

History 3

End-of-level review

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End-of-level review

Before you start. This review paper was made for your class. It practises what you learned in Chapters 1–4 of this book. Every question is about something your book taught. Write your answers in the ruled space. Your teacher can read any question out to you.

End-of-level review · Chapters 1–4 · all 15 content descriptions

History Level 3 (Year 3) · Victorian Curriculum 2.0

Codes assessed: VC2HH4K02 VC2HH4K03 VC2HH4K05 VC2HH4K07 VC2HH4K08 VC2HH4K10 VC2HH4S01 VC2HH4S02 VC2HH4S03 VC2HH4S04 VC2HH4S05 VC2HH4S06 VC2HH4S07 VC2HH4S08 VC2HH4S09

Name: _____ Date: _____

Total marks	50
Questions	20, in four parts — one part for each chapter
Time	About one hour. Your teacher may give you two lessons for it.
What you need	A pencil. You may use this book and your class notes.
How to answer	Answer every question in the ruled space. Write in words, in the way your sections taught.

This review looks back over **Chapters 1–4**. It has 20 questions in four parts and is worth **50 marks**. Each part tells you which sections its questions come from. Answer all questions.

Part 1 — Community, remembrance and celebrations (11 marks)

The questions in this part come from sections 1A–1C. Answer all questions.

Question 1 — Five kinds of contribution (2 marks)

- (a) Section 1A teaches five kinds of contribution that people make to a community. Name three of the five kinds. **(1 mark)**

- (b) Look at Figure 4 in section 1A. Pick one person from the table. Who did you pick, and what kind of contribution did they make? **(1 mark)**

Question 2 — A timeline of change (2 marks)

- (a) Look at the timeline in Figure 5 of section 1A. Number these four events from 1 (first) to 4 (last). **(1 mark)**
- Gold is found at Clunes
 - Kong Meng and Co. opens
 - William Ah Ket is born

- Bonegilla camp opens

(b) Look at the same timeline. What was built in Bendigo in the 1860s? **(1 mark)**

Question 3 — The Australian National Flag (3 marks)

(a) What are the three parts of the Australian National Flag? **(1 mark)**

(b) In 1901 there was a competition to design the flag. About how many designs did people send in, and how many people shared the win? **(1 mark)**

(c) The Commonwealth Star has seven points. Six of the points stand for the six states. What does the seventh point stand for? **(1 mark)**

Question 4 — Festivals (2 marks)

(a) Which festival is called “the festival of lights”? Name one thing people use or do at this festival. **(1 mark)**

(b) Ramadan ends with a big feast. What is the name of this feast? **(1 mark)**

Question 5 — Celebrate or commemorate (2 marks)

(a) Section 1C teaches two words: **celebrate** and **commemorate**. What does each word mean? **(1 mark)**

(b) Bastille Day in France is on 14 July. People have big parades and fireworks, and the day remembers what happened at the Bastille prison long ago. Explain how Bastille Day is both a celebration and a commemoration. **(1 mark)**

Part 2 — Britain's first colony in Australia (12 marks)

The questions in this part come from sections 2A–2C. Answer all questions.

Question 6 — Why Britain started a colony (2 marks)

- (a) Section 2A gives four reasons why Britain started a colony in Australia. Name two of the four reasons. **(1 mark)**

- (b) Section 2A teaches the idea of **Terra Nullius**. What does Terra Nullius mean, and which country used this idea in its law? **(1 mark)**

Question 7 — From Botany Bay to Sydney Cove (2 marks)

- (a) When the First Fleet arrived at Botany Bay, the colonists found problems with the place. Name two of the problems. **(1 mark)**

- (b) Where did the colony begin instead? **(1 mark)**

Question 8 — Three groups on the First Fleet (3 marks)

- (a) Name the three groups of people who sailed on the First Fleet. **(1 mark)**

- (b) What was each group's job? **(1 mark)**

- (c) How many ships were in the First Fleet, and about how many people sailed on them? **(1 mark)**

Question 9 — The long trip (2 marks)

- (a) When did the First Fleet leave Portsmouth? **(1 mark)**

- (b) Name one place where the ships stopped on the way. What did the ships do at these stops? **(1 mark)**

Question 10 — One year, three words (3 marks)

Australians do not all use the same word for what happened in 1788. Some people say **settlement**. Some people say **colonisation**. Some people say **invasion**. Section 2C has a word card for each word.

