

Mathematics Level 7

End-of-level review

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End-of-level review

End-of-level review · All four chapters · Total: 67 marks

History Level 5 (Year 5) · Victorian Curriculum 2.0

This paper covers: the whole book — Chapters 1–4, sections 1A–4D

Codes assessed: VC2HH6K01 · VC2HH6K02 · VC2HH6K03 · VC2HH6K04 · VC2HH6K05 · VC2HH6K06 · VC2HH6K07 · VC2HH6K08 · VC2HH6K09 · VC2HH6K10 · VC2HH6K12 · VC2HH6S01 · VC2HH6S02 · VC2HH6S03 · VC2HH6S04 · VC2HH6S05 · VC2HH6S06 · VC2HH6S07 · VC2HH6S08 · VC2HH6S09 · VC2HH6S10

Name: _____ Date: _____

Total marks	67
Questions	22 questions in four parts — one part per chapter
Guidance time	about 70 minutes in total — about 1 minute per mark plus 5 minutes reading
Sittings	This paper may be run in one sitting or split across two sittings. A split that works well: sitting 1 = Parts 1 and 2 (33 marks), sitting 2 = Parts 3 and 4 (34 marks).
Timing	This is a classroom check, not an exam. There is no strict time limit. Your teacher will let you finish.
Materials	This workbook, open beside you. Every question points to a figure, table, source card or worked example in sections 1A–4D. No question needs a calculator.

This is a school-designed paper. It is not a VCAA examination and VCAA examination rules do not apply. There is no external examination in History at this level; your teacher uses work like this as one source of evidence for reporting against the achievement standard.

Reading support is available. Your teacher may read any question aloud, and you may ask what a question means. Reading is not being tested.

No new facts live on this paper. Every number, place, person and source this paper asks about is already in your workbook, and every question names the section and figure where it lives. Turn to the figure, read it, and answer.

Attempt every question. Write your answers on the ruled lines. Where a question asks you to explain, give a reason, not just an answer. Where a question says “using Figure ...”, your answer must come from that figure.

Part 1 — Australia 1800–1900: the British colonies (18 marks)

Questions 1–6 · 18 marks · sections 1A–1F.

Question 1 — Two kinds of colony (3 marks)

(a) Figure 2 in section 1A shows the two kinds of British colony in Australia. Name the two kinds. (1 mark)

(b) Figure 3 in section 1A tells how the colony of South Australia was planned. State one rule the plan made. (1 mark)

(c) Figure 6 in section 1A gives the number of convicts transported to Australia between 1788 and 1868. Give the number the figure shows. (1 mark)

Question 2 — A small change with a big impact (3 marks)

(a) Figure 8 in section 1B tells how rabbits came to Victoria. Who let the rabbits out, and at what property were they set free? (1 mark)

(b) Section 1B gives a number for how many rabbits were shot or trapped in Victoria each year by 1869. Give that number. (1 mark)

(c) Name one way section 1B says the rabbits damaged the land. (1 mark)

Question 3 — Change and continuity in Victoria (3 marks)

(a) Figure 10 in section 1C sorts the effects of gold into things that changed and things that stayed the same. Name two things the figure lists as staying the same. (1 mark)

(b) Figure 7 in section 1C shows how voting changed in Victoria. What did Victoria introduce in 1856? (1 mark)

(c) Figure 2 in section 1C gives Victoria's population in 1851 and in 1861. Give both numbers the figure shows. (1 mark)

Question 4 — Why people came (3 marks)

(a) Section 1D uses a push-and-pull model to explain why people moved to Australia. Name one pull factor the section lists. (1 mark)

(b) The journeys table in section 1D shows where each group of migrants came from. Where did the Chinese miners come from, according to the table? (1 mark)

(c) The contributions table in section 1D lists what each migrant group gave to the colonies. Name two contributions the table lists for the cameleers. (1 mark)

Question 5 — The part people played (3 marks)

(a) The table “Five women who shaped the colonies” in section 1E covers Elizabeth Macarthur, Mary Bryant, Mary Reibey, Mary MacKillop and Edith Cowan. Which one of the five was elected to parliament in 1921? (1 mark)

(b) Section 1E tells the story of Mary Reibey. State two facts the section gives about her. (1 mark)

(c) Worked Example 2 in section 1E follows the number of Chinese miners in Victoria. By about 1858, about one in how many miners in Victoria was Chinese? (1 mark)

Question 6 — Two readings of Eureka (3 marks)

(a) Section 1F sets two very different readings of the battle at the Eureka Stockade side by side. One reading calls it a “riot”. Which newspaper gave that reading, and on what date? (1 mark)

(b) The other reading calls Eureka a “strike for liberty”. Whose reading is that, and in which book was it published? (1 mark)

(c) The sources table in section 1F sorts its sources into primary and secondary. Which class does Mark Twain’s book belong to, and why? (1 mark)

Part 2 — Australia 1900–2000: Federation and the changing nation (15 marks)

Questions 7–11 · 15 marks · sections 2A–2E.

