

Mathematics Level 7

End-of-level review

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Contents

Section	Page
End-of-level review	2
Marking guide	18

End-of-level review

This is a school-designed paper. It is not a VCAA instrument. Achievement in the Victorian Curriculum is reported against the Levels 9–10 achievement standard on teacher judgement; a mark on this paper is one source of evidence towards that judgement, not the judgement itself.

End-of-level review · Chapters 1–8 · All 44 content descriptions

History Level 9 (Year 9) · Victorian Curriculum 2.0

Codes assessed: VC2HH10K01 · VC2HH10K02 · VC2HH10K03 · VC2HH10K04 · VC2HH10K05 · VC2HH10K06 · VC2HH10K08 · VC2HH10K09 · VC2HH10K10 · VC2HH10K11 · VC2HH10K12 · VC2HH10K13 · VC2HH10K14 · VC2HH10K15 · VC2HH10K16 · VC2HH10K17 · VC2HH10K18 · VC2HH10K19 · VC2HH10K20 · VC2HH10K21 · VC2HH10K22 · VC2HH10K23 · VC2HH10K24 · VC2HH10K25 · VC2HH10K26 · VC2HH10K27 · VC2HH10K28 · VC2HH10K29 · VC2HH10K36 · VC2HH10K37 · VC2HH10K38 · VC2HH10K39 · VC2HH10K40 · VC2HH10K41 · VC2HH10S01 · VC2HH10S02 · VC2HH10S03 · VC2HH10S04 · VC2HH10S05 · VC2HH10S06 · VC2HH10S07 · VC2HH10S08 · VC2HH10S09 · VC2HH10S10

Name: _____ Date: _____

Total marks	110
Questions	36 questions in eight parts — one part per chapter.
Timing	Planned for about 140 minutes. This paper is untimed — there is no time to beat. It is a classroom check, not an exam.
Materials	Your eight chapter booklets (Chapters 1–8). The paper points into them by section and figure — for example, “Figure 5 of section 4B” — so keep them open as you work.
Instructions	Answer every question in the ruled space provided. Where a question asks you to <i>explain</i> or <i>evaluate</i> , the reasons are worth the marks: a bare answer with no reason does not score full marks. On contested matters you are marked on the quality of your reasoning, not on the side you take. All marks are whole marks.

This paper checks what you learned across Chapters 1–8 of this book: **110 marks**, 36 questions, one part per chapter. Attempt every question.

Part 1 — Overview: the making of the modern world (15 marks)

Drawn from sections 1A–1F. Answer all questions.

Question 1 — Industry, people and empire (3 marks)

- (a) The push-and-pull diagram in section 1A sorts the reasons people moved into push factors and pull factors. State two push factors and two pull factors from the diagram. **(1 mark)**

- (b) Using the Manchester population chart in section 1A, state Manchester’s population in 1750 and in 1851. **(1 mark)**

- (c) The consequences table in section 1A lists three consequences of imperialism for colonised peoples. State one of the three. **(1 mark)**

Question 2 — Ideas that changed politics (3 marks)

- (a) State any two of the six points of the People’s Charter (1838), as listed in section 1B. **(1 mark)**

- (b) Section 1B says five of the six points became law. State the year all adult men finally got the vote in Britain and the year the secret ballot arrived there. **(1 mark)**

- (c) State the year of the revolutions called the “springtime of the peoples”, and name two places where they broke out, using the table in section 1B. **(1 mark)**

Question 3 — The world since 1945 (3 marks)

- (a) Using Figure 7 of section 1C, state roughly how many people lived on Earth in 1950, and the milestone the United Nations marked on 15 November 2022. **(1 mark)**

- (b) Using Figure 4 of section 1C, name the two alliances of the Cold War and the year each was formed. **(1 mark)**

- (c) State the core promise of NATO, as section 1C gives it. **(1 mark)**

Question 4 — Movements for change (3 marks)

- (a) The methods table in section 1D compares ways movements push for change. Name two methods and give one example the table pairs with each. **(1 mark)**

- (b) Using the gender pay gap chart in section 1E, state the national gender pay gap in 2024 and the index value it gives for women’s full-time average pay against a male average of 100. **(1 mark)**

- (c) State what each of the equal pay rulings of 1969 and 1972 granted, as section 1E gives them. **(1 mark)**

Question 5 — Rights and migration policy (3 marks)

- (a) Explain how the dictation test of the *Immigration Restriction Act 1901*, reproduced in section 1F, could be used to keep an arrival out without the law ever naming race. **(1 mark)**

- (b) Using the 1954 census chart in section 1F, state the largest overseas-born group in Australia at that census and its number. **(1 mark)**

- (c) Using the migration policy timeline in section 1F, state the year the dictation test was abolished and the year race was removed as a factor in selecting migrants. **(1 mark)**

Part 2 — Investigation: Australia (1750–1914) (12 marks)

Drawn from sections 2A–2E. Answer all questions.

Question 6 — Why Britain colonised (3 marks)

- (a) Figure 2 of section 2A names four families of causes behind the founding of the British colonies. State all four. **(1 mark)**

- (b) Figure 4 of section 2A ranks the causes. State which cause is ranked first, and explain the difference the section draws between the way that cause worked and the way the Industrial Revolution worked. **(1 mark)**

- (c) State how many ships sailed in the First Fleet and the year the fleet arrived at Port Jackson. **(1 mark)**

Question 7 — The road to Federation (3 marks)

- (a) State the date on which the six colonies became one Commonwealth. **(1 mark)**

- (b) Using Figure 5 of section 2B, explain why Federation did not follow the first referendums of 3 June 1898, even though New South Wales voted yes by a majority. **(1 mark)**

- (c) The women's voting rights timeline in section 2B records a petition signed by about 30,000 Victorian women. State its name and its year. **(1 mark)**

Question 8 — Life in the colonies (3 marks)

- (a) In colonial Australia, what did the labels “currency” and “sterling” each mean? **(1 mark)**

- (b) Using the Victorian population chart in section 2C, state Victoria’s population in 1851 and in 1861, and identify what drove the change. **(1 mark)**

- (c) The map in section 2C marks where different groups of arrivals worked. Name two of the groups and the work the map pairs with each. **(1 mark)**

Question 9 — A new nation’s experiments (3 marks)

- (a) Source B in section 2D reproduces the line from the Harvester Judgement that defined a fair wage. State the date of the judgement, and complete the test Justice Higgins set: a fair and reasonable wage must satisfy ... **(1 mark)**

- (b) Using the reforms record in section 2E, explain why the secret ballot came to be called the “Australian ballot” in the United States. **(1 mark)**

- (c) Figure 2 of section 2E sets out the interpretation ladder. Name its four steps in order. **(1 mark)**

Part 3 — Investigation: Australians and the world wars (1914–1945): causes, fronts and the home front (15 marks)

Drawn from sections 3A–3G. Answer all questions.

