

Mathematics Level 7

Chapter 4 — Making sense of history: patterns, causes, significance, communicating

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Spotting change and continuity: words, numbers and graphs

What you are learning — VC2HH6S07

For the teacher — VC2 codes: drawn on VC2HH6S07.E01, .E02, .E03, .E04* (*trimmed for this book per §2A — its First Nations content is cut)

In Chapters 1 and 2 you met the people and events of this part of Australia's past. Section 4A gives you the tools historians use to **describe** that past: the right words, the right numbers and the right pictures. By the end you will be able to look at facts and say *how* things changed — fast or slow, a little or a lot — and what stayed the same.

Theory

Part 1 — Four words to learn first

History always has two stories running side by side: what changed, and what stayed the same.

The four words historians use most here

Read each card. You will use all four in this section.

CONTINUITY	CHANGE	PATTERN	RATE OF CHANGE
Things that kept going and stayed much the same through time.	Things that became different — in how people lived, worked or ruled.	The shape you can see when changes and kept things repeat or continue.	How fast something changed — slowly, quickly, or almost all at once.
Example: <i>Farms kept feeding people.</i>	Example: <i>Tents became real towns.</i>	Example: <i>Every gold town grew the same way.</i>	Example: <i>Victoria's people grew 7 times in 10 years.</i>

Continuity and change always travel together: in any time and place, some things change — and some things keep going.

Four word cards: continuity means things that kept going and stayed much the same through time; change means things that became different; pattern is the shape you can see when changes and kept things repeat; rate of change is how fast something changed

- **continuity** — the things that stay the same as time passes.
- **change** — the things that become different as time passes.
- **pattern** — the shape you see when you put many facts together.
- **rate of change** — how fast something changed.

Three more words you will need:

- **colony** — a land ruled by a far-away country. Britain ruled the Australian colonies.
- **colonist** — a person living in a colony. A **local-born colonist** was born in the colony.
- **migrant** — a person who arrives from another place to live.

Historians never write only about change. They describe change *and* continuity together, and then they look for the **pattern**.

Part 2 — The language of change (VC2HH6S07.E01)

The words you choose tell the story. “Changed slowly” and “changed all at once” are two different stories about the same event.

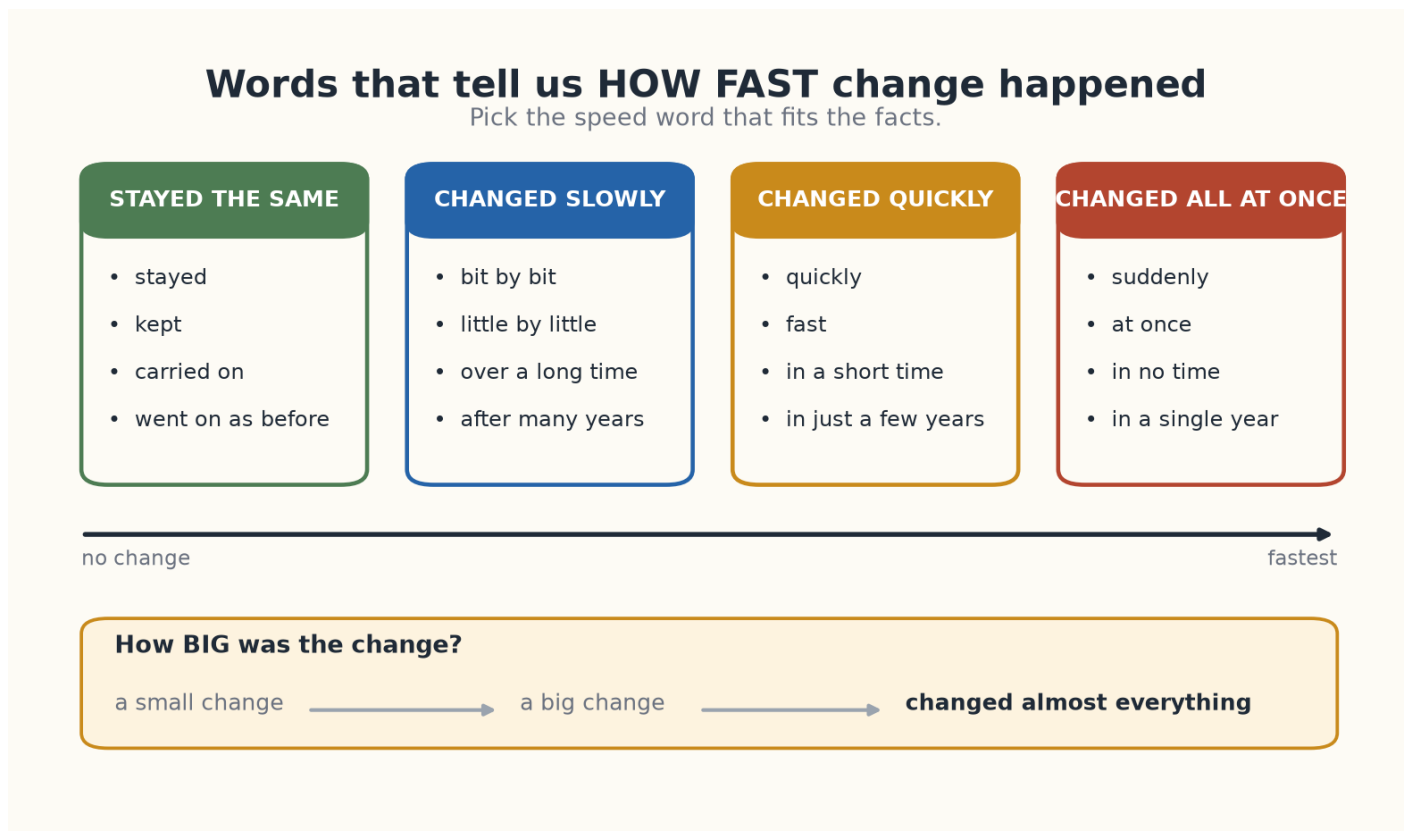


Chart of four speed groups with word banks: *stayed the same* (stayed, kept, carried on, went on as before); *changed slowly* (bit by bit, little by little, over a long time, after many years); *changed quickly* (quickly, fast, in a short time, in just a few years); *changed all at once* (suddenly, at once, in no time, in a single year); plus a strip asking how big the change was: a small change, a big change, or changed almost everything

Sentence starters historians use:

- “_____ stayed the same.”
- “_____ changed slowly, _____.”
- “_____ changed quickly, _____.”
- “_____ changed all at once when _____.”

Size matters too. Was the change **a little**, **a lot**, or **almost everything**? “The town grew a little” and “The town grew seven times bigger” are two different stories.

Part 3 — Reading pictures of the past (VC2HH6S07.E02)

Historians sort facts into pictures. These pictures are called **graphic representations**. You will meet four kinds in this book: the **timeline** (dates in order on a line), the **bar chart** (amounts shown as bars), the **table** (facts sorted into rows and columns), and the **flow chart** (steps joined by arrows).

Every picture gets the same five questions:

Five questions to ask ANY timeline, chart, table or flow chart

1. TITLE

What is this picture about? What time and place does it show?

2. LABELS AND NUMBERS

What do the words and numbers say? What do they count?

3. SHAPE

What goes up? What goes down? What stays the same?

4. GAPS AND CLUSTERS

Where is there a long quiet time? Where does a lot happen at once?

5. YOUR INFERENCE

What do you think this shows? Which clue told you that?

An inference is a careful idea built on clues — not a guess.

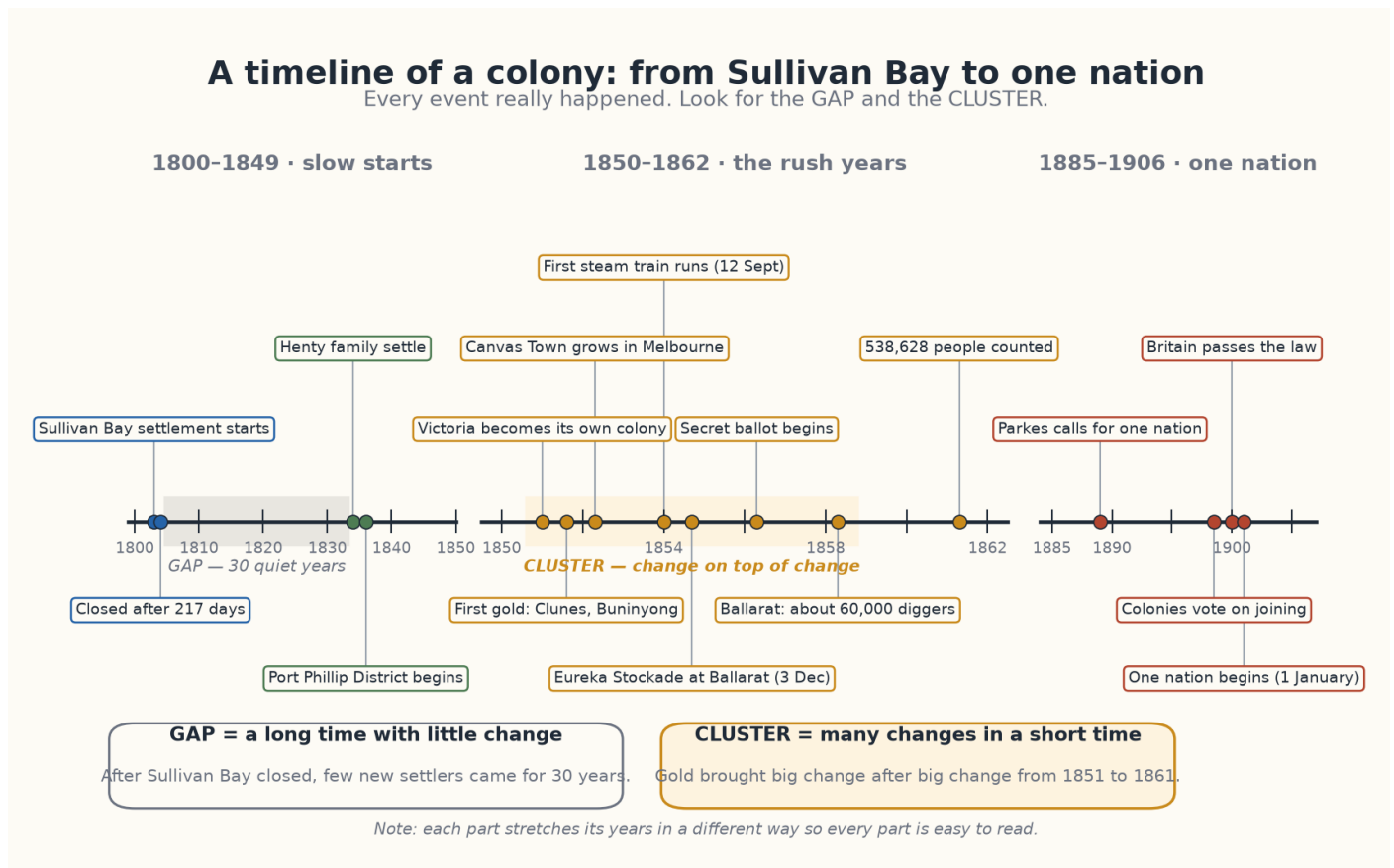
Checklist of five questions to ask any timeline, chart, table or flow chart: 1 title — what is this picture about, what time and place; 2 labels and numbers — what do the words and numbers count; 3 shape — what goes up, down, or stays the same; 4 gaps and clusters — where is a long quiet time, where does a lot happen at once; 5 your inference — what do you think this shows, which clue told you; with the note that an inference is a careful idea built on clues, not a guess

An **inference** is a careful idea you build from clues. It is not a guess, because you can point to the clue that told you.

Two pattern words to learn here:

- **gap** — a long quiet time on a timeline, with little change.
- **cluster** — a short time with lots of change close together.

Now watch the five questions work on a real timeline. Every event on it really happened.



Worked timeline of Victoria in three parts: 1800 to 1849 shows a gap of about 30 quiet years after Sullivan Bay closed in 1804; 1850 to 1862 shows a cluster of gold-rush events such as gold found at Clunes and Buninyong in 1851, the first steam train in 1854, Eureka in 1854 and 538,628 people counted in 1861; 1885 to 1906 shows the colonies joining as one nation on 1 January 1901

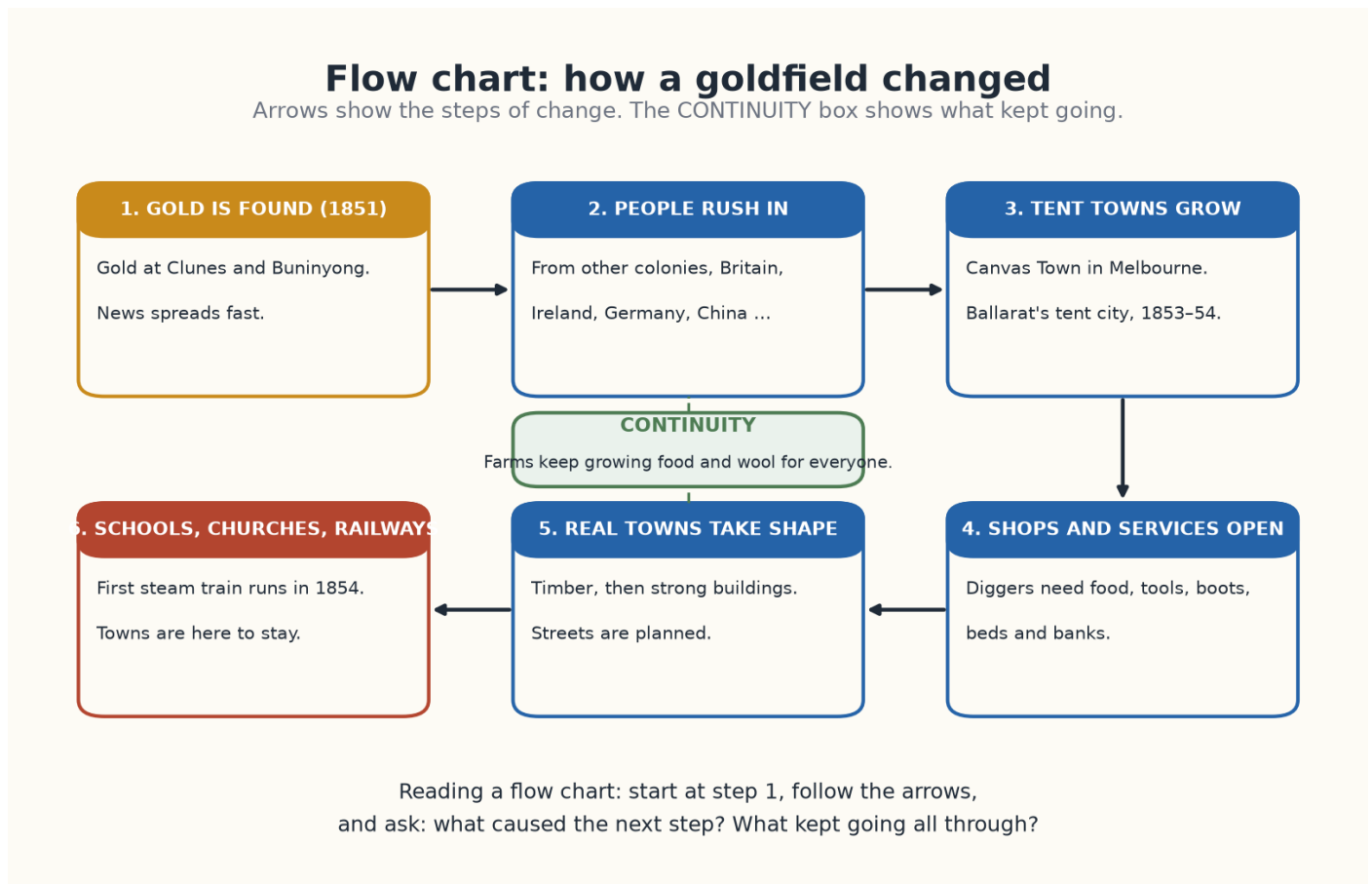
Reading it out loud:

- **Q1 Title:** a timeline of one colony, from Sullivan Bay to one nation.
- **Q2 Labels and numbers:** years run left to right; each box is a dated event.
- **Q3 Shape:** the first part is quiet; the middle part is busy; the last part is quiet again until 1901.
- **Q4 Gaps and clusters:** a **gap** of about 30 quiet years after Sullivan Bay closed (1804 to 1834); a **cluster** from 1851 to 1861, when gold brought change on top of change.

