

History Level 6

End-of-level review

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Aboriginal and Torres Strait Islander content has been excluded as accuracy cannot be guaranteed, and it is better to be respectful than cover the entire curriculum inaccurately.

Significant effort has been made to ensure this content is legal. Please send any areas of concern to admin@vwx.au with appropriate document/legal references so errors can be verified and changes be made.

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End-of-level review

End-of-level review — History Level 6 History · Victorian Curriculum 2.0 · the Levels 5–6 band, Level 6 book

This is a school-designed paper. It is not made by VCAA and it is not a VCAA examination. The Levels 5–6 band carries no external assessment; achievement is reported against the band’s achievement standard on teacher judgement, and the marks here are one source of evidence towards that judgement.

This review is a piece of class work from your workbook. You do it once, after Chapter 4. It looks back across everything you learned in Chapters 1 to 4 — all four parts of the book appear in it. There is no time to beat: take as long as you need. Every question tells you where in the book to look — a section number, and sometimes a figure, table or worked example — so you can find the facts yourself. Your book is allowed. The marking guide and the full worked solutions are at the back of this booklet.

About this paper

- **Total: 52 marks** — Part A (13 marks), Part B (11 marks), Part C (13 marks), Part D (15 marks). Answer all questions.
- **Untimed.** It is planned for about one sitting of 60–75 minutes of class time. This is guidance only — there is no time to beat.
- **Write on the ruled lines.** Written parts carry ruled answer space sized to their marks. For multiple-choice items, write only the letter of your answer.
- **Some questions ask you to weigh two sides.** Where a question says you are marked on your reasoning, any side can earn full marks — what counts is how well you give reasons, exactly as in the book’s “two views” boxes and its sections on interpretations.
- Every question is tagged with the content description it comes from, in the form VC2HH6K01. The full question-by-question map, the marks table and the rubrics are in the marking guide at the back of this booklet.

Coverage of the 52 marks (printed so a teacher can see the balance without counting):

Part	Chapter	Questions	Marks
A — Australia 1800–1900: the British colonies	Chapter 1 (sections 1A–1F)	Q1–Q6	13
B — Australia 1900–2000: Federation and the changing nation	Chapter 2 (sections 2A–2E)	Q7–Q11	11
C — Doing history: questions, chronology and sources	Chapter 3 (sections 3A–3F)	Q12–Q17	13
D — Making sense of history: patterns, causes, significance, communicating	Chapter 4 (sections 4A–4D)	Q18–Q22	15
Total	All four chapters	Q1–Q22	52

All 21 content descriptions taught in this book appear at least once. (The band’s 22nd content description, VC2HH6K11 — Aboriginal and Torres Strait Islander content — is not taught in this book, as the front-of-book notice explains, so it is not assessed here.) The last question of Part D is a synthesis question: it brings together ideas from more than one chapter, the way the book’s skills chapters ask you to.

Part A — Australia 1800–1900: the British colonies (13 marks)

Answer all questions, Q1 to Q6. The items in this part draw on sections 1A–1F.

Q1. (1 mark · VC2HH6K01) Figure 3 in section 1A shows when convicts were sent to each colony, as bars along the years.

Which colony received convicts for the longest time?

- A. New South Wales
- B. Van Diemen's Land
- C. Western Australia
- D. South Australia

Q2. (3 marks · VC2HH6K02) Worked demonstration 2 in section 1B reads two real rules as sources. Source A is a Victorian goldfields rule from 1853; Source B is a Victorian law of 1855.

(a) According to Source A, what did every digger have to pay, and how often? (1 mark)

(b) Source B hit one group only. Name the group, and state one of the two burdens that law placed on it. (1 mark)

(c) Worked demonstration 2 says: “A rule can be harsh and still be equal.” Using Source A and Source B, explain what that means. (1 mark)

Q3. (2 marks · VC2HH6K03) Section 1C follows the colony of Victoria through the gold-rush years.

(a) Worked demonstration 2 in section 1C reads Victoria's population numbers as data. State the change the demonstration finds, and what it says caused it. (1 mark)

(b) Section 1C stops four times for a bolded **Continuity check**. State one thing those checks say stayed the same through all the change. (1 mark)

Q4. (3 marks · VC2HH6K04) Section 1D is about migration to the colonies from Europe and Asia — its causes, its experiences and its contributions.

(a) Section 1D lists push factors — the bad things at home that pushed people to leave. Name one push factor from that list, and the people it moved. (1 mark)

(b) Section 1D names one “strongest pull factor of all”. What is it? (1 mark)

(c) State one thing section 1D says about the experiences of Chinese migrants in the colonies — how they travelled, how they worked or how they lived. (1 mark)

Q5. (1 mark · VC2HH6K05) Figure F6 in section 1E tells you about five key women of the colonies.

Which one of them became the first woman elected to an Australian parliament?

- A. Mary MacKillop
- B. Elizabeth Macarthur
- C. Edith Cowan
- D. Mary Reibey

Q6. (3 marks · VC2HH6K06) Section 1F is about different interpretations — how different people can build different meanings on top of the same facts.

(a) The section gives four reasons why interpretations differ. Name two of the four. (1 mark)

(b) The section’s first debate weighs two interpretations of Eureka — “a great stand for freedom” against “a small riot that changed little”. State one piece of evidence that either side offers, and say which side it belongs to. (1 mark)

(c) About the fight at the Eureka Stockade, section 1F prints these words: “*even the number of dead is contested.*” Using the section’s own meaning of the word **contested**, explain what these words mean and why the number of dead fits that meaning. (1 mark)

Part B — Australia 1900–2000: Federation and the changing nation (11 marks)

Answer all questions, Q7 to Q11. The items in this part draw on sections 2A–2E. Where a question asks you to weigh two sides, you are marked on your reasoning, not on the side you choose.

Q7. (1 mark · VC2HH6K07) Demonstration 2 in section 2A says that numbers are sources too, and reads the votes of the 1898 New South Wales referendum. More voters in New South Wales said yes than no — yet the draft did not carry in New South Wales that year.

According to the demonstration, why not?

- A. Most voters in New South Wales were against Federation
- B. A New South Wales law said the draft needed at least 80,000 yes votes, and the yes vote did not reach that number
- C. The other colonies would not let New South Wales join
- D. Queen Victoria refused to sign the draft

Q8. (3 marks · VC2HH6K08) Section 2B follows three groups — women, children and migrants — through the century after Federation.

- (a) Primary Source Card A in section 2B (Figure 3) is a law passed one year after Federation. Name the law, and state what it let women do in federal elections. (1 mark)

- (b) Section 2B says that between 1913 and 1967 about 7,000 children were sent from Britain to Australia. What does the section say about the idea that these children were orphans? (1 mark)

- (c) Under the Immigration Restriction Act 1901, an officer could give a person a dictation test. According to section 2B, how did the test work to keep people out? (1 mark)

Q9. (2 marks · VC2HH6K09) Section 2C tells the story of migration to Australia in the 20th century.