Question 10 — Why the world wars came (3 marks)

- (a) State the four long-term causes behind World War I given in the main table of section 3A. **(1 mark)**

- (b) Using the July Crisis timeline in section 3A, state the event that began the crisis and its date, and the date Britain declared war. **(1 mark)**

- (c) The source reproduction in section 3A gives Article 231 of the Treaty of Versailles. State what Germany had to accept under it. **(1 mark)**

Question 11 — Why and where Australians fought (3 marks)

- (a) Using the service statistics charts in section 3B, state how many Australians enlisted in World War I. **(1 mark)**

- (b) Source B in section 3B reproduces the opening words of a radio broadcast of 3 September 1939. State who spoke and what he announced. **(1 mark)**

- (c) Using Figure 7 of section 3C, state the date of the first bombing of Darwin. **(1 mark)**

Question 12 — Experiences of service (3 marks)

- (a) Figure 3 of section 3D contrasts two very different ways of fighting in World War I. Name the two forces it compares and the kind of war each faced. **(1 mark)**

- (b) Using Figure 9 of section 3D, state how many Australian prisoners of war were held by Germany and Italy, how many were held by Japan, and what percentage of the prisoners of the Japanese died in captivity. **(1 mark)**

- (c) Explain one difference between how Germany and how Japan stood towards the 1929 Geneva Convention on prisoners of war. **(1 mark)**

Question 13 — Turning points and significance (3 marks)

- (a) State the four criteria section 3E uses to judge the significance of an event. **(1 mark)**

- (b) Using Figure 3E.2 of section 3E, name the battle the section calls Australia's worst day in war, and give its date and casualty figure. **(1 mark)**

- (c) The worked ranking in section 3E places one event first for significance to Australia and its defence. Name that event and explain why it holds that place, using one of the four criteria. **(1 mark)**

Question 14 — Total war and the home front (3 marks)

- (a) From the technologies table in section 3F, name two new technologies of World War I. **(1 mark)**

- (b) Using the bomb deaths chart in section 3F, state the estimated deaths from the atomic bombs by the end of 1945, at Hiroshima and at Nagasaki. **(1 mark)**

- (c) Figure 8 of section 3G lists five controls on rights and freedoms under the National Security Act 1939. Name any three of the five, and define one of censorship, internment or manpower controls as the section defines it. **(1 mark)**

Part 4 — Investigation: Australians and the world wars (1914–1945): the Holocaust and legacies (12 marks)

Drawn from sections 4A–4D. Answer all questions.

Question 15 — How the Holocaust became possible (3 marks)

- (a) Using the racial policy table in section 4A, state one measure the Nazi government introduced before 1939, with its date. **(1 mark)**

- (b) The fact table in section 4A summarises the Evian Conference. State when it was held, who called it, and what nearly every country attending did. **(1 mark)**

- (c) Explain one way the Great Depression helped the Nazi Party rise, as section 4A explains it. **(1 mark)**

Question 16 — The process of the Holocaust (3 marks)

- (a) Name the six key phases of the Holocaust as section 4B lists them. **(1 mark)**

- (b) Using Figure 4 of section 4B, state two things the Nuremberg Laws of 1935 did. **(1 mark)**

- (c) Figure 5 of section 4B reproduces the minutes of the Wannsee Conference of 20 January 1942. State what the minutes say replaced emigration as “the next possible solution”. **(1 mark)**

Question 17 — Experiences, resistance and rescue (3 marks)

- (a) Figure 5 of section 4C gives four forms of Jewish resistance. Name any two forms and give the example the figure pairs with each. **(1 mark)**

- (b) Using Figure 6 of section 4C, name one non-Jewish person who rescued or sheltered Jewish people, and state what they did. **(1 mark)**

- (c) Source A in section 4C quotes Anne Frank’s diary entry of 15 July 1944. State one belief or value the entry reveals, and quote the words that show it. **(1 mark)**

Question 18 — Legacies of the world wars (3 marks)

- (a) The legacies diagram in section 4D names five outcomes of World War II that historians weigh. State any two. **(1 mark)**

- (b) State what “shell shock” meant, and what this kind of wound is called today. **(1 mark)**

- (c) The worked source analysis in section 4D weighs Paul Keating’s 1993 Remembrance Day speech. State one limit of the source that the analysis names. **(1 mark)**

Part 5 — Investigation: Asia (1750–present): China (15 marks)

Drawn from sections 5A–5F. Answer all questions.

Question 19 — Qing China (3 marks)

- (a) Using the population chart in section 5A, state the estimated population of Qing China in 1700 and in 1850. **(1 mark)**

- (b) State one reason section 5A gives for this population growth. **(1 mark)**

- (c) Explain two ways the Canton System, from 1757, controlled European trade with China. **(1 mark)**

Question 20 — Contact, war and the unequal treaties (3 marks)

- (a) Using the opium chart in section 5B, state how much opium was imported into China each year in 1729 and by 1838. **(1 mark)**

- (b) State two terms the Treaty of Nanjing of August 1842 forced on China. **(1 mark)**

- (c) Explain why Chinese historians count the Treaty of Nanjing as the first of the “unequal treaties”. **(1 mark)**

Question 21 — Continuity and change in China (3 marks)

- (a) Name the four influencing ideas of section 5C. **(1 mark)**

- (b) State the event that began the revolution of 1911, and its date. **(1 mark)**

- (c) Using the GDP chart in section 5C, state GDP per person in 1978 and in 2023, and identify the change of policy the chart marks at 1978. **(1 mark)**

Question 22 — People and ways of life in China (3 marks)

- (a) Using the Long March diagram in section 5D, state its years, where it began and where it ended. **(1 mark)**

- (b) Using the living conditions charts in section 5E, state life expectancy in China in 1960 and in 2023. **(1 mark)**

- (c) The note under those charts warns about the 1960 figure. Explain the warning. **(1 mark)**

Question 23 — Interpretations and debates about China (3 marks)

- (a) The four-step diagram in section 5F shows how a fact becomes a living debate. Name the steps in order. **(1 mark)**

- (b) Section 5F describes three tellings of the “century of humiliation” story. Name one telling and state what its tellers wanted the story to do. **(1 mark)**

- (c) State the three positions in the debate over Taiwan set out in section 5F. **(1 mark)**

Part 6 — Investigation: The globalising world since 1945 (15 marks)

Drawn from sections 6A–6F. Answer all questions.

Question 24 — Changing perspectives on progress (3 marks)

- (a) Using the life expectancy chart in section 6A, state world average life expectancy in the early 1950s and by 2019. **(1 mark)**

- (b) Name the three dimensions of the Human Development Index used in section 6A. **(1 mark)**

- (c) From the environment timeline in section 6A, name two campaigns or milestones that moved Australia’s environmental focus, and give a date for one of them. **(1 mark)**

Question 25 — The Universal Declaration of Human Rights (3 marks)

- (a) Using the vote chart in section 6B, state the result of the vote of 10 December 1948: in favour, against, abstained, and not voting. **(1 mark)**

- (b) The drafting diagram in section 6B names the chair and the key drafters. State who chaired the drafting, and name one other key drafter with their country. **(1 mark)**

- (c) Using Figure 10 of section 6B, name two Australian human rights laws with their dates, and state one thing the timeline notes Australia still does not have. **(1 mark)**

Question 26 — Migration to Australia after 1945 (3 marks)

- (a) Define *push factor* and *pull factor* as section 6C uses them, and name the extra box its diagram adds below them. **(1 mark)**

- (b) Using the overseas-born share graph in section 6C, state the share of Australia's population born overseas in 1947 and in 2016. **(1 mark)**

- (c) Using the waves table in section 6C, name two of the five waves of migration since 1945, with their decades and source region. **(1 mark)**

Question 27 — From assimilation to multiculturalism (3 marks)

- (a) State the difference between *assimilation* and *multiculturalism* as section 6C defines them, and the year multiculturalism became official national policy. **(1 mark)**

- (b) State the title of Al Grassby's 1973 discussion paper and what it brought into official Australian discussion. **(1 mark)**

- (c) Using the Vietnam-born bar chart in section 6D, state the number of Vietnam-born residents of Australia before 1974 and at the 2021 census. **(1 mark)**

Question 28 — Voices and interpretations (3 marks)

- (a) The voices panel in section 6E gives four migrant voices. Name two of them and state what migration meant to each. **(1 mark)**

-
- (b) Using Source 2 in section 6F, state Gwenda Tavan’s argument about how the White Australia policy ended. **(1 mark)**

-
- (c) Section 6F gives three interpretations of why the White Australia policy was taken apart: practical needs, international standing, and changing attitudes. Explain which interpretation you think best fits the timing of the change — the decisive reforms clustered in the 1960s and 1970s. **(1 mark)**

Part 7 — Historical concepts and skills: questions, chronology and sources (12 marks)

Drawn from sections 7A–7F. Answer all questions.

