

HISTORY

Australian Curriculum

YEAR

6

TEST



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Australian Curriculum Test with detailed suggested answers

- 30 multiple choice questions
- 20 one mark short answer questions
- 10 two mark short answer questions
- 10 three mark short answer questions
- Australian Curriculum references
- Weblinks for further study

Subject	Year Level	Author
History	6	Marianne Wakim Antonine College Vic

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Question	Curriculum reference	Elaboration
MC1	(ACHHS117) (ACHHS118) (ACHHK113)	Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
MC2	(ACHHS117) (ACHHS118) (ACHHK113)	Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
MC3	(ACHHS117) (ACHHS118) (ACHHK113) (ACHHS121)	Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Locate information related to inquiry questions in a range of sources.
MC4	(ACHHS117) (ACHHS118) (ACHHK113)	Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
MC5	(ACHHK114) (ACHHS118) (ACHHS119)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Use historical terms and concepts Identify questions to inform an historical inquiry

Question	Curriculum reference	Elaboration
MC6	(ACHHK115)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
MC7	(ACHHK113) (ACHHS121) (ACHHS125) (ACHHS117) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Locate information related to inquiry questions in a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies Sequence historical people and events. Use historical terms and concepts
MC8	(ACHHK113) (ACHHS121)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Locate information related to inquiry questions in a range of sources.
MC9	(ACHHK114) (ACHHS117) (ACHHS118)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Sequence historical people and events. Use historical terms and concepts
MC10	(ACHHK115) (ACHHS118)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use historical terms and concepts

Question	Curriculum reference	Elaboration
MC11	(ACHHS121) (ACHHS125)	Locate information related to inquiry questions in a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies
MC12	(ACHHS121) (ACHHS122) (ACHHS125)	Locate information related to inquiry questions in a range of sources. Compare information from a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies
MC13	(ACHHK114) (ACHHS125) (ACHHS117) (ACHHS118)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Use a range of communication forms (oral, graphic, written) and digital technologies Sequence historical people and events. Use historical terms and concepts
MC14	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts
MC15	(ACHHK116) (ACHHK114) (ACHHS117) (ACHHS125)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Sequence historical people and events. Use a range of communication forms (oral, graphic, written) and digital technologies

Question	Curriculum reference	Elaboration
MC16	(ACHHK115) (ACHHS118)	<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>Use historical terms and concepts</p>
MC17	(ACHHS125) (ACHHK115) (ACHHS121)	<p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>Locate information related to inquiry questions in a range of sources.</p>
MC18	(ACHHS118) (ACHHK115)	<p>Use historical terms and concepts</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p>
MC19	(ACHHS123) (ACHHS125) (ACHHK113)	<p>Identify points of view in the past and present</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p>
MC20	(ACHHK115) (ACHHS121) (ACHHS118)	<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>Locate information related to inquiry questions in a range of sources.</p> <p>Use historical terms and concepts</p>

Question	Curriculum reference	Elaboration
MC21	(ACHHK115) (ACHHS121) (ACHHS118) (ACHHS125)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies
MC22	(ACHHK113) (ACHHS121) (ACHHS118) (ACHHS125)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies
MC23	(ACHHK113) (ACHHS123)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Identify points of view in the past and present
MC24	(ACHHK113) (ACHHS121) (ACHHS118) (ACHHS125)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies
MC25	(ACHHK114) (ACHHS121) (ACHHS118) (ACHHS125)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies

Question	Curriculum reference	Elaboration
MC26	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts
MC27	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts
MC28	(ACHHK113) (ACHHK114) (ACHHK115)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
MC29	(ACHHS121) (ACHHS118) (ACHHK113) (ACHHS123) (ACHHS125)	Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies
MC30	(ACHHS121) (ACHHS118) (ACHHK113) (ACHHS123) (ACHHS125)	Locate information related to inquiry questions in a range of sources. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies

Question	Curriculum reference	Elaboration
SA1-1	(ACHHK114)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA1-2	(ACHHK113)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
SA1-3	(ACHHK113)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
SA1-4	(ACHHK113)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
SA1-5	(ACHHK114)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA1-6	(ACHHK115) (ACHHS125) (ACHHS123)	<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p> <p>Identify points of view in the past and present</p>
SA1-7	(ACHHK115)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
SA1-8	(ACHHK115)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
SA1-9	(ACHHK113)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.
SA1-10	(ACHHK113)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.

