

History Level 6

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

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How to describe change and continuity: language, rates and graphic representations

Curriculum focus — teacher block

Owning content descriptor — VC2HH6S07 (strand: Historical Concepts and Skills; sub-strand: Continuity and change): describing how things changed and how things stayed the same.

Elaborations drawn on (D10 — illustrations, not syllabus):

- **VC2HH6S07.E01** — using the right words to describe change and continuity (how fast, how intense) → Key idea 2, Q1–Q2.
- **VC2HH6S07.E02** — reading graphic representations (timelines, flow charts) and inferring what they show about continuity and change in a colony’s development → Key idea 4, Worked demonstration 1, Q3–Q5, Q10.
- **VC2HH6S07.E03** — comparing how fast things changed (migration rates, Victoria’s population growth in the 1840s–50s) → Key idea 5, Worked demonstration 2, Q6, Q12.
- **VC2HH6S07.E04** — drawn on **without its Aboriginal and Torres Strait Islander group** per the §2A decision: local-born colonists and migrants only → Key idea 6, Q7. .E01–.E03 drawn on whole.

Achievement standard: this section builds the describing and comparing language for the standard’s sentence on patterns of continuity and change across 1800–2000 (events and Australians’ lives).

First Nations disposition (§2A): no Aboriginal and Torres Strait Islander content is taught in this section; only the neutral remainder of .E04 (local-born colonists and migrants) is used.

Prior learning (D11): every skill here is practised on knowledge built in Chapters 1–2 (the gold rushes, Eureka and the new laws that followed it, colonial daily life). This section teaches the analytic tools, not that content.

Key terms defined at first use: pattern, turning point, graphic representation, timeline, flow chart, inference, rate, immigrant depot, currency generation.

Teaching sequence (for the teacher)

1. **Recap (5 min).** From Chapters 1–2, name one thing that changed and one thing that stayed the same between 1800 and 1900. Re-establish the pair *continuity / change* before adding anything new.
2. **Language (E01).** Introduce the word bank (Figure 4a_language.png) and the speed × size grid (Figure 4a_grid.png). Drill the frame rule: “fast” and “big” are only meaningful with a stated period and a stated measure (see **CONTESTED_TERMS** handling — students mark on reasoning, not on which side they take).
3. **Graphic representations (E02).** Teach the six reading steps (Figure 4a_read_steps.png), then model them on the South Australian timeline (Worked demonstration 1). Emphasise that a graphic is an argument about what mattered, and that clusters and gaps carry meaning.
4. **Rates (E03).** Introduce rate of change as $\text{amount} \div \text{time}$ (Figure 4a_rates.png), model the comparison on the Victorian population dataset (Worked demonstration 2), and stress that the rate can itself change — that change of rate is part of the pattern.
5. **Daily life (E04, trimmed per §2A).** Compare local-born colonists and migrants using Figure 4a_daily_life.png and the Lang source card (Figure 4a_lang_card.png). Keep the comparison to the two retained groups only.
6. **Bring it together.** The writing task closes the sequence: a short evidence-based pattern report planned with Figure 4a_writing_plan.png.

Misconceptions this section attacks: (a) “change is what matters; continuity is background noise” — the continuity rail in Figure 4a_flow.png makes the quiet thread visible; (b) “a timeline is a list” — the cluster/gap steps force a pattern reading; (c) “fast change means total change” — the grid separates speed from size.

Key ideas

1. Continuity and change run side by side.

In Chapters 1 and 2 you met events and lives in Australia between 1800 and 1900. Two ideas name what you saw. **Continuity** is what stayed the same. **Change** is what became different. In any one period, both are true at the same time.

A **pattern** is the shape you see when you look at continuity and change together across time: where change was fast or slow, big or small, and what kept going the whole way through. Describing the pattern — not just listing the events — is the skill in this section.

2. Words for the job.

Historians choose words that tell you (a) whether things stayed the same or became different, and (b) how fast and how big the change was. The **intensity** of a change is how strong it was — how much changed in a short time.

Word bank: talking about continuity and change

Stayed the same

continued
stayed
remained
kept
carried on
still
ran through
unchanged

Became different

began
ended
grew
shrank
spread
changed
replaced
introduced

How fast? How big?

fast, quick, sudden
slow, gradual
big, huge
small, slight
the rate of change
a turning point

Model sentence

"Between 1851 and 1861, Victoria's population grew fast, but wool kept flowing from the sheep runs."

Word bank with three columns: words for what stayed the same, words for what became different, and words for how fast and how big a change was, plus a model sentence.

How big? How fast? A grid for sorting changes



A four-box grid sorting changes by speed, from slow to fast, and by size, from small to big, with one example change in each box.

Words like *fast* and *big* only make sense inside a frame. “Change was fast” begs the question: fast **when** (which years?) and fast **in what** (people, laws, towns, wages)? Always give the frame — the period and the thing you measured — and the word earns its keep.

3. Turning points.

A **turning point** is a moment after which things could not go back to how they were. For the Australian colonies, 1851 is a turning point: gold was found, and within a few years the population, the towns and even the laws were different. You will see 1851 sit at the centre of the graphics in this section.

4. Reading graphic representations.

A **graphic representation** is a picture that shows information: a **timeline** (events placed along a line of years), a **flow chart** (boxes and arrows showing how one change leads to the next), a table or a graph. Reading one well takes the same care as reading a sentence.

How to read a timeline, flow chart, table or graph

1

Read the title. What is it about, and what time does it cover?

2

Read the key and the labels. What do the colours, marks and numbers mean?

3

Follow the order. What comes first? What comes last?

4

Look for clusters. Where do things crowd together? That is a burst of change.

5

Look for gaps. Where is nothing shown? That can mean continuity, or missing records.

6

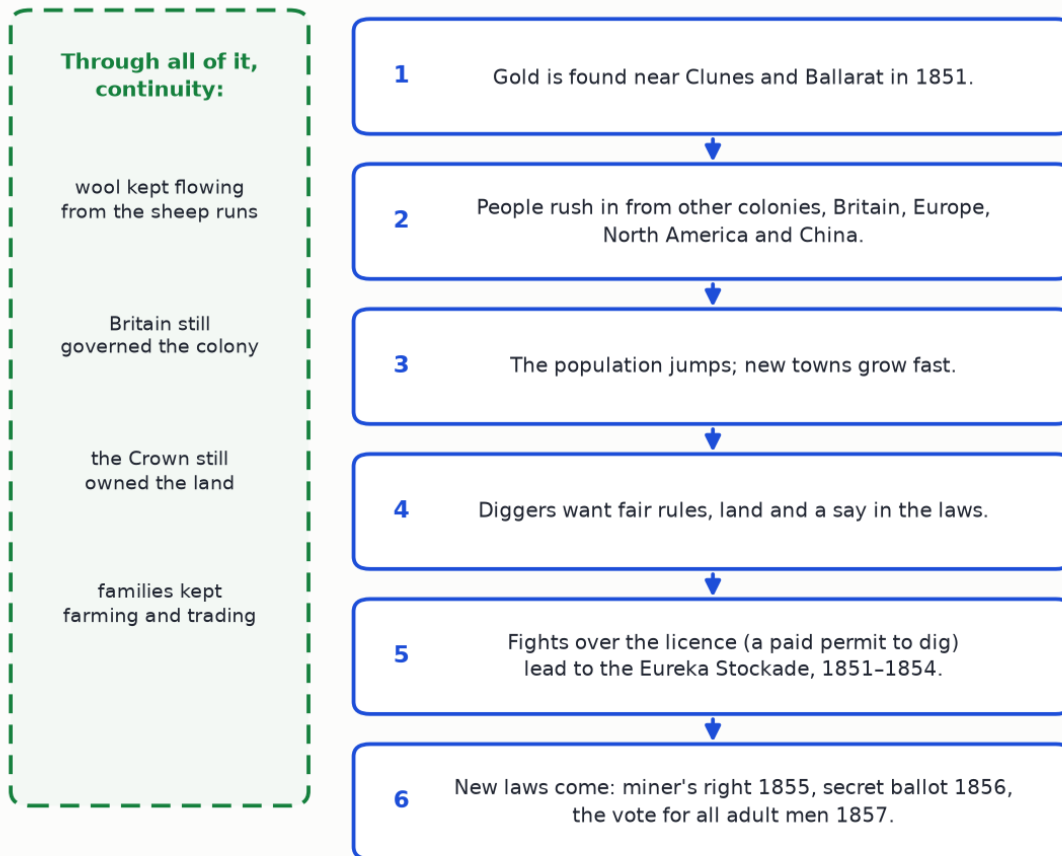
Say the pattern in one sentence, using your word bank.

A graphic representation is a picture that shows information. Reading it well takes the same care as reading a sentence.

Six numbered steps for reading a timeline, flow chart, table or graph: read the title; read the key and labels; follow the order; look for clusters; look for gaps; say the pattern in one sentence.

An **inference** is a sensible guess you make by putting what the graphic shows together with what you already know — the graphic does not say it in words, and you work it out. We define the word here and then use it often: every “what does this mean?” question in this section is asking for an inference.

A flow chart: one change leads to the next in Victoria



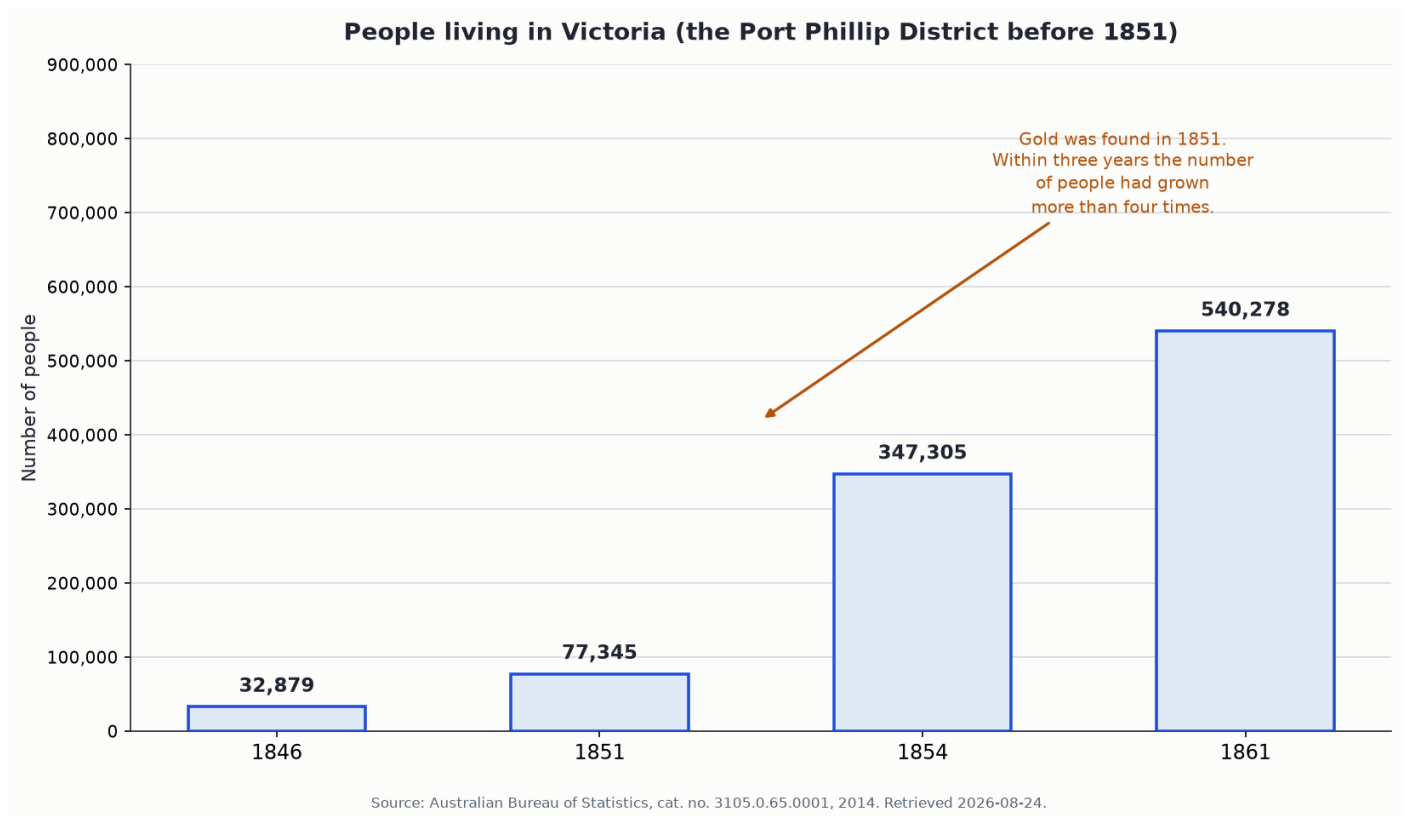
Flow charts show how one change can cause the next. The dashed rail shows what did NOT change.

Flow chart of six changes that followed the finding of gold in 1851, joined by arrows, with a dashed green rail listing four things that stayed the same through all of it.

5. Rates: how much per year.

The **rate** of a change is how much changed in each year:

$$\text{rate of change} = \text{amount of change} \div \text{time taken}$$



Bar graph of the number of people living in Victoria in 1846, 1851, 1854 and 1861, showing a huge jump after gold was found in 1851, with a source line.

How fast did Victoria's population grow?

$$\text{rate of change} = \text{amount of change} \div \text{time taken}$$

Period	Growth in people	Years	Growth per year	In words
1846 to 1851	+ 44,466	5	about 8,900	slow
1851 to 1854	+ 269,960	3	about 90,000	very fast
1854 to 1861	+ 192,973	7	about 27,600	fast, but slowing

In 1851-1854, people arrived at about ten times the rate of 1846-1851.

The rate of change can itself change. That is part of the pattern.

Population figures: Australian Bureau of Statistics, cat. no. 3105.0.65.0001, 2014. Retrieved 2026-08-24.

Table working out Victoria's rate of population growth per year for three periods, with the rule: rate of change equals amount of change divided by time taken.

Notice the last line of Figure 4a_rates.png: the rate can itself change. A pattern sentence should say so when it is true.

6. Daily life: local-born colonists and migrants.

By the 1850s the colonies held two big groups side by side. **Local-born colonists** were children of the colonies — by then a whole generation. They were nicknamed the “**currency**” generation, after money made in the colonies: a proud way of saying “born here”. **Migrants** were the new arrivals, and after 1851 they came in a rush.

New arrivals often landed at an **immigrant depot** — a government building where people could stay for a short time and get help finding work. In Victoria, Caroline Chisholm spent those years helping new arrivals, running shelters and arguing hard for better care of migrants. In 1852, John Dunmore Lang — a church minister and politician in Sydney — put out a book in London telling workers in Britain that the gold colonies were a place to start a new life; he wanted more migrants to come.

Daily life in the 1850s colonies: two groups compared

	Local-born colonists	Migrants, just arrived from overseas
Homes	A hut or cottage in the bush or a growing town; some families lived on sheep runs.	The immigrant depot on arrival; tents or huts on the goldfields; shared rooms in town.
Work	Farm work, herding sheep, driving bullock teams; trades and shops in the towns.	Digging for gold, building, farm work, shops; many changed jobs often.
School	Some went to small church schools; from 1872, free state schools in Victoria.	Many adults arrived with little schooling; their children went to colonial schools.
What stayed the same	British laws and the English language; church, market day and family routines.	Many kept British food, songs and church habits; letters home kept old ties warm.
What changed fast	More towns, railways and schools; the vote spread to more men.	New place, new work, new faces; a few found gold — most did not.

Compare the two columns. Where do you see continuity? Where do you see change? Which group's life was changing faster?

Two-column table comparing the daily life of local-born colonists and migrants who had just arrived, in the 1850s colonies: homes, work, school, what stayed the same, and what changed fast.

Source card — a voice that wanted more migrants (1852)

In 1852, John Dunmore Lang — a church minister and politician in Sydney — put out a book in London called *Freedom and Independence for the Golden Lands of Australia*.

The book told workers in Britain that the gold colonies were a place where poor people could start a new life. It said a willing worker could earn good wages, own land, and be free of want. Lang wanted more migrants to come, and he even helped fit out ships to bring them.

This card gives a short account of the book's argument in plain words. It does not quote the book.

Source: John Dunmore Lang, *Freedom and Independence for the Golden Lands of Australia* (London, 1852). The National Library of Australia holds copies.

Source card giving a short account in plain words of John Dunmore Lang's 1852 book encouraging workers in Britain to migrate to the gold colonies, with a source line.

For daily life, the pattern has two threads. Continuity: British laws, the English language, church and market day, letters home. Change: towns, railways and schools grew, the vote spread to more men, and from 1872 Victoria had free state schools that children had to go to. Which group's life was changing faster? That comparison is Q7.