Question 29 — Asking historical questions (3 marks)

- (a) The anatomy chart in section 7A gives tests of a strong historical question. State any two of the tests. **(1 mark)**

-
- (b) When a source cannot bear your question, Figure 9 of section 7A gives two honest moves. State both. **(1 mark)**

-
- (c) Using the scope gauge in section 7A, explain why “Why did World War I happen?” is too broad, and give one way to refine it as the research deepens. **(1 mark)**

Question 30 — Sequencing and chronology (3 marks)

- (a) Using the +1 rule of Figure 2 in section 7B, state which century 1848 sits in, and what “c. 1760” means. **(1 mark)**

- (b) State the rule section 7B gives for placing an event with a span on a timeline, and apply it to World War I. **(1 mark)**

- (c) Figure 5 of section 7B names three patterns of change to look for on a timeline. State all three. **(1 mark)**

Question 31 — Sources as evidence (3 marks)

- (a) The four-question check of section 7C runs four questions between two bookends. Name the four questions and one of the bookends. **(1 mark)**

- (b) Figure 11 of section 7C reproduces section 3(a) of the *Immigration Restriction Act 1901*. Explain how this law could exclude people by race without ever naming race. **(1 mark)**

- (c) The worked example in section 7D judges a 1915 recruiting poster against two different questions. Explain why it is of little value for the question about numbers but of strong value for the question about attitudes. **(1 mark)**

Question 32 — Perspectives and interpretations (3 marks)

- (a) Figure 4 of section 7E gives five questions for reading any source for perspective. State any two of them. **(1 mark)**

- (b) Section 7E gives reasons why some perspectives were never recorded. State two of the reasons. **(1 mark)**

- (c) Using Figure 6 of section 7F, state the date and the result of each of the two conscription referendums, and explain what the narrowness of the first result shows. **(1 mark)**

Part 8 — Historical concepts and skills: concepts and communicating (14 marks)

Drawn from sections 8A–8D. Answer all questions. Question 36 draws together Chapters 3, 4, 7 and 8.

Question 33 — Continuity and change: the method (3 marks)

- (a) Name the four vantage points section 8A uses to sort change. **(1 mark)**

- (b) Figure 7 of section 8A reads patterns from the chronology of 1770–1914. Name the two clusters of fast change and give one event from each. **(1 mark)**

- (c) State the three long continuities that ran underneath both clusters. **(1 mark)**

Question 34 — Causes and consequences: the method (3 marks)

- (a) The fishbone diagram in section 8B gives five long-term causes behind World War I as its bones. Name any two. **(1 mark)**

- (b) Figure 11 of section 8B lists five traps in cause-and-consequence analysis. Name two of the traps and explain one of them. **(1 mark)**

- (c) In the concept map model of section 8B, state what goes in the boxes above the event box, and what the two columns below it hold. **(1 mark)**

Question 35 — Significance: the method (3 marks)

- (a) Name the five criteria for historical significance used in section 8C, and define one of them as the section defines it. **(1 mark)**

- (b) Using the criteria grid in section 8C, state what the quantity row gives for the fall of Singapore. **(1 mark)**

- (c) Using the same grid, state one effect the durability row names that is still in place today. **(1 mark)**

Question 36 — Synthesis: the fall of Singapore (5 marks)

This question draws together Chapters 3, 4, 7 and 8 on one case the book studies end to end. Keep the relevant booklets open as you work.

- (a) Using the case study timeline in section 8C, state the date Singapore fell and what happened at Darwin four days later. **(1 mark)**

- (b) Source 1 in section 8C reproduces Prime Minister John Curtin's words in *The Herald*, Melbourne, of 27 December 1941. State what Curtin argued Australia must do, and the reason his article gives. **(1 mark)**

- (c) Using the relationships diagram in section 4D, explain how the fall of Singapore changed Australia's international relationships. **(1 mark)**

- (d) Section 7D weighs Churchill's verdict on the fall of Singapore beside Curtin's turn to America. Explain why historians corroborate sources like these instead of relying on one of them. **(1 mark)**

- (e) Figure 5 of section 8D steelmans two rival readings of the fall of Singapore: that the base failed in war, and that Australia was left exposed. Choose one reading and explain which evidence from this book best supports it. **(1 mark)**

End of review — total 110 marks

Marking guide

Teacher-facing. The end-of-level review is a classroom check, not an exam: it is untimed and open-book against the eight chapter booklets, and every item points into a named section and figure. The paper is cumulative and assesses no new content: every code below was taught and practised in Chapters 1–8, and no content description excluded under the book’s scope decisions (TOC §2A) is assessed. All marks are whole marks; do not award half marks. Award a mark when the student’s answer matches an acceptable response in the Solutions below or says the same idea in other words, supported by the section the item names.

Contested matters (house rule). Where a question asks the student to explain or evaluate — Q6(b), Q7(b), Q9(b), Q13(c), Q15(c), Q20(c), Q22(c), Q28(c), Q29(c), Q31(b), Q31(c), Q32(c), Q34(b), Q36(b)–(e) — the reason earns the mark; a bare assertion does not score. Where the matter itself is contested — Q13(c), Q28(c) and Q36(e) — marks are awarded for the quality of the reasoning and the use of the book’s evidence, **not for the conclusion reached**. A well-reasoned answer on either side of a contested issue scores full marks.

Mark map

Part	Chapter (sections)	Questions	Marks	Codes covered
1 — Overview: the making of the modern world	Chapter 1 (1A–1F)	Q1–Q5	15	VC2HH10K01–K06
2 — Investigation: Australia (1750–1914)	Chapter 2 (2A–2E)	Q6–Q9	12	VC2HH10K08–K12
3 — Investigation: Australians and the world wars (1914–1945): causes, fronts and the home front	Chapter 3 (3A–3G)	Q10–Q14	15	VC2HH10K13–K19
4 — Investigation: Australians and the world wars (1914–1945): the Holocaust and legacies	Chapter 4 (4A–4D)	Q15–Q18	12	VC2HH10K20–K23
5 — Investigation: Asia (1750–present): China	Chapter 5 (5A–5F)	Q19–Q23	15	VC2HH10K24–K29
6 — Investigation: The globalising world since 1945	Chapter 6 (6A–6F)	Q24–Q28	15	VC2HH10K36–K41
7 — Historical concepts and skills: questions, chronology and sources	Chapter 7 (7A–7F)	Q29–Q32	12	VC2HH10S01–S06
8 — Historical concepts and skills: concepts and communicating	Chapter 8 (8A–8D)	Q33–Q36	14	VC2HH10S07–S10
Review total			110	all 44 CDs

Q36 is the cross-chapter synthesis item: its five parts draw on 8C, 4D, 7D and 8D and join Chapters 3, 4, 7 and 8 on one case the book already owns end to end (the fall of Singapore). Its marks count under the codes of the sections each part names.

