WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 7 HISTORY

This portfolio provides the following student work samples:

Sample 1  Research report: Emperor of China
Sample 2  Description: Letter
Sample 3  Research report: Ancient wonder
Sample 4  Written response: Ancient Rome

This portfolio of student work shows that the student can suggest reasons for change and continuity over time in relation to ancient Rome and Potala palace in Tibet (WS3, WS4). The student describes the effects of change on societies, individuals and groups (WS3). The student describes events and developments from the perspective of different people who lived at the time, including Emperor Qin Shi Huangdi (WS1). The student explains the role of groups and the significance of particular individuals in society, for example, peasants and emperors (WS1, WS2). The student identifies past events and developments that have been interpreted in different ways (WS4).
The student sequences events and developments in relation to China’s history within a chronological framework, using dating conventions to represent and measure time (WS1). When researching, the student develops questions to frame an historical inquiry into the life of Emperor Qin Shi Huangdi and peasants (WS1). The students identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS3). The student examines sources to explain points of view in China’s society (WS1, WS2). When interpreting sources, the student identifies their origin and purpose (WS1, WS2). The student develops texts, particularly descriptions (WS2) and explanations (WS4) of how people lived in China and the legacies of the ancient Romans. In developing these texts and organising and presenting their findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges their sources of information (WS2, WS3, WS4).
Research report: Emperor of China

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the Emperor Qin Shi Huangdi. The student learnt about methods of historical inquiry and the location of relevant sources.

The student undertook this task as part of their study of ancient China (Depth Study 3 – The Asian World).

The student was asked to:

- identify and locate relevant sources to gather historical information about Qin Shi Huangdi
- use their notes to create a timeline of Qin Shi Huangdi’s life and a written account of his contribution to ancient China which reflected their understanding of the important historical information
- include a bibliography of the main sources used.

The student was given three class lessons and three homework sessions to complete the task.
Research report: Emperor of China

Identifies the difficulties Qin Shi Huangdi had as a leader in ancient China.

Uses sources to gather information and then answer questions.

Identifies what Qin Shi Huangdi as emperor contributed to ancient China.

Explains how an emperor was buried in ancient China.

Acknowledges source used in answering questions.

Creates a timeline of the important events in Qin Shi Huangdi’s life, using the dating convention BC.
Description: Letter

Year 7 History achievement standard

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Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the life of a peasant or a noble.

The student was asked to use sources to locate, compare and select information about a noble or a servant in relation to their housing, working life, clothing, recreation and family structure, and the role of women, trade and everyday living.

The student was given three class lessons and three homework sessions to complete the task.
Dear Hong,

I do lots of work and I get really tired when I work out in the heat all day long. My hands are really sore. Peasants are poor people who work out in the heat all day long on the farmers. All the farmers produced all the food for all the other people only a few peasants can read and write. Most of them are farmers who live on a small bit of the land. Some own their land, but others work for rich landowners, giving them part of each harvest. Poor families sometimes sell their daughters to become servants for the rich.

I have to eat very simple meals. I eat mostly vegetables but mostly made in soups or stews peasants only eat a little bit of fish once in a while.

I wear baggy trousers and shirts. My mum is also making me shoes out of straw and leafs. The clothes that I wear aren’t the best but they are ok for now. My mother also makes hats I believe that they are the best in the village.

My family and I live in a small house but it was all we could afford. Its right next to the crops we have been looking after for the noble.

Sometimes I go into the village to see what they are selling and to see what it’s like. I get angry with the thieving merchants because they are selling the exact same foods as me and I have to grow the crops and they are buying the crops. It gets me up set to see that they are selling the exact same foods as me in the village.

My father and grandfather will choose the girl who I marry. I don’t get to have a say in who I want to marry and what the girl looks like.

Cheng-Huang protects your city from enemies and brings rain for your crops, and helps you get to heaven after you die.

From Ning.

Annotations

Uses unnamed sources to describe the working and personal life of a peasant.

Provides a simple description of the life of a peasant.

Sustains the voice of the peasant throughout the text in explaining the motives and actions of people of the time.

Identifies the significance of religion from the perspective of people at the time.
Research report: Ancient wonder

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Summary of task

The student explored the engineering and aesthetic skill evident in some of the many Asian wonders that were built during ancient times (60,000 BC – c. 650 AD). The student undertook this as a part of their study of ‘Investigating the ancient past’ (Depth Study 1).

The student was asked to write a 500 – 700 word report on one Asian wonder for homework that included:

- physical features of the wonder
- when, where, why and who built the wonder
- headings and subheadings
- relevant picture, charts and timelines
- in-text and end-text references.

The student spent two one-hour lessons researching and planning their report.
Sitting on top of Marpo Ri hill, the Potala Palace stands a total of 170 meters above the Lhasa Valley in Tibet.

**Construction:**

In 637 the emperor Songtsen Gampo built a palace on the hill (Marpo Ri hill). That structure stood until the seventeenth century, when it was made into the foundations of the Potala Palace which is still standing today.

