

Mathematics Level 7

End-of-level review

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End-of-level review

This review is a piece of class work from your workbook. It is school work, not an outside exam — there is no outside exam for History at Levels 3 and 4. There is no time to beat. Take as long as you need. If you want, your teacher will read any question out to you.

You do this review once, after Chapter 3. It looks back across everything you learned in Chapters 1 to 3. There is no new work in it. Your teacher uses your marks to report on what you have learned across Levels 3 and 4.

End-of-level review · Codes VC2HH4K02, VC2HH4K03, VC2HH4K05, VC2HH4K07, VC2HH4K08, VC2HH4S01–VC2HH4S09

Total: 40 marks · Part A — Questions 1 to 5 · 14 marks · Part B — Questions 6 to 10 · 14 marks · Part C — Questions 11 to 14 · 12 marks

The marks for each question are written with the question.

In this review you will:

- describe change in a community, and the causes and consequences of that change;
- sort celebrations and commemorations, and say why symbols, emblems and people are significant;
- put events in time order, and sort primary sources from secondary sources;
- describe how people in the past saw things, and say why interpretations can differ;
- write about the first colony using the history words of this book.

Name: _____ Class: _____ Date: _____

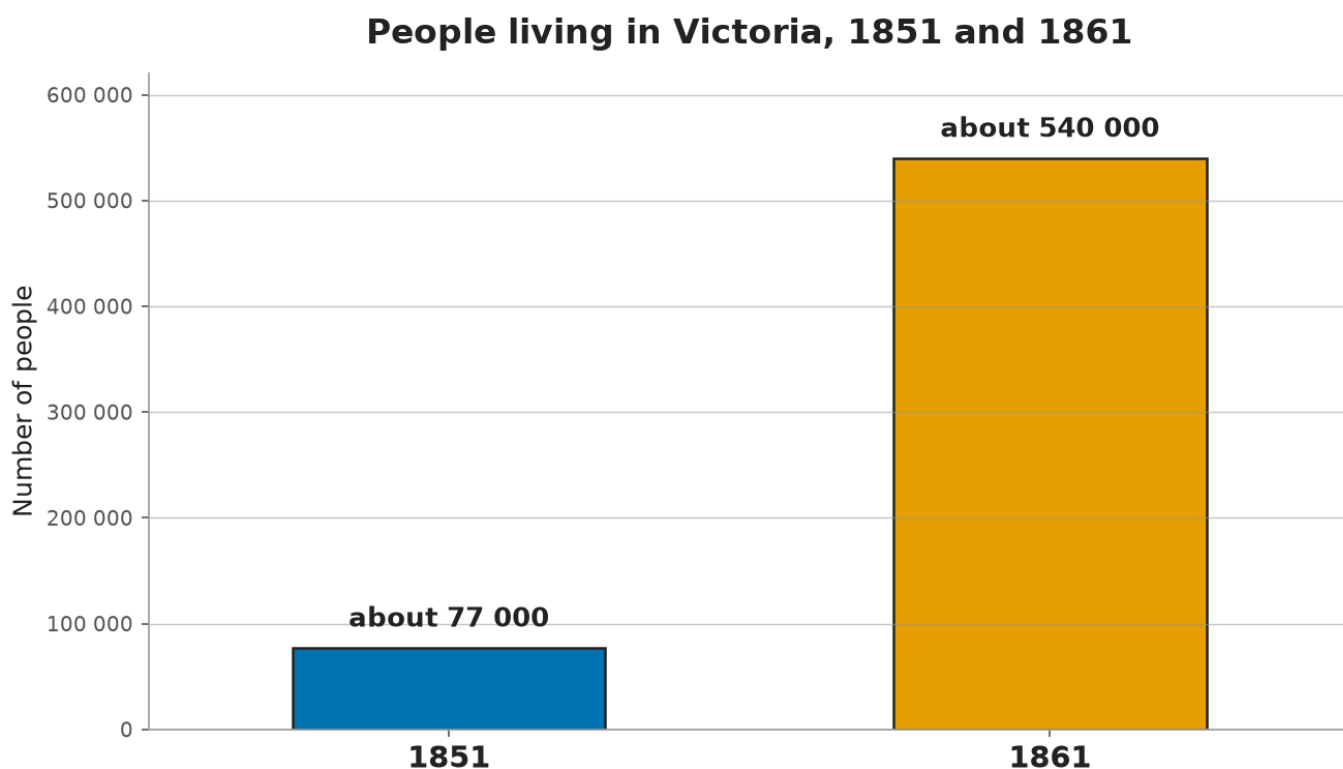
How this review works:

- There are 14 questions in 3 parts. There is no time limit. Your teacher may split the review across two sessions.
- You may look back at the chapters of this book whenever you need to. Some questions point you to the section or figure to look at.
- Write your answers in your book. Question 14 gives you lines to write on.
- Your teacher may read any question out to you.

Part A — The knowledge spine

Part A looks back at Chapter 1: Sections 1A, 1B, 1C, 1D and 1E.

Q1. (3 marks) Section 1A follows the story of gold in Victoria. Look at the population chart from that section.