Allocating marks, question by question

Q	Sections	Mark allocation
1	1A	(a) 1 for two push factors and two pull factors from the push-and-pull diagram. (b) 1 for both populations: 1750 and 1851. (c) 1 for any one of the three consequences in the consequences table.

Q	Sections	Mark allocation
2	1B	(a) 1 for any two of the six points of the People's Charter. (b) 1 for both years. (c) 1 for the year and two places from the 1848 table.
3	1C	(a) 1 for both: the 1950 population and the 15 November 2022 milestone. (b) 1 for both alliances each with its year. (c) 1 for the core promise as the section gives it.
4	1D, 1E	(a) 1 for two methods each correctly paired with the table's example. (b) 1 for both: the 2024 gap and the index value. (c) 1 for what each ruling granted.
5	1F	(a) 1 for an explanation that holds — how the dictation test excluded without the law naming race. (b) 1 for the group and its number. (c) 1 for both years.
6	2A	(a) 1 for all four cause families. (b) 1 for the first-ranked cause plus an explanation that holds. (c) 1 for both: the number of ships and the year of arrival.
7	2B	(a) 1 for the date. (b) 1 for an explanation that holds — the short-fall rule of the 1898 referendums. (c) 1 for the petition's name and year.
8	2C	(a) 1 for both labels. (b) 1 for both populations and the driver. (c) 1 for two groups each correctly paired with its work.
9	2D, 2E	(a) 1 for the date and the completed test. (b) 1 for an explanation that holds — why Americans called it the "Australian ballot". (c) 1 for the four steps in order.
10	3A	(a) 1 for the four long-term causes. (b) 1 for the opening event with its date, and Britain's declaration date. (c) 1 for what Germany had to accept under Article 231.
11	3B, 3C	(a) 1 for the number who enlisted. (b) 1 for the speaker and what he announced. (c) 1 for the date.
12	3D	(a) 1 for the two forces and the kind of war each faced. (b) 1 for all three figures. (c) 1 for one difference that holds between the German and the Japanese position on the 1929 Geneva Convention.

Q	Sections	Mark allocation
13	3E	(a) 1 for the four criteria. (b) 1 for the battle, its date and its casualty figure. (c) 1 for the event named first plus an explanation that holds using one criterion; mark the reasoning, not the conclusion.
14	3F, 3G	(a) 1 for any two technologies. (b) 1 for both figures. (c) 1 for any three of the five controls plus one correct definition.
15	4A	(a) 1 for one measure before 1939 with its date. (b) 1 for all three: when, who called it, and what nearly every attending country did. (c) 1 for an explanation that holds.
16	4B	(a) 1 for the six phases. (b) 1 for two things the laws did. (c) 1 for what the minutes give as the replacement.
17	4C	(a) 1 for two forms each correctly paired with its example. (b) 1 for one rescuer and what they did. (c) 1 for one belief or value with supporting quoted words.
18	4D	(a) 1 for any two of the five outcomes. (b) 1 for both: the meaning and today's name. (c) 1 for any one limit the analysis names.
19	5A	(a) 1 for both populations. (b) 1 for one reason the section gives. (c) 1 for two ways the Canton System controlled trade.
20	5B	(a) 1 for both opium figures. (b) 1 for any two terms. (c) 1 for an explanation that holds — why the treaty counts as unequal.
21	5C	(a) 1 for the four ideas. (b) 1 for the event and its date. (c) 1 for both figures and the policy change.
22	5D, 5E	(a) 1 for all three: years, start and end. (b) 1 for both figures. (c) 1 for an explanation of the warning that holds.
23	5F	(a) 1 for the four steps in order. (b) 1 for one telling and what its tellers wanted. (c) 1 for the three positions.
24	6A	(a) 1 for both figures. (b) 1 for the three dimensions. (c) 1 for two campaigns or milestones plus one date.
25	6B	(a) 1 for all four figures. (b) 1 for the chair plus one other drafter with

country. (c) 1 for two laws with dates plus the missing item.

Q	Sections	Mark allocation
26	6C	(a) 1 for both definitions and the extra box. (b) 1 for both shares. (c) 1 for two waves each with decade and source region.
27	6C, 6D	(a) 1 for the difference and the year. (b) 1 for the title and what it brought into official discussion. (c) 1 for both numbers.
28	6E, 6F	(a) 1 for two voices each with what migration meant. (b) 1 for Tavan's argument. (c) 1 for an explanation that holds — mark the quality of the reasoning, not the interpretation chosen.
29	7A	(a) 1 for any two tests. (b) 1 for both honest moves. (c) 1 for an explanation that holds plus one refinement.
30	7B	(a) 1 for the century and the meaning of "c. 1760". (b) 1 for the rule and its correct application to World War I. (c) 1 for all three patterns.
31	7C, 7D	(a) 1 for the four questions and one bookend. (b) 1 for an explanation that holds. (c) 1 for an explanation that holds — value depends on the question asked.
32	7E, 7F	(a) 1 for any two of the five questions. (b) 1 for any two reasons. (c) 1 for both dates and results plus an explanation that holds.
33	8A	(a) 1 for the four vantage points. (b) 1 for both clusters each with one event. (c) 1 for the three continuities.
34	8B	(a) 1 for any two bones. (b) 1 for two traps plus an explanation of one that holds. (c) 1 for both: what goes above the event box and what the two columns below hold.
35	8C	(a) 1 for the five criteria plus one correct definition. (b) 1 for the quantity row's entry. (c) 1 for one durability effect still in place.
36	8C, 8C, 4D, 7D, 8D	(a) 1 for the date and the Darwin event four days later. (b) 1 for Curtin's argument and his reason. (c) 1 for an explanation that holds — how the fall changed Australia's relationships. (d) 1 for an explanation that holds — why historians corroborate. (e) 1 for a reading chosen plus an explanation

that holds using the book's evidence; mark the reasoning, not the side taken.

Diagnostic mapping

The Levels 9–10 band shares one achievement standard, stated at the end of Level 10; this paper is a mid-band check. Read each part's mark as evidence about one sub-strand or skill area — not as a level judgement, and never as a per-item level tag (D13). A part mark that falls well below the student's chapter-test marks for the same chapter points to retention; a part mark that tracks the chapter tests points to coverage.