The construction of this new palace began in 1645, during the reign of the fifth Dalai Lama. By 1648 the Potrang Karpo or White Palace was complete. The white colour represents peace and purity. The Potrang Marpo, or Red Palace, was added between 1690 and 1694. Its construction needed more than 7000 workers and 1500 artists and craftsmen.

In 1932, the 13th Dalai Lama renovated many of the chapels and assembly halls in the White Palace and added two more levels to the Red Palace. The Potala Palace is 400m long (1312 ft). It has 13 stories, contains about 1000 rooms with 21square kms (8 sq miles) of murals

**Use:**

The Potala Palace was built for many reasons; A Palace for the Dalai Lama to live and rule in, Chapels where built inside the walls of the palace (monks lived there too),

Since the eleventh century the Palace has been called Potala. The name Potala probably came from the mythological mountain Mt Potala of Rodhisattva Chenresi (Avilokiteshvara / Kuan Yin) in southern India. Considering that the founder of Potala Palace was emperor Songtsen Gampo, who was an incarnation of Chenresi, it is likely that that is the reason why the palace is called Potala.

http://sacredsites.com/ap/a/tibet/potala_palace.html  
http://www.youtube.com/watch?v=h6r6611LiaA  
http://www.travelunearthed.com/potala-palace-facts  
http://www.chinawonderfultour.com/Potala-Palace.html
Research report: Ancient wonder

Map of Potala Palace

Facts:

It once was the tallest building on earth from 1653 to 1889 and until skyscrapers came around.

It was once the Dalai Lamas meditation retreat.

Right now the Potala Palace is the highest palace on earth.

It has nearly 1000 rooms and 13 floors.

The White Palace is where the Dalai Lamas and their tutors lived. The assembly halls and old

Indicates several uses of the palace.

Lists secondary sources used in the research.

Tibetan government was also here.

The Red Palace contains various chapels and mausoleums for past Dalai Lamas. The red palace was used for spiritual purposes. It has halls of worship as well as the remains of 8 of the past Dalai Lamas.

Some of the Treasures in the red palace include rare hand written Buddhist sutras and a lot of statues.

Previous Dalai Lamas each have statues of them self, these statues are covered in gold and inlaid with diamonds, pearls, turquoise, agate and coral.

The Dalai Lamas favourite room was known as the "East and west sunshine apartments" (it also had the best view in all of Tibet.


http://www.youtube.com/watch?v=eEJN6s1UbA

http://www.travelunearthed.com/potala-palace-facts

http://www.chinawonderfultour.com/Potala-Palace.html

Image of Potala Palace

Word count: 446

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Written response: Ancient Rome

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Summary of task

The student learnt about ancient Rome (Depth Study 2) and the legacies for modern society. The student focused on the difference between primary and secondary sources and used them to learn about:

- the physical features of ancient Rome
- Roman technology: for example, building methods, architecture, aqueducts
- discoveries at Pompeii and what they reveal about ancient Rome.

The student was asked to write a response as an end-of-unit in-class response to the following two statements:

1. Explain the ways Romans contributed to our world today.
2. Explain whether or not this statement is true:

   ‘The Romans used and adapted their environment to make life easier. They invented technology and methods of building which were ahead of their time.’

The student was able to refer to their work from the term and their planning for the responses to the questions.
Written response: Ancient Rome

Roman Legacy - Statements

The Romans used different technology to adapt in their harsh environment. They invented different machines to help them adapt.

The Roman had a lot of marsh areas and quite a lot of water, so they made an aqueduct. Their first aqueduct was made from concrete and was very large. They drained the marsh land and started to build it, when hills or more marsh lands were in their way they would drain it of somehow destroy it.

They also had to make cities and towns but the only way to connect them was roads. When the Romans had roads they were always dead straight with turns the Romans never used curves instead they used corners. When they built the roads there were many high in the way, for example the road from London to Chichester was covered with large hills but they adapted a small device to help them make the road straight. The object was a strong stick with a cross on top and had rope with small stones attached, this small machine helped the Romans make straight roads.

Annotations

Identifies that the Romans invented machines and used technology.

Describes two legacies of Roman times, that is aqueducts and the construction of straight roads.
Written response: Ancient Rome

Roman Legacy - Aqueducts

Have you ever thought where we got aqueducts from? Well, the correct answer is the Romans! We adopted their idea and used it. That's called a legacy! A legacy is when an object or an idea is passed down through generations. In other words, we got the idea of aqueducts from the Romans!

Aqueducts were very important in Roman times. The invention of the aqueduct was used to carry water throughout Rome. The water was being carried from a lake or a river to fountains, houses, public baths, etc. They built the aqueducts to carry water from a long distance.

We learnt this legacy by taking their idea and using it for modern technology. The water inside the aqueducts we use now carried into metal or plastic pipes to give us hot, cold and warm water. The Romans also did this but their pipes were made from lead and they had a huge boiler for hot water.

I think that the people in the future will definitely still have aqueducts, the reason I think this is that water will need to be carried from a large natural water source, so aqueducts will still be there but probably in different shapes and sizes.

Annotations

Explains the meaning of legacy.

Uses historical terms and concepts such as aqueduct, public bath, legacy and Roman.

Describes the importance of the aqueduct invention in Roman times.

Describes the relevance of aqueducts to today’s society.