Question 7 — The road to Federation (3 marks)

(a) Source 1 in section 2A is a famous speech by Sir Henry Parkes. Name the town where the speech was given and the date the source shows. (1 mark)

(b) Figure 3 in section 2A gives the day Federation began. What is that date? (1 mark)

(c) Figure 9 in section 2A shows the three parts of the new nation's government. What job does the figure give the legislature (the Parliament)? (1 mark)

Question 8 — Winning rights, changing rules (3 marks)

(a) Figure 1 in section 2B follows women's voting rights across Australia. Which colony was first to give women the vote in elections for its parliament, and in what year? (1 mark)

(b) The Harvester card in section 2B is about a famous pay ruling. What does the card give as the fair and reasonable wage for a day's work? (1 mark)

(c) Figure 8 in section 2B is a timeline of migration rules. In which year did the Migration Act end the dictation test? (1 mark)

Question 9 — Programs that brought people (3 marks)

(a) The migration programs table in section 2C lists the programs that brought settlers after the Second World War. Which program was for people left with no homes by the war? (1 mark)

(b) Section 2C tells the story of the £10 scheme. How much did an adult pay for the fare, and how much did children pay? (1 mark)

(c) The overseas-born chart in section 2C shows the share of Australia’s people born overseas. Give the share the chart shows for 1947. (1 mark)

Question 10 — Contributions that changed society (3 marks)

(a) Step 4 in section 2D introduces four notable Australians: Hieu Van Le, Frank Lowy, Marita Cheng and Marie Bashir. According to his card, what position did Hieu Van Le take up in 2014? (1 mark)

(b) The model paragraph in section 2D labels its sentences WHO, WHAT, EVIDENCE and CHANGE. Which label goes with this sentence from the model: “Seven in ten of these workers had come from overseas.”? (1 mark)

(c) The timeline figure in section 2D tells the story of migration after the war. In which year does the timeline show work beginning on the Snowy Mountains Scheme? (1 mark)

Question 11 — “The lucky country” (3 marks)

(a) Section 2E reads Donald Horne’s sentence about “the lucky country” twice. Was Horne using the words as praise or as criticism? Give one reason from the section. (1 mark)

(b) The settlers chart in section 2E gives the number of settlers in each period. Which period does the chart show bringing the most settlers, and what number does the chart give for it? (1 mark)

(c) The debate map in section 2E shows the claim “Australia is ‘the lucky country’” with five reasons FOR and five AGAINST. Give one reason the map puts on the AGAINST side. (1 mark)

Part 3 — Doing history: questions, chronology and sources (18 marks)

Questions 12–17 · 18 marks · sections 3A–3F.

Question 12 — Strong historical questions (3 marks)

(a) The four question families card in section 3A names four families of historical questions. Name two of the four families. (1 mark)

(b) Beside Figure 9 in section 3A there is a note about population numbers. What do the numbers alone fail to tell you, according to that note? (1 mark)

(c) The strong-question checklist in section 3A lists the checks a strong historical question passes. Name two of the checks. (1 mark)

Question 13 — Ordering the story (3 marks)

(a) Section 3B prints a checklist of seven tick boxes for building a timeline. Name two of the seven. (1 mark)

(b) Worked Example 1 in section 3B sorts events into a table. Name the two events in the table that belong to the 1850s. (1 mark)

(c) Worked Example 2 in section 3B ends with a flow chart of consequences after the Eureka Stockade. Name one consequence the flow chart shows. (1 mark)

Question 14 — Describing a source (3 marks)

(a) Section 3C prints three cards — FEATURES, CONTENT and CONTEXT — each with questions on it. Which card carries the question “who made it?” (1 mark)

(b) The source cards in section 3C describe six sources, A to F. Source A is the Eureka flag. Where is the flag kept today, according to its card? (1 mark)

(c) The summary table in section 3C has a row for each source. What does the row for Source B — *The Argus* newspaper of 4 December 1854 — say the source shows? (1 mark)