- **Q5 Inference:** *I infer that this colony changed slowly before gold and very fast after gold. My clues are the gap and the cluster.*

One more word from the timeline: the **secret ballot** — voting where nobody can see your choice. Victoria started it in 1856, and it is still used in Australia today.

A flow chart works the same way. Follow the arrows and ask “what caused the next step?”



Flow chart of six steps: gold is found in 1851 at Clunes and Buninyong; people rush in from other colonies, Britain, Ireland, Germany and China; tent towns grow, such as Canvas Town in Melbourne and Ballarat's tent city in 1853 to 1854; shops and services open; real towns take shape; schools, churches and railways follow, with the first steam train in 1854; a green continuity box says farms keep growing food and wool for everyone

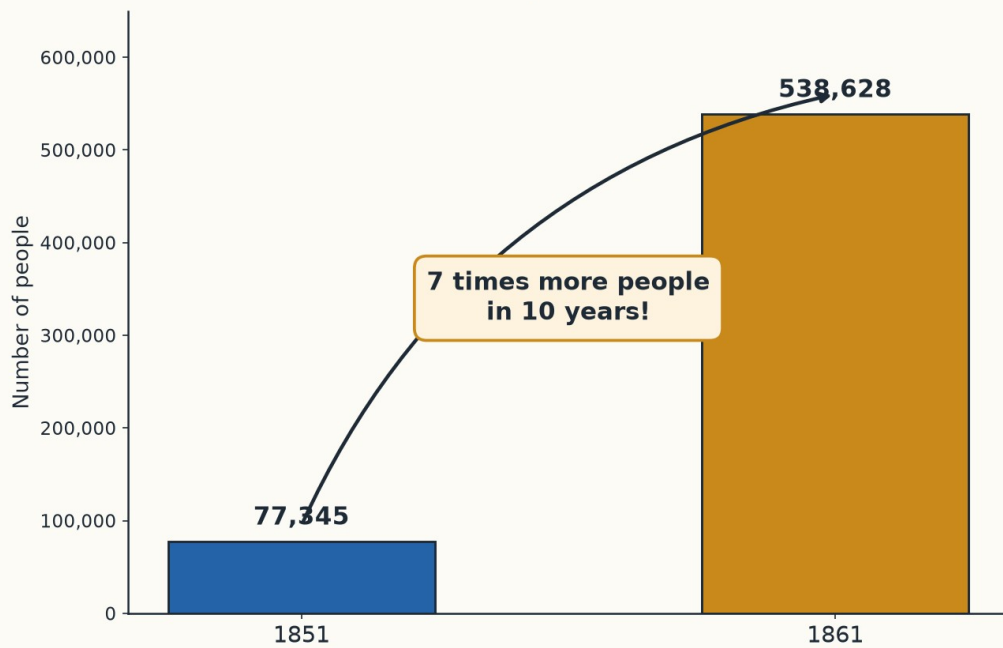
Notice the green CONTINUITY box. Even while everything else changed, farms **kept growing** food and wool. That is the continuity running under the change.

Part 4 — How fast? Rates of change (VC2HH6S07.E03)

A **rate of change** is how much change happened in how much time. Numbers let us compare rates in a fair way.

Victoria's people. In 1851, about 77,345 people lived in Victoria. By 1861, there were 538,628. That is about **seven times more people in ten years** — one of the fastest changes in Australia's whole history. (Source: Wikipedia, “Victorian gold rush” and “History of Victoria”, read 24 August 2026.)

Victoria's people: 1851 and 1861



Source: Wikipedia, 'Victorian gold rush', read 24 August 2026. The same growth is reported in 'History of Victoria' (about 77,000 in 1851; about 540,000 ten years later).

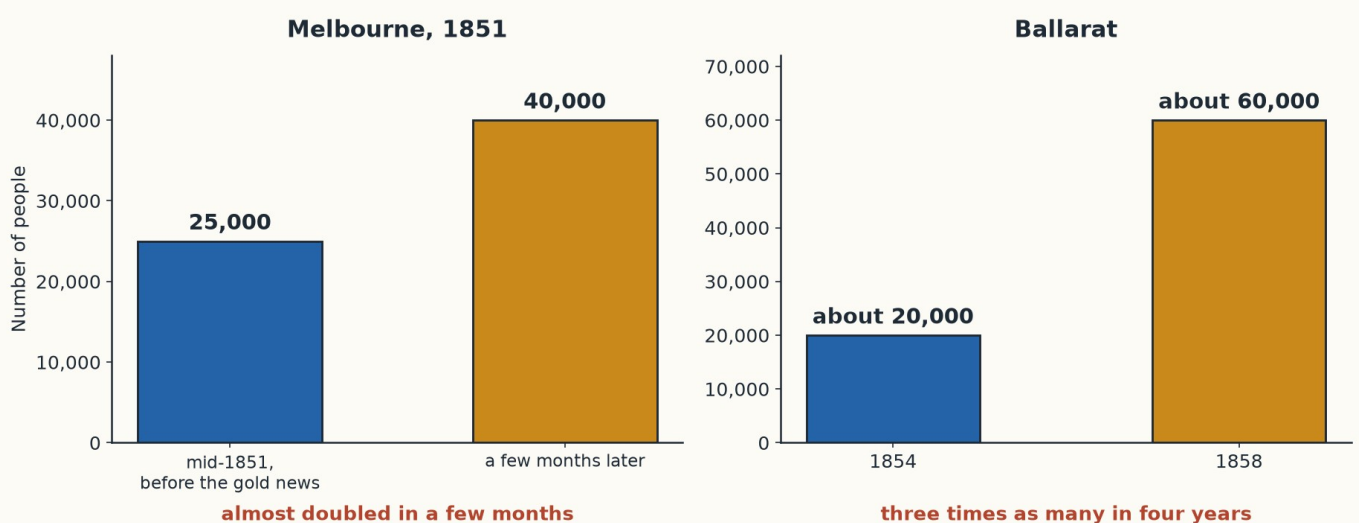
Bar chart of Victoria's people: a short bar for 1851 labelled 77,345 and a very tall bar for 1861 labelled 538,628, with a note saying 7 times more people in 10 years

To compare rates, work out the change *per year*:

- $538,628 - 77,345 = 461,283$ more people
- 461,283 in 10 years $\approx$ **46,000 more people each year**

Two towns. Rates also let us compare places. A **digger** is a gold miner. Most of the people in these numbers were diggers, plus the shopkeepers, teachers and families who followed them.

Two towns grow fast

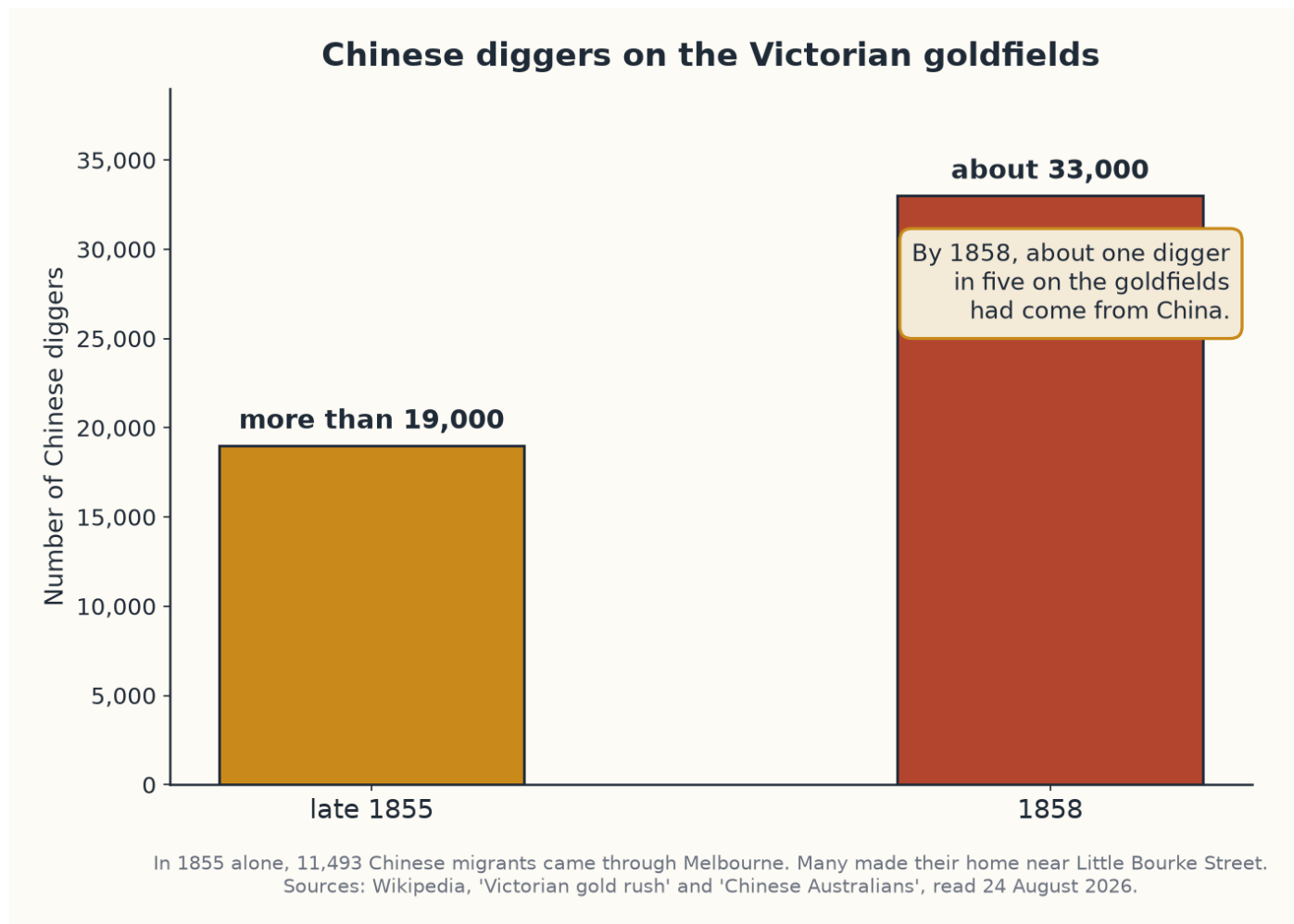


Sources: Wikipedia, 'Melbourne' and 'Ballarat', read 24 August 2026.

Two small bar charts side by side: Melbourne in 1851 grows from about 25,000 to about 40,000 in a few months, almost doubling; Ballarat grows from about 20,000 in 1854 to about 60,000 in 1858, three times as many

Melbourne added about 15,000 people in a few months — that change was close to *all at once*. Ballarat added about 40,000 people in four years (about 10,000 a year) — still very fast. (Source: Wikipedia, “Melbourne” and “Ballarat”, read 24 August 2026.)

Chinese miners. Migrants came from many places, including China. By late 1855, more than 19,000 Chinese diggers were on the Victorian goldfields; by 1858, about 33,000 — about **one digger in five**. In 1855 alone, 11,493 Chinese migrants landed at Melbourne. (Source: Wikipedia, “Victorian gold rush” and “Chinese Australians”, read 24 August 2026.)



Bar chart of Chinese diggers on the Victorian goldfields: more than 19,000 in late 1855 and about 33,000 in 1858, with a note that by 1858 about one digger in five had come from China

Part 5 — Daily life: change and continuity together (VC2HH6S07.E04)

This book looks at daily life for **local-born colonists and migrants**. Here is their goldfields life sorted into the two columns every history has.

Daily life on the goldfields: what changed fast, and what kept going

Local-born colonists and migrants, Victoria, 1851–1861

Part of daily life	What changed FAST	What KEPT GOING
Homes	Tents first (Canvas Town, 1852), then timber and strong buildings.	Families still cooked, washed and cared for children at home.
Work	Men left ships and jobs to dig for gold. Digging moved from pans and cradles to deep holes worked by teams.	Farms kept growing food and wool. The new crowds still had to eat.
Getting around	Railways arrived — the first steam train ran in 1854.	Most goods still moved slowly, by horse, bullock and dray.
Rules and voting	The monthly gold tax went. Diggers won the vote. Voting went secret (1856).	Governments still made the rules, and people still had to follow them.
People	Newcomers came in thousands — from Britain, Ireland, Germany and China.	Colonists born in the colony kept their homes and jobs. Families kept their old ways.

Every history has both columns. Historians describe change AND continuity together.

Table of daily life on the Victorian goldfields for local-born colonists and migrants, 1851 to 1861, with five rows — homes, work, getting around, rules and voting, people — each showing what changed fast (tents then real buildings; men left jobs to dig; the first steam train in 1854; the gold tax went and voting went secret; newcomers in thousands) and what kept going (family life at home; farms growing food and wool; goods moved slowly by horse and dray; governments still made rules; local-born colonists kept homes, jobs and old ways)

Read the table like a historian: pick any row and say the change *and* the continuity in one breath. “Homes changed fast — tents became real buildings — **and** family life at home kept going.”

Part 6 — A model text to steal from

Here is a short model text. Each colour has a job: speed words, kept-the-same words, facts with numbers, and a pattern sentence.

Model text: spotting change and continuity

Every coloured part does a job. Steal the moves, not the words!



speed and change words



facts and numbers



kept-the-same words



pattern words

In the 1850s, Victoria **changed very fast**. In 1851, about 77,000 people lived in the colony. By 1861, there were about 538,000 people — **seven times more in ten years!** The **fastest change** came right after **gold was found** at Clunes and Buninyong. Ballarat grew from a tent town into a real town in a few years. But **some things stayed the same**. Farms **kept growing food** for the new crowds, and many **families kept their old ways** at home. **So the pattern is clear** : **very fast change** in where people lived, but **slow change** in daily family life.

Your turn: can you find 2 speed words, 2 kept-the-same words, and 3 facts with numbers in the model text?

Colour-coded model paragraph about Victoria in the 1850s: blue speed words (changed very fast, fastest change, very fast change), gold facts and numbers (77,000 people in 1851, about 538,000 by 1861, seven times more in ten years, gold found at Clunes and Buninyong, Ballarat grew from a tent town into a real town), green kept-the-same words (some things stayed the same, farms kept growing food, kept their old ways, slow change), and a red pattern sentence (so the pattern is clear), with a colour key

Steal the moves, not the words:

1. Open with a speed sentence (“changed very fast”).
2. Back it with two dated numbers (1851 / 1861).
3. Add one more fact (Ballarat).
4. Turn with “But some things stayed the same.”
5. Close with a pattern sentence: fast change *here*, slow change *there*.

Worked examples

Worked example 1 — Reading the two-towns chart (VC2HH6S07.E02, .E03)

Working	Comment
1. Title: two towns at two dates.	Q1 done. I know what the picture is about.
2. Melbourne: about 25,000, then about 40,000. Ballarat: about 20,000, then about 60,000.	Q2 done. I read the labels and numbers.
3. Melbourne’s bars jump in a few months. Ballarat’s bars grow three times bigger in four years.	Q3 done. I describe the shape.
4. No gap here — both towns were busy the whole time.	Q4 done. I checked for gaps and clusters.
5. <i>I infer that gold pulled people into towns very fast. My clue is the size of the jumps in so little time.</i>	Q5 done. My inference names its clue.