7. Pulling a pattern together.

A pattern sentence joins change words, continuity words and a frame. Model:

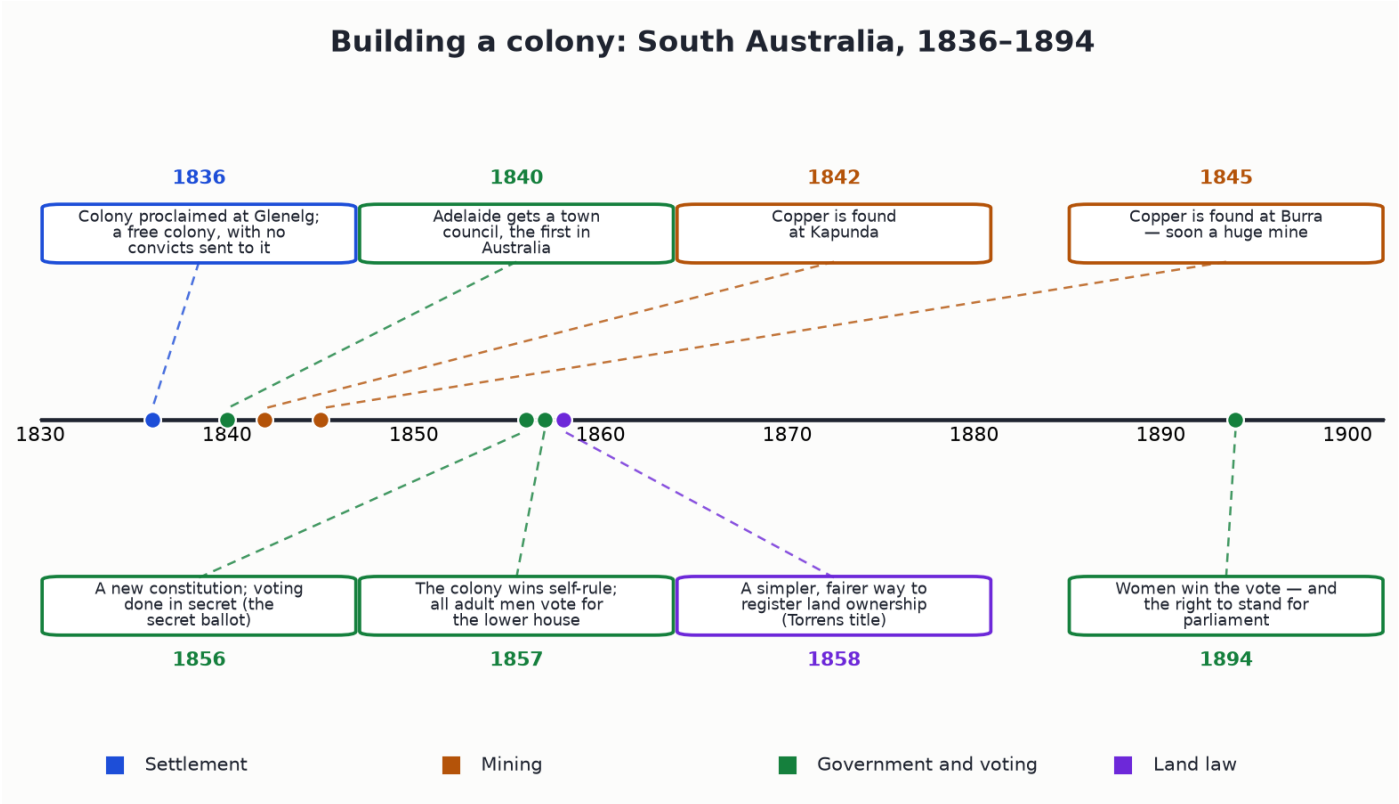
“Between 1851 and 1861, Victoria's population grew very fast and then slowed, while wool kept flowing from the sheep runs and Britain kept governing the colonies.”

One sentence, two threads, one frame. That is the whole skill.

Worked demonstrations

Demonstration 1 — reading a timeline like a historian (Figure 4a_sa_timeline.png)

The graphic shows eight big moments in one colony’s story. We run the six steps.



Timeline of South Australia from 1836 to 1894 with eight event cards in four colours for settlement, mining, government and voting, and land law, with dots on the line at each event’s true year.

Step	What the graphic shows	What we say about it
1. Title and time	“Building a colony: South Australia, 1836–1894”	It covers 58 years of one colony’s story.
2. Key and labels	Four colours: settlement; mining; government and voting; land law	Most cards wear the government-and-voting colour.
3. Order	First card 1836; last card 1894	The colony begins as a free settlement with no convicts; women win the vote last.
4. Clusters	1856, 1857 and 1858 crowd together	A burst of change: a constitution with the secret ballot, then self-government with all adult men voting, then a simpler, fairer land law — the colony’s rules rewritten in three years.
5. Gaps	1858 to 1894 looks quiet	The gap does not mean nothing happened; this graphic picks only the biggest moments. Farms, ports and churches kept going through the gap — that is continuity.
6. Pattern	cluster early in government, then a long quiet stretch	See the model sentence below.

Inference (step 4 + what we know): the 1856–58 cluster came right after the gold rushes began in nearby colonies. Inference: with new wealth and many more people, colonists wanted more say in their own government — and the colony rewrote its rules.

Model pattern sentence: “South Australia began as a free colony in 1836, changed its rules very fast in 1856–58, and through it all stayed a British colony whose farms and ports kept working.”

Demonstration 2 — comparing rates of change (Figures 4a_vic_pop.png and 4a_rates.png)

We compare how fast Victoria’s population grew in three periods, using real numbers from the Australian Bureau of Statistics.

Step	Working	What we say
Read the bars	1846: 32,879 · 1851: 77,345 · 1854: 347,305 · 1861: 540,278	Small, small, big, bigger — the jump sits right after 1851.
Rate, 1846–51	77,345 take away 32,879 = 44,466; 44,466 ÷ 5 ≈ 8,900 a year	Slow growth before gold.
Rate, 1851–54	347,305 take away 77,345 = 269,960; 269,960 ÷ 3 ≈ 90,000 a year	Very fast — the gold-rush years.
Rate, 1854–61	540,278 take away 347,305 = 192,973; 192,973 ÷ 7 ≈ 27,600 a year	Still fast, but slowing.
Compare	90,000 ÷ 8,900 ≈ 10	People arrived at about ten times the rate of the years before gold.

Model pattern sentence: “Victoria’s population grew slowly before 1851, then very fast for three years after gold was found, then fast but slowing — and the rate of change itself changed, which is part of the pattern.”

Practice tasks (with help)

Q1. Sort these changes from Chapters 1–2 using the word bank in Figure 4a_language.png. For each one, pick a *how fast / how big* pair: (a) gold is found in 1851 and the population jumps; (b) wool exports grow year after year through the 1840s–1860s; (c) the Eureka Stockade is built and beaten in a few weeks in 1854; (d) a country town gains two or three shops in twenty years.

Q2. Frame fixer. “Change was fast.” is a weak claim because it has no frame. Rewrite it twice, once about people and once about laws, each time giving the years and the thing measured. Example starter: “Between ... and ..., ...”

Q3. Run steps 1–3 on Figure 4a_sa_timeline.png. (a) What is the graphic about, and what years does it cover? (b) What do the four colours mean? (c) Which event comes first, and which comes last?

Q4. Run steps 4–5 on Figure 4a_sa_timeline.png. (a) Which three years crowd together, and what is the pattern in those three cards? (b) The line looks quiet from 1858 to 1894. Give one inference for the gap.

Q5. Look at Figure 4a_flow.png. (a) Pick one arrow and say the cause and its effect in a full sentence. (b) Name two things on the dashed rail. Which idea do they show — continuity or change?

Q6. Use Figure 4a_rates.png. (a) Which period had the fastest rate of growth? (b) About how many times faster was it than 1846–1851? (c) Which period shows “fast, but slowing”?

Q7. Use Figure 4a_daily_life.png. (a) Give one continuity for migrants. (b) Give one fast change for local-born colonists. (c) Which group’s life was changing faster in the 1850s? Say why, using one word-bank word.

Q8. Read the source card, Figure 4a_lang_card.png. (a) In your own words, what did Lang want workers in Britain to do? (b) Lang was helping one of the two groups in Figure 4a_daily_life.png. Which one? (c) Pick a *how fast* / *how big* word for the change Lang hoped to cause.

Tasks to try on your own

Q9. Pick two dated events you studied in Chapter 1 or Chapter 2. Write one pattern sentence about them that uses at least one word from each column of the word bank (Figure 4a_language.png). Underline the frame (the years and the thing measured).

Q10. Draw your own mini-timeline of four events from Chapter 2. Give it a title, a key with two colours, and dots or marks in true order. Then write one inference a reader could make from your timeline.

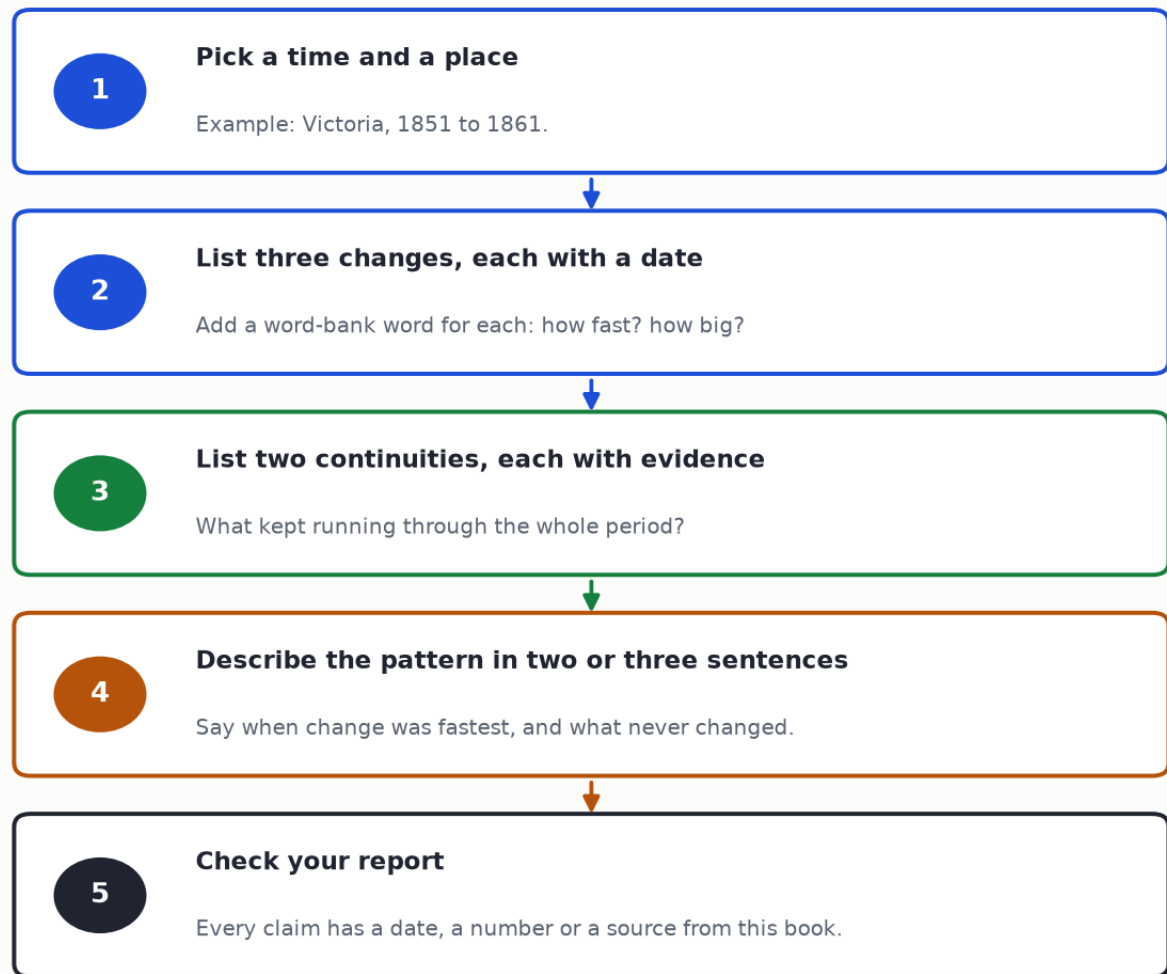
Q11. “The gold rushes changed everything in Australia.” Build the strongest case **for** this claim (change), then the strongest case **against** it (continuity). Finish with your own view — and give your view a frame: which years, and which parts of life?

Q12. Do the rate working yourself. Victoria: 32,879 people in 1846 and 77,345 in 1851. Work out the growth, the number of years, and the growth per year. Then compare your rate with the 1854–1861 rate in Figure 4a_rates.png: which is faster, and about how many times?

Evidence-based writing task

Pattern report (write, or present to the class). Choose one frame: **Victoria, 1846–1861** or **South Australia, 1836–1894**. In 150–200 words (or 2 minutes aloud), describe the pattern of continuity and change in your frame. Plan it with the five steps in Figure 4a_writing_plan.png before you write a single sentence.

Plan a pattern report — five steps



Five numbered steps for planning a pattern report: pick a time and a place; list three changes with dates and word-bank words; list two continuities with evidence; describe the pattern in two or three sentences; check that every claim has a date, a number or a source from this book.

Success checklist — your report must have:

- ☐ a stated frame (place and years) in the first sentence;
- ☐ three changes, each with a date and a word-bank word for speed or size;
- ☐ two continuities, each with a piece of evidence (a date, a number or a source from this book);
- ☐ one rate comparison (“...times the rate of ...”), if your frame is Victoria;
- ☐ a closing pattern sentence that joins both threads;
- ☐ en-AU spelling and no claim without a date, a number or a source.

Answer guide (for the teacher)

Q1. Suggested: (a) fast and huge; (b) slow/gradual and big; (c) sudden and small in size (a brief clash, though its consequences were big — accept discussion); (d) slow and small. Mark on the frame, not the adjectives.

Q2. Accept any rewrite that names years and a measure, e.g. “Between 1851 and 1854, the number of people in Victoria grew very fast” and “Between 1856 and 1858, South Australia’s laws changed fast”.

Q3. (a) Building a colony: South Australia; 1836–1894. (b) Settlement; mining; government and voting; land law. (c) First: the colony proclaimed at Glenelg, 1836. Last: women win the vote and the right to stand for parliament, 1894.

Q4. (a) 1856, 1857, 1858 — constitution and secret ballot; self-government with votes for all adult men; the Torrens title land law. Pattern: the colony’s rules were rewritten in a three-year burst. (b) Accept: a quieter period for big rule changes, or the graphic selecting only headline moments; better answers add that farms and ports kept going (continuity) through the gap.

Q5. (a) e.g. “Gold was found in 1851, so migrants rushed to the colonies.” Any arrow read as cause → effect. (b) Any two of: wool kept flowing; Britain still governed; the Crown still owned the land; families kept farming and trading. These show continuity.

Q6. (a) 1851–1854. (b) About ten times. (c) 1854–1861.

Q7. (a) e.g. many kept British food, songs and church habits; letters home kept old ties warm. (b) e.g. more towns, railways and schools; the vote spread to more men. (c) Migrants’ lives were changing faster — new place, new work, new faces; accept local-born with reasoned case (mark on reasoning).

Q8. (a) To migrate to the gold colonies and start a new life. (b) Migrants. (c) Accept fast/big/huge with a frame.

Q9–Q12. Mark against the same ideas: a stated frame, word-bank language, a true pattern (both threads), and rates worked correctly (Q12: $44,466 \div 5 \approx 8,900$ a year; the 1854–61 rate of $\approx 27,600$ is about three times faster).

Writing task. Mark with the success checklist as a rubric; one point per box. A report that lists only change (or only continuity) caps at half marks — the pattern is both threads.

Sources used in this section

- **Population of Victoria / Port Phillip District (1846, 1851, 1854, 1861):** Australian Bureau of Statistics, *Australian Historical Population Statistics* (cat. no. 3105.0.65.0001), 2014; retrieved 24 August 2026. Rates in Figure 4a_rates.png are computed from these figures.
- **South Australian milestones (Figure 4a_sa_timeline.png):** standard colonial record — proclamation at Glenelg, 28 December 1836 (free colony, no transportation); Adelaide town council, 1840 (first in Australia); copper at Kapunda, 1842, and Burra, 1845; constitution with secret ballot, 1856; self-government with manhood suffrage for the lower house, 1857; Torrens title (Real Property Act), 1858; women’s suffrage and right to stand, 1894. Verified against standard accounts, 24 August 2026.
- **John Dunmore Lang**, *Freedom and Independence for the Golden Lands of Australia* (London, 1852); the National Library of Australia holds copies. Figure 4a_lang_card.png gives a short account in plain words and does not quote the book.
- **Caroline Chisholm (1808–1877):** arrived Sydney 1838; organised help for new arrivals there; in 1850s Victoria ran shelters and advocated for better treatment of migrants.
- **Immigrant depots and passenger lists:** Public Record Office Victoria holds the colonial passenger lists and immigrant depot registers used by new arrivals after 1851.
- **Education Act 1872 (Victoria):** free, secular and compulsory state schooling.
- **“Currency” generation:** contemporary colonial nickname for native-born children, after currency minted in the colonies.

Causes and consequences: why significant events happened and what followed

Teacher note — for teachers only (not student text). **Owns:** VC2HH6S08 (Historical Concepts and Skills — Causes and consequences): explaining what made significant events happen and what followed from them. Elaborations taught here: .E01 (a visual organiser mapping what followed the Victorian gold rushes), .E02 (push and pull factors for immigration to Australia in the 19th and 20th centuries), .E03 as retained in TOC §2A — significant events shaping the colonies, which contributed to Federation, with consequences for migrants (First Nations consequence clause NOT taught in this book), .E04 (what followed as migration kept changing). **Draws on:** knowledge content of Chapters 1-2 only (gold rushes 1B-1D; migration, Federation and the new nation 2A-2C). No outside-band contexts (D11). **Achievement standard link:** the Levels 5-6 achievement standard asks students to “explain” causes and consequences; the closing writing task supplies that verb with an evidence-based paragraph. **Teaching sequence:** 1) the chain model (Figure 1), modelled with the Eureka example from 1C; 2) Worked demonstration 1 builds the gold-rush consequence web from the ABS dataset (Figures 2-3, .E01); 3) Worked demonstration 2 reads the £10 poster for push and pull (Figures 4-5, .E02); 4) the Federation chain, Parkes source and consequence table (Figures 6-8, .E03 as retained); 5) the migration consequences pair (Figures 9-10, .E04); 6) Tasks with help Q1-Q8; 7) Tasks on your own Q9-Q12; 8) the writing task Q13 with the paragraph plan (Figure 11) and a marking guide that rewards reasoning, not conclusion. **Sources:** all sources are real, citable artifacts or datasets; see Sources at the end of this section (retrieved 24 August 2026).

Background knowledge

A **cause** is why something happened. A **consequence** is what happened as a result. Historians join the two with words like *because*, *led to* and *as a result*.

Consequences can be **short-term** (they show up soon after the event) or **long-term** (they last for years, even after people forget the event). One event can have many consequences, and a consequence can become the cause of the next event - that is a **chain** of causes and consequences.

A **push factor** is a reason to leave home. A **pull factor** is something that draws people to a new place. A **migrant** is a person who moves to a new country to live; **migration** is the movement of many such people.

Key terms from Chapters 1-2 that this section uses: a **colony** is a land area ruled by a far-away country; **Federation** is the joining of the six colonies into one nation, Australia, on 1 January 1901; a **constitution** is a set of rules for how a country is run; a **referendum** is a vote in which the people say yes or no to a proposed law; an **assisted passage** was a sea trip to Australia that the government helped pay for; the **licence** was the fee diggers had to pay in Victoria (section 1C); the **dictation test** was a test in which a person had to write out 50 words in a European language picked by the officer, used to keep people out of Australia.