Question 15 — Sources as evidence (3 marks)

(a) Section 3D prints three question cards for judging a source as evidence. Name two of the three questions. (1 mark)

(b) Evidence card 4 in section 3D is a diary kept by a man named Evans. What does the diary give that an official count of the dead does not? (1 mark)

(c) The word check in section 3D defines a word as “a fixed, too-simple idea that everyone in a group is the same”. What is the word? (1 mark)

Question 16 — Beliefs, values and attitudes (3 marks)

(a) Figure 1 in section 3E explains the words beliefs, values and attitudes. What does the figure say a belief is? (1 mark)

(b) Figure 3 in section 3E is a toolkit of five questions to ask any primary source. Name two of the five questions. (1 mark)

(c) Figure 6 in section 3E lists the beliefs, values and attitudes of two sides at Eureka: the diggers and the government. For the diggers, give one thing the figure shows — a belief, a value or an attitude. (1 mark)

Question 17 — Why interpretations differ (3 marks)

(a) Figure 3 in section 3F gives four questions to ask about any interpretation. Name two of the four. (1 mark)

(b) Figure 7 in section 3F sets two views of the Eureka Stockade side by side. One is Governor Hotham's view, carried in a newspaper. Name the newspaper and its date as the figure prints them. (1 mark)

(c) Figure 4 in section 3F gives Victoria's population in 1851 and in 1861. Using only those two numbers, work out about how many times the population grew. Show how you worked it out. (1 mark)

Part 4 — Making sense of history: patterns, causes, significance, communicating (16 marks)

Questions 18–22 · 16 marks · sections 4A–4D. Question 22 is the cross-chapter question: it draws on all four chapters.

Question 18 — Patterns and rates of change (3 marks)

(a) Section 4A sorts change into four speed groups. Name two of the four groups. (1 mark)

(b) The rate-of-change worked example in section 4A divides a ten-year count of new arrivals by ten. What rate per year does the book's working give? (1 mark)

(c) Section 4A explains what historians mean by a cluster of change. Complete the section's own words: a cluster is ... (1 mark)

Question 19 — Causes and consequences (3 marks)

(a) Figure 2 in section 4B is a chain of causes and consequences that begins with gold being found. What step in the chain comes straight after "diggers rush in"? (1 mark)

(b) Figure 6 in section 4B gives the FOR and AGAINST totals for Victoria's referendum vote. Using the two totals the figure prints, work out how many more votes there were FOR than AGAINST. Show your working. (1 mark)

(c) Figure 5 in section 4B lists the pull factors that brought migrants after 1945. Name two of the pull factors the figure lists. (1 mark)

Question 20 — Judging significance (3 marks)

(a) Section 4C gives five criteria for judging whether something was significant. Name three of the five. (1 mark)

(b) Figure 5 in section 4C gives the yes votes colony by colony. Which colony shows the highest yes-vote total, and what is that total? (1 mark)

(c) Figure 8 in section 4C is a significance diamond. Its top box reads “the voters who said yes”. Why does the figure give the voters that place? (1 mark)

Question 21 — Building and communicating an interpretation (3 marks)

(a) Section 4D prints a card listing what a good interpretation has. Name two things on the card. (1 mark)

(b) The interpretation tower in section 4D stacks five layers, starting with SOURCES at the bottom. Which layer sits straight above CLAIM? (1 mark)

(c) Section 4D describes three text types — informative, expository and persuasive. Which one tries to win people over? (1 mark)

Question 22 — Putting it together: who got a say (4 marks)

This question draws on all four chapters. It follows the story of who got a say in how Australia was run, from the goldfields of the 1850s to the votes of the 1900s. Use what you learned across the book to answer the parts below. Part (d) is marked on your reasoning and your use of evidence, not on the answer you reach.