Worked example 2 — Describing a rate with one sentence (VC2HH6S07.E01, .E03)

Working

Comment

- | | |
|---|--|
| 1. Change: $538,628 - 77,345 = 461,283$ people. | How much changed. |
| 2. Time: $1861 - 1851 = 10$ years. | How long it took. |
| 3. Rate: $461,283 \div 10 \approx 46,000$ people a year. | Change divided by time. |
| 4. “Victoria’s people grew very fast — about 46,000 more each year, seven times more in ten years.” | Speed word + rate + size. That is a full historian’s sentence. |

Practice questions — with help

Q1 (VC2HH6S07.E01) Circle the speed words in each sentence, then write its group (*stayed the same / changed slowly / changed quickly / changed all at once*).

- “Tents covered the hillside in a few weeks.”
- “Farms kept growing wheat and wool for the colony.”
- “The price of food went up little by little.”

Help: the four speed groups in Part 2.

Q2 (VC2HH6S07.E01) Finish each sentence with words from Part 2 so the change is clear.

- “The number of people in Victoria changed _____.”
- “Sullivan Bay closed, and for 30 years few new people arrived — the district changed _____.”
- “Ballarat went from tents to real buildings _____.”

Q3 (VC2HH6S07.E03) Fill the gaps using the Victoria bar chart.

“In 1851, about _____ people lived in Victoria. By 1861, about _____ lived there. That is about _____ times more. This change was _____.” (*pick a speed word*)

Q4 (VC2HH6S07.E03) Ballarat’s rate, step by step:

- Change: $60,000 - 20,000 =$ _____
- Time: $1858 - 1854 =$ _____ years
- Rate: $40,000 \div 4 =$ _____ people a year

Q5 (VC2HH6S07.E02) Use the five questions on the Chinese-miners chart. Answer Q1–Q4 in short notes, then write Q5 as one sentence starting “I infer ... because ...”.

Help: for Q3, ask how much bigger the 1858 bar is.

Q6 (VC2HH6S07.E02) The gold flow chart: (a) which step comes straight after “people rush in”? (b) which step shows towns are here to stay? (c) what kept going the whole time?

Q7 (VC2HH6S07.E04) Pick the **Work** row of the daily-life table. Write one change sentence starting “One fast change was ...” and one continuity sentence starting “One thing that kept going was ...”.

Q8 (VC2HH6S07.E02) The colony timeline: (a) the gap runs from 1804 to which year? (b) about how many quiet years is that? (c) name two events inside the 1851–1861 cluster.

Practice questions — on your own

Q9 (VC2HH6S07.E01, .E03) Write 4–5 sentences describing the pattern of continuity and change for Chinese migrants on the Victorian goldfields, 1855–1858. Use at least two speed words, one continuity sentence, and two numbers from the chart.

Q10 (VC2HH6S07.E02) Make your own graphic representation — a timeline or a bar chart — showing one change and one continuity from this section. Give it a title and labels with numbers. Under it, write one inference sentence: “I infer ... because ...”.

Q11 (VC2HH6S07.E03) Which place added people faster *each year*: Victoria (1851–1861) or Ballarat (1854–1858)? Show your working and finish with a sentence that names a speed word.

Answers

Q1 a) “in a few weeks” → changed quickly. b) “kept” → stayed the same. c) “little by little” → changed slowly.

Q2 Example answers: a) “... changed very fast — seven times more in ten years.” b) “... changed slowly.” (or “bit by bit”) c) “... in just a few years.”

Q3 77,345; 538,628; seven; quickly / very fast.

Q4 40,000; 4; 10,000.

Q5 Example notes: title = Chinese diggers on the Victorian goldfields; numbers = more than 19,000, then about 33,000; shape = the bar goes up by about 14,000 in about three years; no gap. Example inference: “I infer that word of gold reached China, because the number of Chinese diggers grew quickly.”

Q6 a) Tent towns grow. b) Schools, churches, railways. c) Farms kept growing food and wool.

Q7 Example answers — change: “One fast change was men leaving ships and jobs to dig for gold.” continuity: “One thing that kept going was farms growing food and wool, because the new crowds still had to eat.”

Q8 a) 1834. b) About 30. c) Any two of: Victoria becomes its own colony; first gold at Clunes and Buninyong; Canvas Town grows; first steam train; Eureka; secret ballot begins; Ballarat has about 60,000 diggers; 538,628 people counted.

Q9–Q11 See the solutions shown in full below.

Solutions, shown in full

Q9 Model text:

Chinese migrants changed the Victorian goldfields quickly. More than 19,000 were there by late 1855, and about 33,000 by 1858 — a big jump in about three years. By 1858, about one digger in five had come from China. But some things stayed the same: diggers from many places still worked side by side with pans and cradles. So the pattern is fast change in the numbers, and continuity in the daily work.

Check: two speed words (*quickly*, *fast*), one continuity sentence, two numbers (19,000+ / 33,000). ✓

Q10 Example: a two-bar chart titled “Chinese diggers: 1855 and 1858”, bars at more than 19,000 and about 33,000, with a line under the title reading “Farms kept growing food for everyone.” Inference: “I infer that the goldfields kept pulling migrants from China, because the 1858 bar is much bigger.” Any labelled timeline or chart with one change, one continuity and a clue-backed inference earns full marks.

Q11 Victoria: $461,283 \div 10 \approx 46,000$ people a year. Ballarat: $40,000 \div 4 = 10,000$ people a year. So **Victoria added people faster each year** (about 46,000 against about 10,000). Closing sentence: “Victoria changed faster in total numbers — about 46,000 more people a year — but both rates were very fast for the time.”

Sources

Real-world facts and numbers in this section (including inside the figures) were read on **24 August 2026** from:

- Wikipedia, “Victorian gold rush” — Victoria’s people, 77,345 (1851) and 538,628 (1861); Chinese diggers, more than 19,000 (late 1855) and about 33,000 (1858), about one in five; 11,493 Chinese arrivals at Melbourne in 1855; Canvas Town.
- Wikipedia, “History of Victoria” — Sullivan Bay (1803–04); Henty family (1834); Port Phillip District (1836); Victoria becoming its own colony (1851); first steam train (12 September 1854); secret ballot (1856); the colonies joining as one nation (1889–1901).
- Wikipedia, “Melbourne” — Melbourne’s people in 1851, about 25,000 then about 40,000 a few months later.
- Wikipedia, “Ballarat” — Ballarat’s people, about 20,000 (1854) and about 60,000 (1858).
- Wikipedia, “Chinese Australians” — Chinese diggers in Victoria, more than 19,000 (late 1855) and about 33,000 (1858).
- Wikipedia, “Peter Lalor” — Eureka at Ballarat, 3 December 1854.

The daily-life table and the flow chart mix these sourced facts with general description written for this book.

Why things happened and what they changed: causes and consequences

For the teacher — VC2 codes: VC2HH6S08 — Victorian Curriculum 2.0, Levels 5–6 band (taught at Year 5)

Drawn on: VC2HH6S08.E01, .E02, .E03*, .E04 (*taught in neutral context per TOC §2A: the consequences studied in this section are the consequences for migrants)

Teaching sequence (*teacher-facing*)

1. **Set up the thinking tools.** Show the cause–event–consequence model (Figure 1) and teach the three key words (*cause*, *consequence*, *significant*) from Key ideas. Say the linking-word bank aloud and have the class repeat it.
2. **Model Demonstration 1** (gold rushes, E01). Read Source A aloud, walk the causal chain (Figure 2), then the consequence web (Figure 3), thinking the evidence aloud branch by branch. Finish by unpacking the model explanation (Figure 4) tag by tag.
3. **Practice with help Q1–Q4** on the gold rushes.
4. **Model Demonstration 2** (migration, E02 / E03* / E04). Show the worked push/pull sort (Figure 5), then the Federation chain with the referendum chart (Figure 6), then the changing-patterns timeline (Figure 7).
5. **Practice with help Q5–Q8**, then **Practice on your own Q9–Q11**.
6. **Writing task.** Students plan on the blank web (Figure 8), write, then peer-check with the checklist.

Assessment focus: can the student *explain* (join causes to consequences with linking words and back them with evidence), not merely list?

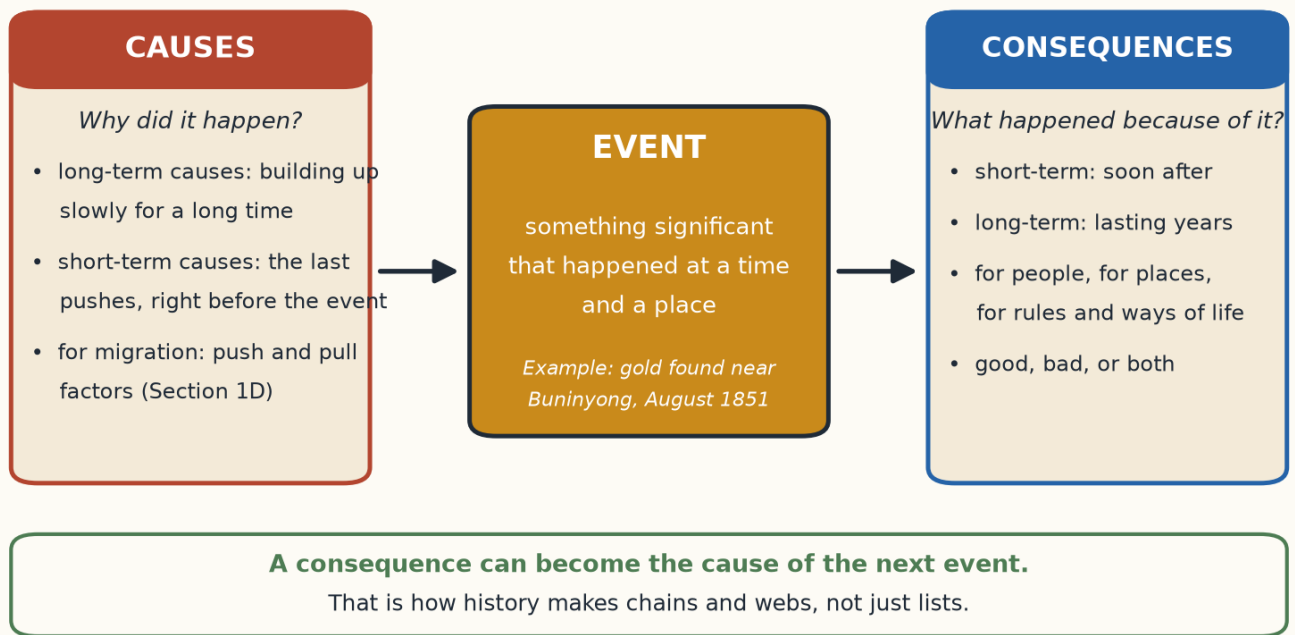
Key ideas

Cause, consequence, significant. A **cause** is why something happened. A **consequence** is what happened as a result. An event is **significant** when it matters a lot: it touched many lives, it changed things in a big way, and its effects lasted.

Chains and webs. One event usually has many consequences, so historians draw them as a **web** (Figure 3). And a consequence can become the cause of the next event, making a **chain** (Figure 2).

How causes and consequences work

Every event sits between its causes and its consequences



A cause–event–consequence model: an arrow joins a CAUSES box to an EVENT box, and a second arrow joins the EVENT box to a CONSEQUENCES box; a note says a consequence can become the cause of the next event

Figure 1. The basic model: causes → event → consequences.

Push and pull factors are the causes of **migration** (people moving to a new country to live). A **push** factor drives people away from home; a **pull** factor draws them to a new place. Most moves have several of each.

Evidence. Historians show causes and consequences with **sources** — things left behind, such as newspapers, laws, letters and official counts. Every fact in this section has a source in the source list at the end.

Linking-word bank: *because · so · led to · as a result · after*. These words make causes and consequences clear in your writing.

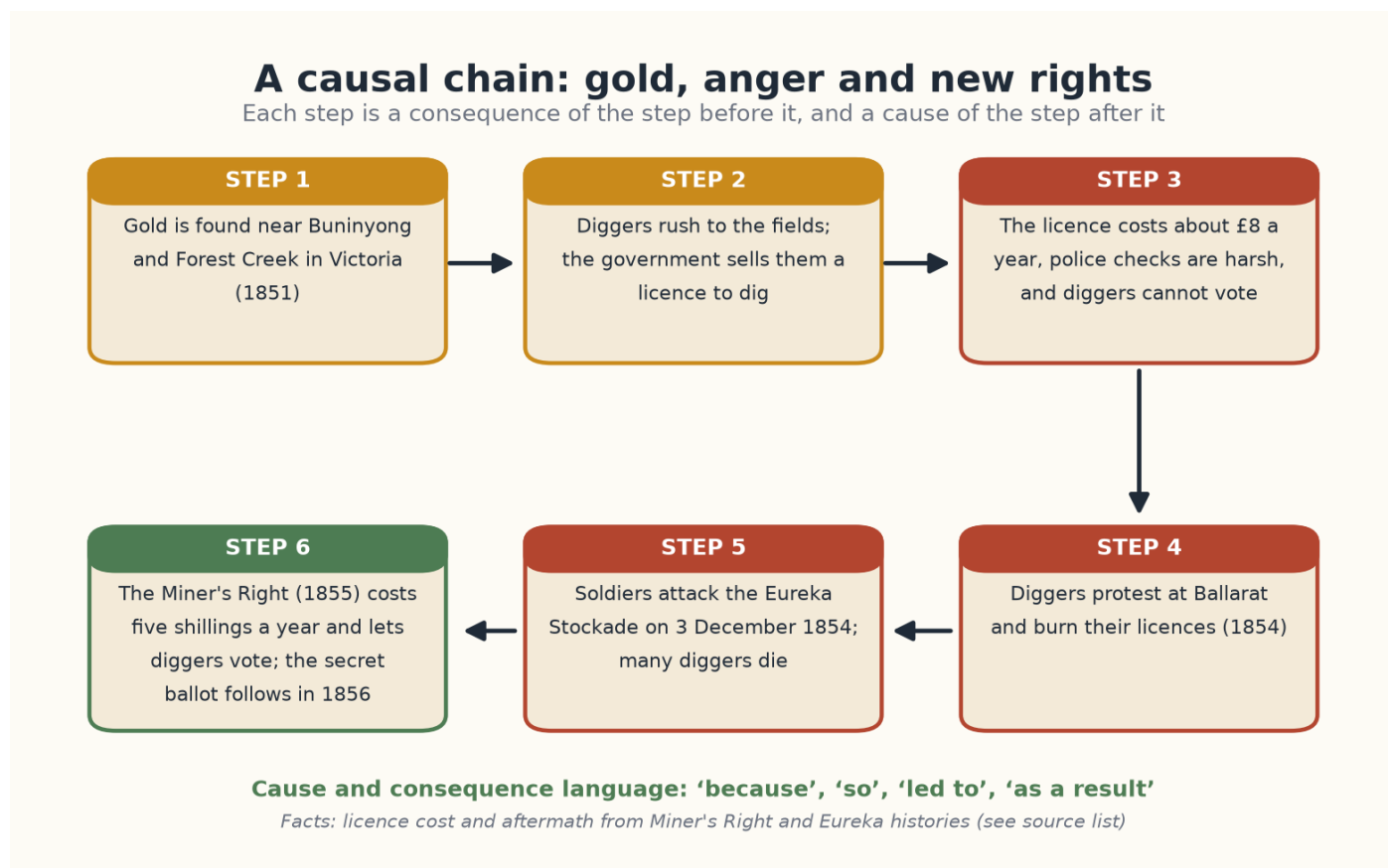
Words for this section. **migrant** (a person who moves to a new country to live); **colony** (a land ruled by another country — the Australian colonies later became states); **colonists** (people who settled in a colony); **Federation** (the joining of the colonies into one country, Australia, on 1 January 1901); **constitution** (a rule book for a country); **parliament** (the elected group that makes laws); **referendum** (a vote in which voters answer yes or no); **licence** (a permit you pay for); **secret ballot** (a vote where no one can see your choice); **dictation test** (a test where an officer reads words aloud and you must write them down).