A **primary source** was made at the time (a poster, a speech, a letter). A **secondary source** was made later by someone looking back (a history book, a chart built from old records).

The cause-consequence chain

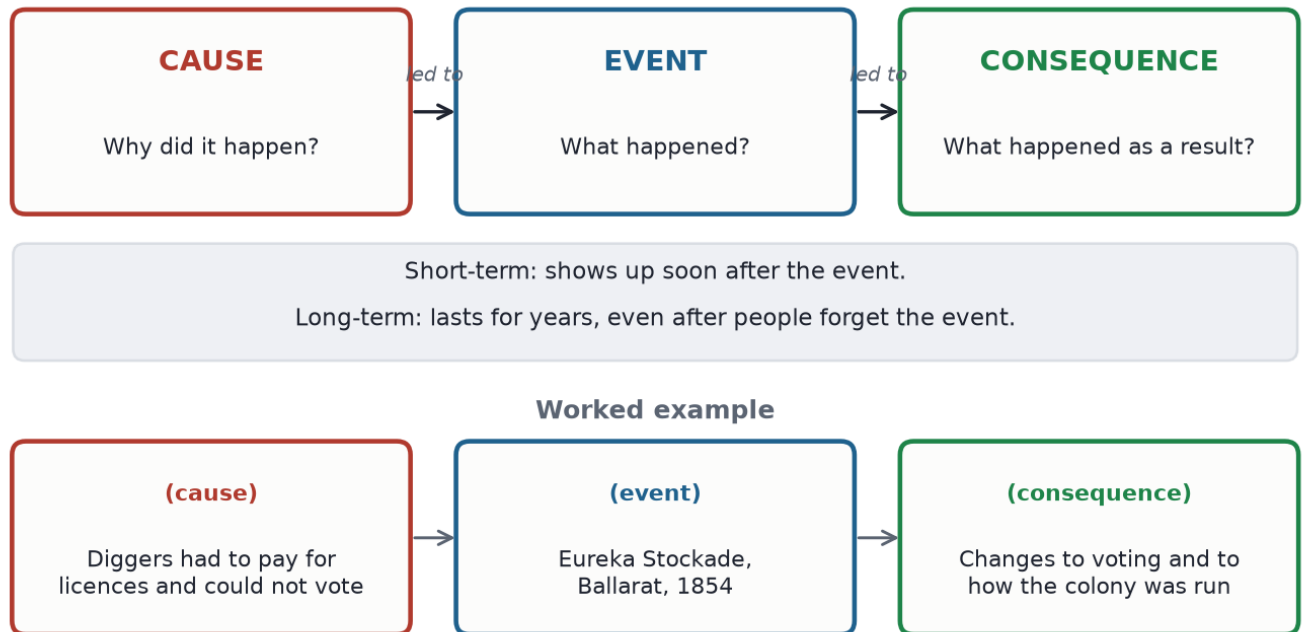


Diagram with three boxes joined left to right by arrows, CAUSE why did it happen, EVENT what happened, CONSEQUENCE what happened as a result, a strip below defining short-term and long-term, and a worked example row reading diggers had to pay for licences and could not vote, Eureka Stockade Ballarat 1854, changes to voting and to how the colony was run

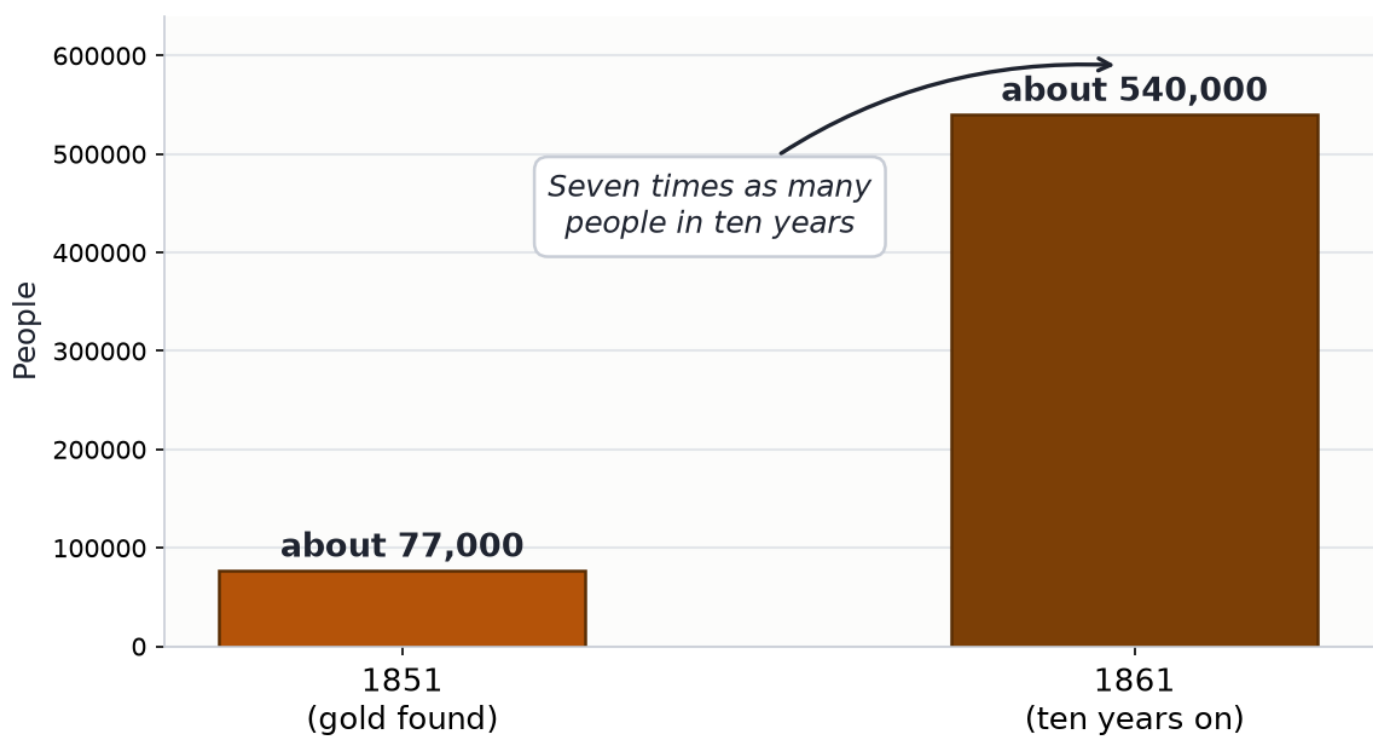
Figure 1. The cause-consequence chain. To explain an event, ask the three questions in the boxes: why did it happen? what happened? what happened as a result?

Worked demonstrations

Worked demonstration 1 — building a consequence web for the Victorian gold rushes

We will build a visual organiser (a consequence web) to sum up the consequences of the gold rushes in Victoria. We only use facts from Chapters 1-2 and one real dataset.

People living in Victoria: before and after gold



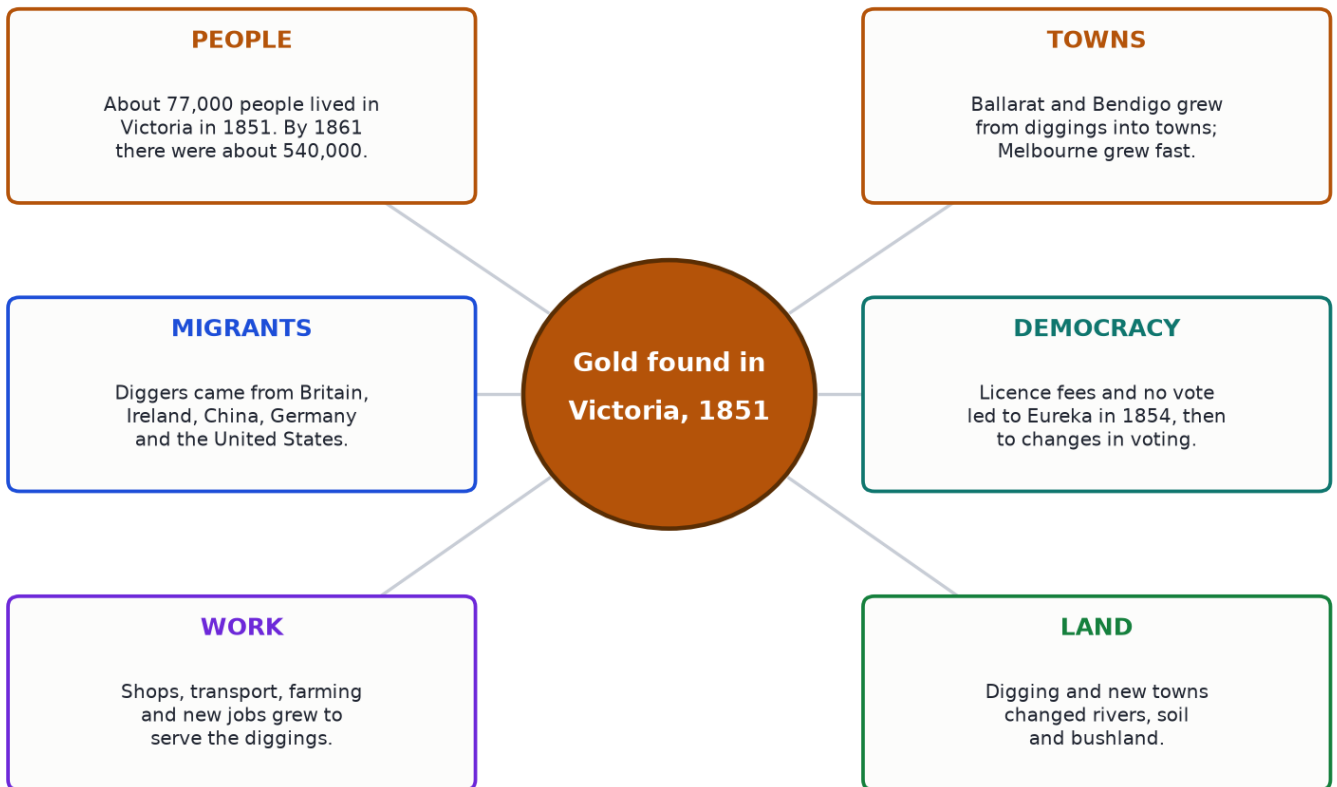
Source: Australian Bureau of Statistics, Australian Historical Population Statistics, 2014 (cat. no. 3105.0.65.001), settler series. Figures rounded.

Bar chart titled *People living in Victoria before and after gold*, with a short bar for 1851 labelled *about 77,000* and a tall bar for 1861 labelled *about 540,000*, an arrow noting *seven times as many people in ten years*, and a source line for the *Australian Bureau of Statistics*

Figure 2. People living in Victoria: before and after gold. *Source: Australian Bureau of Statistics, Australian Historical Population Statistics, 2014 (cat. no. 3105.0.65.001), settler series. Figures rounded, accessed 24 August 2026.*

Step	What we do	What it looks like
1	Read the dataset and say what changed.	“Victoria went from about 77,000 people to about 540,000 in ten years.”
2	Ask “what happened as a result?” and sort answers under headings: people, towns, migrants, work, land, how the colony was run.	a list of headings, ready to fill
3	Put one fact from Chapters 1-2 under each heading, joined with “led to”.	the web in Figure 3
4	Check each branch: short-term or long-term?	crowded diggings = short-term; towns that lasted = long-term

Consequences of the gold rushes in Victoria



Consequence web with Gold found in Victoria 1851 in the middle and six branches: PEOPLE about 77,000 in 1851 and about 540,000 by 1861; TOWNS Ballarat and Bendigo grew from diggings into towns and Melbourne grew fast; MIGRANTS diggers came from Britain Ireland China Germany and the United States; DEMOCRACY licence fees and no vote led to Eureka in 1854 then to changes in voting; WORK shops transport farming and new jobs grew; LAND digging and new towns changed rivers soil and bushland

Figure 3. A finished consequence web: the consequences of the gold rushes in Victoria.

Now we can explain, not just list. A model explanation: “Gold was found in Victoria in 1851, and as a result about seven times as many people lived there ten years later. Because so many people arrived, diggings grew into towns such as Ballarat and Bendigo, and licence fees with no vote led to Eureka in 1854 and then to changes in voting.”

Source card: a government poster (primary source)



Text drawn from posters promoting the Assisted Passage Migration Scheme, 1950s.
Collection: National Archives of Australia.

Reading this source:

- Who paid for this poster - and why?
- What is it offering people?
- What sort of people was it trying to reach?

Source card styled as an old poster reading £10 the fare for one adult, Assisted Passages to Australia, with a source line drawn from posters promoting the Assisted Passage Migration Scheme, 1950s, Collection National Archives of Australia, and three reading questions: who paid for this poster and why, what is it offering people, what sort of people was it trying to reach

Figure 4. Source card: a government poster (primary source). Source: text drawn from posters promoting the Assisted Passage Migration Scheme, 1950s. Collection: National Archives of Australia, accessed 24 August 2026.

Step	What we ask	What we find
1	Who made this source, and why?	The Australian government paid for the poster to draw people to Australia.
2	What does it offer? That is which factor, push or pull?	A cheap fare - £10 for one adult. That is a pull factor: it drew people in.
3	Which push factors back home does it answer?	After 1945 many people in Britain had bomb damage, few houses and food rationing. The poster offered a way out.
4	Cross-check with the two-century table (Figure 5).	The poster matches the 1900s column: push = war damage and rationing; pull = the £10 fare and jobs.

Model sentence: “The £10 fare was a pull factor because it made a new life cheaper for families in Britain.”

Push and pull factors: two centuries of immigration to Australia

	PUSH: reasons to leave home	PULL: what drew them to Australia
1800s	• After the wars ended in 1815, many people in Britain had no work • Many families were very poor • In Ireland in the 1840s the potato crop failed and a terrible famine made many people leave	• Gold found from 1851 • Land for farms and new towns • Some colonies helped pay the fare (assisted migration)
1900s	• Two world wars left Europe damaged; millions had lost their homes • After 1945, Britain had bomb damage, few houses, and food rationing lasted into the 1950s	• Jobs in factories, farms and big works like the Snowy Mountains Scheme • The £10 fare from Britain (the assisted passage scheme) • The government wanted many more people ('populate or perish')

Table with two rows, 1800s and 1900s, and two columns, PUSH reasons to leave home and PULL what drew them to Australia; 1800s push: no work in Britain after 1815, poor families, the Irish potato famine of the 1840s; 1800s pull: gold from 1851, land, assisted migration; 1900s push: two world wars left Europe damaged, Britain had bomb damage few houses and rationing into the 1950s; 1900s pull: jobs including the Snowy Mountains Scheme, the £10 fare, and the call for more people

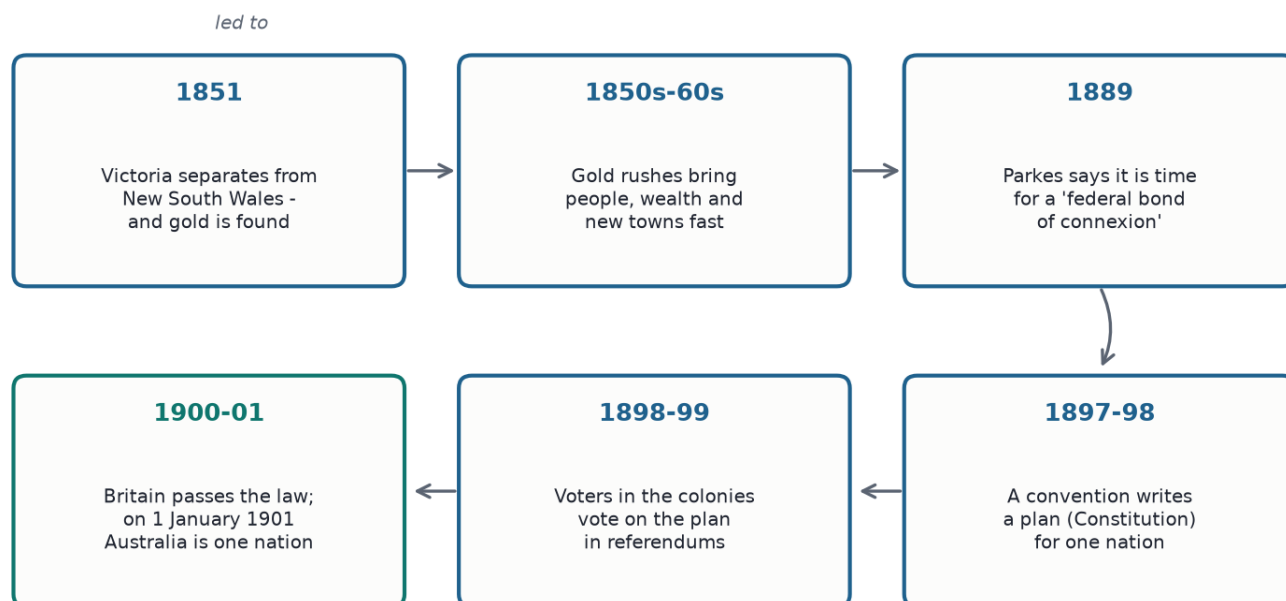
Figure 5. Push and pull factors: two centuries of immigration to Australia.

The road to Federation: a chain of causes

The six colonies did not become one nation in a single day. Federation was the last link in a chain of causes. Each link was one of the causes of the next.

A chain of events: from gold to one nation

each link was one of the causes of the next



Snake chain of six links left to right then back: 1851 Victoria separates and gold is found; 1850s to 1860s the gold rushes bring the colonies closer; 1889 Parkes calls for the colonies to unite by some federal bond of connexion; 1897 to 1898 conventions draft a constitution; 1898 to 1899 referendums, the colonies vote yes; 1900 to 1901 one nation, Australia, with the note each link was one of the causes of the next

Figure 6. A chain of causes: the road to Federation, 1851-1901.

Historians test each link with primary sources. Figure 7 is a newspaper report of a famous speech by Sir Henry Parkes. You will use its three reading questions in Q10.

Source card: a speech reported in a newspaper (primary source)

*The time has come ... for these colonies
to be united by some federal bond of connexion.*

Sir Henry Parkes, speaking at the Tenterfield School of Arts,
24 October 1889, reported in *The Sydney Morning Herald*,
25 October 1889.