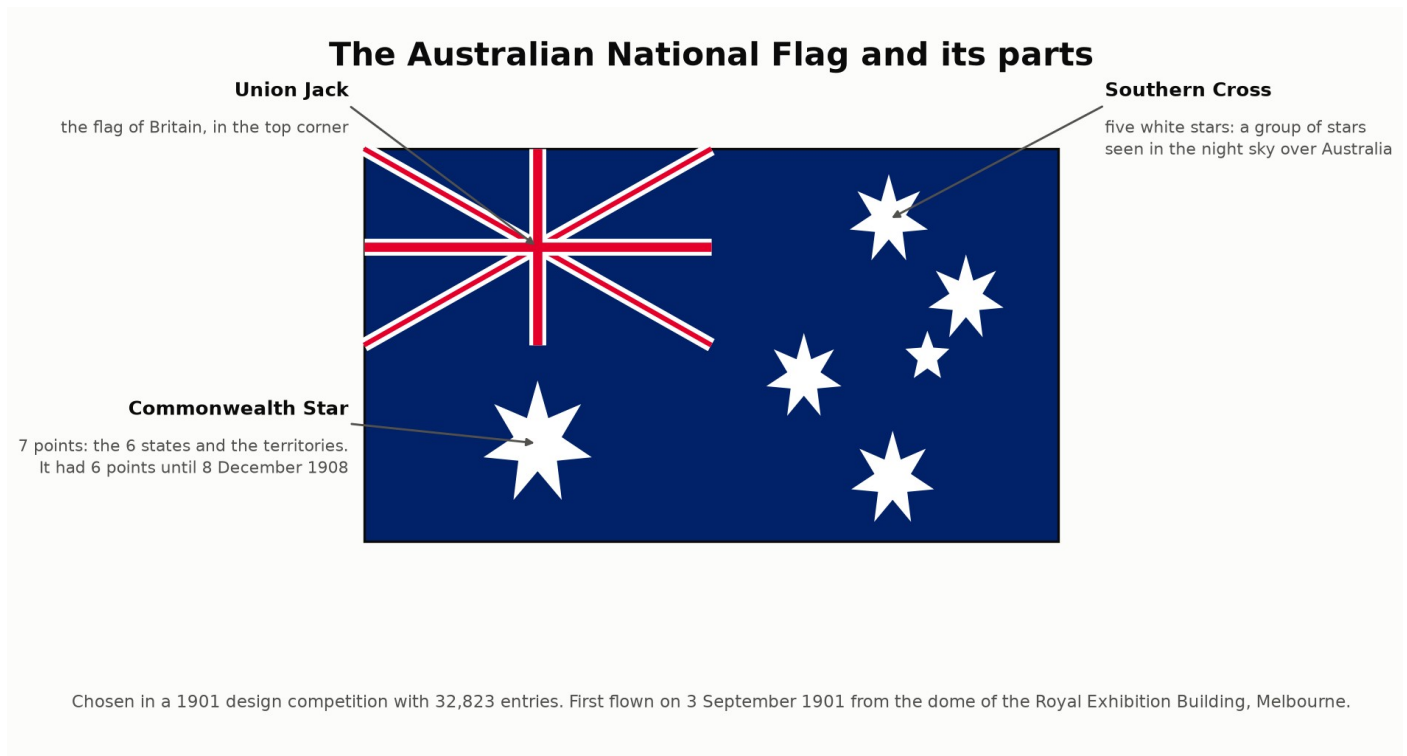
In just ten years, the number of people grew about seven times.

Source: counts of the people made by the Victorian government in 1851 and 1861.

A bar chart with two bars: about 77,000 people lived in Victoria in 1851, and about 540,000 people lived there in 1861

- About how many people lived in Victoria in 1851? About how many lived there in 1861?
- What happened in 1851 that started this big change?
- Was this change fast or slow? Give one reason from the chart.

Q2. (3 marks) Section 1B is about Australia's special days, flags and emblems. Look at the flag diagram from that section.



A labelled drawing of the Australian flag showing the Union Jack in the top corner, the seven-pointed Commonwealth Star, and the five white stars of the Southern Cross.

- Name the three parts of the flag shown in the diagram.
- How was the flag's design chosen in 1901? Say how many entries there were, and how many winners.
- Australians mark Australian National Flag Day on 3 September. What does that day remember?

Q3. (3 marks) Section 1C is about special days here and around the world.

- What is the difference between a **celebration** and a **commemoration**?
- The national days table in Section 1C shows four national days. Name two of the days, with their dates.
- Christmas falls on 25 December every year, but Ramadan moves. Why does Ramadan move?

Q4. (3 marks) Section 1D asks why Britain started its first Australian colony in 1788.

- Section 1D gives four reasons for 1788. Name two of them.
- The two-bays table in Section 1D compares Botany Bay and Port Jackson. Give two ways Port Jackson was the better place.
- Who led the First Fleet, and on what date was the colony set up at Port Jackson?

Q5. (2 marks) Section 1E is about the people of the First Fleet and the early colony.

- About how many convicts sailed on the First Fleet? About how many marines?
- Name one person from Section 1E we know by name, and say what they did.