Worked demonstrations

Demonstration 1 — with help: what the Victorian gold rushes changed (E01)

The source. On 8 September 1851, *The Argus* (a Melbourne newspaper) told its readers about gold found on 20 July 1851 at Specimen Gully, near Forest Creek, by a party that included Thomas Peters. More finds followed — Thomas Hiscock near Buninyong on 8 August 1851 — and the rushes were on (Source A).

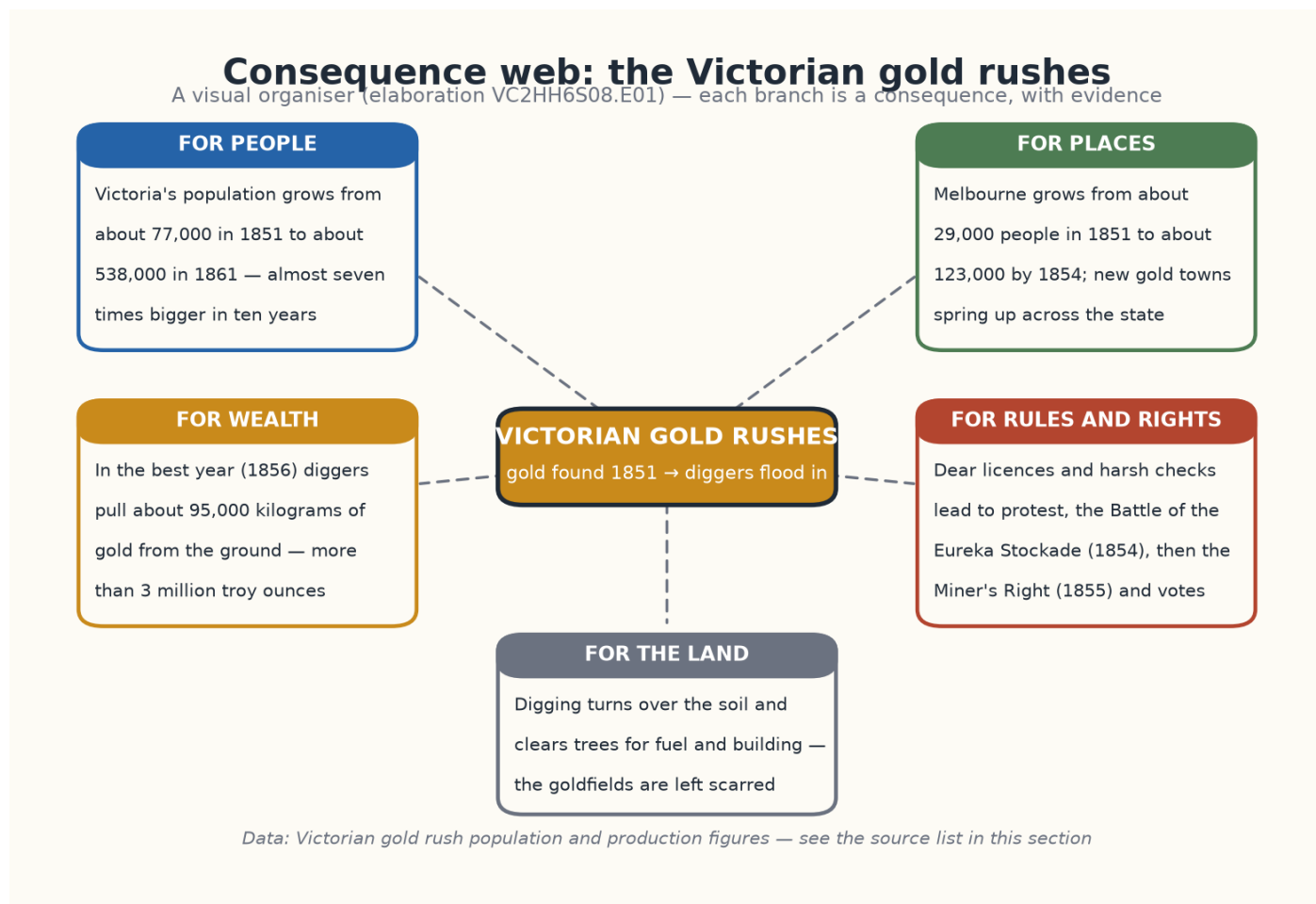
The chain. Figure 2 walks the story step by step:



A six-step causal chain: gold found in 1851; diggers rush in; dear licences and harsh checks with no vote; protest in 1854; the Battle of the Eureka Stockade on 3 December 1854; then the Miner's Right in 1855 and the secret ballot in 1856

Figure 2. A causal chain: each consequence becomes the cause of the next step.

The web (E01). A consequence web sums up the consequences, with evidence on every branch:



A consequence web for the Victorian gold rushes with five branches: for people (population about 77,000 in 1851 to about 538,000 in 1861); for places (Melbourne about 29,000 in 1851 to about 123,000 by 1854); for wealth (about 95,000 kilograms of gold in 1856); for rules and rights (Eureka 1854, Miner's Right 1855, votes); for the land (goldfields left scarred)

Figure 3. A consequence web (E01): five branches of consequences, each with evidence.

- **For people:** Victoria's population grew from about 77,000 in 1851 to about 538,000 in 1861 — almost seven times bigger in ten years (Source D).
- **For places:** Melbourne grew from about 29,000 people in 1851 to about 123,000 by 1854, and new gold towns like Ballarat and Bendigo sprang up (Source D).
- **For wealth:** in the best year, 1856, diggers won about 95,000 kilograms of gold (Source D).
- **For rules and rights:** the dear licence (about £8 a year) and harsh checks led to protest and to the Battle of the Eureka Stockade on 3 December 1854; the diggers wrote their demands in a charter (a written list of demands), the Ballarat Reform League Charter (Source B). As a result, the Miner's Right (1855) replaced the licence and gave diggers a vote, and Victoria brought in the secret ballot in 1856.
- **For the land:** digging turned over the soil and cleared trees for fuel and building, leaving the goldfields scarred.

The model explanation. Here is the same story as writing. Notice what each sentence is doing:

Model explanation: how did the gold rushes change Victoria?
A good explanation joins causes, consequences and evidence. The tags show each job at work.

CAUSE	CONSEQUENCE	EVIDENCE	LINKING WORDS
S1 In August 1851, gold was found near Buninyong, and word spread fast in the newspapers.		EVIDENCE	LINKING WORDS
S2 Because gold could be dug up, hundreds of thousands of people rushed to Victoria.			LINKING WORDS
			CONSEQUENCE
			CAUSE
S3 Victoria's population grew from about 77,000 in 1851 to about 538,000 in 1861.		EVIDENCE	CONSEQUENCE
S4 Melbourne grew from about 29,000 people in 1851 to about 123,000 by 1854, and new gold towns sprang up.		EVIDENCE	CONSEQUENCE
S5 The government sold dear licences (about £8 a year) with harsh checks, so diggers were angry and protested. This led to the Battle of the Eureka Stockade in December 1854.			CAUSE
			LINKING WORDS
			CONSEQUENCE
S6 After Eureka, the government brought in the Miner's Right in 1855, which let diggers dig and vote for a small fee.			CONSEQUENCE
S7 The gold rushes made Victoria richer, bigger and fairer for diggers — all starting from one event.			CONSEQUENCE

Linking words do heavy work: 'because', 'so', 'led to', 'as a result', 'after'.

A model explanation in seven sentence cards, each tagged with the thinking it models: cause, consequence, evidence or linking words; the linking words because, so, led to, as a result and after are highlighted

Figure 4. A model explanation with the thinking tagged. Good explanations join causes, consequences and evidence.

Demonstration 2 — with help: causes and consequences of changing migration (E02, E03*, E04)

Sorting the causes (E02). Push and pull factors explain why people move. Here is a worked sort for the years after 1945:

Sorting the causes of migration

Push factors drive people away from home; pull factors draw them to a new place

Factor (from post-1945 migration)	Push or pull?	Why?
Homes, farms and workplaces across Europe were ruined by the Second World War	PUSH	It made life at home hard to rebuild
Many families feared another war could start	PUSH	Fear pushed them to seek a safer place
Australia offered jobs in factories, hospitals and big works	PULL	Work pulled people across the sea
British adults could sail for just £10 under the Assisted Passage Migration Scheme	PULL	A cheap fare made the move possible
Australia promised sunshine, space and fresh starts	PULL	A better life pulled families to come

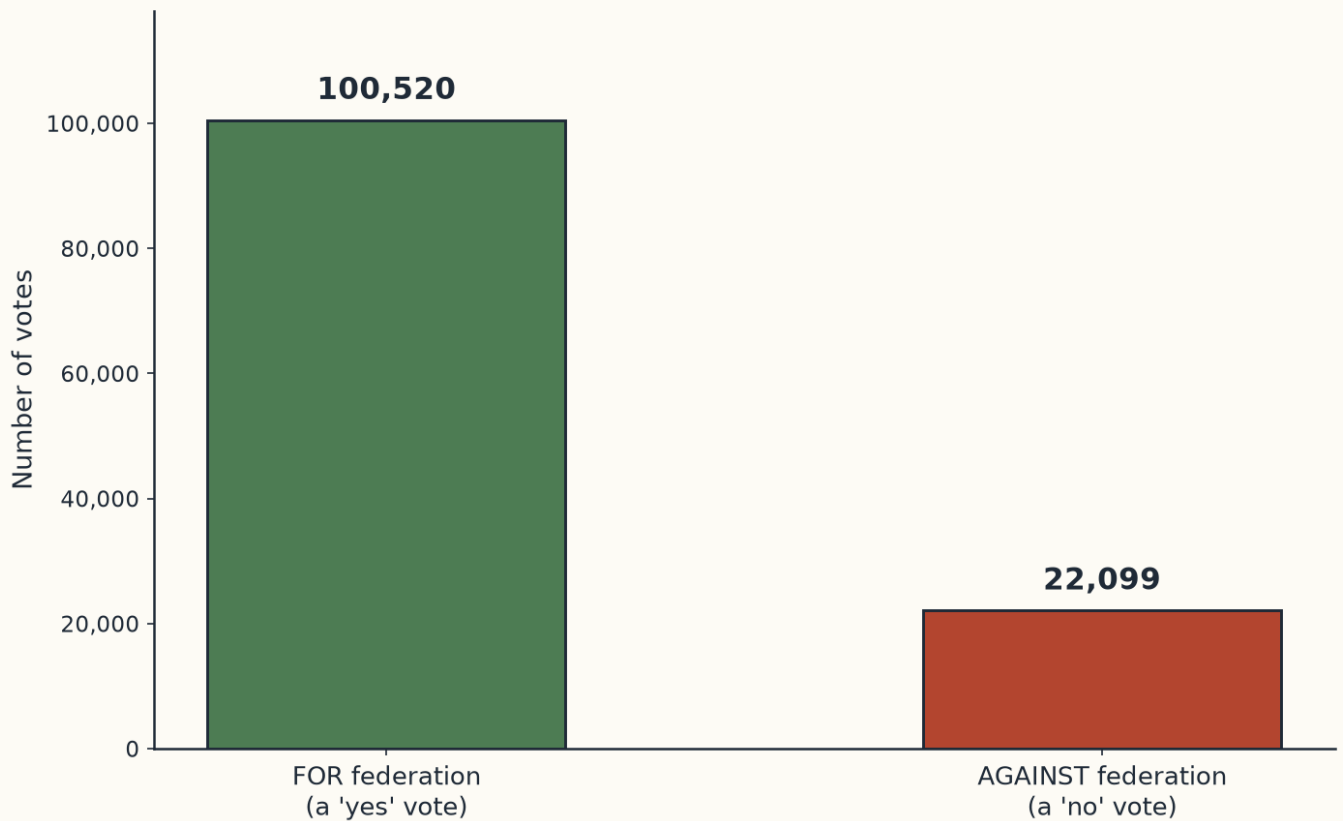
Push and pull factors are the causes of migration. One move often has several of each.

A worked table sorting five causes of post-1945 migration into push or pull: ruined homes and fear of war push; jobs, the ten-pound fare and a fresh start pull; each row gives a reason

Figure 5. A worked push/pull sort. One move usually has several causes of each kind.

****The Federation chain (E03*).** ** The gold rushes themselves had shaped the colonies: Victoria's huge new population made it the richest colony, and Eureka led to fairer voting rules. By the 1890s the separate colonies wanted common rules for trade and for safety. Leaders from each colony met in 1891 and again in 1897–98 to write a constitution. Then each colony held a referendum. Figure 6 shows the official Victorian vote of 1899:

Victoria votes on joining the new nation, 1899



Source: official 1899 referendum returns, as recorded in 'Federation of Australia', en.wikipedia.org, retrieved 24 August 2026. Chart drawn for the ClassBasics History 5 workbook.

A bar chart of the 1899 Victorian Federation referendum: 100,520 votes FOR and 22,099 votes AGAINST, with a source line naming the official returns

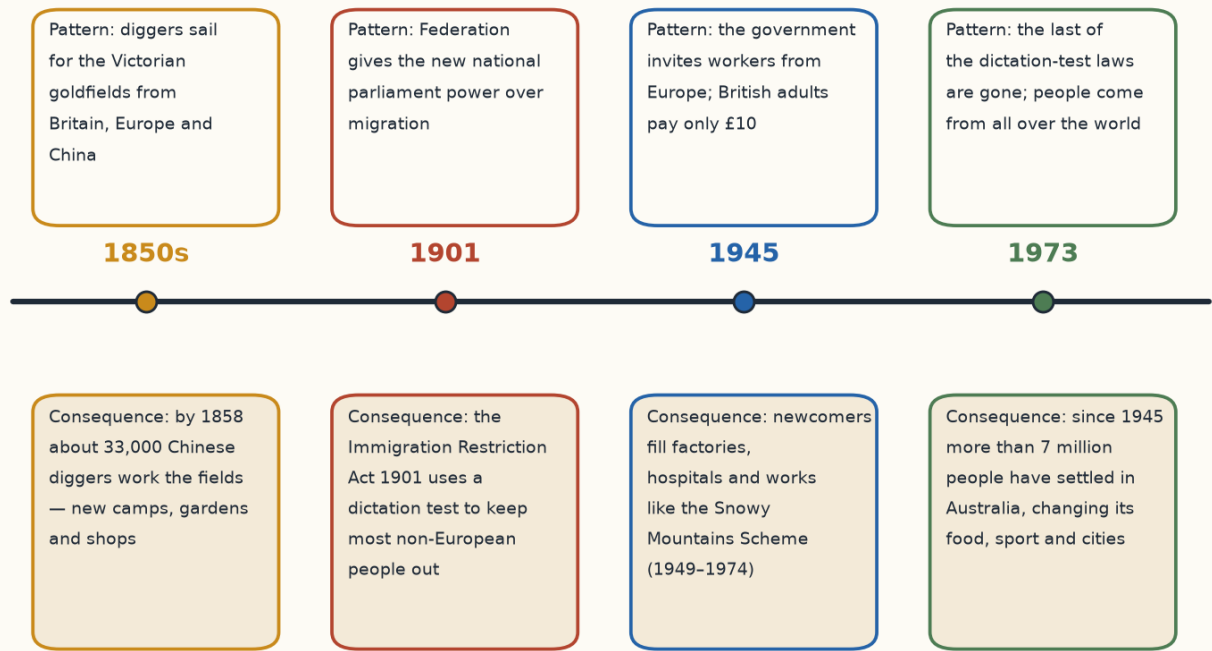
Figure 6. Official 1899 referendum returns for Victoria (Source D).

The yes vote won in every colony, and on 1 January 1901 the colonies federated as one country, Australia. **One big consequence for migrants:** the new national parliament now made migration law. In 1901 it passed the Immigration Restriction Act (Source C). The Act used a dictation test — an officer read out 50 words in a European language and you had to write them down — to keep most non-European people out. It was unfair on purpose: in 1902–03, 805 people were made to sit the test and only 46 passed; after 1909, no one passed. The Act ran until 1958, and the last of these policies ended in 1973.