Reading this source:

- Who spoke? When? Where?
- What did he want?
- Why would a newspaper report a speech?

Source card on old paper quoting The time has come for these colonies to be united by some federal bond of connexion, attributed to Sir Henry Parkes speaking at the Tenterfield School of Arts, 24 October 1889, reported in The Sydney Morning Herald, 25 October 1889, with three reading questions: who spoke when where, what did he want, why would a newspaper report a speech

Figure 7. Source card: a speech reported in a newspaper (primary source). *Source: Sir Henry Parkes, speaking at the Tenterfield School of Arts, 24 October 1889, reported in The Sydney Morning Herald, 25 October 1889, accessed 24 August 2026.*

Federation had different consequences for different people.

Consequences of Federation, from 1 January 1901

What changed	Who did it change things for?
The six colonies became one nation with a single federal parliament making laws for the whole country	Everyone
Trade between the states became free - the old border taxes were dropped	Everyone
The new parliament made the first federal immigration laws: the Immigration Restriction Act 1901 used a dictation test to limit who could migrate, and the Pacific Island Labourers Act 1901 forced many Pacific Islander workers to leave	Migrants and workers
The Commonwealth Franchise Act 1902 let women vote and stand for the new federal parliament	Women
People began to feel part of one nation - 'Australian' became a shared identity	Everyone

Table titled *Consequences of Federation from 1 January 1901* with columns *What changed* and *Who did it change things for*; rows: *one nation with a single federal parliament (Everyone)*; *free trade between the states, the old border taxes dropped (Everyone)*; *the Immigration Restriction Act 1901 used a dictation test to limit who could migrate and the Pacific Island Labourers Act 1901 forced many Pacific Islander workers to leave (Migrants and workers)*; *the Commonwealth Franchise Act 1902 let women vote and stand for the new federal parliament (Women)*; *people began to feel part of one nation and Australian became a shared identity (Everyone)*

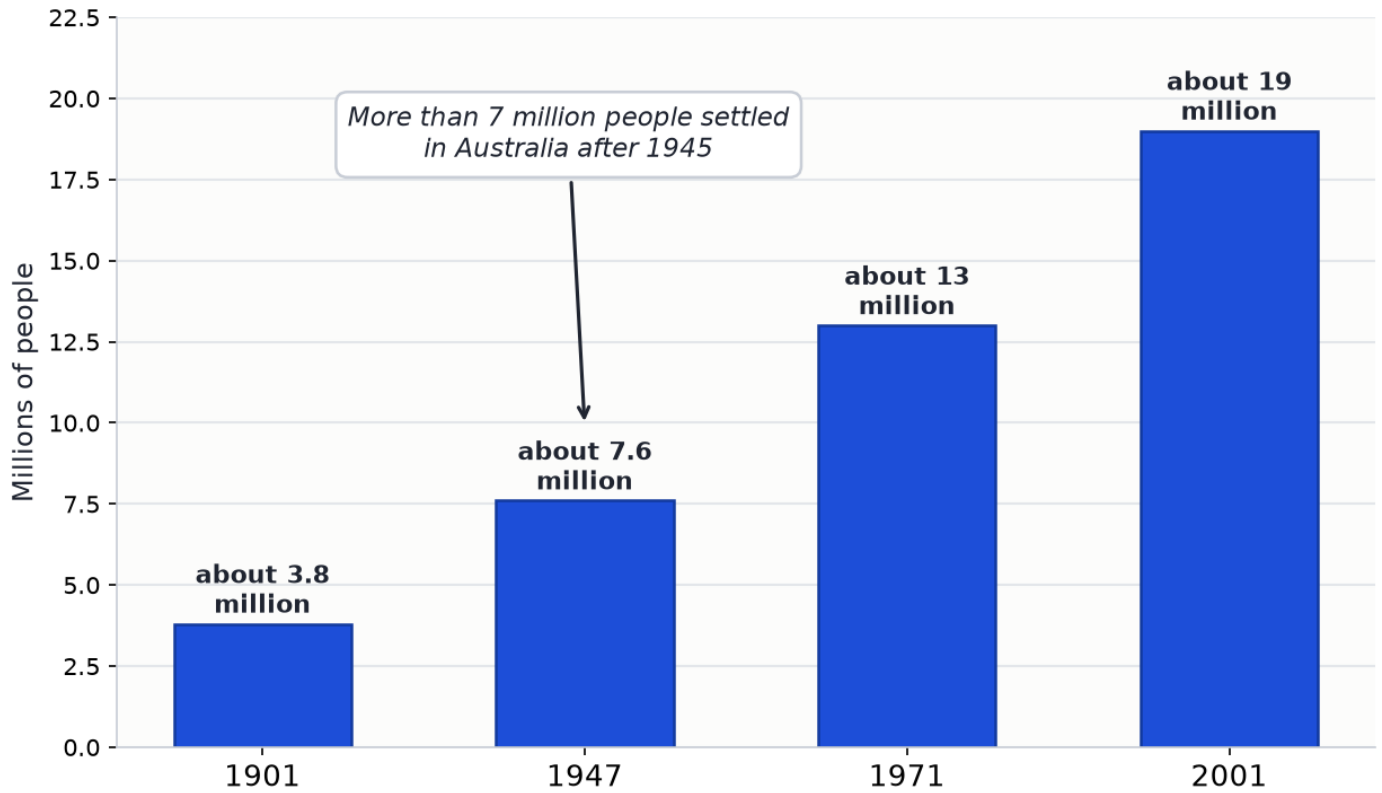
Figure 8. Consequences of Federation, from 1 January 1901.

Read the table across: for everyone, one nation with one parliament and free trade between the states; for women, the Commonwealth Franchise Act 1902 let women vote and stand for the new federal parliament; for migrants and workers, the new parliament's first laws cut both ways - the Immigration Restriction Act 1901 used the dictation test to limit who could come, and the Pacific Island Labourers Act 1901 forced many Pacific Islander workers to leave.

Changing patterns of migration and their consequences

Migration to Australia kept changing across the 1900s: after 1945 the pattern shifted from mainly British-born to people from many countries.

Australia's population grew across the 1900s

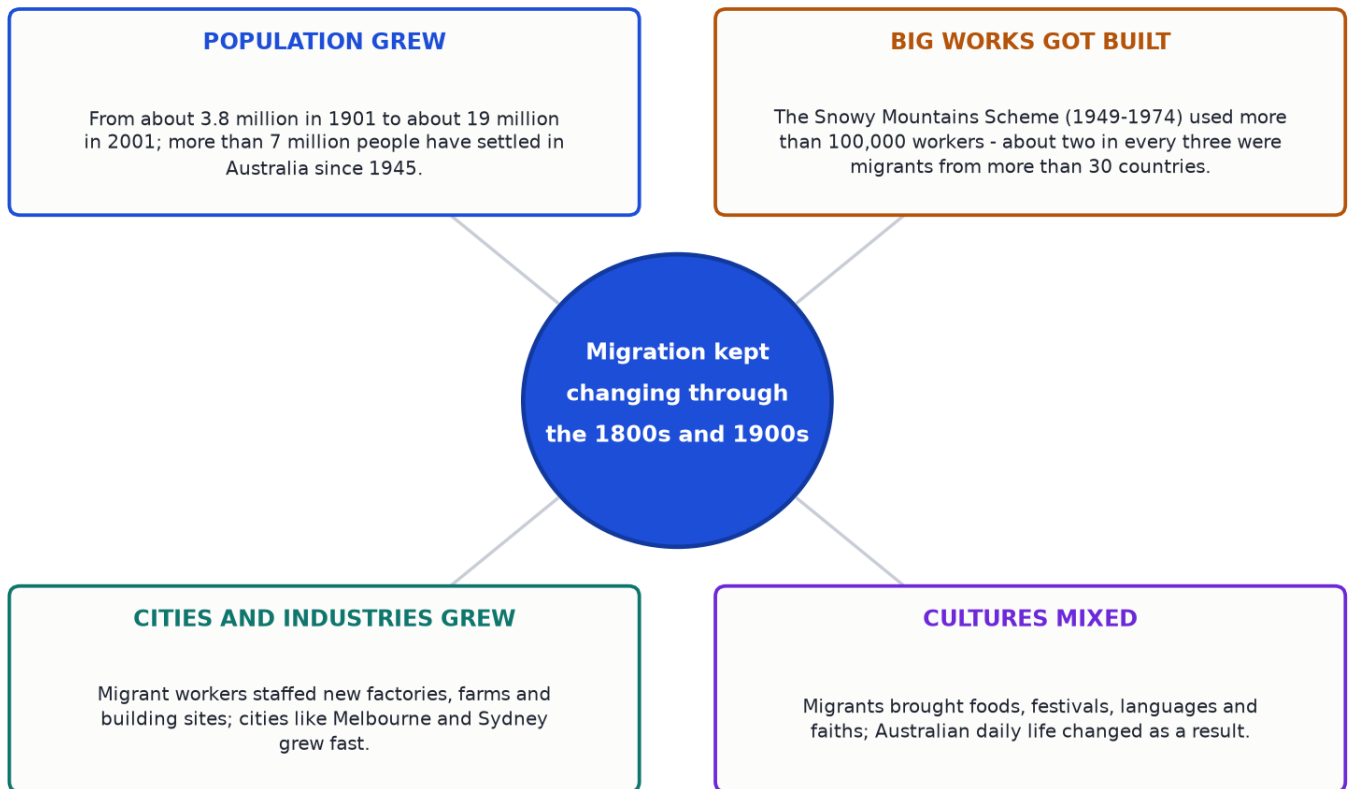


Source: Australian Bureau of Statistics, census counts, rounded.

Bar chart titled Australia's population grew across the 1900s with bars for 1901 about 3.8 million, 1947 about 7.6 million, 1971 about 13 million and 2001 about 19 million, an arrow noting more than 7 million people settled in Australia after 1945, and a source line for Australian Bureau of Statistics census counts

Figure 9. Australia's population grew across the 1900s. Source: Australian Bureau of Statistics, census counts, rounded, accessed 24 August 2026.

What were the consequences of changing migration to Australia?



Consequence web with Migration kept changing through the 1800s and 1900s in the middle and four branches: POPULATION GREW from about 3.8 million in 1901 to about 19 million in 2001 with more than 7 million settlers since 1945; BIG WORKS GOT BUILT the Snowy Mountains Scheme 1949 to 1974 used more than 100,000 workers, about two in every three migrants from more than 30 countries; CITIES AND INDUSTRIES GREW migrant workers staffed new factories farms and building sites; CULTURES MIXED migrants brought foods festivals languages and faiths

Figure 10. What were the consequences of changing migration to Australia?

More than 7 million people settled in Australia after 1945. Big works got built: the Snowy Mountains Scheme (1949-1974) used more than 100,000 workers, and about two in every three were migrants from more than 30 countries. Cities and industries grew, and foods, festivals, languages and faiths mixed into Australian daily life.

Practice tasks

Tasks with help

- Q1.** Use Figure 1. Put each sentence into the cause box, the event box or the consequence box: a) “Thousands of people in Britain had no work and wanted a better life.” b) “Gold was found near Ballarat in 1851.” c) “Melbourne grew into a big city.” *Help: ask the three questions from Figure 1.*
- Q2.** Use Figure 2. (a) About how many people lived in Victoria in 1851? (b) About how many in 1861? (c) Finish the sentence: “Victoria’s population grew about seven times in ten years because ____.” *Help: start with “because news of gold brought ...”.*
- Q3.** Use Figure 3. Pick any two branches. For each, write one sentence that uses “led to” or “as a result”. *Help: start with “Gold was found in 1851, and as a result ...”.*
- Q4.** Short-term or long-term? Sort these four consequences of the gold rushes: a) The diggings were crowded within months. b) Towns like Ballarat and Bendigo lasted. c) Rivers ran muddy while the digging went on. d) Victoria had many more people than before. *Help: use the short-term / long-term strip in Figure 1.*

Q5. Use Figure 5. Push or pull? Sort these six factors: a) the potato crop failed in Ireland in the 1840s b) gold from 1851 c) no work in Britain after 1815 d) the £10 fare e) jobs on the Snowy Mountains Scheme f) bomb damage and food rationing in Britain after 1945 *Help: draw the two columns before you sort.*

Q6. Use Figure 4. Answer the three reading questions on the card in full sentences. *Help: who paid = the government; what it offers = a cheap fare; who it reaches = families in Britain.*

Q7. Use Figure 6. These six links are out of order. Rewrite them in the right order. A) Conventions draft a constitution (1897-1898). B) Gold is found in Victoria; it separates from New South Wales (1851). C) Referendums: the colonies vote yes (1898-1899). D) The six colonies become one nation (1901). E) Parkes calls for the colonies to unite (1889). F) The gold rushes bring the colonies closer (1850s-1860s). *Help: B comes first and D comes last.*

Q8. Use Figure 8. (a) Which row changed things for women? (b) Which row changed things for migrants and workers? (c) Pick one “Everyone” row and say in one sentence why it mattered. *Help: read the right-hand column first.*

Tasks on your own

Q9. Think of one consequence of the gold rushes that is NOT on the Figure 3 web (use your knowledge from Chapter 1). Give it a heading, write the fact, and join it to “Gold found in Victoria, 1851” in one full sentence using “led to” or “as a result”.

Q10. Use Figure 7. Answer the card’s three reading questions, then explain in two or three sentences: what did Parkes want, and give one reason the colonies were closer together by 1889 (think trade, shared worries, railways and the telegraph - Chapter 2).

Q11. Use Figures 9 and 10. Explain one consequence of the changing patterns of migration across the 1900s. Use at least one number from Figure 9 and one branch from Figure 10, and use “because” or “as a result”.

Q12. Use Figure 8. Pick two consequences of Federation. For each, write one sentence saying who it changed things for, and one sentence saying why it mattered.

Writing task — evidence-based paragraph

Q13. Explain which changed Australia more: the gold rushes (from 1851) or Federation (1901).

Write one paragraph of five sentences using the plan in Figure 11. You may argue either side - marks are for reasoning, not for your conclusion.

Your paragraph must: - give two pieces of evidence, each naming a figure in this section; - give one fair mention of the other side (“Some historians would say ...”); - use at least two linking words from *because, led to, as a result, so*; - end with a consequence sentence that reaches short-term or long-term.

Plan for an evidence-based paragraph

Each sentence has a job to do

1. State your view	<i>'In my view, the pull of gold mattered most ...'</i>
2. Give evidence - first piece, and link it to your view	<i>'Victoria's population grew from about 77,000 to about 540,000 in ten years, which shows ...'</i>
3. Give evidence - second piece, and link it	<i>'Diggers also came from China, Germany and the United States, which shows ...'</i>
4. Give the other view a fair mention	<i>'The other view is serious, because many people left Britain for push reasons such as ...'</i>
5. Finish with a consequence sentence	<i>'As a result, by 1861 Victoria was a very different colony.'</i>

Paragraph plan with five numbered sentence starters: 1 state your view, 2 evidence one plus a linking word, 3 evidence two plus a linking word, 4 a fair mention of the other view, 5 a consequence sentence about short-term or long-term reach

Figure 11. A five-sentence plan for your paragraph.

Answers

Q1. a) cause; b) event; c) consequence. **Q2.** (a) about 77,000; (b) about 540,000; (c) because news of gold brought hundreds of thousands of people to Victoria in a few years. **Q3.** Any two branches joined correctly, e.g. “Gold was found in 1851, and as a result diggers came from Britain, Ireland, China, Germany and the United States.” / “Licence fees and no vote led to Eureka in 1854 and then to changes in voting.” **Q4.** a) short-term; b) long-term; c) short-term; d) long-term. **Q5.** push: a, c, f; pull: b, d, e. **Q6.** Who paid = the Australian government, because it wanted more people to come. What it offers = a passage to Australia for £10, the fare for one adult. Who it reaches = families in Britain who found the full fare too dear. **Q7.** B, F, E, A, C, D. **Q8.** (a) the Commonwealth Franchise Act 1902 row; (b) the Immigration Restriction Act 1901 / Pacific Island Labourers Act 1901 row; (c) any “Everyone” row with a reason, e.g. free trade between the states mattered because goods could move without border taxes, so business grew. **Q9.** Any Chapter 1 consequence not on the web, correctly joined, e.g. “Gold found in Victoria in 1851 led to new roads and railways to the diggings.” **Q10.** Parkes spoke at the Tenterfield School of Arts on 24 October 1889; he wanted the colonies united by a federal bond; a newspaper reported it because readers cared. Reason the colonies were closer by 1889: e.g. trade and railways linked them, and shared worries (like keeping the coast safe) made union look sensible. **Q11.** Any one consequence using a Figure 9 number and a Figure 10 branch with a linking word, e.g. “Australia grew from about 7.6 million people in 1947 to about 13 million in 1971 because more than 7 million settlers arrived after 1945; as a result, cities and industries grew.” **Q12.** Any two rows, each with who + why it mattered.

Model answers

Q13 — model paragraph (gold-rushes side). “The gold rushes changed Australia more than Federation did. Gold was found in Victoria in 1851, and as a result the colony grew from about 77,000 people to about 540,000 in ten years (Figure 2). Because so many migrants arrived, diggings grew into lasting towns such as Ballarat and Bendigo, and licence fees with no vote led to Eureka and then to changes in voting (Figure 3). Some historians would say Federation mattered more because it made one nation with one parliament (Figure 8). Even so, the gold rushes set long-term change going before 1901: the people, towns and voting changes that Federation later built on.”

Marking guide (6 marks): evidence - two pieces, each naming a figure (2); linking - at least two of *because / led to / as a result / so* used correctly (2); fair mention - one fair sentence for the other side (1); consequence reach - a closing sentence naming short-term or long-term change (1). The conclusion itself earns no marks: a Federation-side paragraph with the same evidence and links scores full marks.

Q11 — model sentence pair. “The Snowy Mountains Scheme got built as a result of the post-1945 migration: more than 100,000 workers, about two in every three migrants from more than 30 countries (Figure 10). Australia’s population almost doubled from about 7.6 million in 1947 to about 13 million in 1971 because of this migration (Figure 9).”