- (a) Figure 3 in section 2C is about the Assisted Passage Migration Scheme. What did an adult from Britain pay for the fare under that scheme, and what nickname did these migrants earn? (1 mark)

- (b) Demonstration 2 in section 2C backs the claim “After World War II, the places Australia’s people were born changed quickly” with the census data in Figure 9. State one limit the demonstration puts on that data. (1 mark)

Q10. (3 marks · VC2HH6K10) Section 2D looks at the contributions of individuals and groups to a changing Australian society.

- (a) Section 2D defines *contribution* in its own way for the section. According to that definition, what must the thing given do to count as a contribution? (1 mark)

- (b) Name one individual or one group that section 2D tells you about, and state the contribution the section gives them. (1 mark)

- (c) Example 2 in section 2D reads a chart of the share of Australians born overseas as a source. According to the example's Key idea, what in the chart is the evidence? (1 mark)

Q11. (2 marks · VC2HH6K12) Section 2E looks at a phrase from a 1964 book by Donald Horne, *The Lucky Country*.

- (a) Most readers heard praise in the words “the lucky country”. According to section 2E, what did Horne really mean by them? (1 mark)

- (b) Section 2E marks one claim as contested: “*Australia was the lucky country.*” Give one dated fact from section 2E that a person could use to argue FOR the claim, and one dated fact a person could use to argue AGAINST it. You are marked on how well you give each side, not on which side you agree with. (1 mark)

Part C — Doing history: questions, chronology and sources (13 marks)

Answer all questions, Q12 to Q17. The items in this part draw on sections 3A–3F. These are skills sections: where an item points to a figure, table or worked demonstration, open the book, read it again and answer from it.

Q12. (1 mark · VC2HH6S01) Section 3A sorts historical questions into three types: probing, open-ended and comparing.

Here is a question: “How was voting in 1900 different from voting in 1851?” Which type is it?

- A. A probing question — it digs for one precise detail
- B. An open-ended question — it lets many answers in and draws ideas out
- C. A comparing question — it puts two times side by side to spot continuity and change
- D. A before question — it is one of the questions a historian asks before opening any source

Q13. (3 marks · VC2HH6S02) Part 2 of section 3B carries the Federation timeline, and Worked demonstration 1 reads it.

- (a) The demonstration says Federation was built step by step — “*agreement first, law second, nation third*”. Name the event that starts the timeline, and the year it happened. (1 mark)

- (b) Using the timeline, how many years passed between that first event and 1 January 1901? (1 mark)

- (c) Part 6 of section 3B shows a faulty student timeline with numbered red flags. Name two of the mistakes it makes. (1 mark)

Q14. (2 marks · VC2HH6S03) Section 3C describes the 1891 Women’s Suffrage Petition, kept at the Public Record Office Victoria.

- (a) Is the petition a primary source or a secondary source? Use the sort test in section 3C to give your reason. (1 mark)

- (b) State one feature or one piece of the petition’s content, exactly as section 3C gives it. (1 mark)

Q15. (3 marks · VC2HH6S04) Worked demonstration 1 in section 3D runs the five moves on a real photograph: Bernhardt Holtermann pictured with the biggest lump of gold ever found, at Hill End in New South Wales, in 1872.

- (a) Is the photograph a primary source or a secondary source? Give the reason the demonstration uses. (1 mark)

- (b) The demonstration judges the photograph against the question “*How much gold could be found on the Australian goldfields?*” Give one thing the photograph shows that makes it strong evidence for that question. (1 mark)

- (c) The demonstration ends: “*The value was never in the photo. It was in the match between the photo and the question.*” Using one strength and one limitation of the photograph, explain what that means. (1 mark)

Q16. (1 mark · VC2HH6S05) Part 1 of section 3E defines four words: perspective, belief, value and attitude.

Which word means “*something a person thinks is important and worth standing up for*”?

- A. Belief
- B. Value
- C. Attitude
- D. Perspective

Q17. (3 marks · VC2HH6S06) Section 3F puts three readings of the Eureka fight side by side (Figure 5), and Worked demonstration 1 works through them with the four moves.

- (a) In Figure 6 of section 3F, Mark Twain calls Eureka “*the finest thing in Australasian history.*” Is that sentence a fact or an interpretation? Give the reason section 3F uses. (1 mark)

- (b) The demonstration finds where the three readings agree. State one thing all three readings of Eureka agree on. (1 mark)

- (c) Carboni wrote his reading in 1855 and Twain wrote his in 1897. Using the five reasons in Figure 4 of section 3F, explain why their readings differ. Give one reason and the evidence that supports it. (1 mark)

Part D — Making sense of history: patterns, causes, significance, communicating (15 marks)

Answer all questions, Q18 to Q22. The items in this part draw on sections 4A–4D. The last question is the synthesis question: it asks you to bring together ideas from more than one chapter, the way the book's skills chapters ask you to.

Q18. (1 mark · VC2HH6S07) Key idea 2 in section 4A is about words that describe change — words like *fast* and *big*.

According to that key idea, what do these words need before they make sense?

- A. A source line showing where the words came from
- B. A frame — the period and the thing you measured
- C. A rate, worked out by dividing the time taken by the amount of change
- D. A timeline that shows every year of the period

Q19. (3 marks · VC2HH6S08) Section 4B teaches you to explain events using causes and consequences.

- (a) The background knowledge in section 4B sorts consequences into short-term and long-term. According to the section, what is the difference between the two? (1 mark)

- (b) Worked demonstration 2 in section 4B reads a government poster — the source card in Figure 4 — for push and pull factors. What kind of factor does the demonstration say the cheap fare it offers is, and what reason does it give? (1 mark)

- (c) Worked demonstration 1 in section 4B builds a consequence web, and its step 4 checks each branch: short-term or long-term? Give one example the demonstration sorts at that step, and say which of the two it is. (1 mark)

Q20. (2 marks · VC2HH6S09) Section 4C is about historical significance.

- (a) Figure F1 in section 4C gives four tests for judging significance. Name two of the four tests. (1 mark)

- (b) Part E in section 4C looks at one event through the eyes of four groups, and their judgements do not all agree. According to that part, what is the historian's job when judgements disagree like this? (1 mark)

Q21. (3 marks · VC2HH6S10) Section 4D teaches you to construct historical interpretations.

- (a) Part C in section 4D gives a strong interpretation its shape, in four parts. Name three of the four parts. (1 mark)

- (b) Worked example 1 in section 4D builds an interpretation from the Eureka oath. Its step 4 gives the interpretation's limits. According to the worked example, what can the oath not show? (1 mark)

- (c) Section 4D describes three voices for writing. Which voice takes a side, and what extra duty does the section put on that voice? (1 mark)

Q22. (6 marks · VC2HH6S07, VC2HH6S09) **Synthesis — bringing the book together.** Migration is the longest thread in this book: section 1D plants it, section 2C grows it, and the skills chapters give you the tools to read it. This question draws on sections 1D, 2C, 3C, 4A and 4C.