- (a) What does **colonisation** mean on the word card in section 2C? (1 mark)

- (b) Pick one of the three words. Why do some people use that word for what happened in 1788? Give a reason. (1 mark)

- (c) Two people can pick different words and give good reasons for both. Why can that be all right? (1 mark)

Part 3 — Skills: investigating the past (13 marks)

The questions in this part come from sections 3A–3E. Answer all questions.

Question 11 — The three question tools (2 marks)

- (a) Section 3A teaches three tools for asking good questions about the past. Name two of the three tools. (1 mark)

- (b) In a KWL chart, what does each letter — K, W and L — mean? (1 mark)

Question 12 — Primary or secondary (3 marks)

- (a) What is the difference between a primary source and a secondary source? (1 mark)

- (b) Section 3C looks at four sources. Sort each one as primary (P) or secondary (S). (2 marks)

- the drawings William Bradley made of Sydney Cove in 1788
- the book Watkin Tench wrote about the trip, printed in 1789
- the plan Robert Hoddle drew of Melbourne in 1837
- a picture of the arrival, made for a book long after 1788

Question 13 — Ordering the colony's story (3 marks)

(a) Number these four events from 1 (first) to 4 (last). Use the colony timeline in section 3B. **(1 mark)**

- the first free colonists arrive
- more ships arrive with convicts and food
- James Cook sails along the east coast
- the colony begins

(b) What is the history word for putting events in the order they really happened? **(1 mark)**

(c) The ship Bellona arrived in 1793. Which group of people came on it — convicts, marines, or free colonists? **(1 mark)**

Question 14 — Ralph Clark's diary (3 marks)

Section 3D reads a real diary from the colony, kept by Ralph Clark.

(a) Is Clark's diary a primary source or a secondary source? Give a reason. **(1 mark)**

(b) What was Ralph Clark's job? Which of the three First Fleet groups did he belong to? **(1 mark)**

(c) Section 3D finds a perspective in three steps. The last step asks what the person thought and felt. What was Clark's perspective of the night of the play? **(1 mark)**

Question 15 — Different interpretations (2 marks)

(a) Section 3E gives three reasons why people can interpret the past in different ways. Name two of the three reasons. **(1 mark)**

(b) What does it mean when something about the past is **contested**? **(1 mark)**

Part 4 — Skills: interpreting and communicating the past (14 marks)

The questions in this part come from sections 4A–4D. Answer all questions.

Question 16 — Reading the population chart (3 marks)

- (a) Look at the population chart in section 4A. What was the population of the colony in 1808? **(1 mark)**

- (b) The chart shows big jumps in the population. Which groups of ships caused the jumps? **(1 mark)**

- (c) Were the jumps sudden or gradual? Why? **(1 mark)**

Question 17 — Gold at Bendigo (3 marks)

- (a) When was gold found at Bendigo Creek? Give the month and the year. **(1 mark)**

- (b) Section 4B tells how fast the population of the colony grew after gold was found. Give one reason why so many people came. **(1 mark)**

- (c) Section 4B tells two hard stories about Chinese diggers: an unfair law, and a long walk from Robe. Pick one of them. What happened, and why was it hard? **(1 mark)**

Question 18 — Remembrance Day (2 marks)

- (a) When is Remembrance Day each year? What happened in 1918 that this day is about? **(1 mark)**

- (b) At 11 o'clock in the morning on Remembrance Day, what do many people do together? **(1 mark)**

Question 19 — The three tools of a history writer (1 mark)

Section 4D teaches that a history writer joins three tools together to make an interpretation. Name all three tools. **(1 mark)**

Question 20 — One letter, four chapters (5 marks)

In 1788, Governor Arthur Phillip wrote a letter to Lord Sydney in Britain. Section 4A uses this letter — your teacher reads it out loud there. This question joins together what you learned in all four chapters.

- (a) **[Chapters 1 and 2 · sections 1B and 2B]** Australia Day is on 26 January. What happened on 26 January 1788 that this day marks? **(1 mark)**

- (b) **[Chapter 2 · section 2A]** Section 2A teaches the key word **economic resources**. What does economic resources mean? Give one example from the section. **(1 mark)**

- (c) **[Chapter 3 · section 3C]** Is Governor Phillip's letter a primary source or a secondary source? Give a reason. **(1 mark)**

- (d) **[Chapter 4 · section 4A]** Section 4A looks at the area around Port Jackson after 1788. Name one thing that changed there, and one thing that stayed the same. **(1 mark)**

- (e) **[Chapter 3 · section 3E]** Phillip's letter tells one side of the story. Give one reason why two historians might write different interpretations of the first year of the colony. **(1 mark)**

End of review — total 50 marks

Marking guide

Teacher-facing. This guide covers the end-of-level review paper for History Level 3. The paper is worth 50 marks across 20 questions in four parts — one part per chapter. It is untimed and open-book: students may use this book and their class notes, and any question may be read aloud. Award whole marks only; there are no half marks on this paper. Accept any wording that shows the same understanding — the book teaches ideas, not phrasings.