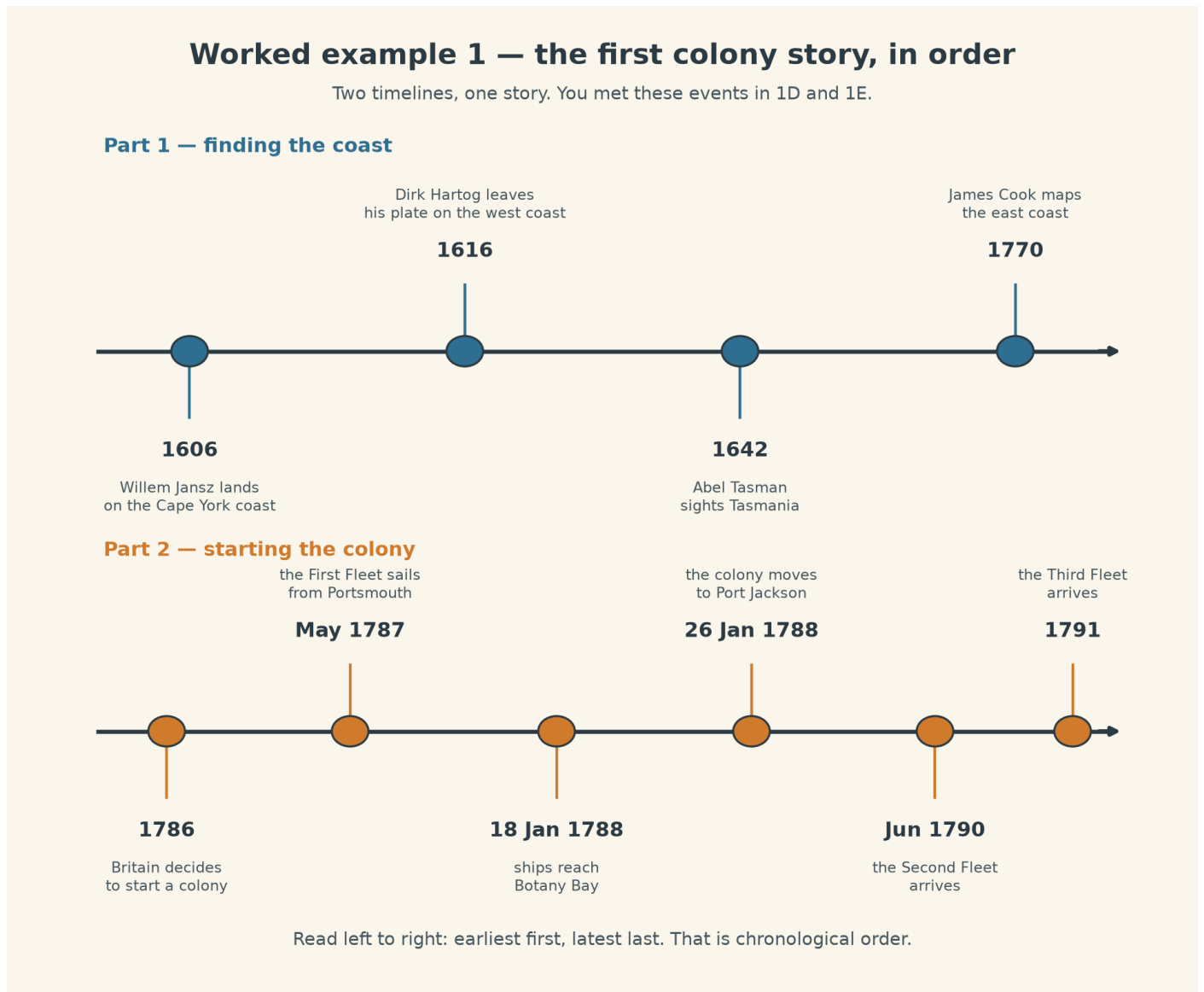
Part B — Historical Concepts and Skills: questions, chronology and sources

Part B looks back at Chapter 2: Sections 2A, 2B, 2C, 2D and 2E.

Q6. (2 marks) Section 2A teaches asking good questions about the past.

- Section 2A teaches the **5 Ws + H**. Name three of the six question words.
- A **KWL chart** has three parts. What does each letter stand for?

Q7. (3 marks) Look at the colony timeline from Section 2B.



A timeline in two parts showing the first colony story in order, from 1606 to 1791

- Which event sits first on the timeline? Say who, where and when.
- How many years sit between the 1616 event and the 1642 event? Show your working.
- What does **chronology** mean?

Q8. (3 marks) Section 2C is about looking closely at historical sources.

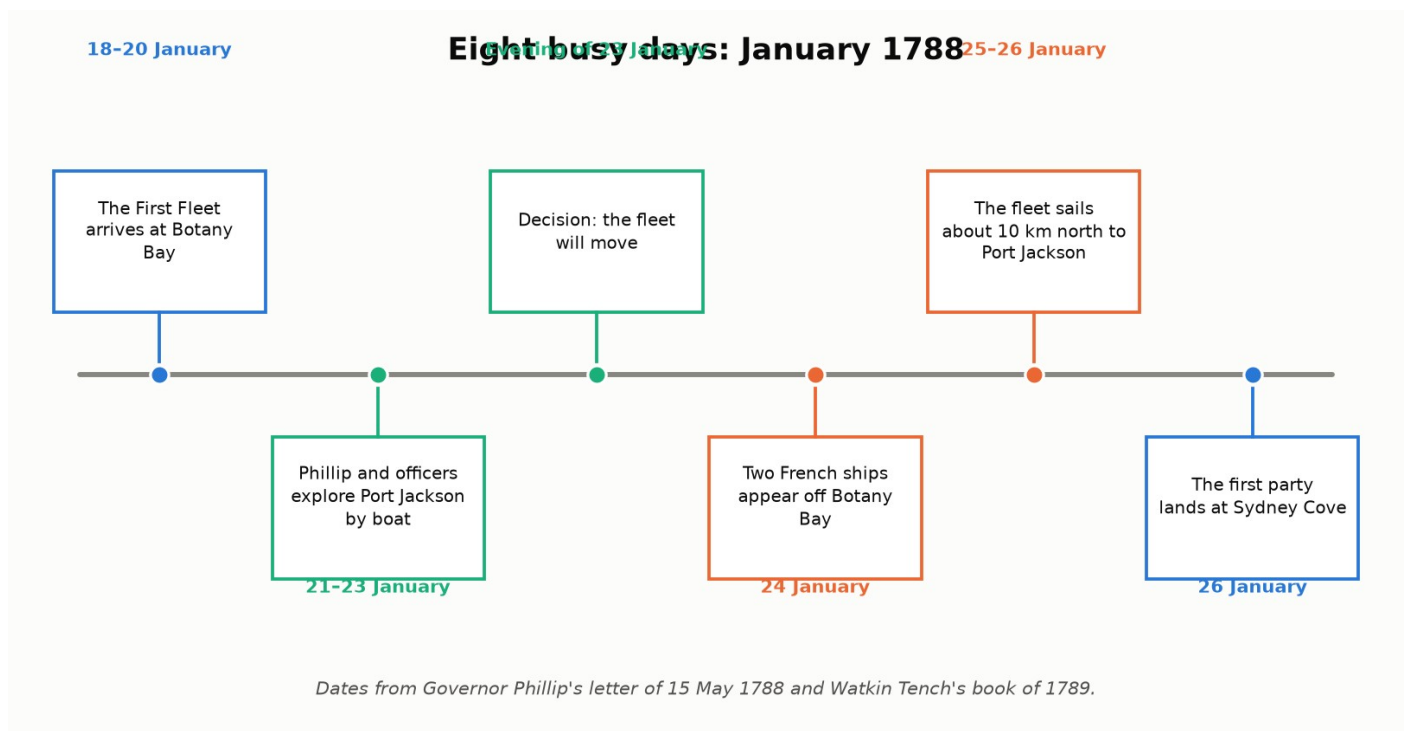
- What is the difference between the **features** of a source and its **content**?
- The source-sorting table in Section 2C lists the diary of Arthur Bowes Smyth, a ship's doctor on the *Lady Penrhyn*, 1787–1789. Is the diary a primary source or a secondary source? Why?
- The same table lists the book *The Fatal Shore* by Robert Hughes, made in 1986. Is the book a primary source or a secondary source? Why?