- (a) Section 1D introduces push factors and pull factors. Define each of them, as the book does. (1 mark)

- (b) Section 2C tells the story of Australia's migration programs after World War II. Name one of the programs section 2C describes, and state who it was for or what it gave them. (1 mark)

- (c) Worked demonstration 2 in section 3C sums up four real sources in a summary table. One of them is the "Australia - Land of Tomorrow" poster. State one thing the section tells you about that poster — its features, its content or its context. (1 mark)

- (d) Make a judgement: were the post-war migration programs significant for Australia? Use at least two of the four tests from Figure F1 in section 4C, each with evidence from this book, and give your answer a frame — the period and the thing you measured — as Key idea 2 in section 4A teaches. You are marked on how well you use the tests, the evidence you give and the frame you state, not on the judgement you reach. (3 marks)

Mark record

Teacher use. The rubrics and worked solutions are in the marking guide at the back of this booklet.

Part	Questions	Marks available	Score
A — Australia 1800–1900: the British colonies	Q1–Q6	13	
B — Australia 1900–2000: Federation and the changing nation	Q7–Q11	11	
C — Doing history: questions, chronology and sources	Q12–Q17	13	
D — Making sense of history: patterns, causes, significance, communicating	Q18–Q22	15	
Total	Q1–Q22	52	

About the facts in this paper

Every fact this paper asks about is already in your workbook, with its source line where a real source is involved. This paper adds no new data and no new sources: each item points you to the section, figure, table, worked example or source that carries the fact. If your answer quotes a figure, a date or a number, you should be able to say which part of the book it came from.

Review marking guide — read this first

What this paper is

This is the end-of-level review for the History Level 6 workbook: a school-designed written paper that looks back across all four chapters. It has 22 questions worth 52 marks in four parts — Part A, Australia 1800–1900: the British colonies (sections 1A–1F); Part B, Australia 1900–2000: Federation and the changing nation (sections 2A–2E); Part C, Doing history: questions, chronology and sources (sections 3A–3F); and Part D, Making sense of history: patterns, causes, significance, communicating (sections 4A–4D). All 21 content descriptions taught in the book appear at least once, and the final question is a cross-chapter synthesis item. The band’s 22nd content description, VC2HH6K11 (Aboriginal and Torres Strait Islander content), is not taught in this book — see the front-of-book notice — and is not assessed.

Every fact the paper asks about is already in the student’s workbook. Each item names the section — and usually the figure, table, worked example or source — that carries the fact. The paper introduces no new data and no new sources, so nothing in it needs checking against anything outside the book. Where a student’s answer differs from a solution below, the first move is to reopen the book item the question named: the answer is there.

How to mark it

- Award whole marks only; no half marks. The marks for each part are shown in the paper and in the rubrics below.
- Accept the same idea in different words. The solutions show one acceptable way to say each answer; they are not the only way.
- Where a student quotes a date or number that the section they name prints one way and another section prints another way (the book has a small number of these, listed in the header note above), accept the number as the section the student names prints it. Do not penalise a student for a book-internal difference.
- Multiple-choice items (Q1, Q5, Q7, Q12, Q16, Q18): award the mark for the correct letter. No working is needed.
- Q6(c), Q11 and Q22(d) ask students to weigh two sides of a contested question or to justify a judgement against stated criteria. Mark the quality of the reasoning, never the side chosen or the judgement reached — an answer with clear reasons on either side earns full marks. This is the same rule the book’s own “two views” boxes use.
- Where the paper says a response is “open” (a question the book itself marks as accepting several answers, such as remaking a historical question or choosing which sources to trust), any answer that satisfies the stated test earns the mark; the solutions give examples, not complete lists.
- For items with two or more marks, one mark is lost only for a genuine error or omission — not for short or plain wording, as long as the idea is correct.

Marks

Question	Part	Book section	Content description	Marks
Q1	A	1A	VC2HH6K01	1
Q2	A	1B	VC2HH6K02	3
Q3	A	1C	VC2HH6K03	2
Q4	A	1D	VC2HH6K04	3
Q5	A	1E	VC2HH6K05	1
Q6	A	1F	VC2HH6K06	3
Q7	B	2A	VC2HH6K07	1
Q8	B	2B	VC2HH6K08	3
Q9	B	2C	VC2HH6K09	2
Q10	B	2D	VC2HH6K10	3
Q11	B	2E	VC2HH6K12	2
Q12	C	3A	VC2HH6S01	1

Question	Part	Book section	Content description	Marks
Q13	C	3B	VC2HH6S02	3
Q14	C	3C	VC2HH6S03	2
Q15	C	3D	VC2HH6S04	3
Q16	C	3E	VC2HH6S05	1
Q17	C	3F	VC2HH6S06	3
Q18	D	4A	VC2HH6S07	1
Q19	D	4B	VC2HH6S08	3
Q20	D	4C	VC2HH6S09	2
Q21	D	4D	VC2HH6S10	3
Q22	D	1D, 2C, 3C, 4A, 4C	VC2HH6S07, VC2HH6S09	6
Total		All four chapters	All 21 taught content descriptions	52

Achievement-standard link

This paper is built on the Levels 5–6 History achievement standard (the VCAA export carried with this book — referenced, not quoted here). In outline, the standard covers: what caused the British colonies to be established and what followed; how much individuals, events and ideas changed Australian politics and society up to 1900, and kept changing them through Federation and the migration of the 1900s; and the skills — framing questions, ordering in time, working with sources as evidence, reading perspectives, comparing interpretations, tracing continuity and change, judging significance, and constructing interpretations in historical terms.

How the paper maps onto the standard:

- Part A (Q1–Q6) gathers evidence for the first sentence — what caused the British colonies to be established and what followed (Q1, Q2, Q4), continuity and change in a colony (Q3), significant individuals and groups in a colony’s development (Q5), and different interpretations of a colonial development (Q6).
- Part B (Q7–Q11) gathers evidence for how much individuals, events and ideas changed Australian politics and society — Federation (Q7, Q8) and the migration of 1900–2000 (Q9, Q10, Q11).
- Part C (Q12–Q17) gathers evidence for the skills sentences in order: developing questions (Q12), chronology and narrative (Q13), features, content and context of sources (Q14), the value of evidence (Q15), perspectives from primary sources (Q16), and interpretations and why they vary (Q17).
- Part D (Q18–Q22) gathers evidence for the closing sentences: patterns of continuity and change (Q18), causes and consequences (Q19), significance (Q20), and constructing interpretations with terms and evidence (Q21, Q22).

Question-by-question rubric

Q1 — 1 mark (VC2HH6K01).

- 1 mark for A (New South Wales). No working needed; no mark for any other letter.

Q2 — 3 marks (VC2HH6K02).