(a) Section 1C lists the things that made the diggers angry. Name one thing the section gives. (1 mark)

(b) Figure 6 in section 3E shows the government's side of the same story. Give one belief or value the figure shows for the government. (1 mark)

(c) Figure 2 in section 4B shows two reforms that followed the protests of the 1850s. Name both reforms and the year the figure gives for each. (1 mark)

(d) Here is a claim: "In Australia, the story of who got a say is a story of slow change, not sudden change." Do you agree or disagree? Use one piece of evidence from Figure 1 in section 2B and one piece of evidence from Figure 2 in section 4B to support your answer. (1 mark)

End of paper — 67 marks

Marking guide and solutions — End-of-level review (67 marks)

*This is the marking guide and the full solutions for the **end-of-level review** — the one whole-book paper over Chapters 1–4 that closes the History Level 5 book. **Total: 67 marks** — Part 1 (18 marks, Chapter 1), Part 2 (15 marks, Chapter 2), Part 3 (18 marks, Chapter 3) and Part 4 (16 marks, Chapter 4, including the cross-chapter Question 22). The paper itself is in the student booklet; this guide follows the same order.*

This is a school-designed paper. It is not a VCAA instrument and it is not a VCAA examination. History Levels 5 and 6 carry no external assessment; achievement is reported against the Victorian Curriculum 2.0 achievement standard on teacher judgement, and the marks here are one source of evidence towards that judgement.

About this paper

- **Total: 67 marks** — Part 1 (18), Part 2 (15), Part 3 (18), Part 4 (16). Answer all 22 questions.
- **Planned for about 70 minutes** (about 1 minute per mark plus 5 minutes reading). The paper is untimed: students may take as long as they need. It may be split — sitting 1 = Parts 1 and 2 (33 marks), sitting 2 = Parts 3 and 4 (34 marks).
- **Open book by design.** Every question points the student to a figure, table, source card or worked example in sections 1A–4D of this workbook. The paper contains no data of its own, so no fact sheet or source pack is supplied or needed. Reading the named figure is part of the skill being assessed (VC2HH6S03, VC2HH6S04).
- **Reading support is available.** Students may use the reading support the classroom normally provides — for example, a teacher reading a question aloud. Reading is not being tested.
- The paper draws on all four chapters. The book teaches twenty-one of the band’s twenty-two codes — VC2HH6K11 is excluded wholesale per the TOC’s exclusion register — and every one of the twenty-one codes printed on the paper is assessed by at least one question of its own.

How to mark it

- Marks are **point-based**: each mark point is either earned or not earned. There are no half-marks.
- **Accept any response that carries the same idea in different words.** Spelling, grammar and handwriting do not lose marks unless the answer cannot be read.
- **Values read off the book’s figures:** accept the value as printed, and accept sensible rounding (for example “about seven times” for a working of 6.97). Where a question says “give the number the figure shows”, the mark needs the number, not just the name.
- **Naming figures:** where a mark requires a figure to be named, accept the section-plus-figure form the paper uses (for example “Figure 6 in section 4B”). A figure number without its section earns the mark only where no other section’s figure could be meant.
- **Where the book prints different values in different sections:** the mark goes to the value printed in the section the question points to (for example Question 3(c) is marked on Figure 2 in section 1C). A student who quotes another section’s printed value and says where it comes from earns the mark too — the book itself teaches that sources can disagree.
- **Shared-error marking applies.** Where a student carries their own earlier (wrong) value into a later part and works correctly from it, award the later marks; the error is penalised once, where it was made.
- Question 11(c) asks the student to report the book’s own debate map: the mark goes to any reason the map puts on the AGAINST side, whichever side the student would argue themselves.
- In Question 22(d), marks are awarded for the quality of the reasoning and the fit of the evidence, not for the conclusion reached — the same rule the book itself applies to its debate question in section 2E.

Mark map

Part	Chapter (sections)	Questions	Marks
Part 1 — Australia 1800–1900: the British colonies	Chapter 1 (1A–1F)	Q1–Q6	18

Part	Chapter (sections)	Questions	Marks
Part 2 — Australia 1900–2000: Federation and the changing nation	Chapter 2 (2A–2E)	Q7–Q11	15
Part 3 — Doing history: questions, chronology and sources	Chapter 3 (3A–3F)	Q12–Q17	18
Part 4 — Making sense of history: patterns, causes, significance, communicating	Chapter 4 (4A–4D)	Q18–Q22	16
Total		Q1–Q22	67