Changing patterns and consequences (E04). After the Second World War the pattern changed again: Australia now wanted more people. Arthur Calwell, the first Minister for Immigration, used the words “Populate or Perish”, and from 1945 the Assisted Passage Migration Scheme let British adults sail for just £10. Push factors (ruined homes, fear of another war) and pull factors (jobs, cheap fares, sunshine) together brought more than a million British migrants by 1972, plus hundreds of thousands of Europeans — many first stayed at the Bonegilla camp near Wodonga. Newcomers helped build big works like the Snowy Mountains Scheme (1949–1974). Figure 7 lines up each pattern with a consequence:

Changing patterns of migration — and their consequences

Follow the pattern, then ask: what happened because of it?



A timeline of four migration patterns, 1850s, 1901, 1945 and 1973; above the line each pattern card, below the line its consequence card, from the gold-rush diggers to the end of the dictation-test laws

Figure 7. Changing patterns of migration, each with one consequence.

Since 1945, more than 7 million people have settled in Australia, changing its food, sport and cities — the long-term consequence of a changed pattern.

Practice tasks

Practice with help

Q1. Look at Figure 1. In your own words: (a) what is a cause? (b) what is a consequence? (c) the note at the bottom of Figure 1 says a consequence can become a cause. Find one example of this in Figure 2.

Q2. Fill each gap with a linking word from the bank (*because · so · as a result · after*): (a) _____ gold was found near Buninyong in August 1851, thousands of diggers rushed to Victoria. (b) The licence cost about £8 a year and the checks were harsh, _____ the diggers were angry. (c) The Battle of the Eureka Stockade was fought in December 1854; _____, the government brought in the Miner’s Right.

Q3. Use Figure 2. (a) These steps are out of order — number them 1–6: protest at the licences; gold found in 1851; the Miner’s Right and the secret ballot; diggers rush to Victoria; the Battle of the Eureka Stockade; dear licences and harsh checks. (b) Which new permit replaced the licence in 1855? (c) Which voting change followed in 1856?

Q4. Use Figure 3. Name the branch (FOR PEOPLE / FOR PLACES / FOR WEALTH / FOR RULES AND RIGHTS) that each piece of evidence supports: (a) “about 95,000 kilograms of gold in 1856”; (b) “Melbourne grew to about 123,000 people by 1854”; (c) “the Miner’s Right gave diggers a vote”; (d) “almost seven times bigger in ten years”.

Q5. Use Figure 6. (a) How many Victorians voted FOR Federation in 1899? (b) How many voted AGAINST? (c) How many more people voted FOR than AGAINST? (d) What does the vote tell you about support for Federation in Victoria?

Q6. Push or pull? Sort each factor and give a reason: (a) gold found in Victoria in 1851; (b) floods and war made life hard in Guangdong, China, in the 1850s; (c) homes and farms across Europe lay ruined after the Second World War; (d) British adults could sail for £10 after 1945.

Q7. Finish both sentence starters about the Immigration Restriction Act 1901: (a) “One cause of the Act was ...” (b) “As a result of the Act, ...”

Q8. Plan with Figure 8. Pick one event: the Battle of the Eureka Stockade (1854); Federation (1901); the Assisted Passage Migration Scheme (1945). Fill in boxes 1, 2 and 4 with one consequence each, and add one evidence hint to each box.



A blank consequence web for planning: a MY EVENT hub joined to five boxes (for people, for places, for rules, short-term, long-term), each with a hint question and a writing line for evidence

Figure 8. Your planning web. Write your event in the middle, then fill each box.

Practice on your own

Q9. Pick one event from the Q8 list. Without a planner, write two causes and two consequences for it. Back one consequence with evidence from a figure or source in this section.

Q10. Use Figure 7. Compare the 1850s pattern with the post-1945 pattern: (a) name one cause the two patterns share; (b) name one way their consequences differ. Write in full sentences with at least one linking word.

Q11. “The Victorian gold rushes were significant.” Give three reasons, using the three tests of *significant* from Key ideas (touched many lives; changed things in a big way; effects lasted).

Writing task — an explanation using evidence

Choose ONE of these and explain its causes and its consequences: the Victorian gold rushes; Australian Federation; Australia’s post-1945 migration program.

- Plan on a copy of Figure 8 before you write.
- Write 150–250 words: one paragraph of causes, one paragraph of consequences.
- Use at least three linking words from the bank.
- Back your explanation with at least two pieces of evidence, and name the source or figure for each.

Checklist: ☐ I named my event and gave its year. ☐ I explained (not just listed) causes and consequences. ☐ I used three or more linking words. ☐ I gave two pieces of evidence with their sources. ☐ I said why my event was significant.

Answers

Q1. (a) A cause is why something happened. (b) A consequence is what happened as a result. (c) Example: the dear licence and harsh checks were a consequence of the rush, and they became a cause of protest and of the Battle of the Eureka Stockade.

Q2. (a) After (Because also works). (b) so. (c) as a result.

Q3. (a) 1 gold found in 1851; 2 diggers rush to Victoria; 3 dear licences and harsh checks; 4 protest at the licences; 5 the Battle of the Eureka Stockade; 6 the Miner's Right and the secret ballot. (b) The Miner's Right. (c) The secret ballot.

Q4. (a) FOR WEALTH. (b) FOR PLACES. (c) FOR RULES AND RIGHTS. (d) FOR PEOPLE.

Q5. (a) 100,520. (b) 22,099. (c) 78,421 more people voted FOR. (d) Most Victorians who voted wanted Federation — support was strong.

Q6. (a) Pull — gold drew people to Victoria. (b) Push — floods and war pushed people away from Guangdong. (c) Push — war damage made life at home hard to rebuild. (d) Pull — the cheap fare made the move possible.

Q7. Model: (a) One cause of the Act was that the new national parliament wanted to control who came to Australia, and many members wanted most migrants to come from Britain and Europe. (b) As a result of the Act, most non-European people could not settle in Australia for more than half a century.

Q8. Accept any reasonable plan. Model (Federation): box 1 — migrants now faced one national migration law (evidence: Source C); box 2 — the colonies became states of one country (evidence: Figure 7); box 4 — a new national parliament met in Melbourne in 1901 (evidence: Source D).

Q9. Accept any reasonable answer. Model (Eureka): causes — the dear licence and harsh checks; no vote for diggers. Consequences — the Miner's Right (1855) gave diggers a vote; the secret ballot followed in 1856 (evidence: Figure 2).

Q10. Model: (a) both patterns were pulled by work and a better life (gold in the 1850s; jobs and cheap fares after 1945). (b) The 1850s rush changed Victoria's towns and rules, while the post-1945 pattern changed Australia's food, sport and cities (Figure 7).

Q11. Model: they touched many lives (Victoria's population grew almost seven times in ten years, Source D); they changed things in a big way (new towns, new wealth, new rules); their effects lasted (the Miner's Right, the secret ballot and a far bigger Victoria are still with us).

Writing task — model response (Federation, about 190 words).

By the 1890s the separate colonies wanted common rules for trade and for safety, **because** trade and travel between them kept growing. Leaders met in 1891 and 1897–98 to write a constitution, and each colony then held a referendum. In Victoria, 100,520 people voted yes and only 22,099 voted no (Figure 6), **so** the yes side won by a lot. **As a result**, on 1 January 1901 the colonies federated as one country, Australia.

Federation had big consequences for migrants. The new national parliament now made migration law, and in 1901 it passed the Immigration Restriction Act, **so** most non-European people were kept out for decades (Source C). **After** the Second World War the pattern changed again: assisted passages **led to** more than a million British and hundreds of thousands of European migrants settling here, and since 1945 more than 7 million people have made Australia home (Figure 7). Federation was significant: it touched many lives, changed who could come to Australia, and its effects still last.

Sources

Source A. *The Argus* (Melbourne), 8 September 1851 — report of the Specimen Gully gold find of 20 July 1851 by the party of Thomas Peters. Digitised newspaper on Trove, National Library of Australia; viewed 24 August 2026.

Source B. Ballarat Reform League Charter (1854), held at Public Record Office Victoria, as listed in “Battle of the Eureka Stockade”, en.wikipedia.org; viewed 24 August 2026.

Source C. Immigration Restriction Act 1901, Documenting a Democracy, Museum of Australian Democracy and National Archives of Australia (foundingdocs.gov.au); viewed 24 August 2026.

Source D (data). Victorian population and gold-production figures, and the official 1899 referendum returns, as recorded in the Wikipedia articles “Victorian gold rush” and “Federation of Australia”, en.wikipedia.org; viewed 24 August 2026.

Source E (data). Post-1945 migration facts (Assisted Passage Migration Scheme; Bonegilla; Snowy Mountains Scheme), as recorded in the Wikipedia articles “Assisted Passage Migration Scheme”, “Bonegilla Migrant Reception and Training Centre” and “Snowy Mountains Scheme”, en.wikipedia.org; viewed 24 August 2026.

Historical significance: developing criteria and judging events, individuals and groups

In this section you learn to judge how much events, people and groups in Australian history matter — and to back up your judgement with reasons and evidence.

What we need to know

1. The big idea: significance is a judgement. In history we do not only ask *what happened*. We also ask *how much did it matter*? When something mattered a lot, we say it is **significant**. But significance is not like measuring height. It is a judgement that people make, and a good judgement must come with reasons.

A note about the word *significance*. The Victorian Curriculum uses the word *significance* but does not pin down one fixed meaning. Some people say a thing is significant if it touched many lives. Others say it is significant if it changed life in a big way, or if people still remember it today. These are all fair meanings. In this section we use this working meaning: *significance is how much something mattered, to whom, and for how long*. Every task here can be answered with that meaning, as long as you say which parts of it you used.

2. Famous is not the same as significant. Ned Kelly is famous — many people know his name. But is he more significant than the voters who said yes to Federation in 1898-1900? Those voters are not famous at all, yet their votes made one nation out of six colonies. To judge significance we do not ask *how many people know the name today*. We use criteria.

3. Five criteria for judging significance. A **criterion** is one rule for judging. **Criteria** is the word for more than one. Historians often use five criteria together. Figure 1 shows them as five question cards.

Five criteria for judging historical significance

A criterion is one rule for judging. Use all five together, then give your reasons.

1 REACH How many people were affected?

The more people it touched, the stronger this part.

2 DEPTH How much did daily life change?

Small change or huge change? Say how big it was.

3 DURATION How long did the effects last?

A few months, a few years, or still felt today?

4 RESULTS Did it lead to further changes?

One change often opens the door to the next one.

5 MEMORY Is it remembered today?

Do people study it, mark it or talk about it now?

Score each criterion from 1 (low) to 5 (high). Different classes may choose different criteria — that is allowed, as long as you argue for them.

Five criteria cards for judging historical significance: REACH how many people were affected, DEPTH how much daily life changed, DURATION how long the effects lasted, RESULTS whether it led to further changes, and MEMORY whether it is remembered today, with a note to score each from 1 (low) to 5 (high)

You may score each criterion from 1 (low) to 5 (high). Different classes may choose different criteria or scores — that is allowed, as long as you argue for them with reasons.

4. A strong judgement has three parts. When you write a significance judgement, build three parts and join them: a **claim** (what you judge), **evidence** (the real facts, dates and numbers that back it up) and **criteria** (the rules you judged by). A **source** is where your facts come from — a section of this book, a chart, a record.

A strong significance judgement has three parts

Build each part, then join them into one clear statement.

1. CLAIM — say what you judge

"Federation is the most significant event in Australian history between 1800 and 1900."

2. EVIDENCE — back it with facts, dates and numbers

"On 1 January 1901 the six colonies became one nation. Voters in every colony said yes in referendums in 1898–1900."

3. CRITERIA — name the rules you judged by

"It wins on reach (all six colonies), duration (its system of government is still ours) and results (new national laws followed)."

Joined together:

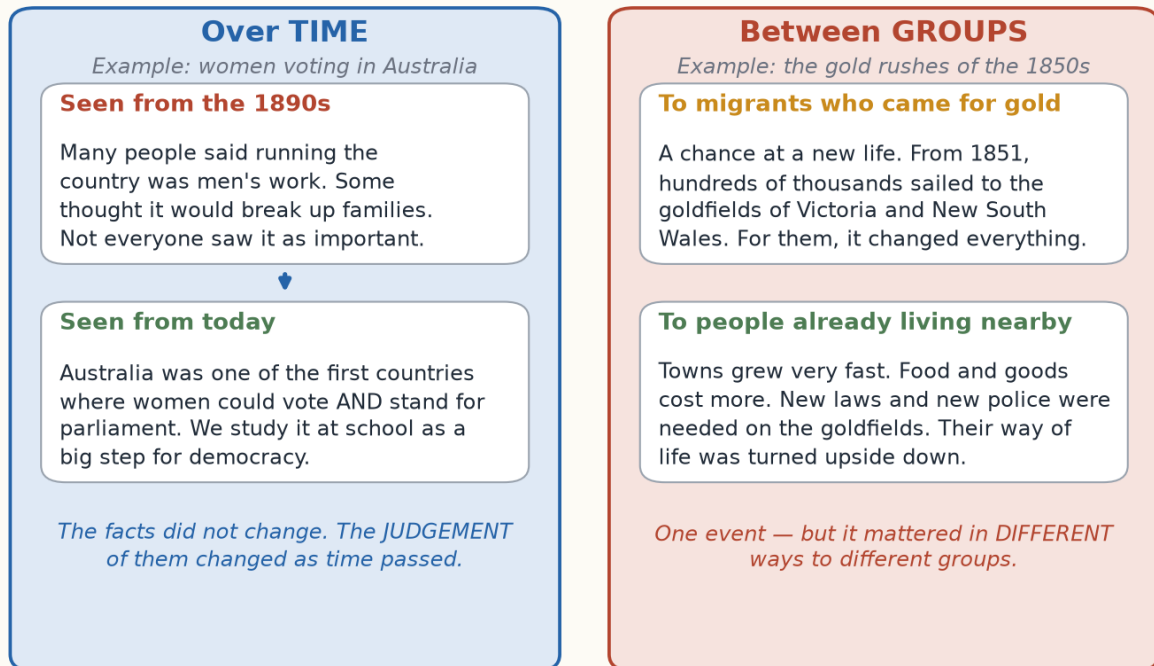
"Federation is the most significant event of the 1800s. On 1 January 1901 the six colonies became one nation after voters in every colony said yes in referendums in 1898–1900. It wins on reach, duration and results: it touched everyone, its system of government is still ours, and new national laws followed."

Diagram of the three parts of a strong significance judgement — claim, evidence and criteria — each shown with a model sentence about Federation, then joined into one clear statement

5. Significance is not fixed. The same event can be judged in different ways at different times, by different groups, and for different questions (Figure 3). That is not a mistake. It is how significance works. Always say WHO is judging, WHEN, and WHY.

Significance is not fixed

The same thing in history can be judged differently at different times, and by different people.



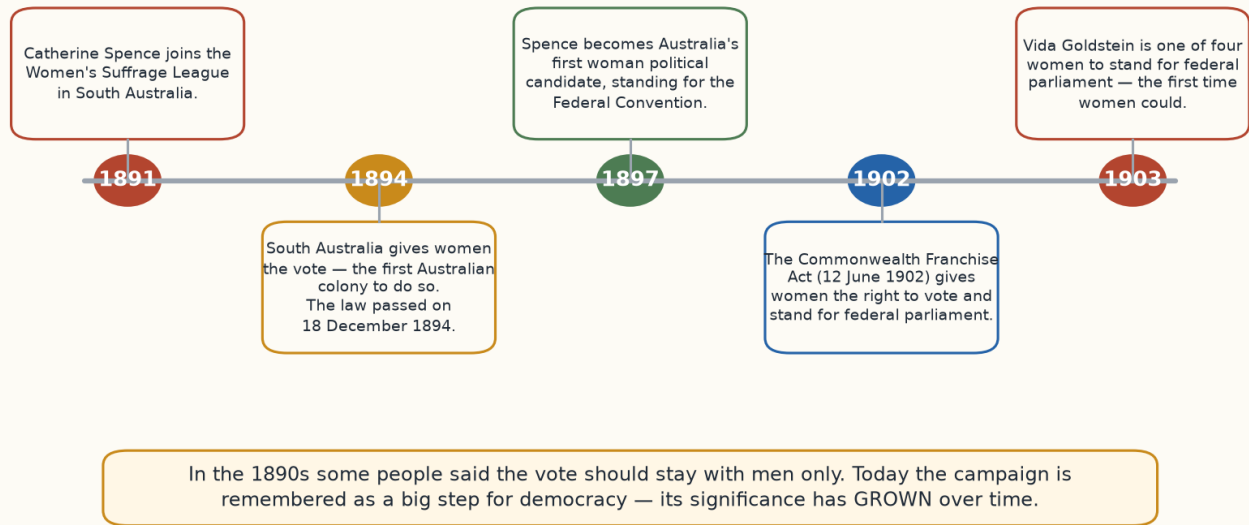
Significance also depends on the question you are asking. Studying democracy? Eureka and the vote for women score high. Studying population? The gold rushes score high. Always say WHO is judging, WHEN, and WHY.