- - (a) 1 mark for: 30 shillings, every month (or “a month”) — both elements needed (amount + frequency). Accept “a monthly permit of 30 shillings”.
- - (b) 1 mark for: Chinese migrants (or Chinese arrivals) **and** one of the two burdens — the 10-pound tax on each Chinese arrival, **or** the limit of one Chinese passenger per ten tonnes of ship. Both elements needed.
- - (c) 1 mark for an explanation that separates harshness from equality, using both sources — e.g. Source A cost every digger the same 30 shillings a month, whoever they were: hard, but the same for all; Source B shows the contrast — it hit one group only, so it was harsh *and* unequal. Marked on the reasoning; accept any wording that makes the “applies to everyone the same way, yet still hard” point.

Q3 — 2 marks (VC2HH6K03).

- - (a) 1 mark for: the change — Victoria’s population grew almost seven times in ten years (77,345 in 1851 to 538,628 in 1861; accept “about 77,000 to about 540,000”) — **and** the cause — migration (the growth began in 1851, the year gold was found). Both elements needed.
- - (b) 1 mark for any one Continuity-check item as section 1C prints it: wool kept flowing from the sheep runs (and stayed a major export); Britain still governed the colony through an appointed governor; Victoria stayed a British colony; the Crown still owned the land; Melbourne’s role as the capital and port ran through the whole story; the 1837 grid is still used in central Melbourne today.

Q4 — 3 marks (VC2HH6K04).

- - (a) 1 mark for any one push factor from section 1D’s list **and** the people it moved: the Industrial Revolution (British farm workers who lost their work); the Irish Potato Famine, 1845–52 (the Irish); the Highland Clearances (Highlanders in the north of Scotland, forced off the land); German Lutherans (treated badly for their beliefs in parts of Prussia); war, floods and hunger in Guangdong (people of southern China); the law (convicts — migration by force). Factor **and** people both needed.
- - (b) 1 mark for: gold — found in New South Wales and Victoria in 1851; the section calls it “the strongest pull factor of all”.
- - (c) 1 mark for any experience of Chinese migrants as section 1D prints it: the shorter voyage from China (weeks to a couple of months); after the Victorian law of 1855, some landed at ports in South Australia and walked hundreds of kilometres overland to the goldfields to avoid the tax; worked in groups of ten or twenty, sharing the work and any gold; often worked ground other miners had given up; market gardens that grew food for thousands; shops; work as cooks, cabinet-makers or washing clothes; festivals such as the New Year, with drums, flags and feasts; letters and money sent home; homesickness. Do not require (and do not mark on) the tax amount — the sections of this book print it in different forms, so no amount is accepted or required here.

Q5 — 1 mark (VC2HH6K05).

- 1 mark for **C** (Edith Cowan). No working needed; no mark for any other letter.

Q6 — 3 marks (VC2HH6K06).

- - (a) 1 mark for any two of the four reasons: different evidence; different questions; different times; different beliefs and values.
- - (b) 1 mark for one piece of evidence with its side named. Interpretation A (“a great stand for freedom”): the demands — votes for all men, secret voting, fair parliaments — became the law within two years; the Southern Cross flag is still carried at meetings and marches today; it leans on the charter, the oath and the laws of 1855–1856. Interpretation B (“a small riot that changed little”): the fight lasted about twenty minutes; most diggers at Ballarat never joined the stockade; some of the voting changes were already being talked about before December 1854. Evidence **and** side both needed.
- - (c) 1 mark for an explanation built on the section’s own definition — contested means argued about: when sources disagree, or when historians reach different conclusions, the point is contested — applied to the number of dead: the section says at least 22 diggers were killed, perhaps more, and several soldiers died too, and historians still argue about the exact count, so no single number is settled. Contested items are marked on the quality of the explanation, never on a number the student picks (CONTESTED_TERMS Rules 2–5); do not require or accept any single death toll as “the” answer.

Q7 — 1 mark (VC2HH6K07).

- 1 mark for **B** (the 80,000 yes-vote rule was not reached). No working needed; no mark for any other letter.

Q8 — 3 marks (VC2HH6K08).

- - (a) 1 mark for: the Commonwealth Franchise Act 1902 **and** what it let women do — enrol and vote in federal elections (they could no longer be turned away because of their sex). Both elements needed. Accept “vote and stand for parliament”, as the section’s account of the Act allows.
- - (b) 1 mark for: most of the child migrants were **not** orphans — many had parents who were still living (or the same idea: the orphan story was not true of most of them).
- - (c) 1 mark for: the test was given so the person would fail — an officer read out words for the person to write down, in a language chosen so that the person would fail. The mechanism **and** the choice of language to exclude both needed.

Q9 — 2 marks (VC2HH6K09).

- - (a) 1 mark for: £10 (accept “ten pounds”) **and** the nickname “Ten Pound Poms”. Both elements needed.
- - (b) 1 mark for one limit as Demonstration 2 prints it: the figures count people — they do not give reasons; **or** one of its cross-checks — the programs (Figure 2), the push–pull diagram (Figure 4), or first-hand sources such as the Bonegilla letters and photos (Figure 5).

Q10 — 3 marks (VC2HH6K10).

- - (a) 1 mark for: it must make life different for other people.

-
- (b) 1 mark for any individual or group section 2D tells you about, with the contribution as that section gives it — e.g. Fiona Wood (spray-on skin); Marita Cheng (Robogals); Dawn Fraser (100 metres freestyle, three Olympics in a row); the CSIRO team whose work led to wifi (patented 1996); Peter Allen (“I Still Call Australia Home”, 1980); the School of the Air (first lesson 8 June 1951); the workers of the Snowy Mountains Scheme. Name/group **and** contribution both needed, as printed in 2D.
-
- (c) 1 mark for: the **shape** of the line — its fall, low point and long climb. Accept “the shape of the line” with or without the three features named.

Q11 — 2 marks (VC2HH6K12).

-
- (a) 1 mark for: Horne meant it as a **warning**, not praise — Australia was doing well because of luck (rich land, few people, strong friends), not because of its own choices and hard work, and living on luck is risky. The warning **and** one luck-not-hard-work element needed. Accept an answer built on the section’s note that the phrase became a boast — the opposite of what its writer meant — only if the warning sense is also given.
-
- (b) 1 mark for one dated FOR fact **and** one dated AGAINST fact from section 2E. FOR examples: 1902 — women won the federal vote, among the first such laws in the world; 1907 — the basic wage set a floor under a worker’s pay (7 shillings a day); Australia was never taken over in two world wars. AGAINST examples: by 1932 about one worker in three had no job; 19 February 1942 — Darwin was bombed and about 236 people were killed; by 1992 about one worker in nine had no job; the same 1902 law shut many people out of voting because of their race. Both sides needed, each with a date. Contested item: mark how well each side is given, never which side the student agrees with (CONTESTED_TERMS Rules 2–5).

Q12 — 1 mark (VC2HH6S01).

- 1 mark for C (a comparing question). No working needed; no mark for any other letter.

Q13 — 3 marks (VC2HH6S02).