Marks question by question

Q	Section	Code	Mark points
1	1A	VC2HH6K01	(a) 1 · (b) 1 · (c) 1
2	1B	VC2HH6K02	(a) 1 · (b) 1 · (c) 1
3	1C	VC2HH6K03	(a) 1 · (b) 1 · (c) 1
4	1D	VC2HH6K04	(a) 1 · (b) 1 · (c) 1
5	1E	VC2HH6K05	(a) 1 · (b) 1 · (c) 1
6	1F	VC2HH6K06	(a) 1 · (b) 1 · (c) 1
7	2A	VC2HH6K07	(a) 1 · (b) 1 · (c) 1
8	2B	VC2HH6K08	(a) 1 · (b) 1 · (c) 1
9	2C	VC2HH6K09	(a) 1 · (b) 1 · (c) 1
10	2D	VC2HH6K10	(a) 1 · (b) 1 · (c) 1
11	2E	VC2HH6K12	(a) 1 · (b) 1 · (c) 1
12	3A	VC2HH6S01	(a) 1 · (b) 1 · (c) 1
13	3B	VC2HH6S02	(a) 1 · (b) 1 · (c) 1
14	3C	VC2HH6S03	(a) 1 · (b) 1 · (c) 1
15	3D	VC2HH6S04	(a) 1 · (b) 1 · (c) 1
16	3E	VC2HH6S05	(a) 1 · (b) 1 · (c) 1
17	3F	VC2HH6S06	(a) 1 · (b) 1 · (c) 1
18	4A	VC2HH6S07	(a) 1 · (b) 1 · (c) 1
19	4B	VC2HH6S08	(a) 1 · (b) 1 · (c) 1
20	4C	VC2HH6S09	(a) 1 · (b) 1 · (c) 1
21	4D	VC2HH6S10	(a) 1 · (b) 1 · (c) 1
22	1C + 3E + 4B + 2B	VC2HH6K03, VC2HH6S05, VC2HH6S08, VC2HH6K08	(a) 1 · (b) 1 · (c) 1 · (d) 1 (reasoning)

Mapping to the achievement standard

The band's achievement standard is stated for the end of Level 6. The rows below summarise, in this book's own words, what each part of the standard asks for, with the questions of this paper that carry it. (Teacher metadata — the same table the chapter tests use.)

Achievement standard — gist in our words

Carried by

Why the British colonies were founded, and how people, Q1 (1A), Q5 (1E), Q7 (2A), Q9 (2C), Q10 (2D), Q22

events and ideas changed the nation's politics and society — Federation and migration to 2000

Questioning skills for investigating change across 1800–2000 Q12 (3A)

Ordering events and lives in time and turning that into a narrative Q13 (3B)

Source features, content and context; the value of evidence for a question Q6 (1F), Q14 (3C), Q15 (3D)

Describing perspectives — what people and groups believed, valued and felt — from primary sources Q16 (3E), Q22(b)

Recognising interpretations that differ, and explaining why they vary Q6 (1F), Q11 (2E), Q17 (3F)

Comparing what changed and what stayed, for events and lives, 1800–2000 Q2 (1B), Q3 (1C), Q18 (4A)

Explaining causes and effects — colonial times and the 1900s Q4 (1D), Q8 (2B), Q19 (4B)

Judging why events, people and groups mattered for change in Australia Q20 (4C)

Building interpretations of 1800–2000 with the right historical terms and evidence from sources Q21 (4D), Q22(d)

Score

Part	Score
Part 1 — Australia 1800–1900	 / 18
Part 2 — Australia 1900–2000	 / 15
Part 3 — Doing history	 / 18
Part 4 — Making sense of history	 / 16
Total	 / 67

Solutions

Model answers follow the order of the paper. Each block prints the marks and the code it assesses. These are model answers, not the only acceptable answers — accept any response that carries the same idea.

Part 1 — Australia 1800–1900: the British colonies (18 marks)

Question 1 — Two kinds of colony (3 marks; VC2HH6K01)

- (a) **Penal colonies** (settled with convicts) and **free colonies** (settled by free settlers) — Figure 2 in section 1A. (1 mark)
- (b) Accept any rule Figure 3 in section 1A gives: land was to be **sold, not given away**; the **sale money paid the ship fares of poor workers**; the colony was for **free settlers only** — no convicts (the plan made under the South Australia Act 1834). (1 mark)
- (c) **About 162,000 convicts** were transported between 1788 and 1868 (Figure 6 in section 1A). The mark needs the number as printed; accept “162,000” without “about”. (1 mark)
-

Question 2 — A small change with a big impact (3 marks; VC2HH6K02)

- (a) **Thomas Austin** — set free at **Barwon Park**, near Winchelsea in Victoria, in October 1859 (Figure 8 in section 1B). The mark needs both the person and the property. (1 mark)
- (b) **About 2 million** rabbits were shot or trapped each year by 1869 (section 1B). (1 mark)
- (c) Accept any damage section 1B describes: the rabbits **ate the pasture grass and crops**; they **killed young trees**; they **left the soil bare, so wind and rain washed it away**. (1 mark)
-