Two-panel diagram titled Significance is not fixed: over time, women voting judged in different ways in the 1890s and today, and between groups, the gold rushes of the 1850s judged in different ways by migrants who came for gold and by people already living nearby

6. A campaign whose significance grew. The campaign for women's vote in Australia is a clear example of significance changing over time. **Suffrage** means the right to vote in elections. Figure 4 follows the campaign from 1891 to 1903.

The campaign for women's vote in Australia, 1891-1903

Suffrage means the right to vote in elections. Follow the steps — each one made more people see the campaign as significant.



Timeline of the campaign for women's vote in Australia from 1891 to 1903: 1891 Catherine Spence joins the Women's Suffrage League in South Australia; 1894 South Australia gives women the vote, the first colony to do so; 1897 Spence becomes the first woman political candidate; 1902 the Commonwealth Franchise Act gives women the right to vote and stand for federal parliament; 1903 Vida Goldstein is one of four women to stand, with a note that the campaign's significance has grown over time

In 1897, Catherine Spence became the first woman in Australia to stand for political office — a **candidate**, a person who puts their name forward to be chosen in an election. The 1902 law let women vote and stand for the federal **parliament**, the group of people chosen to make a country's laws. In the 1890s, not everyone saw this campaign as important. Today it is remembered as a big step for **democracy** — a system of government in which the people choose their leaders by voting. The facts did not change. The judgement of them changed.

7. Use real evidence. A judgement is only as strong as its evidence. Everything in this section uses real facts from Chapters 1 and 2: the Federation story (Section 2A), the gold rushes and Eureka (Section 1C), and the changing rights of women (Section 2B). Before you hand in any task, check your work with the list in Figure 9.

Check your significance judgement

Before you hand it in, tick every box. If a box is empty, fix it first.



I made a clear claim: who or what is significant, and how significant.



I said WHO it mattered to — and noted if that changed over time or differs between groups.



I used real facts, dates or numbers as evidence — not just feelings.



I named the criteria I judged by (reach, depth, duration, results, memory — or my own).



I compared: I said why it is MORE significant than some things and LESS than others.



I can point to where my facts came from (a section of this book, a chart, a source).

A strong judgement = claim + evidence + criteria. All three parts must fit together.

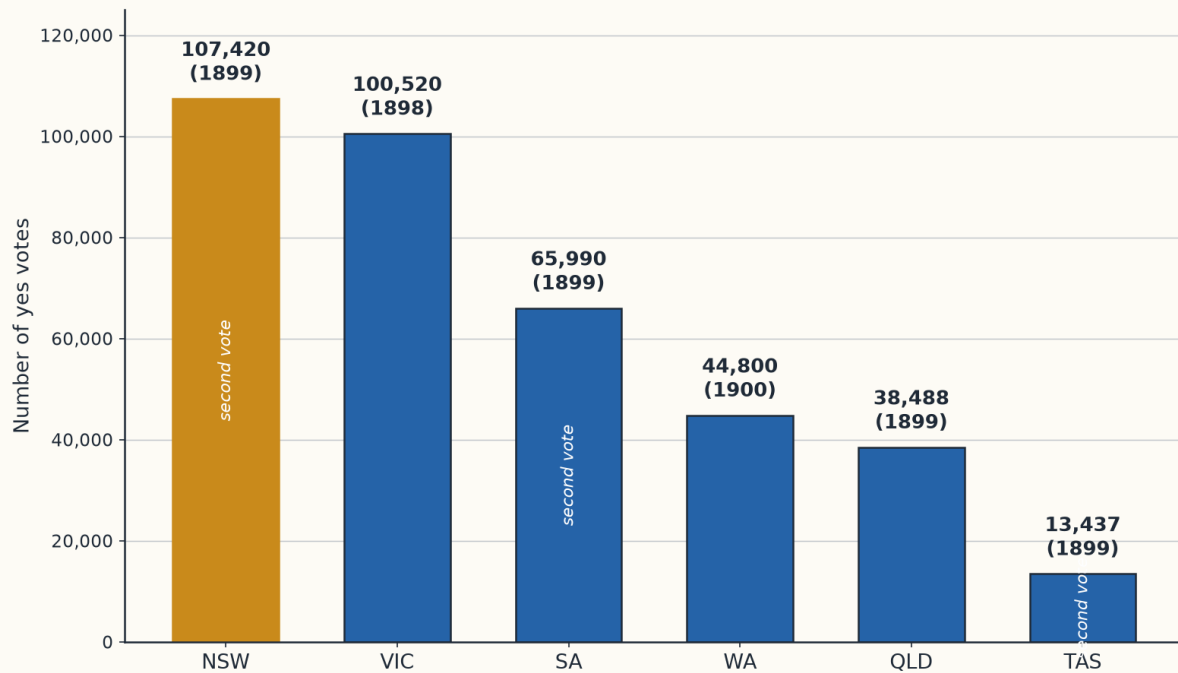
Checklist of six boxes for checking a significance judgement: a clear claim; who it mattered to, including over time and between groups; real facts, dates or numbers as evidence; named criteria; a comparison of more and less significant; and where the facts came from

Worked examples

Example 1 — step by step: judging the significance of Federation

Federation is the joining of the six British colonies into one country, Australia, on 1 January 1901. Let us judge its significance with the five criteria (Figure 1). The evidence comes from Section 2A and from the referendum chart, Figure 5. A **referendum** is a vote in which all voters answer one question with yes or no.

Yes votes in the Federation referendums, by colony



Each colony held a referendum (a yes/no vote) on joining the new Australian nation. This chart shows the yes vote in the successful referendum for each colony. NSW's 1898 vote fell short, so it voted again in 1899. Source: referendum totals as recorded in "Federation of Australia", Wikipedia, viewed 24 August 2026.

Bar chart of yes votes in the Federation referendums of 1898 to 1900: New South Wales 107,420; Victoria 100,520; South Australia 65,990; Western Australia 44,800; Queensland 38,488; Tasmania 13,437, with the source line for the totals

Criterion	Score	Evidence
REACH — how many people were affected?	5	Voters in all six colonies took part. Added together, the yes votes come to more than 370,000 (Figure 5). When the new country began, everyone living in the colonies lived under its new national rules.
DEPTH — how much did daily life change?	4	Six colonies with six parliaments became one nation with one national parliament and one set of national rules, the Constitution — the written rules a country is run by. For most people daily life went on, so depth scores a little lower than reach.
DURATION — how long did the effects last?	5	The Constitution that began in 1901 still runs Australia today, more than 120 years later.
RESULTS — did it lead to further changes?	5	A new national parliament made new national laws. Edmund Barton led the first national government as Prime Minister from 1 January 1901. Later changes, like women voting in federal elections in 1902, grew out of the new national system.
MEMORY — is it remembered today?	4	Federation is studied in schools (including this book) and the new

Criterion	Score	Evidence
		nation's birthday is marked on 1 January each year.

Join the three parts — claim, evidence, criteria — into one judgement:

Federation is very significant. On 1 January 1901 the six colonies became one nation after voters in every colony said yes in referendums in 1898-1900 (Figure 5). It scores 5 for reach because it touched everyone in the colonies, 5 for duration because its Constitution still runs Australia, and 5 for results because a national parliament and new national laws followed. It scores a little lower for depth, because most people's daily life did not change at once.

Example 2 — step by step: a diamond ranking of the Federation story

A **diamond ranking** is a way of showing a ranking in the shape of a diamond: one card at the top (most significant), then rows of two, three and two, and one card at the bottom (least significant). Figure 6 gives nine cards — four individuals, two groups, two events and one idea. Figure 7 is the blank diamond you fill in.

Diamond-ranking cards: Federation

Nine cards — four individuals, two groups, two events and one idea. Rank them from most to least significant, and argue for every card.

INDIVIDUAL Sir Henry Parkes Gave the Tenterfield speech on 24 October 1889, calling for a convention to plan a federal government.	INDIVIDUAL Edmund Barton Helped lead the yes campaign in NSW; became the first Prime Minister on 1 January 1901.	INDIVIDUAL Alfred Deakin Helped shape the Constitution at the conventions of 1897-98; later became Prime Minister.
INDIVIDUAL Queen Victoria Gave royal assent to the Commonwealth of Australia Constitution Act on 9 July 1900.	GROUP The voters who said yes In referendums from 1898 to 1900, voters in all six colonies chose to join the new nation.	GROUP The convention delegates Representatives of the colonies who met to write the draft Constitution.
EVENT The conventions of 1891 and 1897-98 Meetings in Sydney, Adelaide and Melbourne where the Constitution was drafted.	EVENT The referendums of 1898-1900 The yes/no votes in each colony that decided whether Federation would happen.	IDEA The idea of one Australian nation The belief that the six colonies would be stronger and better as one country.

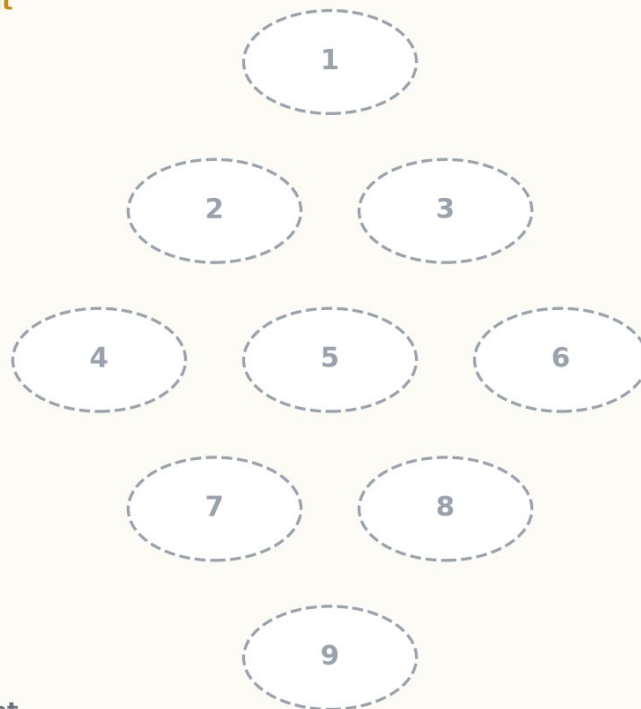
Facts on these cards come from the sources listed for this section. Use them as evidence in your ranking.

Nine cards for diamond ranking about Federation: individuals Edmund Barton, Alfred Deakin, Sir Henry Parkes and Queen Victoria; groups the voters who said yes and the convention delegates; events the conventions of 1891 and 1897-98 and the referendums of 1898-1900; and the idea of one Australian nation, each card with one dated fact

Diamond ranking

Put the card you judge MOST significant at the top, the LEAST significant at the bottom, and talk about every choice.

MOST significant



9 cards:
individuals,
groups,
ideas and events

LEAST significant



Two students can build different diamonds and BOTH be right — if each gives clear reasons for every card.

Blank diamond ranking template with nine numbered slots in rows of one, two, three, two and one, marked MOST significant at the top and LEAST significant at the bottom

The delegates are the people each colony chose to speak and vote for it at the conventions — the big meetings where the draft Constitution was written. Figure 8 shows one modelled diamond, with a reason for every card.

One modelled diamond — with reasons

This is ONE argued ranking. A different diamond can also earn full marks if every choice has a clear reason.

MOST
significant



LEAST
significant

Model thinking: the voters rank highest because nothing happens without them; Queen Victoria ranks lowest here because her role came last and followed the people's decision. You may disagree — say why, with reasons and evidence.

One completed model diamond ranking for Federation: at the top the voters who said yes; then the referendums of 1898-1900 and Sir Henry Parkes; then the idea of one nation, the convention delegates and Edmund Barton; then the conventions of 1891 and 1897-98 and Alfred Deakin; at the bottom Queen Victoria, each with a one-line reason

Read the model thinking in Figure 8. The voters sit at the top because nothing could happen without their yes votes. Queen Victoria — who signed the British law that allowed the new country to begin on 9 July 1900 — sits at the bottom here, because her part came last and followed the decision Australians had already made.

A different diamond can also earn full marks. What is marked is your reasons. Try this claim on a partner: *Only Henry Parkes mattered, because he gave the famous Tenterfield speech on 24 October 1889.* Say that claim as strongly as you can, while staying fair to it, before you argue against it. Against: Parkes died in 1896, before the referendums, so on RESULTS the voters and the delegates carried the work past him.

Practice questions

With some help

Q1. Match each question to the criterion it belongs to (Figure 1): reach, depth, duration, results, memory.

- (a) Are its effects still felt today?
- (b) How many people's lives did it touch?
- (c) Do people still study it or mark it?
- (d) How much did it change daily life?
- (e) Did it open the door to later changes?

Q2. Score Federation for DEPTH and for DURATION using Figure 1 and Section 2A. For each score, write one fact from this book that backs it up.

Q3. Look at Figure 3, the left panel.

- (a) Give one reason some people in the 1890s did not see women voting as important.
- (b) Why is the campaign judged significant today?
- (c) Did the facts change between the 1890s and today? What changed?

Q4. Look at Figure 4, the timeline.

- (a) Which colony first gave women the vote, and when did the law pass?
- (b) What did the Commonwealth Franchise Act of 1902 let women do?
- (c) Who was one of four women to stand for federal parliament in 1903?
- (d) Finish the sentence: *Over time, the significance of this campaign has ...*

Q5. Look at Figure 5, the referendum chart.

- (a) Which colony had the most yes votes? How many?
- (b) Which colony had the fewest yes votes? How many?
- (c) Add the yes votes of New South Wales and Victoria. What is the total?
- (d) What do these numbers tell you about the REACH of Federation?

Q6. Look at Figures 7 and 8.

- - (a) Which card sits at the top of the model diamond? What reason is given?
- - (b) Which card sits at the bottom? What reason is given?
- - (c) Would you swap any two cards? Say which two, and give one reason.

Q7. Someone says: *Queen Victoria was the most significant person in the Federation story, because nothing could begin without her signing the law.* Use one criterion from Figure 1 to agree OR disagree, and give a reason.

Q8. Sort these eight things into the four card kinds used in Figure 6 — individual, group, event, idea:

- Sir Henry Parkes
- the voters who said yes
- the referendums of 1898-1900
- the idea of one Australian nation
- Vida Goldstein
- the convention delegates
- the conventions of 1891 and 1897-98
- the campaign for women's vote

By yourself

Q9. Choose one card from Figure 6 that does NOT sit in the top row of Figure 8. Use two criteria from Figure 1 to argue that it deserves a higher place than the model gives it. Back each criterion with one fact.

Q10. Discuss this claim from both sides, then give your own judgement with reasons: *For Victoria, the gold rushes of the 1850s were more significant than Federation.* Use Figure 3 and at least two criteria. Remember: put each side as strongly as you can, while staying fair to it, before you judge. (Section 1C has the facts you need, including Victoria's population of 77,345 in 1851 and 538,628 in 1861.)

Q11. Significance changes over time. Choose ONE: (a) the Eureka Stockade of 3 December 1854, or (b) the campaign for women's vote. Explain why it is judged more significant today than it was by many people at the time. Use at least two dated facts.

