Aboriginal Arrival and Expansion

1. b
2. b
3. Shade: The first Australians arrived during an ice age.
4. During ice ages much of the earth’s water was held in the polar ice caps.
5. In any order: walked across what is now Torres Strait, sailed from the islands of Indonesia
6. Hands on – for example: Most of the area currently covered with water was land during the ice age. This may have made it easier for people to walk or travel with supplies to Australia.
7. Hands on – for example: They would have resided close to the water so they were able to collect seafood and have access to fertile land.

Aboriginal Farming

1. b
2. c
3. Shade: building fences to keep stock from straying
4. wallaby
5. In any order: boomerang, spear
6. a. true  b. true  c. true
7. Aboriginal people farmed the land to make sure they had a continuous supply of food.
8. Hands on – for example: Cameras had not been invented at that time.
9. Hands on – for example: European farming was very orderly and controlled. They grew crops and kept animals in fenced areas. Aboriginal farming involved fire. It helped them to catch wild animals.

Unit 2

Special Places

Uluru

1. a
2. b
3. a
4. Shade: It originally sat at the bottom of the sea.
5. a. Anangu people  b. erosion  c. 1987
6. The red colouring comes from the rock’s high iron content, which has oxidised, like rust.
7. Hands on – for example: The domes look like a cluster of heads.
8. Hands on – for example: It wouldn’t be as photogenic and wouldn’t change to the beautiful colours it does throughout the day.
Willandra Lakes
1. b
2. c
3. b
4. Shade: The climate became much drier.
5. Strangely shaped sand and clay deposits on the eastern edge of Lake Mungo.
6. arid: having little or no rain, very dry
evidence: proof or information indicating whether a proposition or belief is true or valid.
7. Hands on – for example: The wetland was full of plants and animals.
8. Hands on – for example: Erosion over thousands of years has caused the sides of the sand
   and clay deposits to wear away.

Unit 3 Dreamtime Stories

What is the Dreamtime?
1. b
2. b
3. Circle: 50 000 years ago
4. d
5. They tell us of the beliefs of the original Australians and how they lived in the past.
6. At first they were told as oral stories, but today they can be read in books and on the Internet.
7. Hands on
8. Hands on – for example: The Southern Cross appears on the Australian flag.

The Rainbow Serpent
1. a
2. b
3. b
4. Water gushed from their mouths, filling the gorges and lowlands to form lakes, rivers
   and creeks.
5. Yes. There was plenty to eat.
6. Hands on
7. She turned them into stone.
8. Hands on – for example: Artwork 1 is painted on a rock wall. Artwork 2 is painted using
dots and different colours.

Unit 4 Aboriginal Art, Music and Dance

Songs and Ceremonies
1. In any order: victory in battle, the arrival of rain, healing of sick people
2. d
3. c
4. a. True b. False c. True d. True
5. the didgeridoo
6. Hands on – drawing of boomerang
7. The player blows continuously out through the mouth while breathing in through the
   nose at the same time.
8. Hands on – for example: Aboriginal tribes have different languages.
9. They are both made from wood. They are both hit to make a sound.
Aboriginal Art - Old and New

1. a. art, Aboriginal  
   b. style, designs  
2. engraving and colouring rock walls  
   drawing designs and symbols on the ground  
   making wooden sculptures  
   painting on sheets of bark  
   weaving intricate patterns with natural fibres  
3. c  
4. a  
5. a richly decorated hollow log coffin  
6. Hands on – for example: A skeleton is shown when you take an X-ray.  
7. Hands on – for example: They are both situated in the ACT; they both contain Aboriginal artworks.

Unit 5  Daily Life

Using the Land

1. b  
2. a  
3. b  
4. Hands on – for example: Aboriginal people lived in non-permanent shelters. Europeans lived in towns and cities. Aboriginal people did not have a formal written language like the Europeans.  
5. They did not wear heavy pieces of tailored clothing. Clothing was minimal if worn at all.  
6. Hands on – for example: assembled: To put or fit parts together.  
   plentiful: Ample supply of something.  
   trade: The buying and selling, or exchanging of something.  
7. Hands on – for example: They moved with the seasons because they knew which areas provided the most food at different times of the year.  
8. a. True  b. False  c. False  d. False