Question 3 — Change and continuity in Victoria (3 marks; VC2HH6K03)

- (a) Accept any two things Figure 10 in section 1C lists as staying the same: **sheep and wool stayed the backbone of the colony’s wealth**; **farming itself carried on**; **wool still went by ship to Britain**; **British rule carried on**. (1 mark)
- (b) The **secret ballot** — voting became private (Figure 7 in section 1C). Accept “private voting”. (1 mark)
- (c) **77,345** (1851) and **538,628** (1861) — Figure 2 in section 1C. The mark needs both numbers as printed in that figure. (1 mark)
-

Question 4 — Why people came (3 marks; VC2HH6K04)

- (a) Accept any pull factor section 1D lists: **gold had been found**; **land to farm**; **new jobs and better pay**; **family or friends already there**; **news stories and posters**; **a paid or cheap ship voyage**. (1 mark)
- (b) **Guangdong in southern China** — the journeys table in section 1D shows the Chinese miners travelling by way of **Hong Kong**. Accept “southern China” with the route. (1 mark)
- (c) Accept any two from the contributions table in section 1D: the cameleers **carried goods across the dry inland**; they **took mail and supplies to outback settlements**; they **hauled loads for the Overland Telegraph line**; they **built Australia’s first mosques**. (1 mark)
-

Question 5 — The part people played (3 marks; VC2HH6K05)

- (a) **Edith Cowan** — in 1921 she was elected to the Western Australian parliament, the first woman in any Australian parliament (the “Five women who shaped the colonies” table in section 1E). (1 mark)
- (b) Accept any two facts section 1E gives about Mary Reibey: she **arrived as a convict in 1792, when she was about 15 years old**; she **built a trading business**, with ships carrying **coal, cedar and fur**; she had a **warehouse on George Street** in Sydney; she **helped start the colony’s first free school**; she **helped start the colony’s first bank**; her face is on the **\$20 note** today. (1 mark)
- (c) About **one in five** — the worked example shows the number of Chinese miners in Victoria rising from about 19,000 to about 33,000 by about 1858 (Worked Example 2 in section 1E). (1 mark)
-

Question 6 — Two readings of Eureka (3 marks; VC2HH6K06)

- (a) **The Argus** newspaper — **9 December 1854** (the interpretations diagram in section 1F). The mark needs both the newspaper and the date. (1 mark)
- (b) **Mark Twain** — published in his book **Following the Equator** (1897) (the interpretations diagram in section 1F). The mark needs both the person and the book. (1 mark)
- (c) **Secondary** — Twain’s book was **made later, looking back** at the battle; it was not made at the time (the sources table in section 1F). The mark needs the class and the reason. (1 mark)

Part 2 — Australia 1900–2000: Federation and the changing nation (15 marks)

Question 7 — The road to Federation (3 marks; VC2HH6K07)

- (a) **Tenterfield** (New South Wales), **24 October 1889** — the Tenterfield speech (Source 1 in section 2A; the story is also on Figure 2). The mark needs both the town and the date. (1 mark)
- (b) **1 January 1901** (Figure 3 in section 2A). (1 mark)
- (c) The legislature — the Parliament — **makes the laws** (Figure 9 in section 2A). (1 mark)
-

Question 8 — Winning rights, changing rules (3 marks; VC2HH6K08)

- (a) **South Australia, 1894** (Figure 1 in section 2B). The mark needs both. (1 mark)
- (b) **Seven shillings a day** — the card also gives 42 shillings for a six-day week (the Harvester card in section 2B). Accept “7 shillings”. (1 mark)
- (c) **1958** — the Migration Act ended the dictation test (Figure 8 in section 2B). (1 mark)
-

Question 9 — Programs that brought people (3 marks; VC2HH6K09)

- (a) The **displaced persons program** — for people left with no homes by the Second World War, gathered from camps in Europe; it began in 1947 (the migration programs table in section 2C). Accept “the program for people with no homes”. (1 mark)
- (b) Adults paid **just £10** for the fare; **children came free** (section 2C). The mark needs both. (1 mark)
- (c) **9.8 per cent** (the overseas-born chart in section 2C). (1 mark)
-

Question 10 — Contributions that changed society (3 marks; VC2HH6K10)

- (a) **Governor of South Australia** — the first governor of an Australian state from a Vietnamese family (Hieu Van Le’s card, Step 4 in section 2D). (1 mark)
- (b) **EVIDENCE** — the sentence gives the number that backs the paragraph’s claim (the labelled model paragraph in section 2D). (1 mark)
- (c) **1949** (the timeline figure in section 2D). (1 mark)
-