Contested matters (house rule). Question 10 asks directly about contested words for 1788 (settlement · colonisation · invasion); Questions 5(b), 15(b) and 20(e) touch contest and interpretation from the side of the skills. Mark all of these on the quality of the reason, never on the word or side a student picks. The book attributes these words with “some people say” agency — keep that agency in feedback: no group is given a view it did not express, and no word is marked wrong just because another word exists. A reason that ties a word’s meaning to a fact from 1788 earns the mark whichever word was chosen.

Mark map

Part	Chapter (sections)	Questions	Marks	Codes
Part 1	1 (1A–1C)	Q1–Q5	11	VC2HH4K02 VC2HH4K03 VC2HH4K05
Part 2	2 (2A–2C)	Q6–Q10	12	VC2HH4K07 VC2HH4K08 VC2HH4K10
Part 3	3 (3A–3E)	Q11–Q15	13	VC2HH4S01 VC2HH4S02 VC2HH4S03 VC2HH4S04 VC2HH4S05
Part 4	4 (4A–4D)	Q16–Q20	14	VC2HH4S06 VC2HH4S07 VC2HH4S08 VC2HH4S09
Total	Chapters 1–4	20 questions	50	all 15 taught codes

Question 20 (synthesis) also draws on VC2HH4K03 (part a), VC2HH4K07 (part b), VC2HH4S03 (part c), VC2HH4S06 (part d) and VC2HH4S05 (part e); its marks are counted once, in Part 4. The four codes this book does not teach (K01, K04, K06, K09) are not assessed anywhere on the paper.

Allocating marks, question by question

Question	Marks	Award marks as follows
Q1	2	(a) 1 for any three of the five kinds. (b) 1 for a Figure 4 person with a matching kind.
Q2	2	(a) 1 for the complete order 1–4. (b) 1 for the Bendigo temple (Joss House).
Q3	3	(a) 1 for all three parts. (b) 1 for both numbers. (c) 1 for “all the other parts of Australia”.
Q4	2	(a) 1 for Diwali plus one way it is kept. (b) 1 for Eid (Eid al-Fitr).
Q5	2	(a) 1 for both meanings. (b) 1 for an explanation covering both sides of the day.
Q6	2	(a) 1 for any two reasons. (b) 1 for “nobody’s land” plus Britain.
Q7	2	(a) 1 for any two problems. (b) 1 for Port Jackson / Sydney Cove.
Q8	3	(a) 1 for all three groups. (b) 1 for all three jobs. (c) 1 for both numbers (11 ships; about 1,420 people).
Q9	2	(a) 1 for 13 May 1787. (b) 1 for one stop plus what ships did there.
Q10	3	(a) 1 for the word-card meaning. (b) 1 for any word with a reason tied to a 1788 fact — mark the reason, not the word. (c) 1 for: facts stay the same, the word is the interpretation, look at the reason.
Q11	2	(a) 1 for any two tools. (b) 1 for all three letters.
Q12	3	(a) 1 for the made-at-the-time versus made-later difference. (b) 2 for all four sorts correct (P, P, P, S); 1 for three correct.
Q13	3	(a) 1 for the complete order 1–4. (b) 1 for chronology. (c) 1 for free colonists.
Q14	3	(a) 1 for primary plus a reason. (b) 1 for marine officer / the marines. (c) 1 for a perspective answer in Clark’s terms.
Q15	2	(a) 1 for any two reasons. (b) 1 for the do-not-agree meaning.
Q16	3	(a) 1 for 10,263. (b) 1 for all three fleets. (c) 1 for sudden plus the landing-in-days reason.
Q17	3	(a) 1 for October 1851. (b) 1 for one reason. (c) 1 for one story with its

Question	Marks	Award marks as follows
Q18	2	matching detail. (a) 1 for both parts (11 November; the First World War ended). (b) 1 for the one minute, still and quiet.
Q19	1	1 for all three tools.
Q20	5	1 for each part, as worked below.