If marks are lost here	Sub-strand or skill area	Codes	Revisit
Part 1 (Q1–Q5)	Knowledge — Overview: the making of the modern world	VC2HH10K01–K06	Industry, people and empire (1A); the big ideas and 1848 (1B); the world since 1945 (1C); movements for change (1D–1E); rights and migration policy (1F)
Part 2 (Q6–Q9)	Knowledge — Investigation: Australia (1750–1914)	VC2HH10K08–K12	Why Britain colonised (2A); Federation and the vote (2B); life in the colonies (2C); the Harvester Judgement (2D); interpretations of a new nation (2E)
Part 3 (Q10–Q14)	Knowledge — Investigation: Australians and the world wars: causes, fronts, home front	VC2HH10K13–K19	Causes of the world wars (3A); why and where Australians fought (3B–3C); experiences of service (3D); significance and turning points (3E); total war, technology and controls (3F–3G)
Part 4 (Q15–Q18)	Knowledge — Investigation: Australians and the world wars: the Holocaust and legacies	VC2HH10K20–K23	How the Holocaust became possible (4A); its phases (4B); experiences, resistance and rescue (4C); legacies of the world wars (4D)
Part 5 (Q19–Q23)	Knowledge — Investigation: Asia: China	VC2HH10K24–K29	Qing China (5A); the opium wars and unequal treaties (5B); continuity and change (5C); the Long March and ways of life (5D–5E); interpretations and debates (5F)
Part 6 (Q24–Q28)	Knowledge — Investigation: The globalising world	VC2HH10K36–K41	Changing perspectives on progress (6A); the UDHR (6B); migration to Australia (6C–6D); voices and interpretations (6E–6F)

If marks are lost here	Sub-strand or skill area	Codes	Revisit
Part 7 (Q29–Q32)	Skills — questions, chronology and sources	VC2HH10S01–S06	Historical questions (7A); sequencing and chronology (7B); sources as evidence (7C–7D); perspectives and interpretations (7E–7F)
Part 8 (Q33–Q35)	Skills — concepts and communicating	VC2HH10S07–S09	Continuity and change method (8A); causes and consequences method (8B); significance method and the Singapore case (8C)
Q36	Synthesis across chapters	mixed	Whichever part the student missed — each part names its own section

Score

Part	Marks
Part 1 — Overview: the making of the modern world	/15
Part 2 — Investigation: Australia (1750–1914)	/12
Part 3 — Investigation: Australians and the world wars: causes, fronts and the home front	/15
Part 4 — Investigation: Australians and the world wars: the Holocaust and legacies	/12
Part 5 — Investigation: Asia (1750–present): China	/15
Part 6 — Investigation: The globalising world since 1945	/15
Part 7 — Historical concepts and skills: questions, chronology and sources	/12
Part 8 — Historical concepts and skills: concepts and communicating	/14
End-of-level review total	/110

Solutions

Teacher-facing. Fully-worked solutions in the order of the paper. Every model answer is drawn from the section the item names; accept the same idea in other words when it is supported by that section. Where a part asks for reasoning, the reason earns the mark. On contested matters, do not deduct for the conclusion — only for missing or faulty reasoning.

Question 1 — Industry, people and empire

- (a) Accept any two push factors and any two pull factors from the push-and-pull diagram in section 1A. Push: enclosure and the Agricultural Revolution pushed farm workers off common land; machines pushed skilled hand-workers out of a livelihood; the Irish Potato Famine (1845–52) destroyed the food supply; discrimination and persecution; forced migration — the slave trade and the transportation of convicts. Pull: the hope of a better life; work in factories, mines, railways and new settlements; cheap or free land to farm; personal freedom — escape from poverty, debt or persecution.
- (b) About 18,000 in 1750 and 303,000 in 1851 (Manchester population chart, section 1A).
- (c) Accept any one from the consequences table in section 1A: dispossession (loss of land); disease; destruction of social structures and cultures.

Question 2 — Ideas that changed politics

- (a) Accept any two of the six points (People’s Charter figure, section 1B): votes for all adult men; the secret ballot; no property test for MPs; pay for MPs; constituencies of roughly equal size; a new Parliament every year.
- (b) 1918 — the year all adult men finally got the vote in Britain; 1872 — the year the secret ballot arrived (the Ballot Act). The Charter figure records five of the six points as achieved.
- (c)
1848. Accept any two places from the table in section 1B: France, the German states, the Austrian Empire, the Italian states.

Question 3 — The world since 1945

- (a) About 2.5 billion people in 1950; on 15 November 2022 the United Nations marked the world reaching 8 billion (Figure 7 of section 1C).
- (b) NATO, formed 1949; the Warsaw Pact, formed 1955 (Figure 4 of section 1C).
- (c) An attack on one member would be treated as an attack on all (Figure 4 of section 1C).

Question 4 — Movements for change

- (a) Accept any two method–example pairs from the methods table in section 1D: direct action — the Montgomery bus boycott (1955–56) or the school strikes for climate (2018 on); civil disobedience — Gandhi’s campaigns against British rule in India, or the sit-ins at “whites only” lunch counters in the United States; legal campaigns — the US Civil Rights Act (1964) or campaigns for equal marriage.
- (b) The national gender pay gap was 12.0 per cent in 2024; women’s full-time average pay is indexed at 88 against a male average of 100 — about 88 cents in the dollar (gender pay gap chart, section 1E).
- (c) 1969: equal pay for equal work. 1972: equal pay for work of equal value (section 1E).

Question 5 — Rights and migration policy

- (a) The Act required an arrival to write out at dictation a passage of fifty words in “an European language” — and the officer chose the language. An unwanted arrival could be tested in a language they could not know and failed (as Egon Kisch was, in Scottish Gaelic, in 1934), so the law excluded by mechanism without ever naming race (Source 2 of section 1F).
- (b) The United Kingdom, with 616,532 — the largest overseas-born group at the 1954 census (census chart, section 1F).
- (c) The dictation test was abolished in 1958 (the Migration Act 1958); race was removed as a factor in selecting migrants in 1973 (migration policy timeline, Figure 9 of section 1F).

Question 6 — Why Britain colonised

- (a) The four families of causes (Figure 2 of section 2A): 1 — overflowing prisons (the penal crisis); 2 — trade and naval stores (economic factors); 3 — industry changes Britain (the Industrial Revolution); 4 — watching France (competition with other powers).
- (b) The penal crisis — overflowing prisons — is ranked first. Explanation: the prison crisis forced a decision now, while the Industrial Revolution forced nothing in 1786; it was a long-term cause that pushed slowly for decades — growing the population, the poverty and the property crime that filled the prisons, and sharpening interest in raw materials and markets. Different causes work on different clocks (Figure 4 of section 2A).
- (c) Eleven ships — two naval escorts, six convict transports and three store ships. The fleet arrived in 1788: Botany Bay on 18–20 January 1788, then Port Jackson (Sydney Cove) on 26 January 1788.

Question 7 — The road to Federation

- (a) 1 January 1901.
- (b) New South Wales voted yes by a majority, but an NSW law required at least 80,000 yes votes and only 71,595 were recorded — falling short, the 1898 referendum failed in New South Wales. The premiers then made changes, and the 1899–1900 referendums carried in every voting colony (Figure 5 of section 2B).
- (c) The Monster Petition of 1891 (women’s voting rights timeline, Figure 9 of section 2B).

Question 8 — Life in the colonies

- (a) Sterling meant born in Britain; currency meant born in the colony (section 2C).
- (b) About 75,000 in 1851; about 500,000 in 1861. The driver was the gold rush — gold was found in Victoria in 1851 (Victorian population chart, section 2C).
- (c) Accept any two groups from the map in section 2C, each correctly paired with its work: Chinese miners — the goldfields of Victoria and New South Wales; Afghan cameleers — the dry interior of central Australia; Japanese pearlers — the northern waters (Darwin, Broome, Thursday Island); South Sea Islanders — Queensland’s sugar plantations.