Q9. (3 marks) Section 2D is about seeing the past through people's eyes.

- Finish the sentence from Section 2D: *In this book, a perspective is the way one person or group _____ an event.*
- The colony groups table in Section 2D shows four groups in the early colony. Name two of the groups.
- Why is it hard to know the convicts' perspectives from their own words? Name two kinds of source we use instead.

Q10. (3 marks) Section 2E looks at different stories about the same past.

- Finish the sentence from Section 2E: *In this book, an interpretation is an account of the past that someone builds _____, using _____.*
- Section 2E gives two interpretations of why Britain started the colony. Finish each sentence: *Interpretation A says: Britain needed somewhere for its _____. Interpretation B says: Britain wanted sea power and _____.*
- Look at the January 1788 timeline from Section 2E.



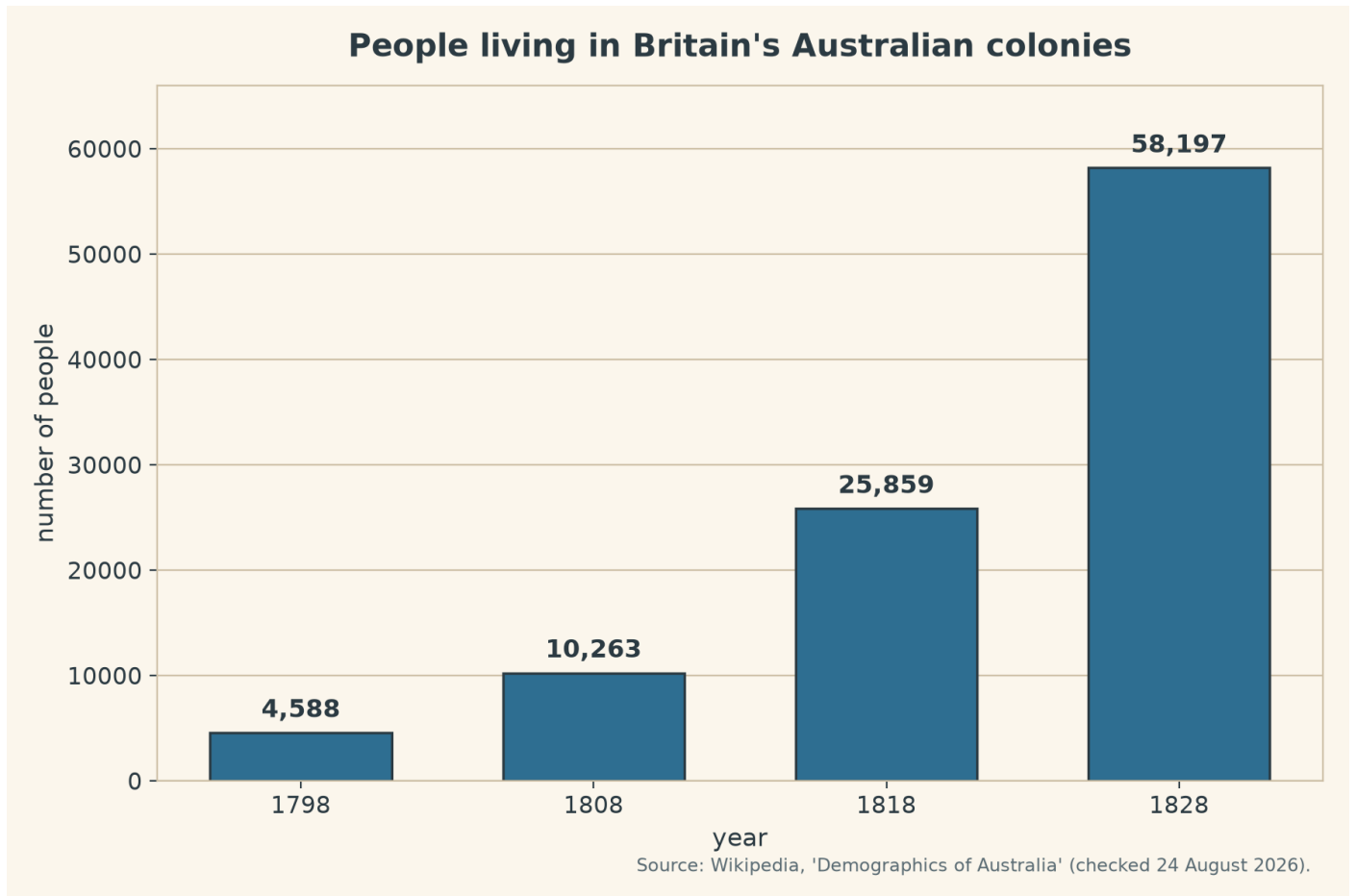
A timeline of eight busy days in January 1788: the fleet arrives at Botany Bay on 18 to 20 January, Phillip explores Port Jackson on 21 to 23 January, the decision to move is made on the evening of 23 January, two French ships appear on 24 January, the fleet moves on 25 to 26 January, and the first party lands at Sydney Cove on 26 January

Some people say the two French ships pushed the British out of Botany Bay. Use the dates on the timeline to test that claim. Did the decision come before or after the French ships were seen — and can the French ships be the cause of the decision?

Part C — Historical Concepts and Skills: change, causes, significance and communicating

Part C looks back at Chapter 3: Sections 3A, 3B, 3C and 3D. The last question looks back across the whole book.

Q11. (3 marks) Look at the population chart from Section 3A.