Question	Curriculum reference	Elaboration
SA1-11	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts
SA1-12	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts
SA1-13	(ACHHK115) (ACHHS118)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use historical terms and concepts
SA1-14	(ACHHK113) (ACHHS125)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use a range of communication forms (oral, graphic, written) and digital technologies
SA1-15	(ACHHK113) (ACHHS125)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use a range of communication forms (oral, graphic, written) and digital technologies
SA1-16	(ACHHK113) (ACHHS125)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use a range of communication forms (oral, graphic, written) and digital technologies
SA1-17	(ACHHK115) (ACHHS125) (ACHHS118)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use a range of communication forms (oral, graphic, written) and digital technologies Use historical terms and concepts
SA1-18	(ACHHK114) (ACHHS118)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Use historical terms and concepts
SA1-19	(ACHHK114) (ACHHS118)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Use historical terms and concepts
SA1-20	(ACHHK113) (ACHHS118)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical terms and concepts

Question	Curriculum reference	Elaboration
SA2-1-A	(ACHHK113) (ACHHS125) (ACHHS123) (ACHHS121)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use a range of communication forms (oral, graphic, written) and digital technologies Identify points of view in the past and present Locate information related to inquiry questions in a range of sources.
SA2-1-B	(ACHHK113) (ACHHS125) (ACHHS123) (ACHHS121)	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use a range of communication forms (oral, graphic, written) and digital technologies Identify points of view in the past and present Locate information related to inquiry questions in a range of sources.
SA2-2-A	(ACHHK116) (ACHHK115) (ACHHS119) (ACHHS120)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify questions to inform an historical inquiry Identify and locate a range of relevant sources
SA2-2-B	(ACHHK116) (ACHHK115) (ACHHS119) (ACHHS120)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify questions to inform an historical inquiry Identify and locate a range of relevant sources

Question	Curriculum reference	Elaboration
SA2-3-A	(ACHHK116) (ACHHS125) (ACHHS118) (ACHHS117)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Use a range of communication forms (oral, graphic, written) and digital technologies Use historical terms and concepts Sequence historical people and events.
SA2-3-B	(ACHHK116) (ACHHS125) (ACHHS118) (ACHHS117)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Use a range of communication forms (oral, graphic, written) and digital technologies Use historical terms and concepts Sequence historical people and events.
SA2-4-A	(ACHHK116) (ACHHS125) (ACHHS121) (ACHHS122)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Use a range of communication forms (oral, graphic, written) and digital technologies Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.
SA2-4-B	(ACHHK116) (ACHHS125) (ACHHS121) (ACHHS122)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Use a range of communication forms (oral, graphic, written) and digital technologies Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.
SA2-5-A	(ACHHK115) (ACHHS119) (ACHHS125) (ACHHS124)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify questions to inform an historical inquiry Use a range of communication forms (oral, graphic, written) and digital technologies Develop texts, particularly narratives and descriptions, which incorporate source materials
SA2-5-B	(ACHHK115) (ACHHS119) (ACHHS125) (ACHHS124)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify questions to inform an historical inquiry Use a range of communication forms (oral, graphic, written) and digital technologies Develop texts, particularly narratives and descriptions, which incorporate source materials

Question	Curriculum reference	Elaboration
SA2-6-A	(ACHHS122) (ACHHK113) (ACHHS123) (ACHHS125)	<p>Compare information from a range of sources.</p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Identify points of view in the past and present</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>
SA2-6-B	(ACHHS122) (ACHHK113) (ACHHS123) (ACHHS125)	<p>Compare information from a range of sources.</p> <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Identify points of view in the past and present</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies</p>
SA2-7-A	(ACHHK114) (ACHHS118) (ACHHS123)	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.</p> <p>Use historical terms and concepts</p> <p>Identify points of view in the past and present</p>
SA2-7-B	(ACHHK114) (ACHHS118) (ACHHS123)	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.</p> <p>Use historical terms and concepts</p> <p>Identify points of view in the past and present</p>
SA2-8-A	(ACHHK113) (ACHHS121) (ACHHS123) (ACHHK116)	<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Locate information related to inquiry questions in a range of sources.</p> <p>Identify points of view in the past and present</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p>
SA2-8-B	(ACHHK113) (ACHHS121) (ACHHS123) (ACHHK116)	<p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Locate information related to inquiry questions in a range of sources.</p> <p>Identify points of view in the past and present</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</p>