Writing task (using evidence)

Q12. Write one paragraph (5-8 sentences) that **explains** the significance of ONE individual or group from Figure 6 — or of the women who campaigned for the vote (Figure 4) — for continuity and change in Australia. Your paragraph must:

- make one clear claim;
- use at least two dated facts as evidence;
- name at least two criteria from Figure 1;
- compare: say why your person or group is MORE significant than one other card, and LESS significant than (or as significant as) one other;
- pass the checklist in Figure 9.

Continuity means what stayed the same; **change** means what became different. A **contribution** is what a person or group added to that story.

Answers

These are example answers. Your own words are fine if they say the same things with reasons.

Q1. (a) duration. (b) reach. (c) memory. (d) depth. (e) results.

Q2. Example: DEPTH 4 — six colonies with six parliaments became one nation with one Constitution, but most people's daily life went on at first. DURATION 5 — the Constitution that began in 1901 still runs Australia today.

Q3. (a) Many people said running the country was men's work; some thought women voting would break up families. (b) Australia became one of the first countries where women could vote AND stand for parliament; today we see it as a big step for democracy. (c) No — the facts did not change. The judgement of the facts changed.

Q4. (a) South Australia; the law passed on 18 December 1894. (b) Vote and stand for federal parliament. (c) Vida Goldstein. (d) ...grown.

Q5. (a) New South Wales, 107,420. (b) Tasmania, 13,437. (c) $107,420 + 100,520 = 207,940$. (d) The yes votes across the six colonies add up to more than 370,000 — Federation was decided by voters in every colony, so its reach was very wide.

Q6. (a) The voters who said yes — without their votes, Federation could not happen. (b) Queen Victoria — she signed the law, but Australians had already decided. (c) Answers will differ — for example: *I would swap Parkes and the referendums, because a speech only starts a push; the votes decided it.* Any swap with a clear reason is fine.

Q7. Examples either way. Disagree: on REACH, the voters matter more — more than 370,000 yes votes across six colonies, while the Queen's part was one signature at the end. Agree: on RESULTS, her signing on 9 July 1900 was the step that let the new country begin on 1 January 1901. What is marked is the criterion plus the reason.

Q8. Individuals: Sir Henry Parkes; Vida Goldstein. Groups: the voters who said yes; the convention delegates; the campaign for women's vote. Events: the referendums of 1898-1900; the conventions of 1891 and 1897-98. Idea: the idea of one Australian nation.

Q9. Example (Alfred Deakin): DEPTH — he helped shape the Constitution, the set of rules the whole nation lives by; DURATION — that Constitution still guides Australia today. So Deakin could sit above the conventions, which made the draft but did not shape every part of it.

Q10. Example discussion. The strongest case for the gold rushes: for Victoria their reach and depth were huge — the population grew from 77,345 in 1851 to 538,628 in 1861, towns grew almost in a very short time, and new laws and new police followed; Eureka (1854) later helped lead to votes for men in the colonies' parliaments. The strongest case for Federation: its duration and results are stronger — one nation and one Constitution that still run today, touched all six colonies, not one. Own judgement (example): *For Victoria alone the gold rushes may score higher on depth; for Australia as a whole, Federation is more significant.* Any judgement with criteria and facts from both sides is fine.

Q11. Example (Eureka): At the time, many people saw the stockade as a small, failed fight — the miners lost the battle on 3 December 1854. Today it is judged more significant, because changes to the law followed it, including votes for men in the colonies' parliaments, and it is remembered as an early step in Australia's democracy. Example (women's vote): see Q3.

Q12. Answers will differ. Example: *Catherine Spence is significant for change in Australia. She joined the Women's Suffrage League in 1891, and in 1897 she became the first woman in Australia to stand for political office. On RESULTS she scores high, because the campaign she joined helped lead to the 1902 law that let women vote and stand for federal parliament. On MEMORY she scores lower than Edmund Barton, because most Australians today do not know her name, while Barton is remembered as the first Prime Minister. But on REACH she is more significant than Queen Victoria, because the change she worked for touched every woman in Australia.* Check: claim, two dated facts, two named criteria, a more/less comparison.

Building your own interpretation: historical terms and evidence

History 5 · Level 5 · Chapter 4 — Making sense of history: patterns, causes, significance, communicating · Section 4D. Teaching order: fourth of four, after 4C (historical significance). It is the last section in the book.

Owns: VC2HH6S10

For the teacher — VC2 codes: VC2HH6S10.E01, .E02, .E03, .E04 — all four kept in full; the closing task is the digital story.

Where this fits: 4D is the book's exit standard. Everything you have practised — questions (3A), timelines (3B), sources (3C and 3D), points of view (3E), interpretations (3F), patterns of continuity and change (4A), causes and consequences (4B), significance (4C) — comes together here. The word kit below is this book's history word list, and the digital story task at the end closes the migration thread that opened in 1D. Student-facing text runs from "What we are learning" to "Answers"; the Teacher notes at the end are for the teacher.

What we are learning

All through this book you have been doing history: asking questions, checking sources, and talking about what the past means. In this section you **construct** (build) an **interpretation** of your own and share it. An interpretation is a claim about the past that is backed by evidence from sources. A **claim** is what you say happened, or what mattered most.

That last sentence is the whole game, so it is worth slowing down over. A bare opinion is not an interpretation.

A bare opinion is not an interpretation

Same topic, two very different answers. Only one of them is doing history.

OPINION — no evidence

"The gold rush was the best thing that ever happened."

- ✗ No source. No facts.
- ✗ It is just a feeling.
- ✗ Anyone can say it.
- ✗ No one can check it.

INTERPRETATION — with evidence

"The gold rush changed Victoria fast: the number of people grew about seven times in ten years, from about 77,000 to about 540,000."

- ✓ A clear claim you can argue about.
- ✓ Evidence: the colony's own counts.
- ✓ History words: changed, grew.
- ✓ Anyone can check the numbers.

An interpretation is a claim about the past that is backed by evidence from sources.

*A two-card diagram. The left card, in red, is titled **OPINION — no evidence**, and holds the words "The gold rush was the best thing that ever happened" with four cross marks: no source, no facts; it is just a feeling; anyone can say it; no one can check it. The right card, in blue, is titled **INTERPRETATION — with evidence**, and holds the words "The gold rush changed Victoria fast: the number of people grew about seven times in ten years, from about 77,000 to about 540,000" with four tick marks: a clear claim you can argue about; evidence, the colony's own counts; history words, changed and grew; anyone can check the numbers. A line under the cards says: an interpretation is a claim about the past that is backed by evidence from sources.*

The history word kit. Historians say their interpretations with a kit of special words. You have met all thirteen of them earlier in this book; each one was explained the first time it came up. Here they are, all in one place.

The history word kit

Thirteen key words for this book. Each one is defined the first time it is used; here they all are in one place.

Word	What it means	Where you met it
penal	To do with punishment. Convicts were sent to penal colonies as a punishment.	Section 1A
colonisation	When one country takes control of another land and sends its own people to live there.	Sections 1A to 1C
imperialism	When one country spreads its rule over other lands and peoples.	Section 1A
the gold rush	When large numbers of people hurry to a place where gold has been found.	Sections 1C and 1D
migration	The movement of people from one place to another to make a new home.	Sections 1D and 2C
Federation	When the six British colonies joined together on 1 January 1901 to become one nation: Australia.	Section 2A
suffrage	The right to vote.	Section 2B
contribution	The share a person or group adds to life: work, skills, food, ideas.	Sections 1D and 2D
continuity	The things that stay the same over time.	Sections 3B and 4A
change	The things that become different over time.	Sections 3B and 4A
cause	What makes something happen.	Sections 1D and 4B
consequence	What happens as a result of something else.	Section 4B
significance	How important something is, and why it matters.	Section 4C

Historians sometimes use these words in different ways. These are the meanings this book uses.

A table titled The history word kit with thirteen rows and three columns: word, what it means, where you met it. The rows are: penal, to do with punishment, section 1A; colonisation, when one country takes control of another land and sends its own people to live there, sections 1A to 1C; imperialism, when one country spreads its rule over other lands and peoples, section 1A; the gold rush, when large numbers of people hurry to a place where gold has been found, sections 1C and 1D; migration, the movement of people from one place to another to make a new home, sections 1D and 2C; Federation, when the six British colonies joined together on 1 January 1901 to become one nation, Australia, section 2A; suffrage, the right to vote, section 2B; contribution, the share a person or group adds to life: work, skills, food, ideas, sections 1D and 2D; continuity, the things that stay the same over time, sections 3B and 4A; change, the things that become different over time, sections 3B and 4A; cause, what makes something happen, sections 1D and 4B; consequence, what happens as a result of something else, section 4B; significance, how important something is and why it matters, section 4C. A note under the table says: historians sometimes use these words in different ways; these are the meanings this book uses.

Using these words is what makes an interpretation sharp. “Lots of people came” is fuzzy. “The **cause** of the **change** was the pull of gold” is history.

Sources as evidence. Your interpretation stands on evidence, and evidence comes from sources. A **primary source** was made at the time, by someone who was there. A **secondary source** was made later, like this book. Different kinds of sources are good evidence for different things.

Sources as evidence: what each kind is good for

Different kinds of sources give you different kinds of evidence.

Kind of source	What it is	Good evidence for
Diary	One person's day-by-day writing, kept for themselves	What one person saw, did and felt
Journal	A written record kept over time, sometimes for work	What happened, written close to the time
Letter	A written message from one person to another	A person's own words about their life
Photograph or picture	An image made at the time	What people, places and things looked like
Graph or chart	Numbers drawn as bars or lines	How things went up or down over time
Table	Numbers set out in rows and columns	Counts you can compare
Timeline	Events set out in time order	When things happened, and what came first
Poster or notice	A printed sign, often to win people over	What people were promised or told

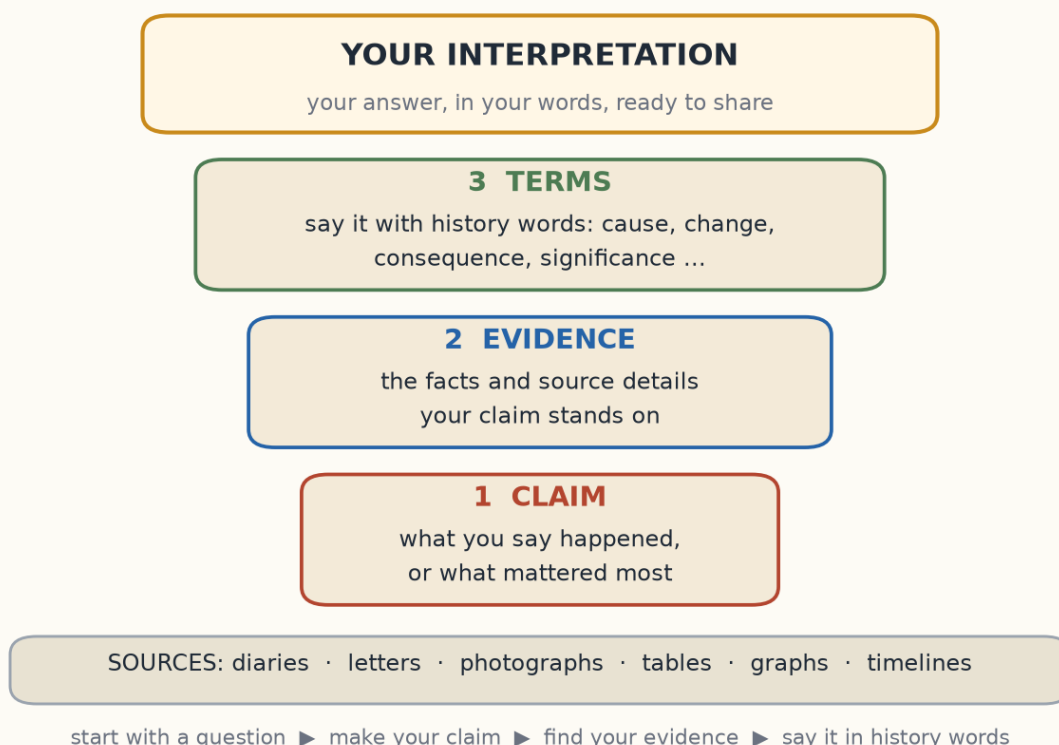
No single source can tell the whole story. Historians use several kinds together.

A table titled Sources as evidence: what each kind is good for, with three columns: kind of source, what it is, good evidence for. The rows are: diary, one person's day-by-day writing kept for themselves, what one person saw did and felt; journal, a written record kept over time sometimes for work, what happened written close to the time; letter, a written message from one person to another, a person's own words about their life; photograph or picture, an image made at the time, what people places and things looked like; graph or chart, numbers drawn as bars or lines, how things went up or down over time; table, numbers set out in rows and columns, counts you can compare; timeline, events set out in time order, when things happened and what came first; poster or notice, a printed sign often to win people over, what people were promised or told. A note under the table says: no single source can tell the whole story; historians use several kinds together.

Building an interpretation. Every strong interpretation is built the same way, like a little tower standing on the ground of sources: first a claim, then evidence, then history words — and the finished interpretation is ready to share.

Building an interpretation

Every strong interpretation is built the same way: claim, evidence, terms.



A diagram titled *Building an interpretation*. A wide grey bar at the bottom is labelled *SOURCES: diaries, letters, photographs, tables, graphs, timelines*. Stacked on it are three blocks: block 1 *CLAIM*, what you say happened or what mattered most; block 2 *EVIDENCE*, the facts and source details your claim stands on; block 3 *TERMS*, say it with history words: cause, change, consequence, significance. On top sits a gold roof labelled *YOUR INTERPRETATION*, your answer in your own words ready to share. A line under the diagram gives the steps: start with a question, make your claim, find your evidence, say it in history words.

Sharing it. Constructing is half the skill; communicating is the other half. Historians share their interpretations in three kinds of writing, and you will try all three here:

- **Informative** writing tells the facts: “The women’s big signed letter asking for a change was handed over in 1891.”
- **Expository** writing explains (the word *expository* simply means explanatory): “The signed letter was one part of a long fight for women’s suffrage.”
- **Persuasive** writing tries to win people over to your view: “The signed letter deserves to be remembered as a turning point.”

A **narrative** is a story, and a **recount** is a telling of true events in order. Your big task at the end of this section is a digital recount — a story told with pictures, words and sources — of a real migrant’s experiences.

Worked examples

Example 1 — building an interpretation from a graph (with steps to help)

Our first source is a set of real counts: the colony of Victoria counted its people every ten years or so. The graph below uses those counts.