A bar chart of the number of people living in Britain's Australian colonies every ten years: 4,588 in 1798; 10,263 in 1808; 25,859 in 1818; and 58,197 in 1828, with the bars getting much taller each time

- a. How many people were counted in 1798? How many were counted in 1828?
- b. Section 3A spots a pattern in the chart. Finish the sentence: *Each count is about _____ the one before.*
- c. Section 3A sorts changes into **gradual** (slow) and **rapid** (fast). Was the renaming of Rose Hill to Parramatta gradual or rapid? How do you know?

Q12. (2 marks) Section 3B is about why changes happen, and what happens next.

- a. What is a **cause**? What is a **consequence**?
- b. The fishbone diagram in Section 3B is about why Britain started a colony in 1788. Name one cause bone and one consequence bone from that diagram.

Q13. (3 marks) Section 3C is about significance.

- a. Finish the sentence from Section 3C: *The significance of a thing is why it matters, _____ it matters to, and how people still _____ it today.*
- b. Section 3C names five kinds of significant things. Name three of the five kinds.
- c. The Phillip web in Section 3C pairs each reason with evidence. Give one reason Arthur Phillip is significant, and the evidence the web pairs with it.

Q14. (4 marks) This question looks back across the whole book.

In January 1788, the First Fleet arrived at Botany Bay — but the colony did not stay there. It moved to Port Jackson.

Using the five steps from Section 3D, write five sentences about this move, one for each step:

- a. say what happened, and when;
- b. use the word **cause** to name one reason for the move;
- c. use the word **consequence** to say one thing that happened because of the move;
- d. name one real source from this book that tells us about the move — for example, the book Watkin Tench wrote in 1789;
- e. use at least three history words from the term bank in Section 3D.

You can use ideas from any part of this book: the two bays (Sections 1D and 2E), the people of the fleet (Section 1E), the busy days of January 1788 (Section 2E), and causes and consequences (Section 3B).

Marking guide

This marking guide is for the teacher. It gives the marks for each question, the achievement-standard language behind each mark, and — after the heading “Solutions” — a fully-worked answer for every question, in the same order as the paper. The worked solutions are student-facing and may be read back by students.

What this paper is

This paper was designed by the school for classroom use. It is not a VCAA instrument, it is not an exam, and it carries no external assessment. Results are reported against the standard VCAA states at the end of this band (Levels 3–4), on teacher judgement. The standard’s wording is not reproduced in this guide (codes only); what the book teaches and assesses against it is limited by the book’s plan — in particular, the First Nations outcomes within the standard are recorded exclusions from this book, and this paper assesses only what the book teaches.

About this paper:

- One cumulative paper over the whole book: 40 marks, 14 questions, 3 parts. Written; untimed; the book may be open; any item may be read aloud by the teacher.
- Covers every taught content descriptor of the book — VC2HH4K02, VC2HH4K03, VC2HH4K05, VC2HH4K07, VC2HH4K08 and VC2HH4S01–VC2HH4S09 — each through its owner section. The five excluded descriptors are not assessed and no item gestures at excluded content.
- No new content: every item draws only on the book’s own sections; five of the book’s own figures are reused unchanged; every number is read from the book’s own charts, tables and source lines.
- Multiple choice: 0 of 40 marks.
- Q14 is the cross-chapter synthesis item: it is owned by Section 3D and marked on the five steps the section itself teaches.

How to mark it

- Point-based; no half-marks. Each mark point below is earned by a response that shows the requested thinking.
- Accept the same idea in different words. The mark points paraphrase the book’s own model answers; a student’s wording does not have to match.
- Shared-error marking for the chart and timeline items (Q1, Q7, Q11): if a student reads a value wrong but works correctly from the value they read, award the mark for the working.
- Open items are marked on the quality of the reasoning, not on the conclusion reached (house contested-terms rule). Q10b asks for the two interpretations as the book teaches them; a student’s own volunteered view on a contested question never gains or loses marks — in this book, credit is for the reasons, not the side picked.
- The ruled space in Q14 is a space, not a quota: five lines are provided for the five steps, but a shorter correct answer is not penalised for white space, and extra lines do not earn extra marks.
- No per-item level tags. Reporting is against the standard referenced below, on teacher judgement.

Marks

Q	Part	Strand	CD	Owner section	Marks
1	A	Historical Knowledge and Understanding	VC2HH4K02	1A	3
2	A	Historical Knowledge and Understanding	VC2HH4K03	1B	3
3	A	Historical Knowledge and Understanding	VC2HH4K05	1C	3
4	A	Historical Knowledge and Understanding	VC2HH4K07	1D	3

Q	Part	Strand	CD	Owner section	Marks
		Understanding			
5	A	Historical Knowledge and Understanding	VC2HH 4K08	1E	2
6	B	Historical Concepts and Skills	VC2HH 4S01	2A	2
7	B	Historical Concepts and Skills	VC2HH 4S02	2B	3
8	B	Historical Concepts and Skills	VC2HH 4S03	2C	3
9	B	Historical Concepts and Skills	VC2HH 4S04	2D	3
10	B	Historical Concepts and Skills	VC2HH 4S05	2E	3
11	C	Historical Concepts and Skills	VC2HH 4S06	3A	3
12	C	Historical Concepts and Skills	VC2HH 4S07	3B	2
13	C	Historical Concepts and Skills	VC2HH 4S08	3C	3
14	C	Historical Concepts and Skills	VC2HH 4S09	3D	4
Total					40

Strand totals: Historical Knowledge and Understanding — 14 marks (Q1–Q5); Historical Concepts and Skills — 26 marks (Q6–Q14). Multiple-choice marks: 0 of 40.

Achievement-standard expectations

The rubric language below is this book's own plain wording for what the Level 4 standard expects at each CD (VC2 wording not reproduced; codes only).