Question 11 — “The lucky country” (3 marks; VC2HH6K12)

- (a) **Criticism** — a warning. Horne was saying the country did well through **luck** (its land and natural wealth), **not through the wise choices** of its leaders; the section notes he later said the nickname use was wrong. The mark needs the class and one reason from the section. (1 mark)
- (b) **July 1959–June 1970** — **1,445,356** settlers (the settlers chart in section 2E). The mark needs both the period and the number. (1 mark)
- (c) Accept any reason the **AGAINST** side of the debate map in section 2E shows. Models: **Horne meant the words as criticism, not praise; Australia’s success came from effort, planning and laws, not luck; it was not lucky for everyone; unfair race rules ran until the 1970s; calling it luck hides the people who built the country.** The mark is for reporting the map — the student does not have to agree with it. (1 mark)

Part 3 — Doing history: questions, chronology and sources (18 marks)

Question 12 — Strong historical questions (3 marks; VC2HH6S01)

- (a) Any two of the four families on the card in section 3A: **fact** questions, **cause-and-effect** questions, **source** questions, **significance** questions. (1 mark)
- (b) The numbers tell **how many** people came — not **who** came, **why** they came, or **what it felt like** (the note beside Figure 9 in section 3A). Accept any wording that keeps the “numbers alone miss the people and their reasons” idea. (1 mark)
- (c) Any two checks from the strong-question checklist in section 3A: the question is **about the past**; it **needs more than a one-word answer**; it **can be checked with sources**; it **says where and when**; it is **worth finding out**. (1 mark)
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Question 13 — Ordering the story (3 marks; VC2HH6S02)

- (a) Any two of the seven tick boxes on the checklist figure in section 3B: **a title that says what it shows**; **time runs left to right**; **ticks with even spacing**; **every tick labelled with its date**; **an arrow showing which way time moves**; **each event has a short label on its date**; **the timeline reads aloud as a story in order**. (1 mark)
- (b) **1851 — gold is found and the gold rush begins**, and **3 December 1854 — the Eureka Stockade** (the event table in Worked Example 1, section 3B). The mark needs both. (1 mark)
- (c) Accept any consequence the flow chart in Worked Example 2 (section 3B) shows: the **13 diggers brought to trial were found not guilty**; the **permit was scrapped and replaced by the cheap Miner’s Right, paid once a year**; **miners won the vote — Peter Lalor was elected in 1855**. (1 mark)
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Question 14 — Describing a source (3 marks; VC2HH6S03)

- (a) The **FEATURES** card — its questions are what is it, who made it, when was it made, where was it made (the three-cards figure in section 3C). (1 mark)
- (b) The **Art Gallery of Ballarat** (the source card for Source A, the Eureka flag, in section 3C). (1 mark)
- (c) It shows **what Melbourne readers first heard about the battle** — the paper was printed in Melbourne the day after the attack on the Eureka Stockade (the summary table in section 3C, row B). (1 mark)
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Question 15 — Sources as evidence (3 marks; VC2HH6S04)

- (a) Any two of the three question cards in section 3D: **Who made it, and when?** · **What does it say or show?** · **What is it valuable for?** (1 mark)
- (b) The diary gives **the names of the dead** and tells of **the funerals** — the human side of the story that an official count leaves out (evidence card 4 in section 3D). The mark needs the idea that the diary carries something the count does not. (1 mark)
- (c) **Stereotype** — “a fixed, too-simple idea that everyone in a group is the same” (the word check in section 3D). (1 mark)
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Question 16 — Beliefs, values and attitudes (3 marks; VC2HH6S05)

- (a) A belief is **what someone holds to be true** (Figure 1 in section 3E). (1 mark)
- (b) Any two of the five toolkit questions (Figure 3 in section 3E): **who made it; when was it made; what words and pictures does it use; who is missing; what does the maker want you to think or feel.** (1 mark)
- (c) Accept any one of the diggers’ three rows on Figure 6 in section 3E: belief — **the rules were unfair, so free people had a right to stand together**; value — **rights and liberties, and standing by your mates**; attitude — **anger at the licence hunts; the licence felt like a tax on the right to work.** (1 mark)
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Question 17 — Why interpretations differ (3 marks; VC2HH6S06)