-
- (a) 1 mark for: the Tenterfield speech (Parkes’s speech at Tenterfield) **and** 1889 — both elements needed.
-
- (b) 1 mark for 12 years (1889 to 1901).
-
- (c) 1 mark for any two of the four red-flag mistakes: dates not in date order (1891, 1901, then 1889); unequal gaps for equal time; one mark has no date; no title and no arrow.

Q14 — 2 marks (VC2HH6S03).

-
- (a) 1 mark for: primary source, because it passes the sort test — it was made at the time (1891) by the people who were there (the women who signed it). Classification **and** sort-test reason needed.
-
- (b) 1 mark for any one feature or content item as section 3C prints it: paper pages joined onto cloth; about 260 metres long; presented 29 September 1891; it asks the Victorian parliament to give women the vote; its content is nearly all names — about/nearly/almost 30,000 signatures in many hands. The signature count must stay approximate — do not require or accept a precise figure as “the” count.

Q15 — 3 marks (VC2HH6S04).

- - (a) 1 mark for: primary source, because it was made in 1872 — the same year the rock came out of the mine. Classification **and** reason needed.
- - (b) 1 mark for one thing the photo shows for the gold question: the real rock, with a name, a mine and a date (19 October 1872); the rock weighed 630 pounds — about 286 kilograms; about 93 kilograms of gold came out of it.
- - (c) 1 mark for an explanation in terms of the match between source and question: one strength **and** one limitation from the demonstration, tied to the point that the same photo is very valuable for one question (“how much gold could be found”) and not valuable for another (“what was a miner’s day like?”). Marked on the reasoning; accept any strength/limitation pair the demonstration supports.

Q16 — 1 mark (VC2HH6S05).

- 1 mark for **B** (value). No working needed; no mark for any other letter.

Q17 — 3 marks (VC2HH6S06).

- - (a) 1 mark for: interpretation, because “finest” is a judgement word — it cannot be checked against a source; it says what the past *means* or how much it matters. Classification **and** judgement-word reason needed.
- - (b) 1 mark for any one point of agreement: a fight happened at Eureka on 3 December 1854; diggers built a stockade; it was about the licence and the diggers’ rights.
- - (c) 1 mark for one reason from Figure 4 with its supporting evidence — e.g. time (Twain wrote in 1897, more than forty years after the fight); place (Carboni stood inside the diggers’ camp; Twain was an American visitor); purpose and readers (Carboni wrote to tell the diggers’ story; Twain retold a famous story for readers around the world). Reason **and** evidence needed. Section 3F marks the quality of the reasoning, not the conclusion reached.

Q18 — 1 mark (VC2HH6S07).

- 1 mark for **B** (a frame — the period and the thing you measured). No working needed; no mark for any other letter.

Q19 — 3 marks (VC2HH6S08).

- - (a) 1 mark for: short-term consequences show up soon after the event; long-term consequences last for years, even after people forget the event. Both halves needed.
- - (b) 1 mark for: a pull factor, because it drew people in (or the model sentence — it made a new life cheaper for families in Britain). Classification **and** reason needed.
- - (c) 1 mark for either sorted example with its label: crowded diggings = short-term, **or** towns that lasted = long-term. Example **and** label needed.

Q20 — 2 marks (VC2HH6S09).

- - (a) 1 mark for any two of the four tests: How many? / How much? / How long? / Still felt today?

-
- (b) 1 mark for: not to pick a winner but to state the frame — ask “significant to whom?”. Accept any wording that carries both moves: no winner-picking **and** frame-stating.

Q21 — 3 marks (VC2HH6S10).

-
- (a) 1 mark for any three of the four parts: claim, evidence, terms, limits.
-
- (b) 1 mark for either gap as the worked example prints it: what diggers who stayed away thought, **or** what the government believed.
-
- (c) 1 mark for: the persuasive voice, **and** its extra duty — say the other side in a fair way before answering it. Voice **and** duty needed.

Q22 — 6 marks (VC2HH6S07, VC2HH6S09).

-
- (a) 1 mark for both definitions as the book prints them — push factor: something bad at home that pushes people to leave (section 1D, repeated in 2C’s key words; 4B’s background knowledge says “a reason to leave home”); pull factor: something good in the new place that pulls people to come (section 1D; 4B: “something that draws people to a new place”). Both needed; accept the wording of section 1D, 2C or 4B.
-
- (b) 1 mark for any post-war program from section 2C with who it was for or what it gave them, as printed: the displaced persons program — people left homeless by World War II (182,159 accepted as refugees by 1952); the Assisted Passage Migration Scheme — British migrants (£10 adult fare, children free); the European worker agreements — workers from European countries such as Italy; the refugee intakes — e.g. people fleeing war, such as the Vietnamese. Program **and** who-for/what-gave both needed.
-
- (c) 1 mark for any one item as section 3C prints it — features: a printed colour poster made by the Australian government, shown in Britain 1949–1951, kept at the National Archives of Australia; content: paints Australia as a bright land of tomorrow and invites British families to come; context: after World War II Australia wanted more workers, and the assisted passage scheme let British adults come for 10 pounds.
-
- (d) 3 marks: 1 mark for each of two of the four tests, each backed by real evidence from this book (2 marks), plus 1 mark for a stated frame — period **and** thing measured — and an answer that reads as a judgement built on the tests. Mark how well the tests, the evidence and the frame are used, never the judgement reached: a “not significant” answer argued to the same standard earns full marks (CONTESTED_TERMS Rule 5; the book’s own 4C marking note — “mark the reasoning, not the conclusion reached”).

Solutions — Part A (13 marks)

Answers at a glance

- **Q1 A** — New South Wales.
- **Q2 (a)** 30 shillings, every month. (b) Chinese migrants; the 10-pound tax or the one-per-ten-tonnes limit. (c) Source A: harsh but the same for all; Source B: harsh and aimed at one group only.
- **Q3 (a)** Almost seven times more people in ten years; migration caused it. (b) Any Continuity-check item (e.g. wool kept flowing).
- **Q4 (a)** Any push factor + the people it moved. (b) Gold. (c) Any printed experience of Chinese migrants.
- **Q5 C** — Edith Cowan.
- **Q6 (a)** Any two of the four reasons. (b) One side's evidence, side named. (c) Contested = argued about; historians still argue about the exact count.

Worked solutions

Q1. (1 mark · VC2HH6K01) **Answer: A — New South Wales.** The bars in Figure 3 of section 1A run: New South Wales 1788 to 1850; Van Diemen's Land 1803 to 1853; Western Australia 1850 to 1868. The New South Wales bar stretches across more years than any other, so NSW received convicts for the longest time. Why the others are wrong: B — Van Diemen's Land's bar (1803 to 1853) is shorter than NSW's; C — Western Australia received the last convicts (the chart's last arrivals, in 1868), but its bar starts in 1850, so it covers the fewest years of the three; D — South Australia has no bar: it began as a free colony in 1836 and never had convicts sent to it.