Question	Curriculum reference	Elaboration
SA2-9-A	(ACHHK114) (ACHHS123) (ACHHS121) (ACHHS124)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Identify points of view in the past and present Locate information related to inquiry questions in a range of sources. Develop texts, particularly narratives and descriptions, which incorporate source materials
SA2-9-B	(ACHHK114) (ACHHS123) (ACHHS121) (ACHHS124)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Identify points of view in the past and present Locate information related to inquiry questions in a range of sources. Develop texts, particularly narratives and descriptions, which incorporate source materials
SA2-10-A	(ACHHS125) (ACHHS117) (ACHHS118) (ACHHK113) (ACHHS124)	Use a range of communication forms (oral, graphic, written) and digital technologies Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Develop texts, particularly narratives and descriptions, which incorporate source materials
SA2-10-B	(ACHHS125) (ACHHS117) (ACHHS118) (ACHHK113) (ACHHS124)	Use a range of communication forms (oral, graphic, written) and digital technologies Sequence historical people and events. Use historical terms and concepts Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Develop texts, particularly narratives and descriptions, which incorporate source materials

Question	Curriculum reference	Elaboration
SA3-1-A	<u>(ACHHK116)</u> <u>(ACHHK114)</u>	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-1-B	<u>(ACHHK114)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-1-C	<u>(ACHHK114)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-2-A	<u>(ACHHK114)</u> <u>(ACHHK113)</u> <u>(ACHHS118)</u> <u>(ACHHK115)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical <u>terms</u> and <u>concepts</u> Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
SA3-2-B	<u>(ACHHK114)</u> <u>(ACHHK113)</u> <u>(ACHHS118)</u> <u>(ACHHK115)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical <u>terms</u> and <u>concepts</u> Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.
SA3-2-C	<u>(ACHHK114)</u> <u>(ACHHK113)</u> <u>(ACHHS118)</u> <u>(ACHHK115)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. Use historical <u>terms</u> and <u>concepts</u> Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.

Question	Curriculum reference	Elaboration
SA3-3-A	(ACHHK115) (ACHHS121) (ACHHS123) (ACHHS125)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Locate information related to inquiry questions in a range of sources. Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-3-B	(ACHHK115) (ACHHS121) (ACHHS123) (ACHHS125)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Locate information related to inquiry questions in a range of sources. Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-3-C	(ACHHK115) (ACHHS121) (ACHHS123) (ACHHS125)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Locate information related to inquiry questions in a range of sources. Identify points of view in the past and present Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-4-A	(ACHHS125) (ACHHK114)	Use a range of communication forms (oral, graphic, written) and digital technologies Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-4-B	(ACHHS125) (ACHHK114)	Use a range of communication forms (oral, graphic, written) and digital technologies Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-4-C	(ACHHS125) (ACHHK114)	Use a range of communication forms (oral, graphic, written) and digital technologies Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.

Question	Curriculum reference	Elaboration
SA3-5-A	(ACHHK114) (ACHHS122)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.
SA3-5-B	(ACHHK114) (ACHHS122)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.
SA3-5-C	(ACHHK114) (ACHHS122)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. Locate information related to inquiry questions in a range of sources. Compare information from a range of sources.
SA3-6-A	(ACHHK116) (ACHHS125) (ACHHS124)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Locate information related to inquiry questions in a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies. Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials
SA3-6-B	(ACHHK116) (ACHHS125) (ACHHS124)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Locate information related to inquiry questions in a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials
SA3-6-C	(ACHHK116) (ACHHS125) (ACHHS124)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. Locate information related to inquiry questions in a range of sources. Use a range of communication forms (oral, graphic, written) and digital technologies Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials

Question	Curriculum reference	Elaboration
SA3-7-A	<u>(ACHHK114)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-7-B	<u>(ACHHK114)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-7-C	<u>(ACHHK114)</u>	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-8-A	<u>(ACHHK115)</u> <u>(ACHHS125)</u> <u>(ACHHS121)</u>	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use a range of communication forms (oral, graphic, written) and digital technologies Locate information related to inquiry questions in a range of sources.
SA3-8-B	<u>(ACHHK115)</u> <u>(ACHHS125)</u> <u>(ACHHS121)</u>	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use a range of communication forms (oral, graphic, written) and digital technologies Locate information related to inquiry questions in a range of sources.
SA3-8-C	<u>(ACHHK115)</u> <u>(ACHHS125)</u> <u>(ACHHS121)</u>	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Use a range of communication forms (oral, graphic, written) and digital technologies Locate information related to inquiry questions in a range of sources.

Question	Curriculum reference	Elaboration
SA3-9-A	(ACHHK115) (ACHHS123) (ACHHS124) (ACHHS117)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify points of view in the past and present Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials Sequence historical people and events.
SA3-9-B	(ACHHK115) (ACHHS123) (ACHHS124) (ACHHS117)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify points of view in the past and present Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials Sequence historical people and events.
SA3-9-C	(ACHHK115) (ACHHS123) (ACHHS124) (ACHHS117)	Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. Identify points of view in the past and present Develop texts, particularly narratives and descriptions, which incorporate <u>source</u> materials Sequence historical people and events.
SA3-10-A	(ACHHK114)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-10-B	(ACHHK114)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.
SA3-10-C	(ACHHK114)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.

End of Summary Australian Curriculum
References and Elaborations
History Year 6 Test

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**30 MULTIPLE CHOICE
QUESTIONS**

History

Year 6



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Answer **all** questions in this section. *Write the letter for the correct answer in the box.*
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

Australia became a Federation in

- A. 1991.
- B. 1901.
- C. 1910.
- D. 1919.

Write the letter for the correct answer in this box.

Australian Curriculum

20 ONE MARK

SHORT ANSWER

QUESTIONS

History

Year 6



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There are 20 one mark short answer questions in this section. Answer **all** questions.
Write your answer in the box.
A correct answer scores 1 mark, an incorrect answer scores 0.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

In 1900, very few Aborigines lived on their traditional lands. List one place where many Aborigines were forced to live instead.

Write your answer in this box.

Australian Curriculum

10 TWO MARK

SHORT ANSWER

QUESTIONS

History

Year 6



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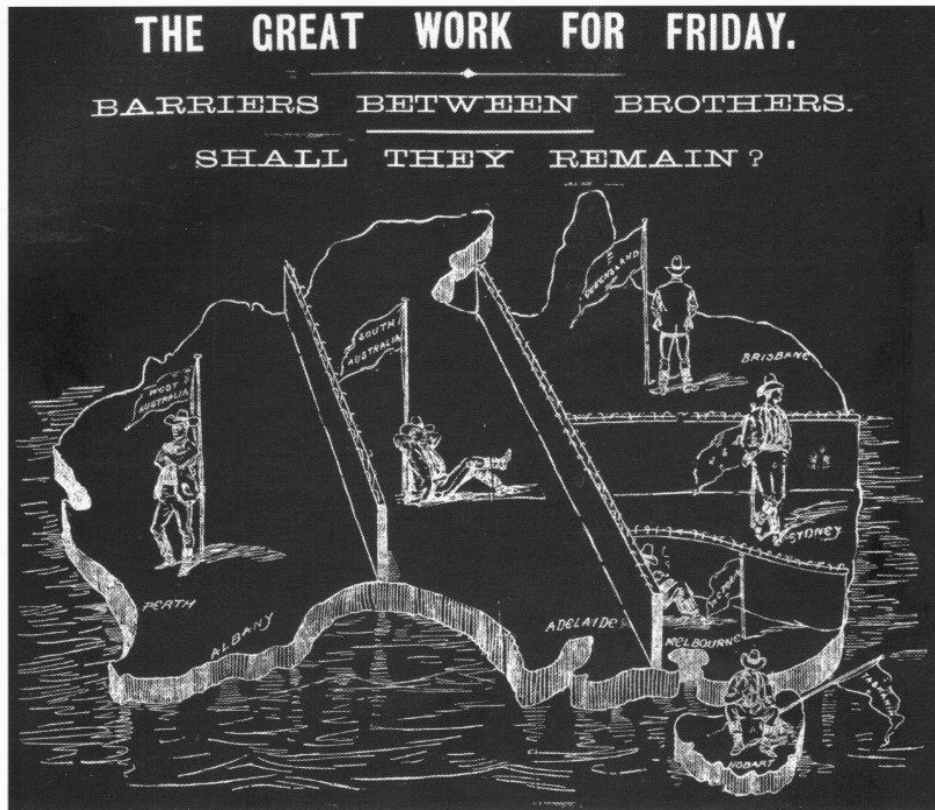
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There are 10 short answer questions in this section each worth 2 marks. Answer **all** questions.
Write your answers in the spaces provided.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1