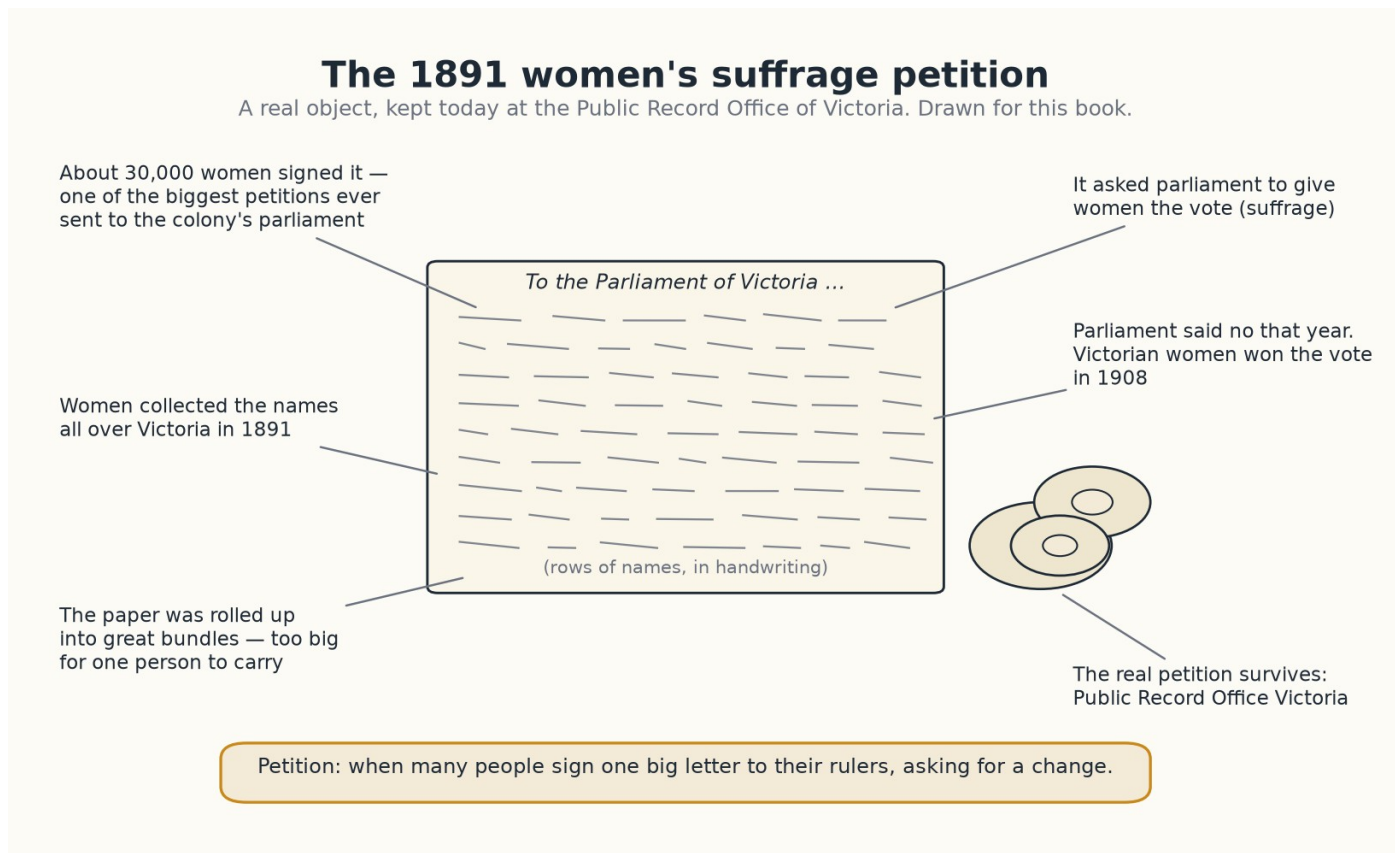
A bar chart titled *How many people lived in Victoria?* Six bars show the people counted at each official count of the colony: 1846 about 33,000; 1851 about 77,000 (the bar is gold and an arrow labels it “gold found!”); 1861 about 540,000; 1871 about 715,000; 1881 about 862,000; 1891 about 1,131,000. A double arrow between 1851 and 1861 says: about 7 times as many people in ten years. The source line reads: the colony of Victoria’s official counts of its people, as published by the Australian Bureau of Statistics, retrieved 24 August 2026; numbers are rounded.

Step	What we do	What we find
1. Start with a question	Ask one clear question.	What did the gold rush change in Victoria?
2. Make a claim	Say what you think, in one sentence.	The gold rush changed Victoria fast and made it much bigger.
3. Find your evidence	Pull two facts from the source.	About 77,000 people were counted in 1851 and about 540,000 in 1861 — about seven times as many in ten years. The jump begins exactly when gold was found.
4. Say it in history words	Use the word kit.	The cause was the pull of gold; the consequence was a much bigger colony; the change was fast, not slow.
5. Share it	Write it up and name your source.	“The gold rush changed Victoria fast. The colony’s own counts show about seven times as many people in the ten years after 1851, because diggers rushed in from around the world (source: the colony’s counts, shown in the graph).”

Key idea. The shape of the graph (small, small, then a huge jump) is the evidence. Your claim has to fit the shape.

Example 2 — building an interpretation from a real object (with steps to help)

Our second source is a real object you can still see today, kept at the Public Record Office Victoria: the great signed letter of 1891, in which about 30,000 women across the colony asked **parliament** (the group of people elected to make laws) to give women **suffrage** — the right to vote. The drawing below shows the object and gives its history name.



A labelled drawing of a real object kept today at the Public Record Office Victoria: the great signed letter of 1891 (the drawing's title gives its history name). The sheet reads "To the Parliament of Victoria" above rows of handwritten names. Labels say: about 30,000 women signed it, one of the biggest signed letters ever sent to the colony's parliament; women collected the names all over Victoria in 1891; the paper was rolled up into great bundles, too big for one person to carry; it asked parliament to give women the vote (suffrage); parliament said no that year, and Victorian women won the vote in 1908; the real object survives at Public Record Office Victoria. A box at the foot gives the history name for a signed letter like this and what it means: when many people sign one big letter to their rulers, asking for a change.

Step	What we do	What we find
1. Start with a question	Ask one clear question.	What does the signed letter tell us about the fight for women's vote in 1891?
2. Make a claim	Say what you think, in one sentence.	By 1891 the fight for women's vote was big, well run and spread right across the colony.
3. Find your evidence	Pull two facts from the source.	About 30,000 women signed — one of the biggest signed letters ever sent to the colony's parliament — and the names were gathered all over Victoria, then rolled into bundles too big for one person to carry.
4. Say it in history words	Use the word kit.	The signed letter shows the significance of the fight; parliament saying no was a setback, and the

Step	What we do	What we find
5. Share it	Write it up, name your source, and treat other views in a fair way.	consequence of the longer fight was the vote in 1908. “The 1891 signed letter shows a big, well-run campaign: about 30,000 women signed it across the colony (source: the signed letter, Public Record Office Victoria). Some people point out that parliament said no that year — that is true, and it is exactly why the signed letter matters as evidence: the campaign was strong enough to keep going until 1908.”

Key idea. A fair interpretation listens to the other side. Parliament saying no is part of the story, not a reason to drop our claim — the claim is about how big and well run the fight had become, and the numbers are the evidence.

Practice questions

With help

Q1. Opinion or interpretation? Say which each one is, and for the interpretations, underline the evidence. (a) “The gold rush was the best thing that ever happened.” (b) “The gold rush changed Victoria fast: the number of people grew about seven times in ten years.” (c) “I do not like long ship voyages.” (d) “The 1891 signed letter shows a big, well-run campaign: about 30,000 women from all over the colony signed it.”

Q2. Match each history word to its meaning: (a) suffrage, (b) consequence, (c) continuity, (d) cause — (i) what makes something happen; (ii) the right to vote; (iii) what happens as a result; (iv) the things that stay the same over time.

Q3. Here is an interpretation: “The gold rush changed Victoria: the number of people grew about seven times in ten years, and new towns and farms appeared as a result.” In it, find (a) the claim, (b) the evidence, (c) two history words from the kit.

Q4. Using the sources table, pick the best kind of source for each job: (a) what one digger saw, did and felt each day; (b) how the number of people in Victoria went up or down from 1846 to 1891; (c) what a sailing ship looked like; (d) what happened first, the gold or the big jump in people.

Q5. Finish the sentences with a kit word and a fact from the graph: (a) “The **cause** of the jump after 1851 was ...” (b) “One **consequence** of the jump was ...” (c) “The **change** was fast because ...”

Q6. Look at the signed-letter diagram. Give two pieces of evidence from it for the claim “the fight for women’s vote was big and well run by 1891”.

Q7. Choose the right kit word (change, continuity, significance) for each gap: (a) “Women could not vote in 1891 and could vote in 1908 — that is a ...”; (b) “The signed letter is still kept and shown today; the paper itself is a ...” (hint: one word fits a thing that stays); (c) “The 1908 law was a big step, which shows the ... of the fight.”

Q8. A student writes: “The gold rush was good.” Using the checklist figure at the end of this section, give two ways to make that interpretation stronger.

On your own

Q9. Write your own interpretation (three to four sentences) answering this question: *What was the biggest change the gold rush brought to Victoria?* Use at least two words from the kit and at least two pieces of evidence, and name your source or sources.

Q10. Two points of view on the 1891 signed letter: a woman who signed it, and a member of parliament who voted no. Write one sentence in the words of each, then one sentence of your own saying why the signed letter matters (its **significance**).

Q11. Take your interpretation from Q9 and share it two ways: (a) two informative or expository sentences that tell and explain; (b) one persuasive sentence that tries to win people over to your view. Name your source in both.

Evidence task — the digital story (E04)

Make a **digital story** — a short recount you could build as slides or a video — that records the experiences of **one real migrant person or group from this book**: for example, an assisted migrant helped by Caroline Chisholm in the 1840s, a Chinese miner on the Victorian goldfields, an Afghan cameleer, a German settler in the Barossa, or a Pacific Islander on a Queensland sugar farm. Your story must:

1. follow the five frames in the planning board below (old home, journey, arriving, new life, looking back);
2. give each frame something to **show** (a picture you describe or draw) and something to **say** (one or two sentences in your words);
3. use at least three words from the word kit across the story (for example *migration, cause, contribution*);
4. name a source for every frame (this book's figures and sources are your starting kit);
5. treat hard moments honestly — if your migrant met unfair laws or hard times, say so plainly;
6. end the last frame by saying what your migrant person or group added to the colony — their **contribution**.

Plan your digital story: five frames

Each frame has something to SHOW (a picture), something to SAY (words), and a SOURCE where the facts come from.

1 THE OLD HOME	2 THE JOURNEY	3 ARRIVING	4 THE NEW LIFE	5 LOOKING BACK
Where your migrant starts.	The long trip out.	First sight of the colony.	Work, home, people.	What changed for them?
				
Show: the old home Say: one push factor — why they left Source: name it	Show: the ship or track Say: one hard moment on the way Source: name it	Show: the landing Say: one pull factor — what drew them here Source: name it	Show: the new work Say: one thing that was hard, one that helped Source: name it	Show: then and now Say: their contribution, in history words Source: name it

Keep it true: use only real people and real events from this book, and name the source for every frame.

A planning board titled Plan your digital story: five frames. Five frames run left to right, joined by arrows: 1 The old home, where your migrant starts; 2 The journey, the long trip out; 3 Arriving, first sight of the colony; 4 The new life, work, home, people; 5 Looking back, what changed for them? Each frame has a picture box and three lines: show, say, source. A note at the foot says: keep it true, use only real people and real events from this book, and name the source for every frame.

Check your work against this list before you hand it in.

What a strong task looks like

Check your own work against this list before you hand it in.

Your interpretation	Your digital story
My claim is one clear sentence: what I think happened, or what mattered	My story is about a real migrant group or person from this book
I use at least three words from the word kit, such as cause, change, consequence	My five frames follow the plan: old home, journey, arrival, new life, looking back
I give at least two pieces of evidence for my claim	Every frame has something to show and something to say
My evidence comes from at least two kinds of source, such as a table and a letter	Every frame names the source its facts come from
I name my sources so anyone can check them	My captions use words from the word kit
I say how someone else could see it, and I treat their view in a fair way	My story ends by saying what the migrant added to the colony

Marking looks for clear reasoning backed by evidence. Two students can reach different views and both do well.

A two-column checklist titled What a strong task looks like. Left column, your interpretation: my claim is one clear sentence; I use at least three words from the word kit; I give at least two pieces of evidence; my evidence comes from at least two kinds of source; I name my sources so anyone can check them; I say how someone else could see it and I treat their view in a fair way. Right column, your digital story: my story is about a real migrant group or person from this book; my five frames follow the plan; every frame has something to show and something to say; every frame names the source its facts come from; my captions use words from the word kit; my story ends by saying what the migrant added to the colony. A note under the table says: marking looks for clear reasoning backed by evidence; two students can reach different views and both do well.

Marking looks for reasoning and evidence, not one “right” story: a clear claim in the looking-back frame (2 marks), five frames each with show, say and source (3), at least three kit words used well (2), hard moments treated honestly (1), a contribution named at the end (2).

Answers

Q1. (a) opinion — no evidence. (b) interpretation — evidence: “the number of people grew about seven times in ten years”. (c) opinion. (d) interpretation — evidence: “about 30,000 women from all over the colony signed it”.

Q2. (a)–(ii); (b)–(iii); (c)–(iv); (d)–(i).

Q3. (a) claim: “The gold rush changed Victoria”. (b) evidence: “the number of people grew about seven times in ten years, and new towns and farms appeared”. (c) any two of: changed (change), as a result (consequence). Accept “gold rush” as a kit phrase too.

Q4. (a) diary (or journal/letter). (b) graph or table of counts. (c) photograph or picture. (d) timeline.

Q5. Example answers: (a) “... the pull of gold, which drew diggers from around the world.” (b) “... new towns, ports and farms, and more arguments about who belonged.” (c) “... in ten years the count jumped from about 77,000 to about 540,000.”

Q6. Any two of: about 30,000 women signed it; it was one of the biggest signed letters ever sent to the colony’s parliament; names were gathered all over Victoria; the paper was rolled into bundles too big for one person to carry.

Q7. (a) change. (b) continuity. (c) significance.

Q8. Any two of: make the claim one clear sentence about what changed; back it with at least two pieces of evidence (such as the counts from the graph); use kit words like change, cause, consequence; name the source so anyone can check it.

Q9. Answers vary. Check: one clear claim; two kit words; two pieces of evidence; a source named. Example claim: “The biggest change was the size and mix of the colony: the counts jump about seven times in ten years after 1851 because diggers came from Britain, Europe, China and California (source: the graph of the colony’s counts).”

Q10. Example: signer — “I signed because my voice counts as much as my brother’s.” Member of parliament — “The colony is not ready for women voters.” Own sentence: “The signed letter matters because it shows how many women were ready to be counted, years before the law changed.” Accept any three sentences that are three different points of view, with the student’s own tied to significance.

Q11. Check: (a) tells and explains with facts and source; (b) tries to win people over; both name a source.

Evidence task. Use the checklist figure. The marking guide is printed with the task.

Teacher notes

Teaching sequence (one suggested flow). Session 1: “What we are learning” — opinion vs interpretation (figure 1), and the word kit as a whole-book recap; Q1–Q2. Session 2: sources as evidence and the building diagram; Q3–Q5. Session 3: worked example 1 (graph) done together, then example 2 (petition); Q6–Q7. Session 4: checklist introduced; Q8–Q9 drafted. Session 5: Q10–Q11; digital story planned on the five-frame board. Session 6: digital story built and shared; peer check with the checklist.

Difficult history. The petition’s “parliament said no” is taught plainly as a fact about the time, paired with the 1908 outcome; the framing shows students that unfairness was contested at the time and later reversed. Migrant options for the digital story carry hard moments (the £10 tax, violence on the diggings, forced labour) already taught in 1D; the task requires naming them plainly, not dressing them up. Honest, age-appropriate, never sensational.

Scope notes. §2A register: no exclusions for 4D. The digital story’s migrant options draw on 1D’s in-scope groups, including Asian and Pacific Islander migration (Asia and Australia’s Engagement with Asia priority, fully in scope). No First Nations content is required or permitted; the story’s cast is limited to the real migrant groups taught in this book.

Skill handoffs. This is the exit standard: at Level 5, interpretations are short (a claim, two pieces of evidence, two or three kit words). The Level 6 book extends the same skill to longer, multi-source interpretations. 4D consumes the

outputs of 3C–3F and 4A–4C; nothing new is introduced except the assembling. The three text types (informative, expository, persuasive) and the digital recount are the Communicating sub-strand’s full ask at this level.

Sources for this section (retrieved 2026-08-24 unless noted). Population counts: the official counts of the colony of Victoria, as published in Australian Bureau of Statistics, *Australian Historical Population Statistics*. The 1891 women’s suffrage petition: Public Record Office Victoria (also the women’s suffrage petition fact sheet); the ~30,000-signature figure and the 1908 date for Victorian women’s vote follow PROV and the parliament’s record. Caroline Chisholm’s assisted-migration work: as taught in 1D, per the Australian Dictionary of Biography and public library records. All eight figures are original drawings and charts made for this book; the data in the population graph are the real counts listed above.