Q2. (3 marks · VC2HH6K02) (a) Source A — the Victorian goldfields rule of 1853 — made every digger pay a licence of **30 shillings, every month**. Both elements needed: the amount and how often. (b) Source B — the Victorian law of 1855 — hit **Chinese migrants** (Chinese arrivals) only. Either burden earns the mark: **a tax of 10 pounds on each Chinese arrival, or the limit of one Chinese passenger per ten tonnes of ship**. (c) The demonstration's point is that harshness and equality are two different things. Source A was harsh — 30 shillings a month was a lot of money — but it was equal: it cost every digger the same, whoever they were. Source B was harsh **and** unequal: it hit one group only. So a rule can be harsh and still be equal (Source A), and the contrast with Source B is what makes the sentence mean something. Mark the separation of the two ideas, using both sources.

Q3. (2 marks · VC2HH6K03) (a) Worked demonstration 2 finds that **Victoria's population grew almost seven times in ten years** — from 77,345 in 1851 to 538,628 in 1861 (accept the section's rounded pair, about 77,000 and about 540,000) — and it says the cause was **migration**: the growth began in 1851, the year gold was found, and migration caused it. The demonstration's point to copy: numbers are sources too. (b) Any one of the four Continuity-check items: **wool kept flowing from the sheep runs** and stayed a major export; **Britain still governed the colony through an appointed governor**; Victoria stayed a British colony; **the Crown still owned the land** until it was sold or selected; **Melbourne's role as the capital and port** ran through the whole story; Hoddle's 1837 grid is still used in central Melbourne today.

Q4. (3 marks · VC2HH6K04) (a) Any push factor with its people: **the Industrial Revolution** — machines and factories changed work in Britain and many farm workers lost their work (British workers); **the Irish Potato Famine, 1845–52** — a plant disease made the crop rot, and about a million people died of hunger and sickness (the Irish — between 1848 and 1850 more than 4,000 young Irish women came on assisted passages); **the Highland Clearances** — landowners turned small tenant farms into big sheep runs and tenants were forced off the land (Highlanders in the north of Scotland); **German Lutherans** — treated badly for their beliefs in parts of Prussia (the ship *Zebra* brought one of the first groups in 1838, and in 1839 they founded Hahndorf); **war, floods and hunger in Guangdong** (people of southern China); or **the law** — for convicts, migration was by force. (b) **Gold**. The section prints it: gold was found in New South Wales and Victoria in 1851, news raced round the world, and *gold became the strongest pull factor of all*. (c) Any experience as section 1D prints it: the voyage from China was shorter — weeks to a couple of months; after Victoria's 1855 law some Chinese passengers got off at ports in South Australia and **walked hundreds of kilometres overland** to the Victorian goldfields to avoid the tax; they **worked in groups of ten or twenty**, sharing the work and sharing any gold, and often worked ground other miners had given up; their **market gardens grew food for thousands**, and they ran shops or worked as cooks, cabinet-makers or washing clothes; festivals such as the New Year were celebrated with drums, flags and feasts; letters and money were sent home, and many men were homesick. Note for markers: do not accept or require a tax amount here — the book's sections print that figure in different forms, and Q2(b) already asks for it as section 1B prints it.

Q5. (1 mark · VC2HH6K05) **Answer: C — Edith Cowan.** Figure F6's row for Edith Cowan (1861 to 1932, Western Australia) says she worked for women's rights and children's welfare and **in 1921 became the first woman elected to an Australian parliament.** Why the others are wrong: A — Mary MacKillop opened free schools for poor children (her first school, 1866); B — Elizabeth Macarthur managed the family's big sheep runs and wool work from the early 1800s, through the years her husband was away; D — Mary Reibey arrived as a convict and became a wealthy Sydney trader with her own ships. Not one of the three was elected to a parliament.

Q6. (3 marks · VC2HH6K06) (a) Any two of the section's four reasons why interpretations differ: **different evidence, different questions, different times, different beliefs and values.** (b) Any one piece of evidence with its side: Interpretation A (*Eureka was a great stand for freedom*) offers the demands — votes for all men, secret voting, fair parliaments — which became the law within two years, and the Southern Cross flag, still carried at meetings and marches today; it leans on the charter, the oath and the laws of 1855–1856. Interpretation B (*Eureka was a small riot that changed little*) offers the short fight — about twenty minutes, as section 1F prints it — the fact that most diggers at Ballarat never joined the stockade, and the voting changes already being talked about before December 1854. (c) The section defines **contested** as *argued about*: when sources disagree, or when historians reach different conclusions, the point is contested. The number of dead fits that meaning because no count is settled — the section says at least 22 diggers were killed, perhaps more, and several soldiers died too, and historians still argue about the exact count. Mark the explanation (definition + why the count fits it), never a number the student chooses; this is a contested item under **CONTESTED_TERMS** Rules 2–5.

Solutions — Part B (11 marks)

Answers at a glance

- **Q7 B** — the 80,000 yes-vote rule was not reached.
- **Q8 (a)** Commonwealth Franchise Act 1902 — women could enrol and vote in federal elections. (b) Most of the child migrants were not orphans; many had living parents. (c) An officer read out words to write down, in a language chosen so the person would fail.
- **Q9 (a)** £10 (“ten pounds”); “Ten Pound Poms”. (b) The figures count people; they do not give reasons — the demonstration cross-checks with the programs, the push–pull diagram and first-hand sources.
- **Q10 (a)** It must make life different for other people. (b) Any 2D individual/group + contribution as printed. (c) The shape of the line — its fall, low point and long climb.
- **Q11 (a)** A warning: doing well because of luck, not its own choices and hard work. (b) Any dated FOR fact + any dated AGAINST fact from 2E; marked on reasoning.

Worked solutions

Q7. (1 mark · VC2HH6K07) **Answer: B — the 80,000 yes-vote rule.** Demonstration 2 in section 2A reads the 1898 New South Wales referendum as a data set (Figure 2a_nsw1898.png): more NSW voters said yes (71,595) than no (66,228) — a yes majority of 5,367 — but a NSW law set the bar at 80,000 yes votes, and the yes vote missed that bar by 8,405. That is why the draft did not carry in NSW that year. Why the others are wrong: A — the demonstration says the opposite: the cause of the failure was *not* that most NSW voters were against Federation; C — no other colony blocked NSW; the premiers met afterwards and changed the draft, giving NSW better terms, so that was a consequence, not the cause; D — Queen Victoria signed the law in 1900, after NSW voted again and said yes in 1899, so her signature was not what stopped the 1898 vote.

Q8. (3 marks · VC2HH6K08) (a) The law is the **Commonwealth Franchise Act 1902** — Primary Source Card A (Figure 3), passed one year after Federation. It let women **enrol and vote** in federal elections: as section 2B puts it, a woman could no longer be turned away because of her sex. Accept “vote and stand for parliament” — in December 1903 women voted in a federal election for the first time, and some stood as candidates. (b) The section says **most of the child migrants were not orphans**: many had parents who were still living. The orphan story was not true of most of the about 7,000 children sent from Britain between 1913 and 1967. (c) The dictation test kept people out by being **given so the person would fail**: an officer read out words for the person to write down, in a language chosen so that the person would fail — because the officer chose the language, the test could be a trick aimed at one group.