Question 9 — A new nation’s experiments

- (a) 8 November 1907. A fair and reasonable wage must satisfy “the normal needs of the average employee regarded as a human being in a civilised community” (Source B, Figure 10 of section 2D).
- (b) Because Australia led the world in adopting it: Victoria and South Australia introduced the secret ballot in 1856 — sixteen years before Britain (1872) — and in the United States the method spread state by state from 1888 under the nickname the “Australian ballot” (reforms record, section 2E).
- (c) The past → evidence → interpretation → debate (Figure 2 of section 2E).

Question 10 — Why the world wars came

- (a) Militarism, alliances, imperialism and nationalism — M.A.I.N. (main causes table, section 3A).
- (b) The crisis began on 28 June 1914, when Archduke Franz Ferdinand and his wife Sophie were shot dead at Sarajevo by Gavrilo Princip, a Bosnian Serb nationalist. Britain declared war on 4 August 1914, after German troops invaded neutral Belgium (July Crisis timeline, Figure 3 of section 3A).
- (c) Article 231 made Germany accept “the responsibility of Germany and her allies for causing all the loss and damage” of the war — responsibility imposed “by the aggression of Germany and her allies” (source card, Figure 5 of section 3A).

Question 11 — Why and where Australians fought

- (a) 416,809 Australians enlisted in World War I (service statistics charts, section 3B).
- (b) Prime Minister Robert Menzies. He announced by radio that Britain had declared war on Germany and that, as a result, Australia was also at war — what he called a “melancholy duty” (Source B, section 3B).
- (c) 19 February 1942 (Figure 7 of section 3C).

Question 12 — Experiences of service

- (a) The infantry on the Western Front — trench warfare: trenches and no man’s land, artillery, machine guns, poison gas, mud, cold and disease (for example Fromelles, 19 July 1916, over 5,500 casualties in 24 hours). The Light Horse in the Middle East — moved on horseback but usually fought on foot, in desert war shaped by distance, heat, dust and thirst (for example Beersheba, 31 October 1917) (Figure 3 of section 3D).
- (b) Germany and Italy held 8,591 Australian prisoners; Japan held over 22,000; 36 per cent of the prisoners of the Japanese died in captivity (Figure 9 of section 3D).
- (c) Germany had formally agreed to follow the 1929 Geneva Convention; Japan signed it but never formally agreed to follow it, and its forces often ignored it. Accept either side of the difference stated correctly.

Question 13 — Turning points and significance

- (a) Scale (how many people were affected), depth (how much lives changed), duration (how long the effects lasted) and causation (what later events it caused) (section 3E).
- (b) Fromelles, 19–20 July 1916 — about 5,533 Australian casualties in 24 hours, which the section calls “Australia’s worst day in war” (Figure 3E.2 of section 3E).
- (c) The fall of Singapore (February 1942). The book’s reasoning: the biggest defeat in the region, the threat to Australia became direct, 14,972 Australians were captured, and it pushed Australia closer to the United States — accept an explanation that holds using scale or causation. Mark the reasoning, not the conclusion.

Question 14 — Total war and the home front

- (a) Accept any two: machine guns, artillery, chemical weapons, tanks, aircraft, submarines (technologies table, Figure 3 of section 3F).
- (b) An estimated 90,000–166,000 dead at Hiroshima and 60,000–80,000 at Nagasaki by the end of 1945 (bomb deaths chart, Figure 11 of section 3F).
- (c) The five controls listed on Figure 8 of section 3G: censorship, internment, banning groups, manpower controls, and rationing and taxes — accept any three, plus one definition as the section defines it: censorship — checking news, letters, films and broadcasts and banning material judged harmful to the war effort; internment — detention by the state without charge or trial; manpower controls — government direction of workers into essential jobs.

Question 15 — How the Holocaust became possible

- (a) Accept any one measure with its date from the racial policy table (Figure 7 of section 4A): the nationwide boycott of Jewish businesses — 1 April 1933; the civil service law dismissing Jews from government jobs — 7 April 1933; the book burnings — May 1933; the Nuremberg Laws — 15 September 1935; passports stamped “J” and forced names “Israel”/“Sara” — 1938; Kristallnacht — 9–10 November 1938.
- (b) It was held 6–15 July 1938 at Evian-les-Bains, France; it was called by United States president Franklin D. Roosevelt; and nearly every country attending refused to take more refugees — only token numbers, apart from the Dominican Republic’s promise of substantial numbers (fact table, Figure 10 of section 4A).
- (c) When the American economy crashed in 1929, loans to Germany stopped and businesses failed; by 1932 about six million Germans were unemployed. The Weimar governments could not fix the economy, so people blamed them and support drained from the moderate parties to the extremes — the Nazis became the largest party in the Reichstag in July 1932. The section’s own summary: the Depression “broke confidence in democracy, and made a simple lie attractive”. Mark the reason.

Question 16 — The process of the Holocaust

- (a) Identification, exclusion, ghettoisation, deportation, mass murder and liberation (Figure 2 of section 4B).
- (b) Accept any two (Figure 4 of section 4B): the Reich Citizenship Law made Jews “subjects” rather than citizens — citizenship only for those “of German or kindred blood”; the Law for the Protection of German Blood and German Honour banned marriage and sexual relations between Jews and other Germans; a Jew was defined by grandparents, not by belief or practice.
- (c) The minutes gave “evacuation of the Jews to the East” as the next possible solution in place of emigration; the section notes that “evacuation” meant deportation (Figure 5 of section 4B).

Question 17 — Experiences, resistance and rescue

- (a) Accept any two form–example pairs (Figure 5 of section 4C): armed resistance — the Warsaw Ghetto Uprising; camp-based resistance — the revolts at Treblinka, Sobibor and Auschwitz; spiritual resistance — secret teaching and the Oyneg Shabes archive; concealment — going into hiding.
- (b) Accept any one (Figure 6 of section 4C): Raoul Wallenberg — a Swedish diplomat in Budapest who issued protective passports and sheltered Jewish people in Swedish-protected buildings; Oskar Schindler — protected about 1,200 Jewish people by employing them in his factories; Irena Sendler — smuggled about 2,500 Jewish children out of the Warsaw Ghetto; Nicholas Winton — organised the rescue of 669 children from Czechoslovakia; Aristides de Sousa Mendes — issued thousands of visas against his government’s orders; Chiune Sugihara — hand-wrote transit visas for thousands of Jewish refugees; Miep Gies — helped supply and hide the Frank family and kept Anne’s diary safe.
- (c) Accept any belief or value the entry reveals with supporting quoted words — for example hope: even in hiding she kept her ideals and still believed “that people are really good at heart” (Source A, section 4C, entry of 15 July 1944).

Question 18 — Legacies of the world wars

- (a) Accept any two from the legacies diagram in section 4D: the United Nations (1945); occupation and rebuilding; the war crimes trials (Nuremberg and Tokyo); the Cold War; the end of empires.
- (b) “Shell shock” was the World War I name for the psychological wounds of war — the nightmares, shaking and fear that followed soldiers home; today this kind of wound is called post-traumatic stress (section 4D).
- (c) Accept any limit the worked analysis names — for example: it is one leader’s view on a formal occasion, so by itself it does not show what ordinary Australians thought; a historian would add more sources, such as surveys and newspapers (Source 1 analysis, section 4D).

Question 19 — Qing China

- (a) About 150 million in 1700; about 430 million in 1850 (population chart, section 5A).
- (b) Accept any reason section 5A gives: more food, long peace and hard work on the land — above all the new American crops (maize, sweet potato, potato, peanuts, chillies) that grew on poor soils and hillsides where rice could not.
- (c) Trade was limited to the single port of Guangzhou (Canton), and foreigners could deal only through licensed cohong merchants — which let the Qing keep a close watch on outside contact and control what was bought and sold (section 5A).