Marngrook

1. Both children and adults  
2. In any order: To develop important skills such as spear and boomerang throwing. Some were just played for fun.  
3. Victoria  
4. Circle:  
   ![Timeline](long_ago_1788_1841_1858_today)  
5. Circle: possum  
6. d  
7. b  
8. Hands on – for example: Cooking, hunting, fishing, eating, making fire, gathering  
9. Hands on – for example: Spears and boomerangs are used to hunt animals which feed the tribe.
The Bunya Nut Festival
1. c
2. c
3. b
4. In any order: ceremonies, sports, sharing of stories, trading of goods, marriages, sharing of information
5. The nuts could be eaten raw or they were toasted on open fires.
6. Hands on – for example: It was very special because it provided a source of food that could feed many people.
7. Shade: rough, large, important, heavy, dangerous, sacred, useful
8. Hands on – for example: The cones are large and heavy. They may drop from the tree and hit you on your head, causing an injury.

Tribal Lands
1. b
2. b
3. a
4. the Crown, or the government
5. Fences were built to keep livestock from roaming.
6. The fences stopped the kangaroos and wallabies from moving freely, which affected the Aborigine’s ability to hunt.
7. Tick: The English arrived at Botany Bay.
8. Shade: Traditional hunting methods had been affected by fenced farms.
9. Hands on – for example: Europeans believed the British owned all the land in Australia. Aboriginal people believed the land belonged to everybody.

Columbus and the Route to India
1. d
2. a
3. In any order: a. Sailing ships were larger and better built.
   b. The compass was invented.
4. In any order: pepper, cinnamon, cloves
5. The Europeans sold textiles, jewellery and precious metals such as gold and silver.
6. A sea route to India would make travel faster, safer and cheaper.
7. Trace: Spain
8. Hands on – for example: They lay to the west of Europe, and Columbus thought it was India.
9. Shade: important, accident
Dias, da Gama and Magellan

1. a
2. c
3. Portugal began trade in spices from Asia.
4. a. five, 265  b. south, South America, Pacific
5. He was the first European to sail around the Cape of Good Hope.
6. He opened up a sea route from Europe to Asia making trade faster and safer.
   [3] Ferdinand Magellan was killed in the Philippines.
   [1] Bartolomeu Dias sailed around the Cape of Good Hope.
8. Hands on – for example: He started at Cebu and visited Palawan, Brunei, Tidore, Ambon Island, Timor and Cape Verde Islands before reaching Spain.

Willem Jansz Lands in Australia

1. b
2. c
3. a
4. He was employed to search for places from which they could gain goods to trade.
5. They were told that there was a vast land mass to the south-east of present-day Indonesia.
6. treacherous: unstable or unreliable
   shallow: not deep or of little depth
7. a. Luis Vaez de Torres  b. Gulf of Carpentaria
8. [4] Torres sailed through Torres Strait
9. Hands on – for example: He decided the land was not suitable for settlement or trade. This was influenced by a violent skirmish he had with local people.

Abel Tasman

1. a
2. c
3. Hands on
4. c
5. The trees were notched, with each notch about a metre and a half apart. Tasman thought these were steps.
6. A group of people were sent from the boat to the land.
7. It was named after the Governor-General of the Dutch East Indies, Anthony Van Diemen.
8. Hands on – for example: He used those two items regularly in his job as an explorer. They tell us about his occupation.
Early European Contacts

1. a. Luis Vaez De Torres
2. [Diagram: Timeline 1600-1800]
3. Shade: He was sent by the Royal Navy on a voyage of discovery.
4. False
5. Trace the line to: Western Australia
7. He was looking for a safe place to clean and repair his boat.
8. Hands on – for example: Hartog wanted to mark his visit using something that would last. He wouldn’t have had much to use, but would have had plates on his ship.

Unit 9 Were the Dutch Really First?

Chinese Exploration

1. True
2. b
3. Any of the following: South-East Asia, Malaysia, Indonesia, the Indian Ocean, India, the Middle East, Africa
4. The evidence includes early 14th century Chinese coins and pottery found in Western Australia, Tasmania and New South Wales.
5. The map was based on other maps drawn by both European and Chinese navigators.
6. (2) Nicolas Desliens drew his map in 1566.
   (1) Zeng He sailed into the Indian Ocean between 1405 and 1433.
   (3) Willem Jansz explored the Gulf of Carpentaria in 1606.
7. Hands on – for example: It is interesting because the map was drawn long before any Europeans had travelled to Australia.
8. Hands on – for example: Accurate means precise or true.