Q9. (2 marks · VC2HH6K09) (a) Under the Assisted Passage Migration Scheme — the deal in Figure 3, which ran from 1945 to 1982 — an adult from Britain paid **£10** for the fare, children travelled free, and these migrants earned the nickname “**Ten Pound Poms**”. Accept “ten pounds”. (b) The demonstration’s Limits line says: **the figures count people; they do not give reasons**. To confirm the *why*, it cross-checks the census data with the programs (Figure 2), with the push–pull diagram (Figure 4), and with first-hand sources such as the Bonegilla letters and photos (Figure 5). Accept the count-not-reasons point, or any one cross-check.

Q10. (3 marks · VC2HH6K10) (a) Section 2D defines a contribution as something a person or group gives to the society they live in — work, ideas, knowledge, food, inventions, art, money or help — that **makes life different for other people**. (b) Accept any individual or group section 2D tells you about, with the contribution as printed there — e.g. **Fiona Wood**, whose spray-on skin helps people with bad burns; **Marita Cheng**, who started Robogals; **Dawn Fraser**, who won the 100 metres freestyle at three Olympics in a row; the **CSIRO team** whose work led to wifi, patented in 1996; **Peter Allen**, who wrote “I Still Call Australia Home” (1980); the **School of the Air**, whose first lesson went out on 8 June 1951; or the **workers of the Snowy Mountains Scheme**. (c) The Key idea says the evidence in the chart is **the shape of the line — its fall, low point and long climb**: the chart’s shape is what shows the story of the overseas-born share.

Q11. (2 marks · VC2HH6K12) (a) Horne meant the title as a **warning**, not praise: Australia was doing well because of **luck** — rich land, few people, strong friends — not because of its own **choices and hard work**, and living on luck is risky. The section notes the phrase later became a boast — the opposite of what its writer meant. (b) Contested item — mark how well each side is given, never which side the student agrees with (CONTESTED_TERMS Rules 2–5). FOR examples from section 2E, each with a date: in **1902** Australian women won the right to vote in federal elections, among the first such laws in the world; in **1907** the basic wage set a floor under a worker's pay (7 shillings a day); in two world wars Australia was never taken over. AGAINST examples: by **1932** about one worker in three had no job; on **19 February 1942** Darwin was bombed and about 236 people were killed; by **1992**, in the hard times of the early 1990s, about one worker in nine had no job; and the same **1902** law shut many people out of voting because of their race. Accept any FOR/AGAINST pair printed in 2E, each with its date.

Solutions — Part C (13 marks)

Answers at a glance

- **Q12 C** — a comparing question.
- **Q13 (a)** The Tenterfield speech, 1889. (b) 12 years. (c) Any two of the four red-flag mistakes.
- **Q14 (a)** Primary — made at the time by the people who were there.
(b) Any feature/content item as printed (e.g. about 260 metres long).
- **Q15 (a)** Primary — made in 1872, the same year as the event. (b) The real rock — named, mined, dated and weighed. (c) One strength + one limitation, tied to the question asked.
- **Q16 B** — value.
- **Q17 (a)** Interpretation — “finest” is a judgement word. (b) Any shared point (e.g. the fight of 3 December 1854). (c) One Figure 4 reason + evidence.

Worked solutions

Q12. (1 mark · VC2HH6S01) **Answer: C — a comparing question.** Section 3A sorts historical questions into three types (Figure 3a_purposes.png): probing, open-ended and comparing. “How was voting in 1900 different from voting in 1851?” puts two times side by side and asks what changed between them — that is what a comparing question does, and its answer points to continuity and change. Why the others are wrong: A — a probing question digs for one precise detail, while this one asks about a whole contrast; B — an open-ended question lets many answers in, while this one pins down two named times; D — “before” is not a question *type* at all but a *stage* of the inquiry cycle (Figure 3a_inquiry_cycle.png: before, during, after), so this option confuses the stage with the type.

Q13. (3 marks · VC2HH6S02) The Federation timeline in Part 2 of section 3B runs from the Tenterfield speech to 1 January 1901, and Part 6 shows a faulty student timeline with four numbered red flags.

- (a) **Parkes’s speech at Tenterfield, in 1889** — the event that starts the timeline.
- (b) **12 years** — from 1889 to 1 January 1901.
- (c) Any **two** of the four flagged mistakes: dates not in date order (1891, 1901, then 1889); unequal gaps for equal time; one mark has no date; no title and no arrow.

Q14. (2 marks · VC2HH6S03) The 1891 Women’s Suffrage Petition, kept at the Public Record Office Victoria, is the source Worked demonstration 1 in section 3C describes.

- (a) **A primary source.** The sort test in section 3C asks: was it made at the time? The petition was made in 1891 and signed by the people who were there, so it passes the test — primary. (Something made later to explain the past — like a modern web page about the petition — would be secondary.)
- (b) Any one of these, exactly as section 3C gives it: paper pages joined onto cloth; about 260 metres long; presented to the Victorian parliament on 29 September 1891; it asks the Victorian parliament to give women the vote; its content is nearly all names — almost 30,000 signatures in many hands. (The book keeps the count approximate — accept about/nearly/almost 30,000.)

Q15. (3 marks · VC2HH6S04) Worked demonstration 1 in section 3D runs the five moves on the 1872 photograph of Bernhardt Holtermann with the biggest lump of gold ever found, at Hill End in New South Wales.

- (a) **A primary source** — it was made in 1872, the same year the rock came out of the mine (move 1).
- (b) For the question “How much gold could be found on the Australian goldfields?”, the photo shows **the real rock, with a name, a mine and a date** (19 October 1872): the rock weighed 630 pounds — about 286 kilograms — and about 93 kilograms of gold came out of it. That is strong evidence (move 3). Accept any one of these shown things.
- (c) Sample answer: the photo’s **strength** is that it shows the real, weighed rock found at a named mine on a dated day — so it is very valuable for “how much gold could be found”. Its **limitation** is that it is a posed photo, set up for the camera: one mine, in one place, on one day; it shows nothing of the daily work underground, and it is New South Wales, not Victoria — so for “What was a miner’s day like?” it is not valuable. The value was never in the photo itself: it lives in the match between the photo and the question, which is why the same

source earns different value judgements for different questions. Accept any strength/limitation pair from the demonstration, correctly tied to a question — section 3D marks the reasoning, not the conclusion.

Q16. (1 mark · VC2HH6S05) **Answer: B — value.** Section 3E, Part 1 defines the four tools: a **belief** is something a person holds to be true (“*There is gold in this creek.*”); a **value** is something a person thinks is important and worth standing up for (“*Everyone deserves a fair go.*”); an **attitude** is a settled way of feeling or thinking about someone or something (“*I do not trust the government.*”); a **perspective** is the whole package — the view of the world you get when you put one person’s beliefs, values and attitudes together.