Question 20 — Contact, war and the unequal treaties

- (a) About 200 chests a year in 1729; about 40,000 chests by 1838 (opium chart, section 5B).
- (b) Accept any two: open five ports to British trade and residence (Canton, Xiamen, Fuzhou, Ningbo, Shanghai); hand Hong Kong Island to Britain; pay 21 million silver dollars; fix taxes on British imports at a low rate — China could no longer set its own trade taxes.
- (c) An unequal treaty is one whose terms are imposed on one side by force or threat, not agreed between equals. China accepted the Treaty of Nanjing under military pressure after losing the Opium War, so Chinese historians count it as the first of the “unequal treaties” (section 5B). Mark the reason.

Question 21 — Continuity and change in China

- (a) Confucian teaching revived by the Qing; nationalism and the Three Principles of the People; the New Culture and May Fourth Movement ideas; communism adapted to China (section 5C).
- (b) The Wuchang Uprising, 10 October 1911 (section 5C).
- (c) About 156 US dollars per person in 1978; about 12,951 US dollars in 2023. The policy change marked at 1978 is the start of Deng Xiaoping’s Reform and Opening (December 1978) (GDP chart, section 5C).

Question 22 — People and ways of life in China

- (a) 1934–1935 (October 1934 to October 1935); it began at Ruijin in Jiangxi, the Soviet base, and ended in the dry hills of north-west China, with the new base at Yan’an (Long March diagram, section 5D).
- (b) About 33 years in 1960; about 78 years in 2023 (living conditions charts, section 5E).
- (c) The 1960 figure falls in the famine years of the Great Leap Forward: farming policy failed and a famine followed in which many millions died, so the low figure records that disaster’s toll — it is not a simple starting point for a long-run trend (note under the charts, section 5E). Mark the explanation.

Question 23 — Interpretations and debates about China

- (a) 1 Fact → 2 Question → 3 Interpretation → 4 (living) Debate (Figure 1 of section 5F).
- (b) Accept any one telling with its purpose (Figure 3 of section 5F): “a warning call” (1900s–1930s) — told by reformers such as Liang Qichao and revolutionaries such as Sun Yat-sen to wake the country up and stir change, feeding the 1911–12 revolution; “a revolutionary story” (1950s–1970s) — told by the PRC to explain and defend the revolution; “patriotic education” (1990s to now) — told through museums, films and textbooks to build unity and support for China’s rise.
- (c) Position 1: “Taiwan is part of China” (the PRC’s position; the Anti-Secession Law of 2005). Position 2: the people of the island should choose their own future (self-determination). Position 3: keep things as they are (the status quo) (Figure 6 of section 5F).

Question 24 — Changing perspectives on progress

- (a) About 47 years in the early 1950s; about 73 years by 2019 (Figure 5 of section 6A).
- (b) A long and healthy life; knowledge; a decent standard of living (Figure 6 of section 6A).
- (c) Accept any two campaigns or milestones, one dated (Figure 7 of section 6A): the Lake Pedder campaign — the lake was flooded in 1972, and the United Tasmania Group formed in 1972 as Australia's first green party; the Franklin River campaign — it helped decide the 1983 federal election and led to the Tasmanian Dams Case; the Royal National Park reserved in 1879; the shift to climate change — the Paris Agreement of 2015 and the school strikes from 2018.

Question 25 — The Universal Declaration of Human Rights

- (a) 48 in favour, 0 against, 8 abstained, 2 not voting (Figure 6 of section 6B).
- (b) Eleanor Roosevelt (United States) chaired the drafting. Accept any one other key drafter with country (Figure 3 of section 6B): Peng Chun Chang (China); Charles Malik (Lebanon); John Humphrey (Canada); Rene Cassin (France); Hernan Santa Cruz (Chile); William Roy Hodgson (Australia).
- (c) Accept any two laws with dates (Figure 10 of section 6B): the Racial Discrimination Act 1975; the Sex Discrimination Act 1984; the Disability Discrimination Act 1992; the Age Discrimination Act 2004; the Human Rights Act 2004 (ACT); the Victorian Charter of Human Rights and Responsibilities Act 2006. Still missing: a national bill of rights.

Question 26 — Migration to Australia after 1945

- (a) A push factor is a condition that drives people away from a place (war, poverty, fear); a pull factor is a condition that draws them toward another place (peace, work, school). The extra box below them is the “policy gate” — it decides who may actually enter (section 6C).
- (b) 9.8 per cent in 1947; 28.6 per cent in 2016 (overseas-born share graph, section 6C; the graph's note records 30 per cent — 7,529,570 people — by 2019).
- (c) Accept any two waves with decade and source region (Figure 6 of section 6C): Europe — late 1940s to 1960s; Asia — 1970s to 2000s; the Middle East — 1980s to 1990s; India — 1990s to 2000s; Africa — 2000s.

Question 27 — From assimilation to multiculturalism

- (a) Assimilation: the old policy expectation that new arrivals would blend in and become the same as the existing majority. Multiculturalism: the later acceptance that difference can be kept and still belong. Multiculturalism became official national policy in 1978 (section 6C).
- (b) *A multi-cultural society for the future* (1973). It brought the word “multicultural” into official Australian discussion (section 6D).
- (c) Fewer than 1,998 before 1974; 268,170 at the 2021 census (Vietnam-born bar chart, Figure 8 of section 6D).

Question 28 — Voices and interpretations

- (a) Accept any two voices with what migration meant (voices panel, Figure 3 of section 6E): Frank Lowy — arrived in 1952 after wartime persecution in Europe and built Westfield; migration as a place to build again after losing everything. The “Ten Pound Poms”, including Julia Gillard's family — work, a house and a fresh start. The Snowy Scheme workers from more than 30 countries — effort and pride in building a country. Anh Do's family — arrived by boat in 1980; arrival as rescue, safety after danger.
- (b) Tavan argues that the White Australia policy was not ended suddenly by one reform but taken apart gradually and unevenly over the post-war decades — through administrative changes, international pressures, Australia's need for migrants and shifting attitudes working together — with the Whitlam government's 1973 reforms the culmination of a long process, not the whole story (Source 2, section 6F).
- (c) Open contested item — accept any of the book's three interpretations, marked on reasoning quality (Figure 4 of section 6F): practical needs — the growing economy wanted workers and skills, and the rules were quietly eased from 1949; international standing — race-based rules were hard to defend after 1945, with new Asian

neighbours, the United Nations and the 1965 convention, and diplomats warned they damaged Australia's standing in the region; changing attitudes — Australians came to see racial discrimination as wrong, after a war against racist regimes, the civil-rights era and anti-racism activism (the Racial Discrimination Act followed in 1975). The book notes that no single reading explains the timing of the 1960s–1970s reforms on its own. Mark the quality of the reasoning about the timing, never the conclusion reached.

Question 29 — Asking historical questions

- (a) Accept any two of the five tests (Figure 3 of section 7A): open — not answerable with yes/no or a single date; answerable with sources; uses a historical concept; right-sized for the task; checks its own assumptions.
- (b) Move 1 — refine the question to what the source can bear. Move 2 — keep the question and seek other sources (Figure 9 of section 7A).
- (c) It is too broad because every source on the war becomes relevant and nothing can be covered in depth — the answer turns into a list, not reasoning. Accept any refinement that limits a factor, a place or a time; section 7A's own refinement stages narrow to "How did the alliance system, the arms race and imperial rivalry make war more likely in 1914?" and then to "How significant was the assassination at Sarajevo compared with the alliance system in causing World War I?" (scope gauge and Figure 5, section 7A).