Sources

- Australian Curriculum, Version 9.0: content description VC2HH6S08, its elaborations and the Levels 5-6 achievement standard (scope authority for this section).
- Australian Bureau of Statistics, *Australian Historical Population Statistics*, 2014 (cat. no. 3105.0.65.001), settler series - Victoria 1851 and 1861 (Figure 2), accessed 24 August 2026.
- Australian Bureau of Statistics, census counts 1901, 1947, 1971, 2001, rounded (Figure 9), accessed 24 August 2026.
- Sir Henry Parkes, speech at the Tenterfield School of Arts, 24 October 1889, reported in *The Sydney Morning Herald*, 25 October 1889 (Figure 7), accessed 24 August 2026.
- Posters promoting the Assisted Passage Migration Scheme, 1950s, Collection: National Archives of Australia (Figure 4), accessed 24 August 2026.
- *Immigration Restriction Act 1901* (No. 17 of 1901); *Pacific Island Labourers Act 1901* (No. 16 of 1901); *Commonwealth Franchise Act 1902* (No. 8 of 1902) - Federal Register of Legislation and National Archives of Australia (Figure 8), accessed 24 August 2026.

- Snowy Hydro and National Archives of Australia records on the Snowy Mountains Scheme, 1949-1974: more than 100,000 workers, about two-thirds migrants, more than 30 countries (Figure 10), accessed 24 August 2026.

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

Teacher note — teaching sequence (teacher-facing, not student text). 1. Lead Part A aloud; put the word-watch cards on the board and have students copy the ones they need. Stress famous ≠ significant early — it is the misconception this section corrects. 2. Part B: show the four tests (Figure F1) as a starter kit, then build the class criteria list live on the board (Figure F2), so the tests arrive as one possible set of criteria, not the only set (E01). 3. Teach Worked example 1 (Part C) with the thinking out loud; students follow on paper. It models how to run an event through the tests with a sourced quote in view. 4. Parts D and E (E02): let students notice the patterns in Figures F4 and F5 before you explain them. Keep the steelman habit: every group's judgement in F5 is sensible from that group's side. 5. Part F (E03): print Figure F6, cut the cards, and have pairs build a diamond before showing the model (Figure F7). Collect one swapped diamond per pair with reasons. 6. Teach Worked example 2 (Part G, E04) from Figure F8; students score their own three people before comparing with Figure F9. 7. Tasks 1-8 in pairs (guided), 9-12 alone (independent). Collect task 9 to check criteria use. 8. Set the writing task as a supervised draft; students self-check against the Figure F10 shape before handing in. This section teaches VC2HH6S09 only. It adds no First Nations content (TOC §2A, D5) and none is needed: every example sits in the four taught threads.

Part A — The big idea

In Chapters 1 and 2 you met many people, events and groups: wool pioneers and gold rush diggers, the makers of Federation, post-war migrants, and the campaigners who widened the vote. Some of them changed Australia a great deal. Some changed it a little. How do we judge the difference? That question is what **historical significance** is about.

Word watch — our new words.

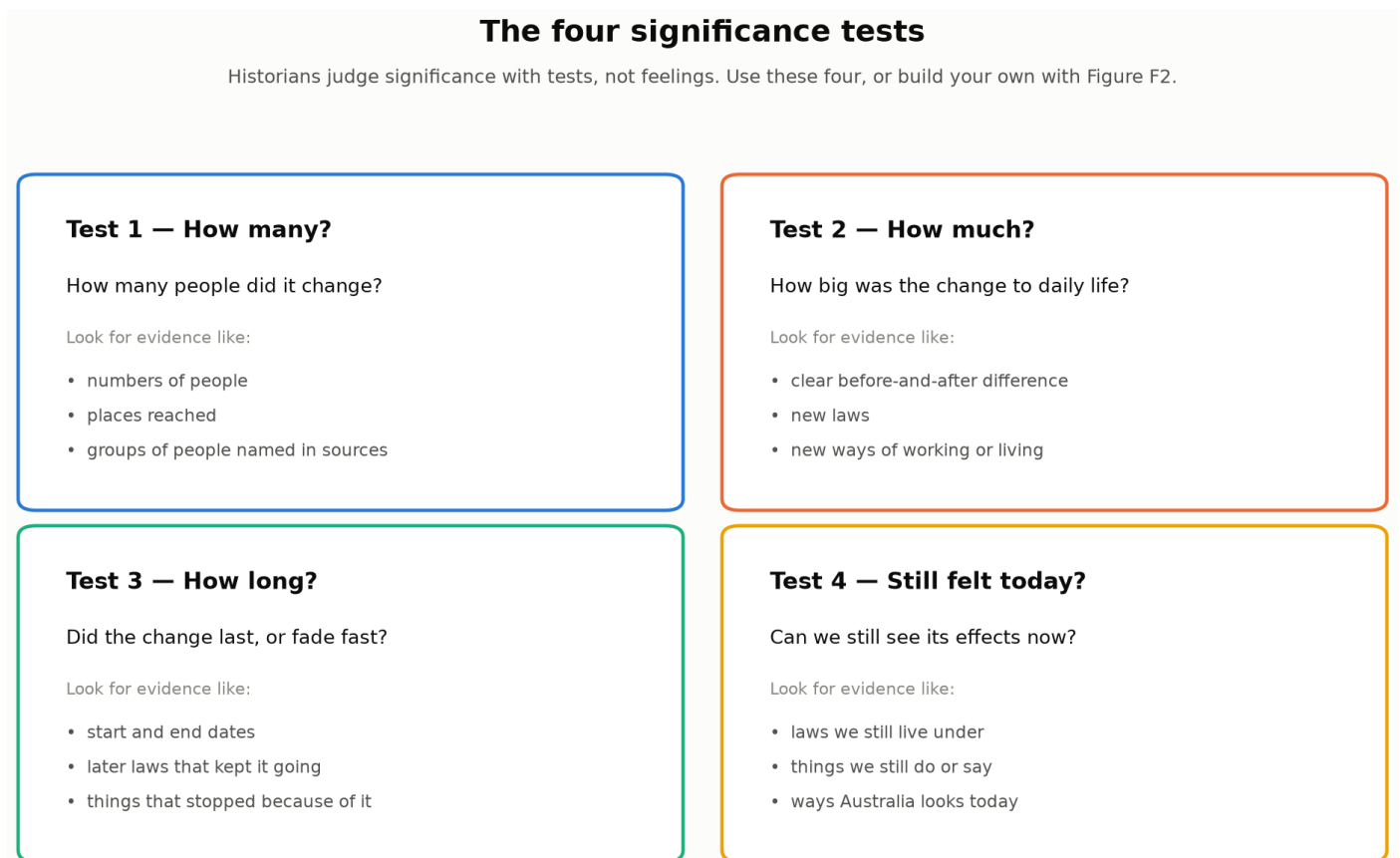
- **significance / significant** — The Victorian Curriculum uses the word *significance* but does not define it. In this section we treat an event, individual or group as significant when it passes our tests: how many people it changed, how big the change was, how long it lasted, and whether it is still felt today. Other frames are possible — we will use two more in Parts D and E — so always state the frame you are judging with.
- **criterion / criteria** — a criterion is one clear question we ask to judge significance; criteria is the plural, meaning several. A good criterion is a question that evidence can answer.
- **frame** — a way of looking at significance, such as by attention (Part D) or by who was affected (Part E). Different frames can give different — and both sensible — answers.
- **ranking** — putting things in order from most to least significant, with reasons.
- **diamond ranking** — a ranking laid out as a diamond of cards (1-2-3-2-1), most significant at the top, least at the bottom.
- **referendum** — a vote in which all voters say yes or no to one question. Several are called referendums.
- **Constitution** — the rule book for how a country is run. Australia's began as a British law of July 1900 that made Federation legal and set out how the new parliament would work.
- **suffrage** — the right to vote.
- **basic wage** — the lowest pay a worker may be given, set by a court or by law.
- **premier** — the leader of a colony's (later a state's) government.
- **convention** — here, a big meeting where chosen delegates from the colonies wrote the plan for one nation.
- **defence** — protecting a country from attack.
- **famous** — known by many people. Famous is not the same as significant: someone can be famous without changing much, and some people who changed Australia a great deal are not famous at all.

Significance and continuity-and-change are partners. We call something significant when it caused change that lasted, or when it explains why something stayed the same. So every judgement in this section ends at the same three questions: what changed, what stayed, and who still feels it?

Significance is a judgement, not a feeling. Historians make it with criteria, and they can always be asked: significant to whom, and judged by what frame? This section gives you the tools to make that judgement yourself.

Part B — Building criteria: the four tests

One well-tested set of criteria is the four tests in Figure F1. They are not the only possible set — they are the set this book uses, because they turn a fuzzy feeling (“it was important”) into four questions that evidence can answer.



Four cards, one per test. Test 1 — How many?: how many people did it change? Test 2 — How much?: how big was the change to daily life? Test 3 — How long?: did the change last, or fade fast? Test 4 — Still felt today?: can we still see its effects now? Each card lists the kinds of evidence to look for.

Figure F1 — The four significance tests. Use these four, or build your own with Figure F2.

Criteria are better built together. In teams, suggest criteria for judging significance, then agree on a class list. Figure F2 is the table we fill in. The rule at the bottom matters: everyone must say *why* their criterion belongs, and any criterion that does no work on a real event gets fixed or cut.

Build your own criteria — as a class

In teams, suggest criteria. Agree on a final list together. A good criterion asks a clear question that evidence can answer.

Our criterion	What it asks	Evidence we could use
How many?	How many people did it change?	Numbers and places named in sources
How long?	Did the change last?	Start and end dates; later laws
(your criterion)		
(your criterion)		
(your criterion)		

Rule: everyone in the team must be able to say WHY their criterion belongs. If the class cannot agree, vote — then test the winning list on one event and fix any criterion that does no work.

Blank class table titled “Build your own criteria — as a class” with three columns, “Our criterion”, “What it asks” and “Evidence we could use”; two example rows are filled in (“How many?” asks how many people it changed, using numbers and places named in sources; “How long?” asks did the change last, using start and end dates and later laws) and three blank rows labelled “(your criterion)”.

Figure F2 — Building criteria as a class. A good criterion asks a clear question that evidence can answer.

Notice what the tests do and do not do. They measure reach, size, duration and living effects. They do not measure fame. That is the point of the word-watch card: famous ≠ significant.

Part C — Worked example 1 (we do): the Harvester Judgement through the four tests

In 1907 a federal court judge, H. B. Higgins, decided a case about pay at a big Melbourne machine works. His decision, known as the **Harvester Judgement**, set Australia’s first **basic wage**: seven shillings a day for unskilled workers. Let us run it through the four tests, thinking out loud.

- **Step 1 — Name the event and the frame.** We are judging the Harvester Judgement of 1907 by the four tests.
- **Step 2 — Run the tests.** Figure F3 does this row by row, with Higgins’s idea put in plain words.
- **Step 3 — Weigh and judge.** All four tests score high, so we judge the Harvester Judgement significant.
- **Step 4 — Answer the counter.** Some might say it was only one court case about one factory’s pay. But the idea of a basic wage spread to pay cases across Australia, shaped pay decisions for more than sixty years, and Australia still sets a national minimum wage today. The counter is answered by reach and duration.

Putting the tests to work: the Harvester Judgement, 1907

In 1907 a federal court judge, H. B. Higgins, decided a case about pay at a big Melbourne machine works. His decision set Australia's first basic wage: seven shillings a day for unskilled workers.

"Judge H. B. Higgins said a fair wage must cover the normal needs of a worker and family: food, a home, clothes, and some savings for hard times."

Paraphrased from his 1907 judgement in the Harvester case, Commonwealth Court of Conciliation and Arbitration (records: National Archives of Australia). Retrieved 24 August 2026.

Test	Evidence	Verdict	Score
How many?	The idea of a basic wage spread to pay cases across Australia.	very many	
How much?	It set a floor under pay: enough to live on, not just what a boss wanted to give.	a big change	
How long?	It shaped pay decisions in Australia for more than sixty years.	a long time	
Still felt today?	Australia still sets a national minimum wage, checked each year.	yes — still felt	

By our four tests, the Harvester Judgement is significant: it touched many people, changed daily life, lasted, and is still felt today.

Table applying the four tests to the Harvester Judgement of 1907, above a quote box. The quote box puts Judge Higgins's words in plain language: a fair wage must cover the normal needs of a worker and family — food, a home, clothes, and some savings for hard times. Rows: How many? — the idea of a basic wage spread to pay cases across Australia (very many, 3 dots); How much? — it set a floor under pay, enough to live on, not just what a boss wanted to give (a big change, 3 dots); How long? — it shaped pay decisions in Australia for more than sixty years (a long time, 3 dots); Still felt today? — Australia still sets a national minimum wage, checked each year (yes, 3 dots).

Figure F3 — The Harvester Judgement of 1907, scored against the four tests.

(Sources: Harvester Judgement (1907), Commonwealth Court of Conciliation and Arbitration, case records held by the National Archives of Australia; Australian Dictionary of Biography, entry on H. B. Higgins; Fair Work Ombudsman, history of the minimum wage in Australia. Retrieved 24 August 2026.)

Part D — Significance changes over time

The event never changes, but people's attention to it does. Figure F4 tracks public attention to Federation at four moments: the big street celebrations of 1901, the 50-year mark in 1951, the 100-year anniversary in 2001, and today.

Same event, different times: how much attention did Federation get?

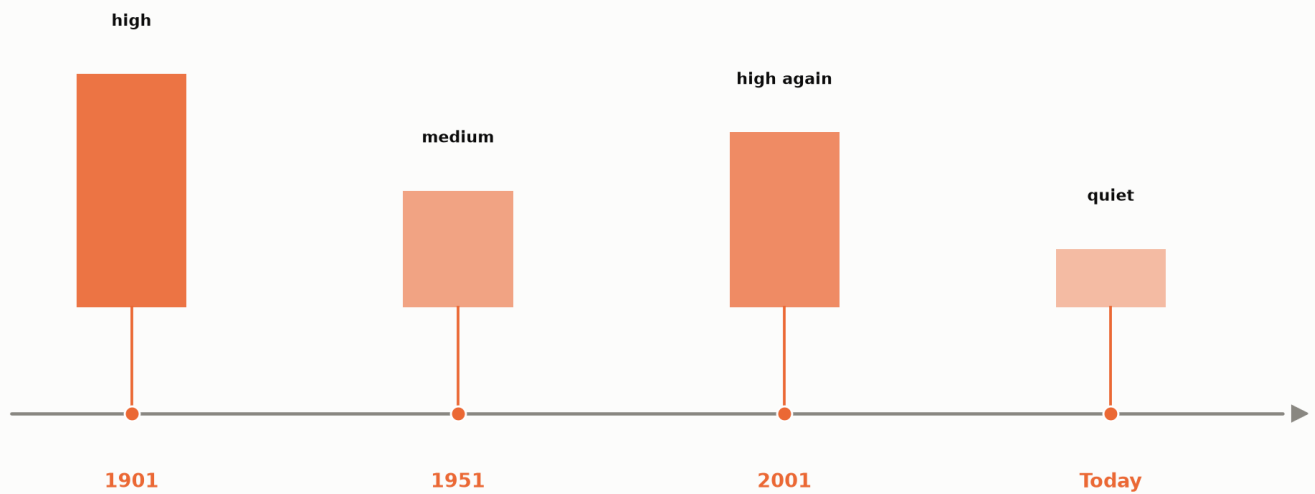
The event never changed. People's attention did. Significance can grow and fade over time.

Federation Day: big street celebrations in every colony as the new nation begins.

The 50-year mark: remembered with public events, stamps and school lessons.

The 100-year anniversary: a full year of national events and school projects across Australia.

Few public events. The story lives mainly in classrooms like this one.



Question: which of these four moments would you say Federation was MOST significant at? Significance is being judged here by attention — one possible frame. Try another: when did Federation matter most to people's daily lives?

Timeline with four stations, each with a bar showing public attention to Federation. 1901: high — Federation Day street celebrations in every colony as the new nation begins. 1951: medium — the 50-year mark remembered with public events, stamps and school lessons. 2001: high again — the 100-year anniversary, a full year of national events and school projects across Australia. Today: quiet — few public events; the story lives mainly in classrooms.

Figure F4 — Same event, different times: public attention to Federation, 1901 to today.

Here significance is judged by the frame of **attention**. By that frame, Federation's significance rose, faded and rose again. Now try a different frame: when did Federation matter most to people's daily lives? You might answer 1901 — one market, one parliament, new laws — even in a quiet year like today. Two frames, two sensible answers. That is what E02 means when it says significance varies over time and depends on what you are investigating.

(Sources: Museum of Australian Democracy, Federation fact sheets; National Museum of Australia, features on celebrating Federation in 1901, 1951 and 2001. Retrieved 24 August 2026.)

Part E — Significance differs between groups

Significance also differs between groups, because each group judges an event by what it means for them. Figure F5 shows four groups in the 1890s and what they hoped for — and worried about — from Federation.

One event, four groups: who thought Federation mattered?

In the 1890s, Australians argued about Federation. Each group judged it by what it meant for THEM.

Group	What they hoped for	What they worried about
Business owners and traders	One market: no taxes on goods crossing colonial borders.	New federal taxes; rules that help workers more than owners.
Australian Natives' Association (ANA): Australian-born men, including Alfred Deakin	One proud nation; a stronger voice in the world.	That the vote might fail again, as it once did in New South Wales.
Colonial premiers	A say in how the new nation would run.	That the new parliament would take power away from their colonies.
Workers and union members	Fairer pay and conditions across the whole country.	That change could cost jobs, and the new parliament might not side with workers.

Same event — different judgements. When you call something significant, always ask: significant to WHOM?

Table of four groups and their views of Federation in the 1890s. Business owners and traders: hoped for one market with no taxes on goods crossing colonial borders; worried about new federal taxes and rules that help workers more than owners. Australian Natives' Association (ANA): Australian-born men, including Alfred Deakin): hoped for one proud nation with a stronger voice in the world; worried that the vote might fail again, as it once did in New South Wales. Colonial premiers: hoped for a say in how the new nation would run; worried that the new parliament would take power away from their colonies. Workers and union members: hoped for fairer pay and conditions across the whole country; worried that change could cost jobs and the new parliament might not side with workers.

Figure F5 — One event, four groups: who thought Federation mattered?

Read the worries column carefully. It is the key to this part. The business owner and the union member stood on opposite sides of the same event, and each was being sensible from their own side. When judgements disagree like this, the historian's job is not to pick a winner but to state the frame: significant **to whom**? A complete answer about Federation mentions more than one group.