Diagnostic mapping

Strand	Questions	Codes
Historical Knowledge and Understanding	Q1–Q10, plus Q20(a), (b), (d)	VC2HH4K02 VC2HH4K03 VC2HH4K05 VC2HH4K07 VC2HH4K08 VC2HH4K10
Historical Concepts and Skills	Q11–Q20, plus Q20(c), (e)	VC2HH4S01 VC2HH4S02 VC2HH4S03 VC2HH4S04 VC2HH4S05 VC2HH4S06 VC2HH4S07 VC2HH4S08 VC2HH4S09

About levels (house rule). This book sits in the Level 3–4 band of the Victorian Curriculum, and the band’s standard is stated at the end of Level 4. A Level 3 student sitting this paper is early in the band, so treat the score as evidence for teaching — which sections to revisit with which students — and never as a level verdict. Do not tag individual items or marks to levels.

Score

Part	Out of	Score
Part 1 — Community, remembrance and celebrations	11	
Part 2 — Britain’s first colony in Australia	12	
Part 3 — Skills: investigating the past	13	
Part 4 — Skills: interpreting and communicating the past	14	
Total	50	

Solutions

Teacher-facing. Fully-worked solutions follow, in the same order as the paper, written in the book's own teaching lines. Accept any wording that shows the same understanding — the book teaches ideas, not phrasings.

Question 1 — Five kinds of contribution

- (a) Any three of: **economic, social, cultural, civic, environmental**. Section 1A teaches all five: economic — jobs, money, shops and farms; social — people helping each other and being friends; cultural — food, festivals, art, stories and languages; civic — halls, parks, clubs and town groups; environmental — care for the land, water, plants and animals.
- (b) Any person from Figure 4 with a kind that matches their story. Example: **Lowe Kong Meng — economic**. His shop, Kong Meng and Co., sold food and goods to people on the gold fields, and he gave people jobs. (He also spoke up for fair treatment — accept a civic or social answer for him if the student ties it to his story.) Accept any other row of the table when the kind fits.

Question 2 — A timeline of change

- (a) 1 Gold is found at Clunes (1851) · 2 Kong Meng and Co. opens (1854) · 3 William Ah Ket is born (1876) · 4 Bonegilla camp opens (1947).
- (b) The **Joss House temple**. Chinese people in Bendigo built it in the 1860s, and it is still used today.

Question 3 — The Australian National Flag

- (a) The **Union Jack**, the **Commonwealth Star** and the **Southern Cross**.
- (b) More than **30,000** designs were sent in, and **five** people shared the win.
- (c) All the other parts of Australia. (The six other points stand for the six states.)

Question 4 — Festivals

- (a) **Diwali**. Any one way it is kept: lighting **diyas** (small oil lamps) or candles; making **rangoli** patterns; fireworks; sweets and gifts.
- (b) **Eid** (the feast of Eid al-Fitr).

Question 5 — Celebrate or commemorate

- (a) To **celebrate** a day is to do happy things that show the day matters — music, food, lights, games. To **commemorate** is to remember something together, in a quiet and respectful way.
- (b) The commemoration side: the day remembers the taking of the Bastille prison in Paris, on 14 July 1789. The celebration side: people keep the day with a big parade, fireworks, music and food — happy things that show the day matters. Section 1C teaches that some days are celebrations, some are commemorations, and some are both — Bastille Day is both.

Question 6 — Why Britain started a colony

- (a) Any two of the four reasons from section 2A: Britain's prisons were full, so it needed a new penal colony; after Britain lost its American colonies, it needed a new place to send convicts; Britain wanted a base in the south, so its ships had a safe place to stop; Britain wanted new economic resources from the land and the sea, like wood for ships.
- (b) Terra Nullius is two Latin words that mean "**nobody's land**". **Britain** used this idea in its law: Britain said the land had no owner, so Britain could claim it. Because of this idea, no treaty was made.

Question 7 — From Botany Bay to Sydney Cove

- (a) Any two of the problems the colonists found at Botany Bay (section 4B, worked example 1): there was little fresh water; the soil was poor, so food was hard to grow; the bay was not a safe place for the ships.
- (b) **Port Jackson** (Sydney Cove).

Question 8 — Three groups on the First Fleet

- (a) **Officials, marines and convicts.**
- (b) Officials ran the colony. Marines were soldiers who guarded the convicts. Convicts were people sent away as a punishment for breaking the law.
- (c) **11 ships**, carrying about **1,420 people**.

Question 9 — The long trip

- (a) **13 May 1787.**
- (b) Any one of: **Tenerife, Rio de Janeiro** or the **Cape of Good Hope**. At these stops the ships took on food and water. (The whole trip took about 250 days and covered more than 24,000 km.)