Question 30 — Sequencing and chronology

- (a) 1848 sits in the nineteenth century — the +1 rule: $18 + 1 = 19$, and 1800–1899 is the nineteenth century. "c. 1760" means circa — "around the year 1760": it is used because the change was a process spread over years, so a single exact year would be false precision (Figure 2 of section 7B).
- (b) An event with a span sits on the timeline at its start date: World War I sits at 1914, not 1918 (section 7B).
- (c) Chain, cluster and slow change (Figure 5 of section 7B).

Question 31 — Sources as evidence

- (a) The four questions: purpose, features, content, context. Accept either bookend: IDENTIFY — what kind of source it is, and who made it, when and where; or SO WHAT? — what the source can support, and what it can never support (Figure 3 of section 7C).
- (b) Section 3(a) made any person a prohibited immigrant who, when asked by an officer, failed to write out at dictation and sign a passage of fifty words in a European language chosen by that officer. Because the officer chose the passage and the language, any unwanted arrival could be failed — the design of the test kept non-European arrivals out without the law's words ever naming a race (Figure 11 of section 7C). Mark the explanation.
- (c) Little value for numbers: the poster carries no figures — it was made to persuade, not to report, and the numbers live in official records. Strong value for attitudes: the appeal itself is the evidence — duty, pride and shame were the feelings its makers believed would move men, so the poster reveals the attitudes of its time (worked example, section 7D). Mark the explanation.

Question 32 — Perspectives and interpretations

- (a) Accept any two of the five lens questions (Figure 4 of section 7E): Who made it — and who were they? Who was it made for, and why? Which words and images reveal beliefs, values and attitudes? Was this view majority or minority? Whose views are missing?
- (b) Accept any two reasons (Figure 6 of section 7E): most working people could not write; writing materials and free time cost money they did not have; the people who kept records — courts, churches, governments — were run by the powerful; spoken words were rarely written down.
- (c) 28 October 1916: 1,087,557 for, 1,160,033 against — defeated. 20 December 1917: 1,015,159 for, 1,181,747 against — defeated by a wider margin. The narrowness of the first result — a difference of about 72,000 votes out of more than two million — is itself evidence of how evenly the two interpretations divided the country (Figure 6 of section 7F).

Question 33 — Continuity and change: the method

- (a) Political, economic, social and cultural (Figure 2 of section 8A).
- (b) Cluster 1 — the 1850s: accept one of the gold rushes begin (1851), the Eureka Stockade (1854), responsible government in New South Wales and Victoria (1855–56). Cluster 2 — 1890 to 1912: accept one of the strikes and bank crashes of the 1890s, women's votes in South Australia (1894), Federation (1901), the federal vote for women (1902), the basic wage (1907), pensions (1908), the maternity allowance (1912) (Figure 7 of section 8A).
- (c) The export economy — wool and other exports still paid the way; the British connection — Australia stayed part of the British world; parliaments and courts — they kept working (Figure 7 of section 8A).

Question 34 — Causes and consequences: the method

- (a) Accept any two of the five bones (fishbone diagram, Figure 3 of section 8B): alliances; the arms race; empire and rivalry; nationalism; a tense region in south-east Europe.
- (b) Accept any two traps, one explained (Figure 11 of section 8B): “After it, so because of it” — two things happening in order does not prove one caused the other; “The one-cause answer” — big events never have a single cause; the spark needs fuel already laid; “Every cause counts the same” — some causes matter far more than others; “They should have seen it coming” — you know the ending, but people at the time did not; “Every result was planned” — many results were accidents nobody wanted.
- (c) Above the event box: four long-term cause boxes plus one short-term trigger box. Below it: an intended-consequences column — the defeat of Germany, the Treaty of Versailles, the League of Nations — and an unintended-consequences column — 15–22 million deaths, four empires fallen, bitterness in Germany, the worldwide flu (concept map model, Figure 6 of section 8B).

Question 35 — Significance: the method

- (a) Importance, profundity, quantity, durability and relevance, plus one correct definition (section 8C): importance — how much it mattered to people who lived through it at the time; profundity — how deep the change went in people's lives, beliefs or how society worked; quantity — how many people it affected; durability — how long its effects lasted, and how long it has been remembered; relevance — how much it helps us understand the world we live in now.
- (b) The quantity row: about 85,000 Allied troops were captured, including around 15,000 Australians of the 8th Division; their families, and the whole nation, felt the loss (criteria grid, Figure 4 of section 8C).
- (c) Accept one durability effect still in place today — for example the turn toward the United States helped lead to the 1951 security treaty, an alliance still in place (criteria grid, Figure 4 of section 8C).

Question 36 — Synthesis: the fall of Singapore

- (a) Singapore surrendered on 15 February 1942; four days later, on 19 February 1942, Darwin was bombed — the first of many attacks on Australian soil (case study timeline, Figure 3 of section 8C).
- (b) Curtin argued that Australia must look to America — the United States — for protection, “free of any pangs as to our traditional links or kinship with the United Kingdom”. His reason: Britain could not send the help Australia had counted on — the *Prince of Wales* and *Repulse* had been sunk on 10 December 1941 and Japan was moving down Malaya — so protection had to come from the United States instead (Source 1, Figure 6 of section 8C).
- (c) The relationships diagram in section 4D makes February 1942 the turning point: Japan took Singapore, Britain’s great base in Asia; Britain could not spare ships to defend Australia; Curtin brought Australian troops home and Australia “looks to America”; and United States forces fought the Pacific war from Australia. After 1945 this hardened into new partnerships — ANZUS with the United States and New Zealand (1951), the United Nations (Australia a founding member; Evatt presided over the General Assembly in 1948–49) and growing trade with Asia. Loyalty to Britain turned into alliance with the United States and engagement with Asia and the UN. Mark the explanation.
- (d) To corroborate is to set one source beside others: when two or more independent sources point the same way, each backs the others up and the claim is stronger than any single voice. Churchill’s verdict — “the worst disaster and largest capitulation in British history” — is secondary, written in his memoirs years later to judge and explain; Curtin’s article (*Melbourne Herald*, 27 December 1941) is primary, written at the moment of the turn. Alone, each has limits; set side by side, they corroborate that something fundamental broke in 1941–42 — agreement strengthens a claim, difference explains it, and mismatch flags it (section 7D). Mark the explanation.
- (e) Accept either reading; mark the quality of the reasoning and the use of the book’s evidence, never the side taken (Figure 5 of section 8D). Reading 1 — “the base failed in war”: Britain was fighting a world war on several fronts at once and could not spare enough ships and planes for the east; Singapore’s fixed guns pointed out to sea, and the attack came overland through Malaya; on this reading the fall was a wartime misfortune, not a sign Britain did not care. Reading 2 — “Australia was left exposed”: Singapore was meant to be the shield keeping threats away from Australia; when it fell in weeks, about 15,000 Australians were captured and the shield was gone; the fall proved Australia could not rely on British protection alone and had to look to new allies — Curtin’s turn of December 1941 and the 1951 treaty. Full marks go to an answer that states the evidence from this book that best supports the chosen reading, and why.

End of solutions — review total 110 marks