Per-CD expectations used in the rubric below (this book's own words):

CD	Owner section	Expectation (this book's own words)
VC2 HH4 K02	1A	students describe what has changed and what has stayed the same in their community
VC2 HH4 K03	1B	students describe why important days, symbols and emblems matter in Australia's national life
VC2 HH4	1C	students describe why celebrations and commemorative days matter to communities

CD	Owner section	Expectation (this book's own words)
K05		
VC2 HH4 K07	1D	students describe the significant events of the early colony years (1750–1800) and how different people lived through them, and the effects of early colonisation (First Nations outcomes are recorded exclusions per TOC D3)
VC2 HH4 K08	1E	students describe the significant events of the early colony years (1750–1800) and how people experienced them
VC2 HH4 S01	2A	students ask different kinds of historical questions to find evidence about people's lives in the past
VC2 HH4 S02	2B	students put events and life stories in time order to spot what has changed and what has stayed the same, in their community and in the early colony
VC2 HH4 S03	2C	students tell apart primary and secondary sources, using their features and content
VC2 HH4 S04	2D	students describe how people in the past saw events, and why interpretations of them can differ
VC2 HH4 S05	2E	students explain why people's accounts of the same past can differ
VC2 HH4 S06	3A	students identify and describe what stayed the same and what changed, in their community and in the early colony
VC2 HH4 S07	3B	students describe the causes and effects of change in local communities and in the early colony
VC2 HH4 S08	3C	students say why events, symbols, emblems and people's contributions are significant, in communities and in the early colony
VC2 HH4 S09	3D	students describe events and developments in the past, using historical terms and evidence from sources

The VC2HH4K07 row is this book's own wording for the standard's expectation; per the book's plan, the First Nations outcomes inside that standard sentence are recorded exclusions from this book, and Q4 assesses only the taught content (the reasons for 1788 and the move to Port Jackson, as Sections 1D and 2E teach them).

Question-by-question rubric

Q1 — 3 marks (VC2HH4K02). *students describe what has changed and what has stayed the same in their community*

- 1 mark — a. Both figures: about 77,000 people in 1851 and about 540,000 in 1861. Shared-error marking applies.
- 1 mark — b. Gold was found in 1851 (near Buninyong; Thomas Hiscock). Any wording that names the gold find.
- 1 mark — c. Fast, with a reason from the chart — e.g. the count rose from about 77,000 to about 540,000 in only ten years.

Q2 — 3 marks (VC2HH4K03). *students describe why important days, symbols and emblems matter in Australia's national life*

- 1 mark — a. All three parts: the Union Jack, the Commonwealth Star, and the five white stars of the Southern Cross.
- 1 mark — b. A design competition in 1901, plus either figure: 32,823 entries or five winners.
- 1 mark — c. It remembers the first flying of the flag — 3 September 1901, from the dome of the Royal Exhibition Building in Melbourne (what is remembered + the date).

Q3 — 3 marks (VC2HH4K05). *students describe why celebrations and commemorative days matter to communities*

- 1 mark — a. Both sides: a celebration shows joy — happy days of festival and family fun; a commemoration remembers serious events and people from the past, and shows respect.
- 1 mark — b. Any two days, each with its correct date: Anzac Day 25 April; Independence Day (USA) 4 July; Indian Independence Day 15 August; Bastille Day 14 July.
- 1 mark — c. Ramadan's calendar is built around the moon, and its year is about eleven days shorter than the sun's year — so it starts about eleven days earlier each year.

Q4 — 3 marks (VC2HH4K07). *students describe the significant events of the early colony years (1750–1800) and how different people lived through them, and the effects of early colonisation*

- 1 mark — a. Any two of the four reasons from Section 1D: prisons and prison ships were full; after the war ended in 1783 convicts could no longer be sent to America; Britain wanted a base for its ships in the south; the navy wanted new resources (wood and flax).
- 1 mark — b. Any two advantages of Port Jackson from the two-bays table: a fresh stream (the Tank Stream); deep, calm water where ships could rest safely; better soil with room to build and grow.
- 1 mark — c. Arthur Phillip and 26 January 1788 (both parts for the mark).

Q5 — 2 marks (VC2HH4K08). *students describe the significant events of the early colony years (1750–1800) and how people experienced them*

- 1 mark — a. Both figures: about 780 convicts and about 250 marines.
- 1 mark — b. Any one named person from Section 1E with the right role: Arthur Phillip (governor); Watkin Tench (marine officer who wrote a book about the voyage); Richard Johnson (led church services); John White (doctor); James Ruse (a farmer among the convicts); Mary Bryant (a young mother among the convicts); Thomas Barrett (a convict who could work with metal).

Q6 — 2 marks (VC2HH4S01). *students ask different kinds of historical questions to find evidence about people's lives in the past*

- 1 mark — a. Any three of: who, what, when, where, why, how.
- 1 mark — b. All three parts: K = what you Know, W = what you Want to know, L = what you have Learned.

Q7 — 3 marks (VC2HH4S02). *students put events and life stories in time order to spot what has changed and what has stayed the same, in their community and in the early colony*

- 1 mark — a. Willem Jansz lands on the Cape York coast, 1606 (person + year).
- 1 mark — b. 26 years, with working: $1642 - 1616 = 26$. Shared-error marking applies.
- 1 mark — c. Chronology is the order in which things happened.

Q8 — 3 marks (VC2HH4S03). *students tell apart primary and secondary sources, using their features and content*

- 1 mark — a. Both sides: features are the facts about the source itself (what kind it is, when it was made, who made it, what it is made of, where it is kept); content is what the source shows, says or tells us.
- 1 mark — b. Primary source — made at the time, by a man who was on the voyage.
- 1 mark — c. Secondary source — made in 1986, long after the 1780s, by a writer who was not there.

Q9 — 3 marks (VC2HH4S04). *students describe how people in the past saw events, and why interpretations of them can differ*

- 1 mark — a. sees.
- 1 mark — b. Any two of the four groups: convicts; soldiers and guards; officials; free settlers.
- 1 mark — c. Few convicts could write, so their own words are rare; plus any two of: court records, lists, drawings, words remembered much later.

Q10 — 3 marks (VC2HH4S05). *students explain why people's accounts of the same past can differ*

- 1 mark — a. later; sources.
- 1 mark — b. prisoners; trade.
- 1 mark — c. The decision came first — made on the evening of 23 January, before the French ships appeared on 24 January — so the French ships cannot be the cause of the decision, because a cause must come before its effect. Accept a note that the French arrival may have made the British hurry the move.