Question 10 — One year, three words

- (a) The word card in section 2C: **colonisation** means one country taking control of another place and starting a colony there.
- (b) Any one word, with a reason that ties the word's meaning to a fact from 1788. Examples: *settlement* — people moved there and made new homes; *colonisation* — Britain took control and started a colony; *invasion* — an army took control, and the people already there had not agreed. **Give the mark for the reason, not for the word chosen.**
- (c) The facts stay the same; the word is the interpretation we put on them. Two people can look at the same facts, pick different words, and give good reasons for both — so we look at the reason, not which word was picked. (This is section 2C's own marking rule.)

Question 11 — The three question tools

- (a) Any two of: the **5 Ws + H**; a **KWL chart**; **concept questions**.
- (b) **K** — what you already **Know**. **W** — what you **Want** to know. **L** — what you have **Learned**.

Question 12 — Primary or secondary

- (a) A **primary source** was made at the time, by someone who was there. A **secondary source** was made later, to tell us about the past.
- (b) William Bradley's drawings of Sydney Cove, 1788: **P** — made at the time by an officer who was there. Watkin Tench's book, printed 1789: **P** — Tench sailed with the Fleet and wrote about what he saw, and his book was printed only one year after the arrival. Robert Hoddle's plan of Melbourne, 1837: **P** — a map made at the time he drew the town. The picture of the arrival made for a book long after 1788: **S** — it was not made at the time. Give 2 marks when all four are right; 1 mark when three are right.

Question 13 — Ordering the colony's story

- (a) 1 James Cook sails along the east coast (1770) · 2 the colony begins (February 1788) · 3 more ships arrive with convicts and food (June 1790) · 4 the first free colonists arrive (January 1793).
- (b) **Chronology.**
- (c) **Free colonists.** The Bellona card in section 3B says: "*I chose to come and live in the colony. I arrived on the Bellona in 1793.*" — someone who chose to come is a free colonist.

Question 14 — Ralph Clark's diary

- (a) A **primary source**. It was made at the time — Clark wrote his diary at Sydney Cove in 1789 — by someone who was there.
- (b) He was a **marine officer**, so he belonged to the **marines**.
- (c) Clark chose to write this night down, which shows the night mattered to him. He was glad to see the convicts do something well. He wanted the colony to go well. His perspective: **this was a good night for the colony**.

Question 15 — Different interpretations

- (a) Any two of the three reasons from section 3E: people use **different sources**; people ask **different questions**; people use **different words** — and words carry ideas.
- (b) When something is **contested**, people do not agree about it. They do not agree what it means, or which one is the right one to use.

Question 16 — Reading the population chart

- (a) **10,263** people.
- (b) The **First Fleet** (January 1788), the **Second Fleet** (1790) and the **Third Fleet** (1791).
- (c) **Sudden** — because a whole group of ships could land in a few days. (The chart shows the jumps: 859 people in 1788, 4,588 in 1798, 10,263 in 1808.)

Question 17 — Gold at Bendigo

- (a) **October 1851**.
- (b) Any one: the news of gold spread fast; people came from many countries hoping to find gold.
- (c) Either story counts, when the facts match section 4B. *The unfair law*: in June 1855 the government in Victoria made an unfair law — Chinese people had to pay £10 to come to Victoria, and other people did not. *The long walk*: to get around that law, some Chinese diggers landed at Robe in South Australia and walked more than 400 km to the gold fields. It was hard either way: diggers had to pay money, or walk a very long way, just because of where they came from.

Question 18 — Remembrance Day

- (a) **11 November** every year. In 1918 the **First World War ended** — on 11 November 1918. The day remembers the people who served in wars.
- (b) At 11 o'clock in the morning, many people **stop together and keep still and quiet for one minute**.

Question 19 — The three tools of a history writer

Terms, knowledge and evidence. Section 4D teaches that a history writer joins the three tools together to make an interpretation.

Question 20 — One letter, four chapters

- (a) On 26 January 1788 the First Fleet's ships came into Port Jackson and the British flag went up at Sydney Cove — the beginning of the colony. Australia Day marks that day. Accept: the flag went up at Sydney Cove; the First Fleet reached Port Jackson (Sydney Cove); the colony began.
- (b) **Economic resources** are useful things from the land or the sea, like wood and fish — a country wants these things and uses them. Example from section 2A: **wood for ships**.
- (c) A **primary source**. Governor Arthur Phillip wrote the letter in 1788 — it was made at the time, by someone who was there.
- (d) Changed (any one): tents and huts went up; trees were cut down; a farm was planted at Farm Cove. Stayed the same (any one): the harbour; the hills; the rivers.
- (e) Any one of the three reasons from section 3E: the two historians use **different sources**; they ask **different questions**; they use **different words**, and words carry ideas. Accept any reason that shows the letter is one view, not the whole story.