Part F — The Federation diamond

A diamond ranking forces a hard choice: with nine cards and five rows, not everything can sit near the top. Print and cut out the nine cards in Figure F6 — three people, three events, three ideas, all linked to Federation.

Federation diamond: cut out the nine cards

Each card is a person (PERSON), an event (EVENT) or an idea (IDEA) linked to Federation. Cut them out, then rank them with Figure F7.

PERSON Henry Parkes Pushed the colonies to meet and plan one nation; his Tenterfield speech in 1889 started the push.	PERSON Edmund Barton Led the final Federation campaign; became Australia's first Prime Minister in 1901.	PERSON Catherine Helen Spence Campaigner for Federation and fairer voting; in 1897 the first woman to stand for election in Australia.
EVENT The conventions Meetings in 1891 and 1897-98 where chosen delegates from the colonies wrote the plan for one nation.	EVENT The referendums Voters in each colony voted yes to Federation in 1898, 1899 and 1900.	EVENT The Constitution Act 1900 The law of July 1900 from Britain's parliament that made Federation legal.
IDEA Border taxes and trade Colonies taxed goods coming in from other colonies; one nation would end these taxes.	IDEA Defence worries An 1889 report by a British army officer said the colonies needed one armed force, not six small ones.	IDEA National pride More and more people felt they were one Australian people, not six separate colonies.

Cut along the dashed lines.

Nine dashed cut-out cards in three rows of three. People: Henry Parkes, who pushed the colonies to meet and plan one nation and whose 1889 Tenterfield speech started the push; Edmund Barton, who led the final Federation campaign and became Australia's first Prime Minister in 1901; Catherine Helen Spence, campaigner for Federation and fairer voting, in 1897 the first woman to stand for election in Australia. Events: the conventions, meetings in 1891 and 1897-98 where chosen delegates wrote the plan for one nation; the referendums, in which voters in each colony voted yes in 1898, 1899 and 1900; the Constitution Act 1900, the British law of July 1900 that made Federation legal. Ideas: border taxes and trade, colonies taxing goods from other colonies until one nation ended the taxes; defence worries, an 1889 report by a British army officer saying the colonies needed one armed force; national pride, more and more people feeling they were one Australian people.

Figure F6 — Nine Federation cards to cut out and rank.

The facts behind the cards come from the Federation story you studied in Section 2A. In 1889, Henry Parkes, five times **premier** of New South Wales, gave the Tenterfield speech that started the push. The **conventions** of 1891 and 1897-98 wrote the plan. Voters said yes at **referendums** in 1898, 1899 and 1900 — New South Wales voted yes in 1898 but not by the large majority its own law required, so it voted again in 1899. Britain's parliament then passed the **Constitution** Act in July 1900, and on 1 January 1901 the new nation began, with Edmund Barton as first Prime Minister.

Arrange your nine cards into the diamond shape, most significant at the top, and write one reason on each card. Figure F7 shows one model answer.

The Federation diamond — one model answer

Most significant at the top, least at the bottom. This is ONE well-argued arrangement, with reasons written on each card.



Now try it yourself. Swap any two cards: can you argue your way with evidence? Different orders can BOTH be right, when the reasons are strong. What would change your order?

Diamond ranking of the nine cards, 1-2-3-2-1 from the top. Top: the referendums, because without the voters' yes nothing else happens. Second row: Henry Parkes, who started the push in 1889, and the conventions, which wrote the plan. Middle row: border taxes and trade, which hurt business in every colony; defence worries, the 1889 army report; and the Constitution Act 1900, which made Federation legal. Fourth row: Edmund Barton, who led the campaign and became first Prime Minister, and Catherine Helen Spence, who brought women's voices into the debate. Bottom: national pride, a feeling, not a fact — hard to prove with evidence. An arrow down the left runs from "most significant" to "least significant".

Figure F7 — One model diamond, with reasons on every card.

This is ONE well-argued arrangement, not the only right one. Swap any two cards and, if your reasons are strong and your evidence is real, your order can be right too. What would change your order? Say which fact did the work: that is criteria doing their job.

(Sources: Museum of Australian Democracy, Federation fact sheets and Tenterfield address feature; Sydney Morning Herald, 25 October 1889, report of the Tenterfield speech; Australian Dictionary of Biography, entries on Henry Parkes, Edmund Barton and Catherine Helen Spence. Retrieved 24 August 2026.)

Part G — Worked example 2 (we do): ranking individuals

The same four tests rank people as well as events. Figure F8 gives nine Australians from the four threads of Chapters 1 and 2: the colonies (blue), Federation (orange), the migration programs (green), and the campaigns for citizenship and for democratic rights (yellow).

Nine Australians to judge: four threads, 1800-2000

These people come from the chapters you have studied: the colonies (blue), Federation (orange), the migration programs (green) and the campaigns for citizenship and for democratic rights (yellow).

COLONIES 1766-1850 Elizabeth Macarthur Managed big sheep runs and wool work from the early 1800s; wool became the colonies' biggest export.	COLONIES 1827-1889 Peter Lalor Led the diggers at the Eureka Stockade in 1854; later elected to Victoria's parliament.	FEDERATION 1815-1896 Henry Parkes Five times leader (premier) of New South Wales; his 1889 Tenterfield speech started the Federation push.
FEDERATION 1849-1920 Edmund Barton Led the final Federation campaign; Australia's first Prime Minister from 1901.	FEDERATION 1825-1910 Catherine Helen Spence Writer and campaigner for Federation and fairer voting; in 1897 the first woman to stand for election in Australia.	RIGHTS 1869-1949 Vida Goldstein Worked for women's right to vote; in 1903 the first woman to stand for Australia's federal parliament.
RIGHTS 1861-1932 Edith Cowan Worked for women and children; in 1921 the first woman elected to an Australian parliament, in Western Australia.	RIGHTS 1851-1929 H. B. Higgins Judge; his 1907 Harvester Judgement set Australia's first basic wage.	MIGRATION 1896-1973 Arthur Calwell First Minister for Immigration; from 1945 he launched the big post-war migration program, including the £10 fare deal with Britain.

Thread key: COLONIES = Chapter 1 · FEDERATION = Section 2A · MIGRATION = Sections 1D and 2C · RIGHTS = Section 2B.

Nine cards, each with a thread tag, life dates, a name and a one-line fact. Colonies: Elizabeth Macarthur 1766-1850, managed big sheep runs and wool work from the early 1800s, wool became the colonies' biggest export; Peter Lalor 1827-1889, led the diggers at the Eureka Stockade in 1854, later elected to Victoria's parliament. Federation: Henry Parkes 1815-1896, five times premier of New South Wales, his 1889 Tenterfield speech started the Federation push; Edmund Barton 1849-1920, led the final Federation campaign, Australia's first Prime Minister from 1901; Catherine Helen Spence 1825-1910, writer and campaigner for Federation and fairer voting, in 1897 the first woman to stand for election in Australia. Rights: Vida Goldstein 1869-1949, worked for women's right to vote, in 1903 the first woman to stand for Australia's federal parliament; Edith Cowan 1861-1932, worked for women and children, in 1921 the first woman elected to an Australian parliament, in Western Australia; H. B. Higgins 1851-1929, judge, his 1907 Harvester Judgement set Australia's first basic wage. Migration: Arthur Calwell 1896-1973, first Minister for Immigration, from 1945 launched the big post-war migration program, including the £10 fare deal with Britain.

Figure F8 — Nine Australians to judge, from the four taught threads.

Now watch a ranking being made. We will rank three of the nine — Barton, Goldstein and Cowan — and say why, test by test, in Figure F9.

- **Step 1 — Score each test.** Barton scores 3 on all four: a whole new nation began with his work. Goldstein scores 2 on “how many” (she never won a seat, so fewer people were touched at the time) and 3 on the rest. Cowan scores 2 on “how many” and “how much” at the time, 3 on duration and living effects.
- **Step 2 — Turn scores into ranks.** Barton 1, Goldstein 2, Cowan 3.
- **Step 3 — Argue in words.** The numbers do not decide by themselves. Goldstein ranks above Cowan because her campaigns helped change voting for half the adult population, while Cowan's firsts opened one door — but read the frame note before you agree.

Worked example: ranking three people with the four tests

Score each test from 1 (some) to 3 (a lot) — then argue your rank in words, because the numbers alone never decide.

Person	How many?	How much?	How long?	Still felt today?	Rank
Edmund Barton	● ● ●	● ● ●	● ● ●	● ● ●	1
A whole new nation began with his work: as many people as the country itself were affected, and the change has never been undone.					
Vida Goldstein	● ● ○	● ● ●	● ● ●	● ● ●	2
She never won a seat, but her campaigns helped change voting for half the adult population — and women still vote today.					
Edith Cowan	● ● ○	● ● ○	● ● ●	● ● ●	3
Her election opened parliament to women and her work helped children; fewer people were touched at the time, but the door stayed open.					
Frame matters: If your class gives the 'How much?' test double weight, Goldstein could rise to first. Say which weights you used — then your ranking can be judged on its reasons.					

Worked ranking table of three people scored against the four tests with dot scores. Edmund Barton: 3, 3, 3, 3 — rank 1 — a whole new nation began with his work: as many people as the country itself were affected, and the change has never been undone. Vida Goldstein: 2, 3, 3, 3 — rank 2 — she never won a seat, but her campaigns helped change voting for half the adult population, and women still vote today. Edith Cowan: 2, 2, 3, 3 — rank 3 — her election opened parliament to women and her work helped children; fewer people were touched at the time, but the door stayed open. A frame note below says: if your class gives the “How much?” test double weight, Goldstein could rise to first; say which weights you used, then your ranking can be judged on its reasons.

Figure F9 — One worked ranking, with the frame stated.

(Sources: Australian Dictionary of Biography, entries on Edmund Barton, Vida Goldstein, Edith Cowan, Elizabeth Macarthur, Peter Lalor, Henry Parkes, H. B. Higgins and Arthur Calwell; Parliament of Western Australia, fact sheets on Edith Cowan; National Archives of Australia, post-war immigration records. Retrieved 24 August 2026.)

Part H — Writing your judgement: five moves

When you explain significance in writing, shape your paragraph in five moves, as in Figure F10. Five to seven sentences. Criteria named, evidence given, counter answered.

The significance paragraph: five moves

Five to seven sentences. At least two checkable facts from this book. Criteria named, evidence given, counter answered.

1. Claim — your judgement

"In my judgement, [person or event] is significant in Australian history because ..."

2. First test + evidence

"By the test of [how many / how much / how long / still felt], the evidence shows ..."

3. Second test + evidence

"By the test of [...], ..."

4. Counter — answer the other side

"Some might say [...]. But [...]"

5. Wrap — link to Australia today

"That is why [person or event] helped shape the Australia we live in today."

Self-check before handing in: Have I named my criteria? Have I given two pieces of evidence? Have I answered the other side?

Five stacked panels, one per move, each with a sentence starter. 1. Claim — your judgement: "In my judgement, [person or event] is significant in Australian history because ..." 2. First test + evidence: "By the test of [how many / how much / how long / still felt], the evidence shows ..." 3. Second test + evidence: "By the test of [...], ..." 4. Counter — answer the other side: "Some might say [...]. But [...]" 5. Wrap — link to Australia today: "That is why [person or event] helped shape the Australia we live in today." A self-check line asks: have I named my criteria, given two pieces of evidence, and answered the other side?

Figure F10 — The significance paragraph: five moves.

Practice tasks (guided)

Q1. Match each piece of evidence below to the test it serves (Figure F1). (a) "Numbers of people who reached the goldfields in 1851." (b) "A law we still live under today." (c) "Before-and-after photos of a street changed by a new railway." (d) "Start and end dates of the post-war migration program."

Q2. Figure F2 shows two example criteria. Add two criteria of your own. For each, write what it asks and one kind of evidence that could answer it.

Q3. In Worked example 1, the Harvester Judgement scored three dots on every test. Choose ONE test and quote the evidence from Figure F3 that earned the three dots.

Q4. In your own words: what did Judge Higgins say a fair wage must cover? (Use the quote box in Figure F3.)

Q5. Figure F4. (a) Which two moments had high attention? (b) Give one reason attention rose again in 2001. (c) Does quiet attention today mean Federation is not significant today? Answer with a frame.

Q6. Figure F5. Choose one group. Write two sentences: what they hoped for from Federation, and what they worried about.

Q7. Figure F7 puts the referendums at the top of the diamond. (a) What reason does the model give? (b) Do you agree? Give one reason of your own.

Q8. With a partner, swap two cards in Figure F7. Each of you writes one sentence arguing your order with evidence.

Practice tasks (independent)

Q9. Choose one person from Figure F8 who is NOT ranked in Figure F9. Score them against the four tests (1 to 3 dots each) and give one reason per test.

Q10. Choose one event from Chapters 1-2 — for example the Eureka Stockade of 1854, or the start of the post-war migration program in 1945. Apply TWO of the four tests, with evidence from this book.

Q11. “Significant to whom?” Choose one group from Figure F5 and write two sentences on whether Federation was significant for them.

Q12. It is the year 2101. Choose one person from Figure F8. Will they still be judged significant? Give two reasons using the tests.

Writing task (evidence-based)

Write a significance paragraph of five to seven sentences about ONE person from Figure F8 or ONE event from Chapters 1-2. Use the five-move shape of Figure F10. Your paragraph must: name the criteria (tests) you are using; include at least two checkable facts from this book (a date, a name, a number); answer one argument from the other side; and state your frame. Read it aloud once before handing it in — every claim should sound like a judgement with a reason, not a feeling.

Answers

Q1. (a) How many? (b) Still felt today? (c) How much? (d) How long?

Q2. Answers vary. A strong example: “How wide?” — did it reach many groups of people, or only one? Evidence: the groups named in sources. Another: “Who paid?” — did it change who carried the costs? Evidence: taxes, wages or prices in sources. A criterion belongs only if evidence can answer its question.

Q3. Example (How long?): “It shaped pay decisions in Australia for more than sixty years.”

Q4. A fair wage must cover the normal needs of a worker and family: food, a home, clothes, and some savings for hard times.

Q5. (a) 1901 and 2001. (b) It was the 100-year anniversary, marked with a year of national events and school projects. (c) No — attention is only one frame. By the daily-life frame, Federation still matters today because its laws and parliament still run the country.

Q6. Example (workers and union members): They hoped for fairer pay and conditions across the whole country. They worried that change could cost jobs and the new parliament might not side with workers.

Q7. (a) Without the voters’ yes, nothing else happens. (b) Answers vary; a strong yes-reason: every other card (conventions, Constitution, Barton’s campaign) only worked because the referendums said yes.

Q8. Answers vary. Marks come from the evidence in the sentence, not the order chosen.

Q9. See fully-worked solution for a model (Arthur Calwell).

Q10. See fully-worked solution for a model (Eureka Stockade, two tests).

Q11. See fully-worked solution for a model (business owners and traders).

Q12. Answers vary. A strong answer uses at least two tests and says which frame the year 2101 would judge by.

Fully-worked solutions

Q9 (model). Arthur Calwell, by the four tests. How many? 3 — from 1945 his migration program brought hundreds of thousands of new Australians, including the £10 fare deal with Britain. How much? 3 — it changed who Australia is: new languages, foods, skills and towns. How long? 3 — the program he started never really stopped; migration still shapes Australia. Still felt today? 3 — many students in this room have a grandparent who arrived under programs like his. Judgement: Calwell is significant because his work touched many people, changed daily life, and is still felt.

Q10 (model). The Eureka Stockade of 1854, by two tests. How much? The diggers were crushed in a short fight at Ballarat, but the change that followed was big: the diggers’ complaints were heard, and mining laws and votes in the colonies were widened. Still felt today? Eureka is still told as a story about fair treatment and a say in government, and people still know its flag today. By these two tests the Stockade is significant not for the fight but for what followed it.

Q11 (model). For business owners and traders, Federation was significant: it gave them one market with no taxes on goods crossing colonial borders, which is exactly what they hoped for. Their worry — new federal taxes — also came true, which shows the event changed their lives either way. Judged by the frame of trade and business, Federation mattered a great deal to this group.

Writing task (model paragraph). In my judgement, Vida Goldstein is significant in Australian history because her campaigns helped win voting rights for half the adult population. By the test of how much, the evidence shows a big change: she worked for women’s suffrage, and in 1903 she became the first woman to stand for Australia’s federal parliament. By the test of still felt today, women still vote and still stand for parliament — Edith Cowan was elected in 1921, and women lead in Australian parliaments now. Some might say Goldstein does not matter because she never won a seat. But significance is measured by change, not by winning, and the change she pushed for became law and stayed law. That is why Goldstein helped shape the Australia we live in today.

Constructing and communicating historical interpretations with terms and evidence

By the end of this section you can:

- tell a fact from an interpretation (VC2HH6S10.E01)
- build an interpretation with a claim, evidence, terms and limits (VC2HH6S10.E01, VC2HH6S10.E02)
- use the thirteen historical terms of this book when you speak and write (VC2HH6S10.E01)
- choose and use evidence from journals, diaries, graphs, tables and timelines, photographs or pictures (VC2HH6S10.E03)
- write in the right voice: informative, expository or persuasive (VC2HH6S10.E02)
- plan and tell a digital story that records one migrant's experience (VC2HH6S10.E04)

Curriculum: VC2HH6S10

Teacher note — teaching sequence (teacher-facing, not student text). 1. Part A with Figure F1 as the hook; let students try the fact/interpretation test on the cards before telling them the answers. 2. Part B: put the thirteen terms on the board from Figure F2 and have students say which section each word first came from. This is the book's subject-terminology list (TOC decisions D2 and D4) consolidated at the exit standard. 3. Part C with Figure F3; then Worked example 1 slowly, one step per board column, so students watch an interpretation get built from one primary source. 4. Part D (Figure F4) with the naming habit drilled: every evidence sentence starts with a named source. 5. Part E with Figure F6, then Worked example 2 with Figure F7 as the dataset demonstration. 6. Part F with Figure F8; set the writing and speaking task (Figures F9 and F10) as the section assessment — it is the achievement standard's closing sentence, in miniature. 7. Marking: mark the reasoning steps, not the conclusion reached. Two students who reach opposite conclusions both earn full marks if both use a clear claim, named evidence, exact terms and an honest limit (CONTESTED_TERMS Rule 5). Say this to the class before they start. This section teaches VC2HH6S10 only. It does not re-teach why interpretations differ (section 3F) or the contested readings of Eureka, the gold rushes and Ned Kelly (section 1F); it uses those stories as material, per TOC decision D11.