Source 1

<http://getting-it-together.moadoph.gov.au/national-story/road-to-federation/resource-1.html>

A. Examine Source 1 above. What is the **political issue** that is being promoted.

B. What does the Source 1 phrase 'barriers between brothers' refer to?

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DETAILED ANSWERS TO

30 MULTIPLE CHOICE

QUESTIONS

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Q2	D	Q12	D	Q22	B
Q3	C	Q13	D	Q23	D
Q4	A	Q14	C	Q24	B
Q5	B	Q15	C	Q25	A
Q6	A	Q16	C	Q26	B
Q7	D	Q17	A	Q27	C
Q8	C	Q18	A	Q28	C
Q9	B	Q19	A	Q29	B
Q10	A	Q20	D	Q30	C

Question 1 B

Australia became a Federation on 1 January 1901. A ceremony was held in Centennial Park in Sydney to commemorate the event. Australians celebrated their nationhood, participating in parades, processions, sporting events and school pageants.

Sequence historical people and events. (ACHHS117)

Use historical terms and concepts(ACHHS118)

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)

<http://mrbartlett.files.wordpress.com/2007/02/federation.ppt>

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

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Year 6



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Answer Summary for 1 Mark Short Answer Questions History Year 6

Q1	Government reserves/ Church missions	Q11	True
Q2	Defence/Trade/taxation/ Immigration/ Foreign Affairs/ Customs	Q12	The Governor
Q3	The House of Representatives	Q13	The government paid most of their fare to get to Australia
Q4	Members of Parliament elected by the people of Australia	Q14	Victoria/Melbourne
Q5	False - female workers were paid only 54% of the male wage	Q15	Population Growth
Q6	To encourage young families to come to Australia	Q16	Green and Pink
Q7	New languages/new industries/new foods/new beliefs/new cultures	Q17	White Australia Policy
Q8	Vietnam and Kampuchea	Q18	Suffragettes
Q9	Defence	Q19	Required/Obligatory
Q10	1/1/1901	Q20	The Senate

Question 1

From the time they first arrived in Australia, British settlers had attempted to 'civilise' the Aboriginal people seeing them as an inferior race that had to die out. Therefore, they dispossessed the indigenous population from their traditional lands by moving them **onto government reserves or church missions**. This approach to Aboriginal affairs was known as '**protection**' policy. However, as with many of the initiatives to 'help' indigenous people, rather than protect their freedoms or their way of life, such protectionism served to severely destroy them. Indeed, on reserves and missions the Aboriginals' traditional way of life was eroded as they became more and more dependent on handouts from the government and the church just to survive.

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.(ACHHK114)

<http://bit.ly/1dJZdgd>

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Question 1

A. The issue being promoted is Federation. The map of Australia that shows the six separate colonies and invites unity between them.

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.(ACHHK113)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

Identify points of view in the past and present (ACHHS123)

Locate information related to inquiry questions in a range of sources. (ACHHS121)

<http://moadoph.gov.au/learning/school-resources/getting-it-together-from-colonies-to-federation/>

B. The phrase 'barriers between brothers' implies that all the colonies share the same heritage – British - and must not remain divided in six separate colonies but should unite like a family so that they can help protect each other and become a stronger nation.

Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.(ACHHK113)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

Identify points of view in the past and present (ACHHS123)

Locate information related to inquiry questions in a range of sources. (ACHHS121)

<http://moadoph.gov.au/learning/school-resources/getting-it-together-from-colonies-to-federation/>



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