of Westminster (1942) → the United Nations is founded (1945) → ANZUS is signed (1951) (section 4D, Figure 6).
- (b) (2 marks) Accept any chain supported by dated facts from both sections. Model: the fall of Singapore on 15 February 1942 shattered the assumption that Britain could protect Australia — Churchill called it the worst disaster in British military history, and about 15,000 Australians became prisoners of war (section 8C). Curtin had already said, in his article of 27 December 1941, written during the campaign, that Australia looks to America; after the war that turn was written into treaty — ANZUS, signed in 1951 (section 4D). The unintended consequence of a defeat became a long-term cause of alliance policy. One mark for the explained turn; one mark for the dated fact from section 4D.
- (c) (1 mark) Marks are for the reasoning, not the conclusion. Modelled “yes”: durability — the turn toward the United States that followed Singapore shaped Australia’s defence for decades, and ANZUS (1951) still stands, so the fall was a turning point. Modelled “no”: continuity — the turn was already declared before Singapore fell (Curtin’s article of 27 December 1941), so on the evidence the fall confirmed and sped a shift already under way rather than starting one. Either earns the mark if it names a criterion from section 8C and applies it to evidence from this book.