Q11 — 3 marks (VC2HH4S06). *students identify and describe what stayed the same and what changed, in their community and in the early colony*

- 1 mark — a. Both figures: 4,588 in 1798 and 58,197 in 1828. Shared-error marking applies.
- 1 mark — b. twice.
- 1 mark — c. Rapid — it happened on one set day, 4 June 1791, not slowly over years.

Q12 — 2 marks (VC2HH4S07). *students describe the causes and effects of change in local communities and in the early colony*

- 1 mark — a. Both sides: a cause is what made something happen; a consequence is what happened because of it.
- 1 mark — b. One cause bone (prisons were too full; after 1783 convicts could not be sent to America; a base for ships in the south; hope of flax and timber) and one consequence bone (the First Fleet of eleven ships and about 1,500 people sailed on 13 May 1787; the fleet reached Botany Bay in January 1788; the colony began at Sydney Cove on 26 January 1788; farms, buildings and roads changed the land) from the Section 3B fishbone. One of each for the mark.

Q13 — 3 marks (VC2HH4S08). *students say why events, symbols, emblems and people's contributions are significant, in communities and in the early colony*

- 1 mark — a. who; remember.
- 1 mark — b. Any three of the five kinds: symbols, emblems, individuals, events, developments.
- 1 mark — c. Any one reason from the Section 3C web paired with its evidence: he led the First Fleet (the eleven ships left Portsmouth on 13 May 1787); he chose the site where Sydney grew (the colony began at Sydney Cove on 26 January 1788); he shared food equally (convicts had the same food as every soldier); he started the first farms (Farm Cove and Rose Hill). Reason + evidence for the mark.

Q14 — 4 marks (VC2HH4S09). *students describe events and developments in the past, using historical terms and evidence from sources* Cross-chapter synthesis; marked on the five steps of Section 3D.

- 1 mark — a. A sentence that says what happened (the move from Botany Bay to Port Jackson) and puts it in time (January 1788).
- 1 mark — b + c together: one sentence using the word *cause* for a real reason (very little fresh water; poor sandy soil; open water where ships were not safe) and one using the word *consequence* for a real result (the colony began at Sydney Cove on 26 January 1788; the town of Sydney grew there; farms and buildings changed the land).
- 1 mark — d. One real source named from this book — e.g. the book Watkin Tench wrote in 1789, John White's journal of 1790, or Arthur Phillip's letter of May
- 1 mark — e. At least three terms from the Section 3D term bank used in ways that make sense (e.g. settlement, colonisation, cause, consequence, change, sources, significance, community, transportation).

Marking is on the steps, not the wording: a student who does all five steps in different words earns all four marks.

Totals check

Part A: $3 + 3 + 3 + 3 + 2 = 14$. Part B: $2 + 3 + 3 + 3 + 3 = 14$. Part C: $3 + 2 + 3 + 4 = 12$. **Total: 40 marks.** Strand totals: Historical Knowledge and Understanding 14; Historical Concepts and Skills 26. Every taught descriptor of the book is assessed exactly once, by its owner section. Multiple-choice marks: 0 of 40.

Solutions

These answers are written for students. Each one shows the working, then gives the answer in one line.

Q1. The chart in Section 1A has two bars: about 77,000 people lived in Victoria in 1851, and about 540,000 lived there in 1861. Section 1A tells us why the numbers jumped: in August 1851, Thomas Hiscock found gold near Buninyong, and the gold rush began. The count rose from about 77,000 to about 540,000 in only ten years — a very big rise in a short time. So a. about 77,000 in 1851; about 540,000 in 1861. b. Gold was found near Buninyong in August 1851. c. Fast — the chart shows the very big rise happening in only ten years.

Q2. The flag diagram in Section 1B labels three parts: the Union Jack in the top corner, the seven-pointed Commonwealth Star, and the five white stars of the Southern Cross. Section 1B also tells how the design was chosen: a competition in 1901, with 32,823 entries and five winners. Australian National Flag Day, 3 September, remembers the day the flag was first flown — 3 September 1901, from the dome of the Royal Exhibition Building in Melbourne. So a. the Union Jack, the Commonwealth Star, and the five white stars of the Southern Cross. b. In a design competition in 1901; 32,823 entries; five winners. c. It remembers the first flying of the flag, on 3 September 1901.

Q3. In this book, celebrations are happy days of festival and family fun — they show joy about a day or an event. Commemorations remember serious events and people from the past, and show respect. The national days table in Section 1C has four rows: Anzac Day (25 April), Independence Day in the USA (4 July), Indian Independence Day (15 August) and Bastille Day in France (14 July). Christmas has a fixed date on the sun's calendar; Section 1C explains that Ramadan's calendar is built around the moon, and its year is about eleven days shorter than the sun's year, so Ramadan starts about eleven days earlier each year and over time can fall in any season. So a. a celebration shows joy — festival and family fun; a commemoration remembers serious events and people from the past. b. Any two of: Anzac Day 25 April; Independence Day (USA) 4 July; Indian Independence Day 15 August; Bastille Day 14 July. c. Ramadan's calendar is built around the moon, and its year is about eleven days shorter than the sun's year, so it starts about eleven days earlier each year.

Q4. Section 1D gives four reasons for 1788: prisons and prison ships in Britain were full; after the long war ended in 1783, convicts could no longer be sent to America; Britain wanted a base for its ships in the southern seas; and the navy wanted new resources — wood for masts and flax for rope. The two-bays table shows why the colony moved: Botany Bay had very little fresh water, open shallow water where ships were not safe, and sandy poor soil; Port Jackson had a fresh stream (the Tank Stream), deep calm water where ships could rest safely, and better soil with room to build and grow. Arthur Phillip led the First Fleet, and the colony was set up at Port Jackson on 26 January 1788. So a. any two of the four reasons, as listed. b. Any two of: a fresh stream (the Tank Stream); deep, calm water where ships were safe; better soil with room to build and grow. c. Arthur Phillip; 26 January 1788.