Early Portuguese Journeys

1. b
2. c
3. b
4. Trace the line to France on the map
5. Maps were kept secret so other nations could not use them to open up new trade routes.
6. Hands on – for example: Maps were stolen and smuggled between countries and sold by spies. Everyone wanted to open up new trade routes and become wealthier nations.
7. Many records of secret journeys were lost in the earthquake. It destroyed the building which held the collection.
8. Hands on – for example: Some of the features on the map are similar to features found on the Queensland and New South Wales coasts. The map also shows an illustration of people that look similar in appearance to Aboriginal people of the time.
Unit 10 The Macassans

Trading in Trepang

1. c
2. a
3. c
4. They arrived every December and stayed for three or four months.
5. In any order: tobacco, iron tools, axes, fish hooks, canoes, glass ornaments
6. 1906
7. Groves of tamarind trees remain, and rings of stone where they placed the large pots used for boiling trepan.
8. Hands on – for example: The relationship was usually friendly because the Macassans supplied goods to the Aboriginal people, and also employed them.
9. Hands on – for example: The Macassans influenced the art, stories, dance, language and rituals of the Aboriginal people. They also introduced useful tools to the Aboriginal people as well as other goods.

Matthew Flinders Meets the Macassans

1. He was sent by the British government to circumnavigate and chart the entire Australian continent.
3. He spent two months in Sydney having his ship repaired.
4. 17 February 1803 at the north-eastern tip of Arnhem Land
5. Shade: the Raja of Boni
6. a
7. True
8. Hands on – for example: They journeyed to Australia every December as they left Macassar with the north-west monsoon. The monsoonal winds would have assisted them to sail from the north to Australia. Flinders’ journal provided evidence of this.

Unit 11 Planning the Journey

James Cook’s Voyage of Discovery

1. He was born on 27 October 1728 in Yorkshire, England.
2. He became an apprentice to a local ship owner and spent several years learning the ways of the sea.
3. He joined the British Royal Navy.
4. c
5. False
6. True
7. Shade:  a   All crew must bathe once a day.
    c   Crew must air their bed linen twice a week.
    d   The ship and its equipment must be kept clean.
8. It was likely he was the first European to see the east coast of Australia.
9. Hands on – for example: He made a number of around-the-world voyages, and had a talent for surveying and charting coastal waters.
Choosing New South Wales

1. b
2. Shade: murder, theft
3. a
4. Crime was dealt with very severely. The overcrowding was a result of losing America as a penal colony.
5. In 1768 the British government sent James Cook on a special mission to the Pacific Ocean.
6. a
7. a
8. Hands on – for example: Occurring naturally in a particular area.
9. Hands on – for example: The British government wanted Cook to find the fabled Great South Land and claim it for Britain before any other country did.

Bound for Botany Bay

1. c
2. a
3. c
5. Conditions on the ships were cramped and stifling. The air was stale and filled with the stench of illness and sewage.
6. Hands on – for example: To tell you about the challenging weather conditions they were faced with on the journey, and the length of time it took to reach Australia.
7. (teacher)

The First Australia Day

1. It had open scrubby forest, sand dunes and mangrove wetlands.
2. He believed the area was too dry and sandy to support the convict settlement.
3. d
4. b
5. a
6. a. True  b. True  c. False
7. It was the date the new colony was proclaimed in Sydney Cove in 1788.
8. Hands on – for example: It's a central place for important records.
9. Hands on – for example: Sydney Cove was larger, had a stream of fresh water and was deep enough for the ships to moor quite close to the shore. The soil also looked good for crops.
Early Struggles
1. b
2. c
3. c
4. a. Sirius   b. Supply
5. The Sirius was sent to South Africa to buy food.
6. A second settlement was established at Rose Hill.
7. Hands on – answers could include images of corn, wheat or vegetables.
8. Hands on – for example: Early attempts at growing crops failed.
   The Sirius was wrecked on Norfolk Island’s rocky coast.
9. Hands on – for example: It had suitable clay for brick making.
10. Hands on – for example: The colony only had one ship left. Both ships had been very useful.