- (a) Any two of the four questions (Figure 3 in section 3F): **Who** made it — and where did they stand? · **When** was it made — at the time, or long after? · **What** did they choose to look at — and what did they leave out? · **What do they value** — what did they think was important? (1 mark)
- (b) **The Argus, 15 December 1854** (Figure 7 in section 3F). The mark needs both. (1 mark)
- (c) About **seven times** — $538,628 \div 77,345$ is about 6.97 (Figure 4 in section 3F). Accept “nearly seven times”, or any correct working from the student’s own read of the figure’s two numbers. (1 mark)
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Part 4 — Making sense of history: patterns, causes, significance, communicating (16 marks)

Question 18 — Patterns and rates of change (3 marks; VC2HH6S07)

- (a) Any two of the four speed groups in section 4A: **stayed the same; changed slowly; changed quickly; changed all at once.** (1 mark)
- (b) About **46,000 a year** — the worked example divides 461,283 new arrivals by 10 years (the rate-of-change worked example in section 4A). Accept any correct working from the student’s own read of the numbers. (1 mark)
- (c) “**A short time with lots of change close together**” (section 4A). Accept the section’s own words or a close equivalent. (1 mark)
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Question 19 — Causes and consequences (3 marks; VC2HH6S08)

(a) **Dear licences and harsh checks — with no vote:** the licences cost a lot and the hunts came down hard on diggers who had no say (Figure 2 in section 4B, the box straight after “diggers rush in”). Accept the same idea in other words. *(1 mark)*

(b) **100,520 – 22,099 = 78,421** more votes FOR than AGAINST (Figure 6 in section 4B). Award the mark for correct working from the student’s own read of the figure. *(1 mark)*

(c) Any two pull factors from Figure 5 in section 4B: **jobs; the ten-pound fare; a fresh start.** *(1 mark)*

Question 20 — Judging significance (3 marks; VC2HH6S09)

(a) Any three of the five criteria in section 4C: **REACH, DEPTH, DURATION, RESULTS, MEMORY.** *(1 mark)*

(b) **New South Wales — 107,420** yes votes (Figure 5 in section 4C). The mark needs both. *(1 mark)*

(c) Because **nothing could happen without their yes votes** — the figure gives the voters the top place for that reason (Figure 8 in section 4C). Accept the same idea in other words. *(1 mark)*

Question 21 — Building and communicating an interpretation (3 marks; VC2HH6S10)

(a) Any two from the interpretation card in section 4D: **a clear claim you can argue about; evidence; history words; anyone can check the numbers.** *(1 mark)*

(b) **EVIDENCE** — the tower in section 4D runs SOURCES → CLAIM → EVIDENCE → TERMS → YOUR INTERPRETATION. *(1 mark)*

(c) **Persuasive** — informative writing tells the facts, expository writing explains, and persuasive writing tries to win people over (section 4D). *(1 mark)*

Question 22 — Putting it together: who got a say (4 marks; VC2HH6K03, VC2HH6S05, VC2HH6S08, VC2HH6K08)

Part (d) is marked on reasoning and use of evidence, not on the answer reached.

(a) Accept any thing section 1C lists: the **licence fee of 30 shillings a month — it had to be paid whether or not gold was found; the licence hunts, twice a week; no vote and no say for the diggers; officers kept half the fine money; some diggers were chained to logs.** (1 mark)

(b) Belief — **armed diggers were breaking the law and had to be stopped.** Also accept the value row (**order, and the law being obeyed by everyone**) or the attitude row (**the licence money paid for roads, courts and police, so the fee was fair**) — the mark is for reporting what Figure 6 in section 3E shows on the government's side. (1 mark)

(c) The **Miner's Right (1855)** and the **secret ballot (1856)** (Figure 2 in section 4B). The mark needs both reforms with the years the figure gives. (1 mark)

(d) Model agree: change came in steps spread over many years — the diggers' say came in 1855–56 (Figure 2 in section 4B), and women's voting rights came state by state and then nationwide: South Australia 1894, federal elections 1902, Victoria 1908 (Figure 1 in section 2B). Model disagree: some steps came fast — the battle at the Eureka Stockade was fought in December 1854, the Miner's Right followed in 1855 and the secret ballot in 1856 (Figure 2 in section 4B): that is change "all at once" in the sense section 4A teaches, and Figure 1 in section 2B then shows the next rights arriving within a few decades. Either conclusion earns the mark. The mark needs **one piece of evidence from each named figure and a reason that ties the evidence to the claim** — not just a side chosen. (1 mark)

End of solutions — 67 marks