Part A — Facts, and what historians make of them

History is built from two kinds of sentences.

A **fact** can be checked and settled against records, counts and dates. “Gold was found in Victoria in 1851” is a fact. So is “On 1 January 1901 the six colonies became one nation.” If two people disagree about a fact, a source can settle it.

An **interpretation** is different: it is what someone says the facts *mean*. “The gold rush changed Victoria more than any other event of the 1800s” is an interpretation. Two careful historians can look at the same facts and make different interpretations, and both can be backed by evidence. In section 3F you learned why interpretations differ. In this section you learn to build one of your own and to share it so others can follow.

The Victorian Curriculum uses the word *interpretation* without defining it, so this section uses it in one sense: **an interpretation is a historian's answer to a question about the past, built from evidence and put into words using historical terms.** Every task in this section is answerable on that definition alone.

An interpretation is not a fact, and it is not a wild guess. A fact does not need arguing. A guess has no evidence. An interpretation sits between: it is arguable, and it must be argued *with evidence*. That is what **evidence** means here — the information in your sources that backs up your **claim**, the thing you say is true. When your inquiry has reached its answer, you have a **conclusion**.

Word watch — Part A words.

- **fact** — a sentence about the past that can be checked and settled against records, counts and dates.
- **interpretation** — a historian's answer to a question about the past, built from evidence and put into words using historical terms.

- **evidence** — the information in your sources that backs up your claim.
- **claim** — the thing you say is true; your answer, in words that could be argued.
- **conclusion** — the answer you reach at the end of an inquiry.

Figure F1 is a worked sort. The left column holds facts, the right holds interpretations. Try the test at the foot of the figure on every card before you read the answers below.

Fact or interpretation?

A worked sort. A fact can be checked against records, counts and dates. An interpretation is a reasoned view that could be argued another way.

FACT we can check it	INTERPRETATION a reasoned view built from facts
Gold was found in Victoria in 1851.	The gold rush mattered more to Victoria than any other event of the 1800s.
On 1 January 1901 the six colonies became one nation.	Federation made Australia stronger.
By 1857, about 25,000 Chinese people were living in Victoria.	Migration built modern Australia more than any law or government did.
Australia's counted people grew from about 7.6 million in 1947 to about 10.3 million in 1961.	The diggers at Eureka stood mainly for rights, not for gold.

Check each card by asking: could two historians, using the same facts, argue this differently? If yes, it is an interpretation.

Two columns of statement cards, four on each side: the left column headed **FACT** holds checkable statements such as gold was found in Victoria in 1851 and the six colonies became one nation on 1 January 1901; the right column headed **INTERPRETATION** holds reasoned views such as the gold rush mattered more to Victoria than any other event of the 1800s; a test line at the foot asks whether two historians could argue the sentence another way.

Figure F1 — A worked sort: facts on the left, interpretations on the right. Answers: left column — every card can be checked against records, counts and dates; right column — every card could be argued another way by someone holding the same facts.

You will use this test for the rest of the section. When you read any history — including this book — ask: is this a fact, or is it someone's reasoned view?

Part B — The historian's toolkit: thirteen terms

You have met these thirteen words across the book. The curriculum names them all in one place (VC2HH6S10.E01), and Figure F2 gathers them with their plain meanings. This is your toolkit. When you speak and write like a historian, you use these words — and you use them exactly.

The historian's toolkit - the thirteen terms of this book

The Victorian Curriculum names all thirteen (VC2HH6S10.E01). Use them exactly.

Term	Plain meaning	Met in this book
penal	to do with punishment. Convicts were sent to penal colonies as punishment.	Chapter 1
colonisation	one country taking control of another land, sending settlers there and ruling it.	Chapter 1
imperialism	one country spreading its rule or power over other lands and peoples.	Chapter 1
the gold rush	the time from 1851 when crowds rushed to the Australian colonies to dig for gold.	Chapter 1
migration	people moving from one part of the world to another to make a new life.	Chapters 1 and 2
Federation	the joining of the six colonies into one nation on 1 January 1901.	Chapter 2
suffrage	the right to vote in elections.	Chapter 2
contribution	the part a person or group plays in making something happen or grow; what they gave.	Chapters 1 and 2
continuity	what stays the same over time.	Chapters 1 to 4
change	what becomes different over time.	Chapters 1 to 4
cause	what makes something happen.	Chapters 1 to 4
consequence	what happens because of something else.	Chapters 1 to 4
significance	how much something matters in history, and why it is worth remembering.	Chapter 4

A table of the thirteen historical terms of this book: penal, colonisation, imperialism, the gold rush, migration, Federation, suffrage, contribution, continuity, change, cause, consequence and significance, each with a plain meaning and the chapter where it is met in this book.

Figure F2 — The thirteen terms of VC2HH6S10.E01, with plain meanings and where they live in this book.

Three rules of exactness.

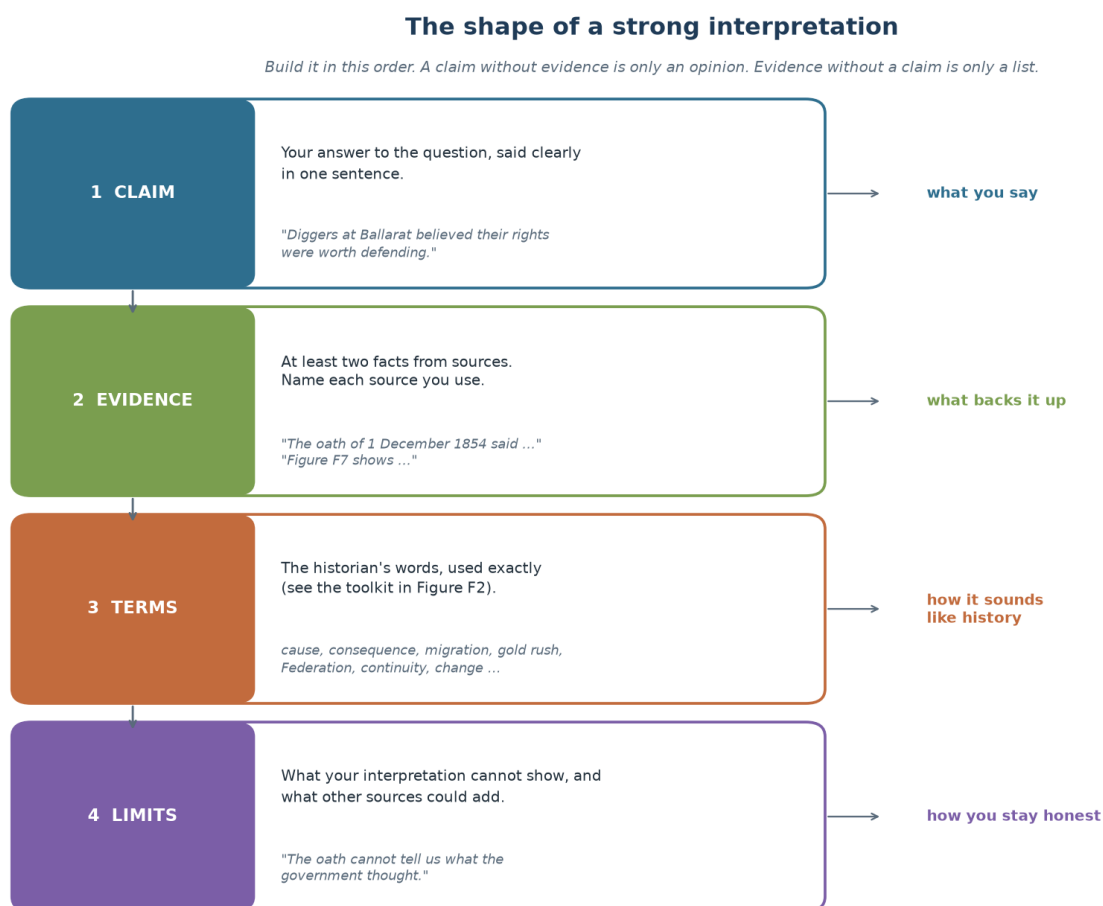
- Some terms name real events with real dates. **Federation** (with a capital F) is the joining of the six colonies into one nation on 1 January 1901; a football league joining up is not Federation. **The gold rush** names the rushes that began in 1851, not any crowd at any time.
- Some terms sound the same but mean different things. **Suffrage** means the right to vote; it has nothing to do with suffering. **Imperialism** is one country spreading its rule or power over other lands and peoples; **colonisation** — taking control of a land and settling it — is one of the ways that power lands.
- Some terms work in pairs. A **cause** makes something happen; a **consequence** follows. **Continuity** is what stays the same over time; **change** is what becomes different. A **contribution** is the part a person or group played; **significance** is how much that part matters when we look back.

A historian who mixes these up builds a wobbly argument. Use them exactly, and your writing will sound like history — because it will be history.

Part C — The shape of a strong interpretation

Figure F3 shows the four parts of a strong interpretation, in the order you build them.

1. **Claim** — your answer in one clear sentence. Not “I will write about Eureka” but a claim: “The diggers at Ballarat believed their rights were worth defending.”
2. **Evidence** — at least two facts from sources, each one named. Do not write “people were angry”; write what shows it: “The oath of 1 December 1854 said the diggers would fight to defend their rights.”
3. **Terms** — the toolkit words from Figure F2, used exactly. Terms make your writing exact, and they make it sound like what it is: history.
4. **Limits** — an honest sentence about what your interpretation cannot show, and what other sources could add. A limit does not weaken your interpretation. It shows that you know your evidence, and where it ends.



A diagram of the four parts of a strong interpretation stacked in build order: claim (your answer in one sentence), evidence (at least two facts from named sources), terms (the historian's words used exactly) and limits (what the interpretation cannot show), each part with a short job and an example, and side notes saying what each part does.

Figure F3 — The shape of a strong interpretation, and the job of each part.

Hold on to two sayings: a claim without evidence is only an opinion, and evidence without a claim is only a list. The four parts together are an interpretation.

Part D — Evidence: choosing well

You know how to describe a source and how to test it as evidence (sections 3C and 3D). Now choose the kind of evidence that fits your claim. Numbers back claims about how many or how fast. Diaries back claims about how it

felt. Laws back claims about what a government did. Figure F4 lines up the kinds of evidence the curriculum names, with one example you already know from this book.

Choosing evidence: kinds of sources and what each is good for

Pick the kind of evidence that fits your claim (VC2HH6S10.E03).

Kind of source	Good for	One you know from this book
Journals and diaries	one person's day-by-day writing; what an event felt like to live through	Raffaello Carboni's record of the Eureka oath (section 1C)
Letters	what people told family and friends; plans, feelings and news	Peter Lalor's letter 'To the Colonists of Victoria', printed in <i>The Argus</i> , 1855
Graphs and tables	counts and amounts; how big or how fast a change was	Figure F7 in this section: Australia's counted people, 1947 to 1961
Timelines	the order of events; what came first and what followed	the dates strip of section 1D, 1838 to the 1890s
Photographs and pictures	what people, places and objects looked like	the Eureka flag itself, held at the Art Gallery of Ballarat (section 1C)
Laws and government records	what governments did, not just what people said	Victoria's 1855 law on Chinese arrivals (section 1D)
Posters and pamphlets	what people wanted others to believe or do	The Chinese Question in Australia, a pamphlet of 1879 (section 1D)

Numbers back claims about how many or how fast. Diaries back claims about how it felt. Laws back claims about what a government did.

*A table of seven kinds of evidence — journals and diaries, letters, graphs and tables, timelines, photographs and pictures, laws and government records, posters and pamphlets — each with what it is good for showing and one example known from this book, such as Carboni's record of the Eureka oath, Peter Lalor's 1855 letter in *The Argus*, Figure F7 of this section, Victoria's 1855 law on Chinese arrivals and the 1879 pamphlet *The Chinese Question in Australia*.*

Figure F4 — Kinds of evidence, and what each kind is good for backing (VC2HH6S10.E03).

Two habits of good writers of history.

- **Name the source before you use it.** “Figure F7 shows ...”, “Carboni's book says ...”, “The 1855 law ...” A reader should always know whose evidence they are holding.
- **Know your primary from your secondary.** A **primary source** was made at the time: the oath, the 1855 law, the 1879 pamphlet. A **secondary source** was made later, looking back: a history book, a museum page, a chart we build from old counts. A strong interpretation uses both, and names both.

Worked example 1 (we do) — Building an interpretation from a primary source

The source. You met it in section 1C.

“We swear by the Southern Cross to stand truly by each other and fight to defend our rights and liberties.”

Source: The Eureka oath, sworn at Bakery Hill, Ballarat, on 1 December 1854, as written down by Raffaello Carboni, an eyewitness who published his account in *The Eureka Stockade* (Melbourne, 1855), p. 68 (verified 24 August 2026; taught in section 1C).

Question: What were the Ballarat diggers standing for?

Step 1 — Claim. The diggers at Ballarat believed their rights were worth defending — together.

Step 2 — Evidence. The words themselves: “stand truly by each other” shows togetherness, and “fight to defend our rights and liberties” shows what they believed was at risk. The place and time matter too. The oath was sworn in the open, before a great crowd on the goldfields — a serious public promise, not a private grumble.

Step 3 — Terms. Set the claim inside the gold rush (“During the gold rush ...”) and use *cause* honestly: the oath shows one cause of what came next at the Eureka Stockade.

Step 4 — Limits. The oath is the diggers’ own words. It cannot show what diggers who stayed away thought, or what the government believed. For those we would need other sources — Peter Lalor’s 1855 letter to *The Argus*, or government records.

Step 5 — Write it up. Figure F5 shows the finished interpretation with every part marked.

A model interpretation: what were the Ballarat diggers standing for?

Built from one primary source - the Eureka oath, as taught in section 1C. Use this shape for your own writing task.



A model interpretation paragraph about the Ballarat diggers with each sentence marked by its part: a blue claim line, two green evidence lines (the oath sworn at Bakery Hill and the source named as Carboni’s 1855 book), a rust terms line using cause and gold rush, and a purple limits line saying what the oath cannot show.

Figure F5 — The finished interpretation of Worked example 1, part by part. Use this shape for your own writing task.

Part E — Choosing your voice: three kinds of text

When your interpretation is built, choose the voice that fits your purpose. The curriculum names three (VC2HH6S10.E02).

Choosing your voice: three kinds of text

All three are used to communicate a conclusion (VC2HH6S10.E02). Choose the one that fits your purpose.

INFORMATIVE	tells the facts; takes no side Signs: facts, dates, names; plain and even words "By 1857, about 25,000 Chinese people were living in Victoria."
EXPOSITORY	explains why or how something happened Signs: cause words: because, so, led to, as a result "Chinese miners came to Victoria because gold pulled them there and hard times pushed them out."
PERSUASIVE	argues for one view Signs: strong claim, reasons, evidence - and the other side said fairly "Chinese miners played a bigger part in Victoria's growth than they were given credit for at the time."

All three must use real evidence. A persuasive text takes a side - that is its job - but it must say the other side fairly before it answers it.

A table of three text types — informative (tells the facts and takes no side), expository (explains why or how, with cause words) and persuasive (argues for one view) — each with its job, its signs and one example sentence about Chinese miners in Victoria in the 1850s, and a foot line saying all three must use real evidence and a persuasive text must say the other side in a fair way.

Figure F6 — Three voices for one conclusion (VC2HH6S10.E02). Choose the one that fits your purpose.

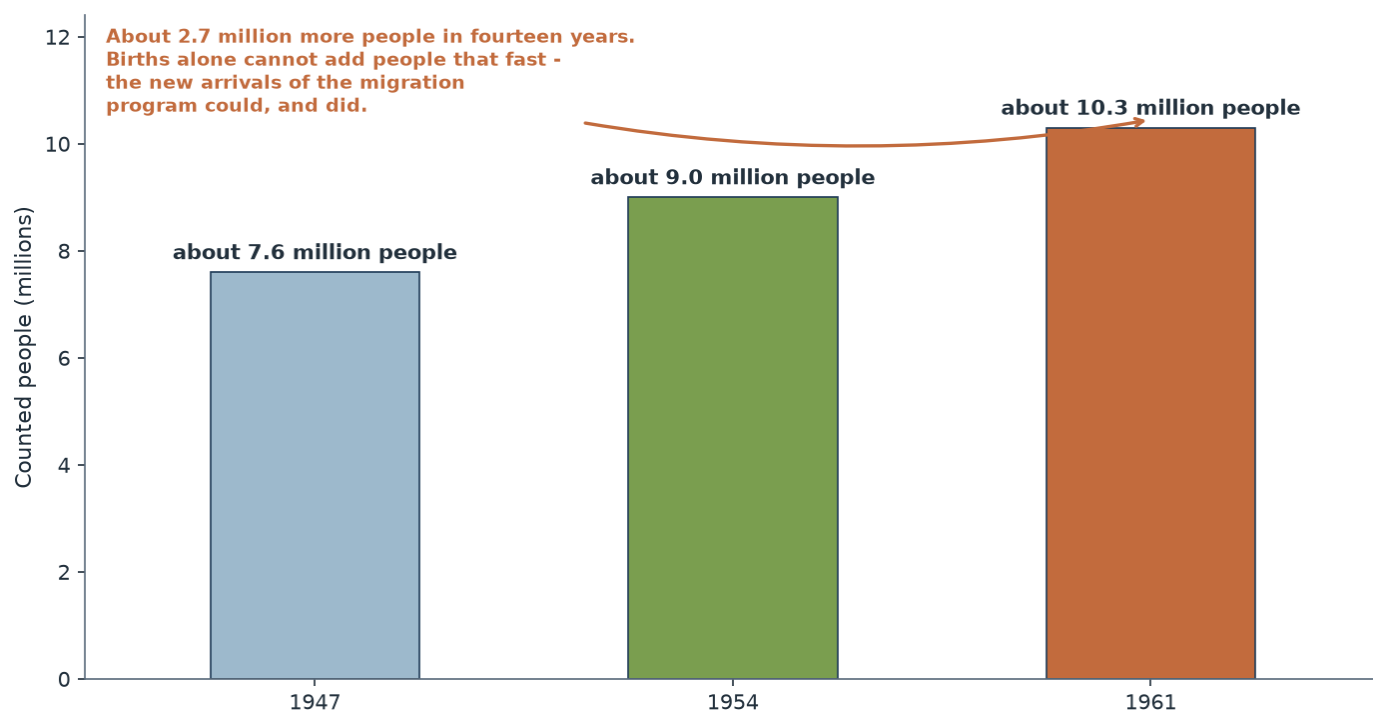
An informative text reports. An expository text explains. A persuasive text argues. All three must stand on real evidence — the voice is a choice, not an excuse.