Unit 13 Survival

Drought
1. In any order: sheep, cattle, pigs
2. A drought lasting from 1789 to 1793.
3. In England, rain fell often and was extremely reliable. Australia had poor soil and
dry conditions, and a drought that lasted from 1789 to 1793.
4. The occasional arrival of supply ships from England
6. 1789 1790 1791 1792 1793
7. c
8. b
9. Hands on – for example: ‘Wretched’ means miserable or unfortunate.

Convict Life
1. c
2. b
3. Shade: There was nowhere safe to go.
4. In any order: roads, public buildings
5. In any order: fighting against English occupation; theft; not paying debts; forgery
6. a. 736    b. 474    c. 70    d. 2    e. 8
7. Hands on – for example: The woman is wearing a long dress with several layers.
   The man is wearing loose pants and a jacket. Both the man and woman are wearing tall hats.
8. Hands on – for example: They may have died from starvation, or they may have managed to
   settle and survive elsewhere.
Who Were the Free Settlers?

1. Most free settlers were former convicts, the wives and family of convicts and soldiers, or seamen, and soldiers who decided to stay. Many free settlers came to Australia by choice.
2. He was a free settler from Germany. He established a vineyard on the banks of the Parramatta River.
3. a. 1793   b. 1806   c. 1810
4. a. True   b. False   c. False   d. True
[4] Eliza Walsh was granted land at Paterson River.
6. Hands on – for example: Something that is important and rare, limited or available only to some.
7. Hands on – for example: The soil condition was poor and the crops failed. The farms were not successful.
8. Hands on – for example: They wanted to be a part of the exciting new colony and to try their luck at starting a new life.

The Search for Farmland

1. a
2. c
3. The search for new farmland became urgent.
5. In any order: wheat, cattle and sheep
6. Answer may vary. dispossess: To put out of possession, especially of property.
   inland: The interior part of a country
7. They thought the rivers that ran west must flow to an inland sea.
8. In any order: Mount Blaxland, Wentworth Falls and Lawson
9. Hands on – for example: The Great Dividing Range was a string of mountains which were hard to cross. This divided the land that laid on either side of the range.
10. Hands on – for example: Became stable and established.

The British Come to Stay

A Way of Life Ends

1. a. True   b. True   c. False   d. False
2. They had pale skin and wore strange clothing.
3. a
4. b
5. a
6. In any order: smallpox, tuberculosis, influenza, measles
7. Tharawal
   [1] Captain Cook’s crew landed at Botany Bay.
9. Hands on – for example: Captain Cook’s men had only stayed for a few days before moving on.
The Silent Killer

1. a
2. d
3. b
4. In any order: tuberculosis, influenza and measles
5. One of the officers of the First Fleet
6. April 1789
7. Arabanoo, an Aborigine that was friendly with Governor Phillip, and a surgeon.
8. Hands on – for example: They may have taken him to help him and provide treatment.
9. The boy was covered head to toe in sores, similar to the sores seen in smallpox victims.
10. Hands on – for example: They had never been exposed to the disease before. They had no immunity to this disease.

Unit 16 The Resistance

Encounter at Manly

1. b
2. b
3. a
4. A gift of whale meat
5. Willemering was a ‘clever man’ who carried out punishments on Eora people who broke the law. He was from the Broken Bay area.
6. In any order: Killing Eora people, living on Eora land without permission, taking fish and animals from their hunting grounds, stealing weapons, canoes and tools.
8. He threw his knife on the ground.
9. He speared him as a punishment for breaking Eora law.
10. Hands on – for example: They knew Willemering was planning to hurt Phillip.

Pemulwuy: The Rainbow Warrior

1. c
2. b
3. a
4. Shade: failed
5. In any order, any of the following: burned crops, killed or released cattle and sheep, destroyed fences, attacked and killed settlers.
6. They went to live in the safety of the larger settlements.
7. Twelve years
8. Shade: Pemulway overcame his wounds and escaped.
9. Hands on – for example: disorganised, ill-equipped groups
9. Hands on – for example: He was a cruel man that had killed many Eora people.