Q17. (3 marks · VC2HH6S06) Section 3F’s Figure 5 gives three readings of Eureka: Carboni’s (a digger’s book, 1855), the Victorian government’s (the treason trials of 1855) and Mark Twain’s (a visitor’s account, 1897). Worked demonstration 1 works through them with the four moves.

- (a) **An interpretation.** “*Finest*” is a judgement word — the signal Key idea 1 teaches. A judgement word cannot be checked against a source; it says what the past *means* or how much it matters, and another historian could argue for a different reading. (A fact would be something checkable — a price, a date, a vote count.)
- (b) Any one point all three readings share, as the demonstration gives them: a fight happened at Eureka on 3 December 1854; diggers built a stockade; it was about the licence and the diggers’ rights.
- (c) Sample answer — **time:** Twain wrote in 1897, more than forty years after the fight and with no side in the blame, while Carboni wrote in 1855, one year after it, as an eyewitness inside the diggers’ camp. Or **place:** Carboni stood inside the diggers’ camp; Twain was an American visitor. Or **purpose and readers:** Carboni wrote to tell the diggers’ story; Twain wrote to retell a famous story for readers around the world. Any one Figure 4 reason with its supporting evidence earns the mark.

Solutions — Part D (15 marks)

Answers at a glance

- **Q18 B** — a frame: the period and the thing you measured.
- **Q19** (a) Short-term shows up soon after the event; long-term lasts for years, even after people forget the event. (b) A pull factor — it drew people in. (c) Crowded diggings = short-term, or towns that lasted = long-term.
- **Q20** (a) Any two of: How many? / How much? / How long? / Still felt today? (b) Not to pick a winner but to state the frame — “significant to whom?”.
- **Q21** (a) Any three of: claim, evidence, terms, limits. (b) What diggers who stayed away thought, or what the government believed. (c) The persuasive voice — say the other side in a fair way before answering it.
- **Q22** (a) Push = something bad at home that pushes people to leave; pull = something good in the new place that pulls people to come. (b) Any post-war program from 2C + who it was for. (c) Any features/content/context item for the poster as 3C prints it. (d) Two or more tests with evidence + a stated frame; marked on reasoning, not on the judgement.

Worked solutions

Q18. (1 mark · VC2HH6S07) **Answer: B — a frame.** Key idea 2 in section 4A (“Words for the job”) says 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. Why the others are wrong: A — a source line shows where a fact came from, but it does not give *fast* a meaning on its own; C — this gets the section’s rate rule the wrong way round: rate of change = amount of change ÷ time taken, not time ÷ amount; D — a timeline shows years, but the frame the key idea asks for is the period **and** the thing measured, and a timeline need not show every year to do that.

Q19. (3 marks · VC2HH6S08) (a) From the section’s background knowledge: short-term consequences **show up soon after the event**; long-term consequences **last for years, even after people forget the event**. (b) The cheap fare — £10 for one adult, on the poster in Figure 4 (4b_ten_pound_source.png) — is a **pull factor**, because **it drew people in**. The demonstration’s model sentence puts it this way: *The £10 fare was a pull factor because it made a new life cheaper for families in Britain*. Its step 3 adds the push side the poster answered: after 1945 many people in Britain had bomb damage, few houses and food rationing. (c) Step 4 of worked demonstration 1 sorts each branch of the consequence web: **crowded diggings = short-term; towns that lasted = long-term**. Accept either example with its correct label.

Q20. (2 marks · VC2HH6S09) (a) Any two of the four tests in Figure F1 (4c_four_tests.png): **How many?** (how many people did it change?), **How much?** (how big was the change to daily life?), **How long?** (did the change last, or fade fast?), **Still felt today?** (can we still see its effects now?). (b) The answer Part E gives: when judgements disagree like this, the historian’s job is **not to pick a winner but to state the frame** — to ask “**significant to whom?**”. The section adds that a complete answer mentions more than one group.

Q21. (3 marks · VC2HH6S10) (a) Any three of the four parts of Part C / Figure F3 (4d_anatomy.png): **claim** (your answer in one clear sentence), **evidence** (at least two facts from sources, each one named), **terms** (the toolkit words used exactly) and **limits** (an honest sentence about what the interpretation cannot show). The section’s saying holds the parts together: a claim without evidence is only an opinion, and evidence without a claim is only a list. (b) Step 4 of worked example 1: 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, such as Peter Lalor’s 1855 letter to *The Argus*, or government records. Accept either gap. (c) The **persuasive** voice argues for one view. Its extra duty: **say the other side in a fair way before answering it** — in the section’s words, “If you can only show the side you like, you have not argued; you have shouted.”

Q22. (6 marks · VC2HH6S07, VC2HH6S09) (a) As section 1D prints them: a **push factor** is “something bad at home that pushes people to leave”, and a **pull factor** is “something good in the new place that pulls people to come”. Section 2C’s key words repeat both definitions, and section 4B’s background knowledge gives them as “a reason to leave home” and “something that draws people to a new place” — accept any of the three wordings. Section 1D introduces the words at the colonial level, and section 2C runs the same machine again at the 20th-century level.

- (b) Any post-war program section 2C describes, with who it was for or what it gave them: the **displaced persons program** — for people left homeless by World War II (Australia accepted 182,159 displaced persons as refugees by 1952); the **Assisted Passage Migration Scheme** — for British migrants (£10 adult fare, children free); the **European worker agreements** — for workers from European countries such as Italy; or the **refugee intakes** — e.g. for people fleeing war, such as the Vietnamese.
- (c) Any one item as section 3C prints it. **Features:** a printed colour poster made by the Australian government and shown in Britain in 1949–1951, kept at the National Archives of Australia. **Content:** it paints Australia as a bright land of tomorrow and invites British families to come. **Context:** after World War II Australia wanted more workers, and the assisted passage scheme let British adults come for 10 pounds.
- (d) Three marks: two for the tests, one for the frame and the judgement shape. Mark the reasoning, never the judgement reached (CONTESTED_TERMS Rule 5; section 4D’s own marking note says the same). Test marks — at least two of the four tests, each backed by real evidence from this book (one mark each). Examples: *How many?* — more than two million migrants arrived between 1945 and 1960, and more than one million British migrants came under the £10 scheme. *How much?* — the counted people grew from about 7.6 million in 1947 to about 10.3 million in 1961, and the program changed who Australia is: new languages, foods, skills and towns. *How long?* — the program that started in 1945 never really stopped. *Still felt today?* — migration still shapes Australia, and at the 2021 census 27.6 per cent of Australia’s people were born overseas. Second mark — a stated frame, the period **and** the thing measured, such as “Australia’s population, 1945–1961” or “arrivals to Australia, 1945–1982, the years the assisted passage scheme ran” — and an answer that reads as a judgement built on the tests, because significance is a judgement, not a feeling. A “not significant” answer that runs the tests just as well, with the same care for evidence and frame, earns full marks.