And a persuasive text has one extra duty. It takes a side, and it must say the other side in a fair way before it answers it. If you can only show the side you like, you have not argued; you have shouted. A fair argument is stronger, not weaker, for naming the other side.

Worked example 2 (we do) — Numbers as evidence: Australia after the war

The dataset. Figure F7 shows Australia's counted people at three counts after the Second World War. A **census** is a count of every person in a country at one time; Figure F7 uses census counts, rounded.

Australia's counted people after the war: 1947, 1954 and 1961



Figures: Australian census counts, rounded (Australian Bureau of Statistics, Australian Historical Population Statistics, 2014). Retrieved 24 August 2026. These counts did not include Aboriginal people, who are not covered in this book (see the notice at the front of the book).

A bar chart of Australia's counted people: about 7.6 million in 1947, about 9 million in 1954 and about 10.3 million in 1961, with an arrow noting about 2.7 million more people in fourteen years and a source line naming the Australian Bureau of Statistics.

Figure F7 — Australia's counted people after the war, at three censuses. Source: Australian Bureau of Statistics.

Claim. After the Second World War, migration was the cause of fast population growth in Australia.

Step 1 — Read the numbers. About 7.6 million people in 1947; about 9 million in 1954; about 10.3 million in 1961.

Step 2 — Reason. That is about 2.7 million more people in fourteen years. Births alone cannot add people that fast — but new arrivals can, and the timing fits. From 1945 the government ran a big migration program and pushed hard for new arrivals.

“Populate or perish” — the phrase Arthur Calwell used as the first Minister for Immigration, from 1945, to argue for a bigger population after the war. Between 1945 and 1960, more than two million migrants arrived in Australia. (National Museum of Australia, *Defining Moments in Australian History*; retrieved 24 August 2026.)

Step 3 — Terms. Migration was the cause; fast growth was the consequence; the work and ideas of the new arrivals were a contribution Australia still shows today.

Step 4 — Limits. The counts say how many people, not where they came from or what they found when they arrived. For that we need ship lists, posters, photographs and stories — the material of section 2C.

Put together: migration after the war changed Australia quickly. That sentence is an interpretation — and the census counts, plus the records of the migration program, are what back it.

Part F — Telling the story: recounts and digital stories

The migration thread that section 1D opened and section 2C carries on is the longest in this book. You close it by telling one migrant story of your own.

A **recount** tells events in the order they happened. A **digital story** is a recount told with words, pictures and sound — your voice over pictures you choose, like a very short film. The voice that tells it is the **narrator**. The curriculum asks for exactly this: a digital story that records migrant experiences, built from information in a range of sources, naming real people and events (VC2HH6S10.E04).

Choose one person or group from this book: a German family settling at Hahndorf in 1839; a Chinese miner walking overland from Robe to the goldfields from 1857; an Afghan cameleer loading wool in the 1860s; or a “Ten Pound Pom” family sailing from Britain in the 1950s. Figure F8 is your planner. Every fact in every panel must come from a source you can name.

Plan a digital story: one migrant's experience (VC2HH6S10.E04)

A recount told with words, pictures and sound. Every fact in your story must come from a source you can name.

Panel 1 - WHO?	Panel 2 - WHY MOVE?
Name your person or group. When and where are they? Use one date from this book. _____ <i>Narrator line: write one sentence for this panel.</i> _____ <i>Picture and sound: list one picture and one sound.</i>	Give one push factor and one pull factor from section 1D or section 2C. _____ <i>Narrator line: write one sentence for this panel.</i> _____ <i>Picture and sound: list one picture and one sound.</i>
Panel 3 - THE NEW LIFE	Panel 4 - WHY IT MATTERS
What was the journey like? What work did they do? Give one fact from a source. _____ <i>Narrator line: write one sentence for this panel.</i> _____ <i>Picture and sound: list one picture and one sound.</i>	Name one contribution they made. Use one term from the toolkit (Figure F2). _____ <i>Narrator line: write one sentence for this panel.</i> _____ <i>Picture and sound: list one picture and one sound.</i>

Order matters: a recount tells events in the order they happened.

A four-panel planner for a digital story of one migrant's experience: panel 1 asks who, with one date from the book; panel 2 asks why move, with one push factor and one pull factor; panel 3 asks about the journey and the new life, with one fact from a source; panel 4 asks why it matters, with one contribution and one term from the toolkit; each panel has lines for one narrator sentence and for a picture and sound choice.

Figure F8 — Plan a digital story: one migrant's experience (VC2HH6S10.E04). A recount tells events in the order they happened.

Practice tasks (guided)

Q1. Use Figure F2. (a) Which term means “the right to vote”? (b) Which term means “what becomes different over time”? (c) In your own words, give one difference between a cause and a consequence.

Q2. Use Figure F1. Pick one card from each column and explain why it belongs there. Is it checkable against records, counts or dates (a fact), or could two historians argue it another way (an interpretation)?

Q3. Use Figure F3. Name the four parts of a strong interpretation and say the job of each in one sentence.

Q4. Use Figure F5. (a) Copy the claim sentence. (b) Copy one evidence sentence. (c) Copy the limits sentence. (d) List two historical terms the paragraph uses.

Q5. Use Figure F4. Match each claim to the kind of evidence that backs it best: (a) “More than two million migrants arrived between 1945 and 1960”; (b) “A miner on the goldfields felt far from home”; (c) “In 1855 the Victorian government made a law to slow Chinese arrivals”; (d) “The railway reached Bendigo after it reached Ballarat”.

Q6. Use Figure F6. For each purpose, name the right text type: (a) telling the class what happened at Bakery Hill on 1 December 1854; (b) explaining why Victoria’s population grew so fast in the 1850s; (c) arguing that migration made Australia stronger.

Q7. Use Figure F7. (a) About how many people were counted in 1947? (b) About how many in 1961? (c) About how many more is that, and what was the main cause of the growth, according to Worked example 2?

Q8. Use Figure F8. You are making a digital story about a Chinese miner who walked overland from Robe in 1857. Write one narrator sentence for panel 2 and one for panel 4, each backed by a fact from section 1D.

Practice tasks (independent)

Q9. Here are three facts from section 1D: by the late 1850s more than 25,000 Chinese people had come to Victoria; many grew vegetables in market gardens; in 1855 Victoria passed a law taxing Chinese arrivals. Build a two-sentence interpretation: write your claim, then back it with one of the facts. Use at least one term from Figure F2.

Q10. Take this informative sentence: “In 1901 the six colonies joined to become one nation.” (a) Rewrite it as an expository sentence (add a cause word such as *because* or *so*, using what you know from section 2A). (b) Rewrite it as a persuasive sentence. (c) Name the extra duty your persuasive sentence must still meet.

Q11. Choose one source from this book — the oath, a source card, a figure or a quoted document; name it. Say: (a) one interpretation it could back; (b) one thing it cannot show; (c) one other source that could fill that gap, and what kind of source it is (primary or secondary).

Q12. Migration is the longest thread in this book (1D, 2C and this section). Name one continuity in the story of migration between 1800 and 2000, and one change. Use at least one term from Figure F2 and one piece of evidence from a figure in this section.

Writing and speaking task (evidence-based)

Part 1 — Write. Answer this question in one paragraph of five to seven sentences: *How did migration change Australia between 1800 and 2000?* Use the shape in Figure F3 and the model in Figure F5. Rules: a claim for your topic sentence; at least two facts, each from a source you name (you may draw on sections 1D and 2C as well as this section); at least four terms from Figure F2, used exactly; one limits sentence; a wrap-up sentence that answers the question. Check your paragraph against Figure F9 before you hand it in.

Part 2 — Tell. Turn your paragraph into a four-panel digital story using the planner in Figure F8. Choose one migrant person or group to follow; write one narrator sentence for each panel; list one picture and one sound per panel. Present your plan to the class, or record your narration. Use the speaking frame in Figure F10 when you present. Every fact must come from a source you can name (VC2HH6S10.E04).

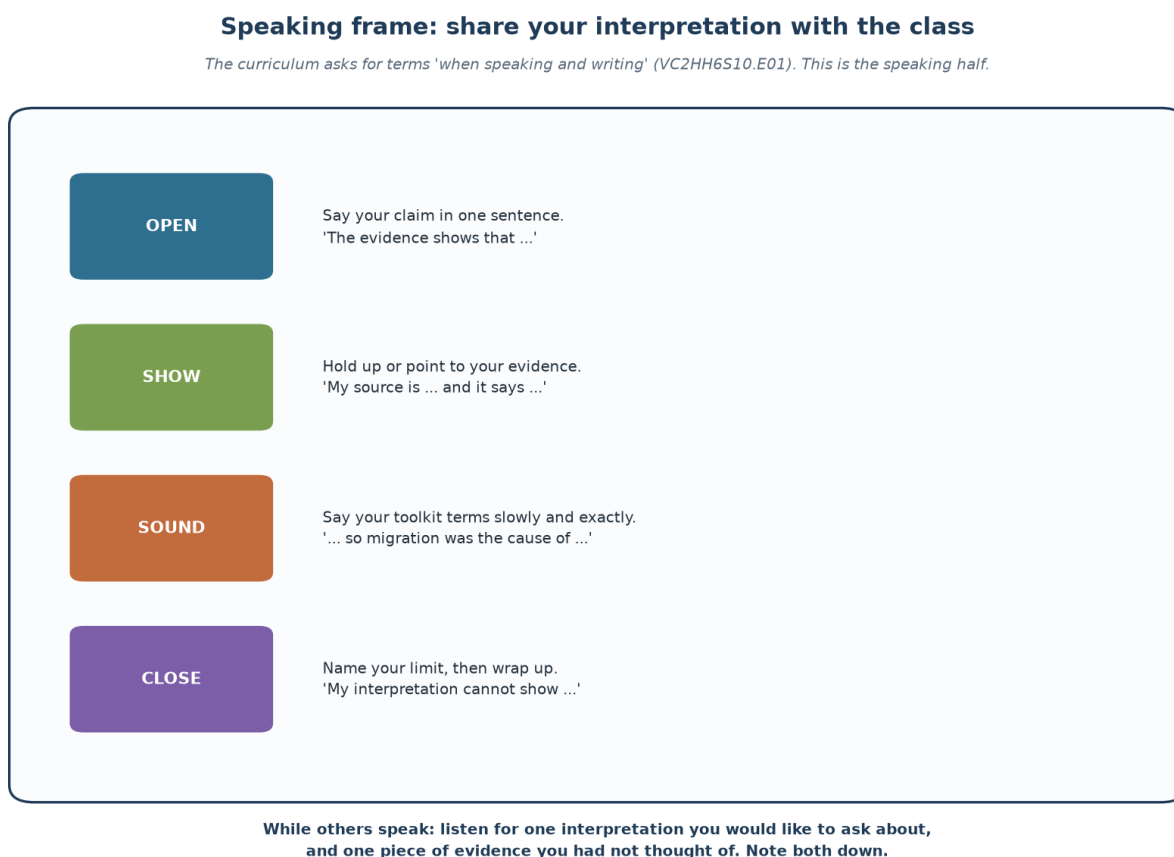
Check your interpretation before you hand it in

Tick each box. If a box is unticked, fix that part first.

- ☐ My claim answers the question in one clear sentence.
- ☐ I have at least two facts as evidence.
- ☐ I have named the source of every fact.
- ☐ I have used at least four terms from the toolkit (Figure F2), and used them exactly.
- ☐ I have a limits sentence: what my interpretation cannot show.
- ☐ I have a wrap-up sentence that answers the question.
- ☐ My text type fits my purpose: informative, expository or persuasive.
- ☐ If I am persuading: I have said the other side fairly before answering it.
- ☐ Spelling, capital letters and full stops are checked.

A tick-box checklist of nine checks for a finished interpretation: a claim that answers the question in one sentence; at least two facts as evidence; every source named; at least four toolkit terms used exactly; a limits sentence; a wrap-up sentence; the right text type for the purpose; the other side said in a fair way if persuading; and spelling, capital letters and full stops checked.

Figure F9 — Check your interpretation before you hand it in.



A speaking cue card with four moves in order — open with your claim, show your evidence by naming the source, say your toolkit terms slowly and exactly, and close by naming your limit — plus a listening note: while others speak, note one interpretation to ask about and one piece of evidence you had not thought of.

Figure F10 — Speaking frame: share your interpretation (the curriculum asks for the terms “when speaking and writing”, and this is the speaking half).

Answers

Q1. (a) Suffrage. (b) Change. (c) A cause makes something happen; a consequence is what happens because of it — the cause comes first.

Q2. Sample: “Gold was found in Victoria in 1851” is a fact because a record settles it — the find is dated and named. “The gold rush mattered more to Victoria than any other event of the 1800s” is an interpretation because two historians holding the same facts could put the events in a different order.

Q3. Claim: your answer in one sentence. Evidence: at least two facts from sources, each named. Terms: the historian’s words, used exactly. Limits: what the interpretation cannot show, and what other sources could add.

Q4. (a) “During the gold rush, the diggers of Ballarat believed their rights were worth defending.” (b) Any one evidence sentence, e.g. the Bakery Hill oath sentence. (c) “The oath cannot tell us about diggers who stayed away, or what the government thought.” (d) Any two of: gold rush, cause (Eureka Stockade), rights.

Q5. (a) Graphs and tables. (b) Journals and diaries. (c) Laws and government records. (d) Timelines.

Q6. (a) Informative. (b) Expository. (c) Persuasive.

Q7. (a) About 7.6 million. (b) About 10.3 million. (c) About 2.7 million more; the main cause was migration — the government’s migration program after the war.

Q8. Sample: panel 2 — “Hard times in southern China pushed him out, and gold on the New Gold Mountain pulled him in.” Panel 4 — “His market garden grew food for the gold towns, a contribution Victoria still remembers.” (Both facts are from section 1D.)

Q9–Q12. See the full solutions below.

Full solutions

Solution to Q9 (model). Claim: Chinese migrants helped feed Victoria’s gold towns during the gold rush. Evidence: many of the 25,000 Chinese who came to Victoria by the late 1850s grew vegetables in market gardens. The 1855 taxing law shows that their arrival was big enough for the government to try to slow it — so their contribution was visible even to those who opposed them. Term used: contribution (also gold rush).

Solution to Q10 (model). (a) Expository: “In 1901 the six colonies joined to become one nation because they wanted one voice on trade, safety and migration.” (b) Persuasive: “The joining of the colonies in 1901 made every Australian stronger than six small colonies ever could.” (c) The extra duty: say the other side in a fair way before answering it — for example, the colonists who feared Federation would cost their colony its own voice.

Solution to Q11 (model, using the 1855 law). (a) It could back the interpretation that by 1855 the Victorian government saw Chinese arrivals as a problem to slow. (b) It cannot show what Chinese settlers thought of the law. (c) The 1879 pamphlet *The Chinese Question in Australia* fills that gap; it is a primary source, made at the time in Chinese-Melbourne voices.

Solution to Q12 (model). Continuity: across the whole period, people kept coming to Australia hoping for a better life — the push-and-pull machinery of section 1D still works in the 1950s stories of section 2C. Change: after the war, the government ran a planned migration program (Figure F7 shows the consequence — about 2.7 million more people between 1947 and 1961), where the 1850s rushes had been a scramble with no plan. Term used: consequence (also migration).

Sample writing paragraph (model using the Figure F5 shape). [Claim] Migration changed Australia more than any other force between 1800 and 2000. [Evidence] Section 1D shows Victoria’s counted people jumping from about 77,000 in 1851 to about 540,000 in 1861, most of them new arrivals. [Evidence] Figure F7 shows the same story after the war: about 2.7 million more people between 1947 and 1961, carried in by the migration program. [Terms] Migration was the cause; new foods, towns, industries and festivals were the consequences; the migrants’ work was a contribution Australia still shows. [Limits] My interpretation leans on counts and laws, so it cannot show the feelings

of the people who came; diaries and stories would add that. [Wrap-up] For two hundred years, arrivals — not just births — have made Australia what it is.

Notes for the digital story part. Check that the four panels follow one person or group in order; that each panel's fact names a source (section 1D, section 2C or a figure in this section); that panel 4 uses one toolkit term; and that the presenters use the speaking frame in Figure F10. Mark the reasoning, not the conclusion reached.

Sources

All sources are real and can be checked; documents are quoted or restated in the author's own words. Retrieved 24 August 2026.

- Victorian Curriculum 2.0, History, Levels 5 and 6 band: content description VC2HH6S10 and elaborations VC2HH6S10.E01–E04, and the closing sentence of the achievement standard (VCAA export of 29 July 2026).
- The Eureka oath, sworn at Bakery Hill, Ballarat, on 1 December 1854, as written down by Raffaello Carboni, *The Eureka Stockade* (Melbourne, 1855), p. 68 — also taught in section 1C.
- Peter Lalor, “To the Colonists of Victoria”, *The Argus* (Melbourne), 10 April 1855, p. 7 (National Library of Australia, Trove, article 4806503) — named in Figure F4 as an example of a letter source.
- *An Act to make provision for certain Immigrants*, Victoria, 1855 — named in Figure F4 as an example of a government record (also taught in section 1D).
- Lowe Kong Meng and Louis Ah Mouy, *The Chinese Question in Australia* (Melbourne, 1879) — named in Figure F4 as an example of a pamphlet (also taught in section 1D).
- Australian Bureau of Statistics, *Australian Historical Population Statistics* (cat. no. 3105.0.65.0001), 2014 — the 1947, 1954 and 1961 census counts in Figure F7, rounded; these counts did not include Aboriginal people, who are not covered in this book.
- National Museum of Australia, *Defining Moments in Australian History*: Arthur Calwell and “populate or perish”; the post-war migration program; more than two million migrants between 1945 and 1960.