Q5. The groups figure in Section 1E shows who sailed: about 780 convicts, about 250 marines (soldiers), about 15 officials and the ships' crews. The section names real people: Arthur Phillip was the governor; Watkin Tench was a marine officer who wrote down what he saw and later wrote a book about the voyage; Richard Johnson led church services; John White was a doctor; among the convicts were James Ruse, a farmer; Mary Bryant, a young mother; and Thomas Barrett, a man who could work with metal. So a. about 780 convicts; about 250 marines. b. Any one named person with their job — for example, Watkin Tench, a marine officer who wrote a book about the voyage.

Q6. Section 2A's first tool is the 5 Ws + H: the six question words who, what, when, where, why, how. Its second tool is the KWL chart — K stands for what you Know, W for what you Want to know, and L for what you have Learned. So a. any three of: who, what, when, where, why, how. b. K = Know, W = Want to know, L = Learned.

Q7. The colony timeline in Section 2B starts with the smallest year: Willem Jansz lands on the Cape York coast in 1606. Between the 1616 event and the 1642 event: $1642 - 1616 = 26$, so 26 years sit between them — the same working Section 2B shows. Section 2B's own words: the order in which things happened is called chronology. So a. Willem Jansz lands on the Cape York coast, 1606. b. 26 years; $1642 - 1616 = 26$. c. Chronology is the order in which things happened.

Q8. Section 2C teaches the difference: the features of a source are the facts about the source itself — what kind of source it is, when it was made, who made it, what it is made of, and where it is kept today; the content is what the source shows, says or tells us. Arthur Bowes Smyth's diary was written in 1787–1789 by a ship's doctor on the voyage — made at the time, by a man who was there — so it is a primary source. Robert Hughes's book *The Fatal Shore* was made in 1986 — the writer was not alive in the 1780s, and he built his book from sources other people had

made — so it is a secondary source. So a. features are the facts about the source itself; content is what it shows, says or tells us. b. Primary — written at the time, by a man on the voyage. c. Secondary — made in 1986, long after the events, by a writer who was not there.

Q9. Section 2D's own sentence: in this book, a perspective is the way one person or group sees an event. The colony groups table shows four groups: convicts; soldiers and guards; officials; and free settlers. Section 2D also warns that most sources that survive from 1788 were written by officials and soldiers — the people who could write and whose papers were kept. Few convicts could write, so their own words are rare; to find a convict's perspective we look harder, at court records, lists, drawings, or words remembered much later. So a. sees. b. Any two of: convicts; soldiers and guards; officials; free settlers. c. Few convicts could write, so their own words are rare; we use court records, lists, drawings, or words remembered much later (any two).

Q10. Section 2E's own sentence: in this book, an interpretation is an account of the past that someone builds later, using sources. The section gives two interpretations of 1788: Interpretation A says Britain needed somewhere for its prisoners; Interpretation B says Britain wanted sea power and trade. On the January 1788 timeline, the decision to move was made on the evening of 23 January, and the two French ships appeared on 24 January — so the decision came before the sighting. A cause must come before its effect, so the French ships cannot be the cause of the decision; as Section 2E says, their arrival may have made the British hurry the move on 25 and 26 January. So a. later; sources. b. prisoners; trade. c. The decision came first, on the evening of 23 January, before the French ships were seen on 24 January — so the French ships cannot be the cause of the decision.

Q11. The chart in Section 3A counts the people living in Britain's Australian colonies every ten years: 4,588 in 1798 and 58,197 in 1828. The pattern Section 3A spots: each count is about twice the one before. On Section 3A's change timeline, Rose Hill was renamed Parramatta on 4 June 1791 — that happened on one set day, so it was rapid, not gradual. So a. 4,588 in 1798; 58,197 in 1828. b. twice. c. Rapid — the renaming happened in one day, on 4 June 1791.

Q12. Section 3B's own words: a cause is what made something happen; a consequence is what happened because of it. On the Section 3B fishbone about the colony, the cause bones include: prisons were too full; after 1783 convicts could not be sent to America; Britain wanted a base for its ships in the south; Britain hoped for flax and timber. The consequence bones include: the First Fleet — eleven ships carrying about 1,500 people — sailed on 13 May 1787; the fleet reached Botany Bay in January 1788; the colony began at Sydney Cove on 26 January 1788; farms, buildings and roads changed the land. So a. a cause is what made something happen; a consequence is what happened because of it. b. Any one cause bone and any one consequence bone — for example, prisons were too full (cause), and the colony began at Sydney Cove on 26 January 1788 (consequence).

Q13. Section 3C's working meaning: the significance of a thing is why it matters, who it matters to, and how people still remember it today. The five kinds of significant things are symbols, emblems, events, individuals and developments. The Phillip web pairs each reason with evidence: he led the First Fleet — the eleven ships left Portsmouth on 13 May 1787; he chose the site where Sydney grew — the colony began at Sydney Cove on 26 January 1788; he shared food equally — convicts had the same food as every soldier; he started the first farms — at Farm Cove and Rose Hill. So a. who; remember. b. Any three of: symbols, emblems, individuals, events, developments. c. Any one reason with its paired evidence — for example, Phillip led the First Fleet, and the eleven ships left Portsmouth on 13 May 1787.

Q14. A model paragraph that does all five steps, one sentence each: *In January 1788, the First Fleet arrived at Botany Bay, but the settlement moved to Port Jackson, and the colony began at Sydney Cove on 26 January 1788. One cause of the move was that Botany Bay had very little fresh water, poor sandy soil, and open water where ships were not safe. As a consequence, the ships found deep, calm water at Port Jackson, farms were started on the better soil, and the town of Sydney grew at the new site. We know about the move from a real source: the book Watkin Tench wrote in 1789, after sailing with the fleet. This change of site was a significant event in the story of colonisation — it decided where the town of Sydney would grow.* The terms used from the Section 3D term bank: settlement, cause, consequence, source, change, significant, colonisation — well over the three needed. So a five-sentence description that does all five steps, as given — marked on the steps, not the wording.