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 predetermined 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 8 HISTORY

This portfolio provides the following student work samples:

Sample 1  Explanation: Castles
Sample 2  Comparison: Knights and samurai
Sample 3  Source analysis: Bayeux tapestry
Sample 4  Explanation: The Polynesian expansion
Sample 5  Source analysis: What the Vikings were really like
Sample 6  Explanation: Serfs in medieval society

This portfolio of student work shows that the student can recognise and explain patterns of change and continuity over time in the design of castles and Polynesian expansion (WS1, WS4). The student provides detailed explanation of the causes and effects of events and developments (WS1, WS4). The student identifies the motives and actions of people at the time (WS1, WS4, WS6). The student explains the significance of individuals and groups, including knights, samurai and serfs, and how they were influenced by the beliefs and values of their society (WS2, WS6). The student describes different interpretations of Polynesian expansion (WS4).
When researching, the student develops relevant questions to frame an historical inquiry into what the Vikings were really like (WS5). The student analyses, selects and organises information from primary and secondary sources and uses it as evidence to answer inquiry questions about knights and samurai, and the Vikings (WS2, WS5). The student identifies and explains different points of view in sources (WS3, WS5, WS6). When interpreting sources, the student identifies their origin and purpose, and distinguishes between fact and opinion (WS3, WS4, WS5). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS1, WS5, WS6). In developing these texts, and organising and presenting their findings, the student uses historical terms and concepts (WS1, WS4), evidence identified in sources, and acknowledges sources of information (WS4, WS5, WS6).
Explanation: Castles

Year 8 History achievement standard

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

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students discussed the reasons for the changes that occurred in medieval Europe, with a focus on the development of castles, the impact of the Crusades and the weakening of the feudal system.

The students were asked to write a formal extended response on one of the following questions:

- Explain the changes in castles in the medieval period.
- Explain the changes that occurred in medieval Europe as a result of the Crusades.
- Explain the factors that weakened the feudal system.

Students spent one week researching and planning their response and they completed this task in class in a 60-minute lesson.
**Explanation: Castles**

One of the most violent periods of history was the Middle Ages, which spanned from the fall of the Roman Empire (476AD) to the Renaissance (14th to 17th Century). Castles were the main line of defence, and though they were residences for nobles and royalty, the main consideration when building a castle was safety not comfort. The designs of castles changed dramatically over a period of about 500 years, to accommodate for the improving technology in warfare. Many of these improvements were expeditions on original ideas, rather than following completely new ones.

The Mote and Bailey was the first example of a medieval castle. After William the Conqueror overthrew the king of England in 1066 at the Battle of Hastings, he asserted his power by building a string of motte and bailey castles across England. These castles used a very useful warring principle, assume the high ground. The mote was a large mound of earth, with a flat top, on which sat a wooden tower. All around the bottom of the mote was a ditch. On the other side of this ditch was the bailey, which was a small village like area encircled by a tall wooden fence or palisade. Mote and bailey were quickly and easily built because England was heavily forested at the time. But they were high maintenance because the wood would rot, so they could also be burned down in less then a day by a hit arrow. Windsor Castle, built in 1040, started life as a mote and bailey.

**Annotations**

- Gives a reason for the changing design of castles.
- Explains continuity over time in castle design, that is, how they were based on original ideas.
- Identifies a motive for the building of castles by William the Conqueror.
Explanation: Castles

Very soon after, stone began to replace timber, because it was stronger and it lasted longer against wood than wood. Stone could also be built higher than wood, giving better visibility of the landscape and hence better forewarning of attack. Rochester castle has the highest keep in England, reaching 113 feet. However, stone was much more expensive than timber and took a long time to build with (most castles took up to ten years to build). The tower design of these new castles was similar to the motte and bailey being situated on top of a hill and the stone tower was known as the keep. The White Tower at the Tower of London is a good example of a stone keep.

In the late 12th and early 13th Centuries, the castles as we imagine today began to emerge. The gateway was considered the weakest part of the castle, so it was fortified with a portcullis, drawbridge and sometimes a barbican. The barbican was a long narrow passage where the attackers would be trapped in a small spot. There were murder holes in the ceiling so boiling liquid could be poured on attackers and arrow slits in the walls. Mortar tolls, which were outcropping at the tops of well with holes in the bottom to shoot at enemies below, were also begun to appear.

Later, battering rams were introduced which led to the use of round towers instead of square ones. They eliminated blind spots and were stronger against

Annotations

Provides a detailed explanation of the transition from motte and bailey castles to stone castles.

Analyses patterns of change across time.
Explanation: Castles

Annotations

Provides specific reasons for the innovations in castle design.

Explains how a development in technology, that is gunpowder, affected the effectiveness of castles as a form of defence.

Annotations (Overview)

The student illustrates their detailed explanation with examples of different types of castles and their specific features. They use historical terms and concepts, for example, ‘Renaissance’, ‘motte and bailey’ and ‘concentric castles’.
Comparison: Knights and samurai

Year 8 History achievement standard

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

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

Students investigated the life and roles of both medieval European knights and Japanese samurai in their societies, using a range of primary and secondary sources.

They used retrieval charts to record information about the following aspects: training, clothing, weaponry, code of conduct, role in society, and other interesting facts for knights and samurai.

The students were then required to:

• create a Venn diagram to compare and contrast knights and samurai
• present a case for who would be the greatest hero: samurai or knight.

Students spent one week researching and planning their response and they completed this task in class in a 60-minute lesson.
Comparison: Knights and samurai

Annotations

Provides a detailed explanation of how and when young boys became knights or samurai.

Draws comparisons between knights and samurai.

**Annotations**

Provides a detailed explanation of how and when young boys became knights or samurai.

I believe that the knight would be the greatest hero over samurai. The samurai have of course got advantages over knights, but I think that knights have greater advantages over samurai.

When it comes to training, knights usually start from the day they are born. They go through almost 20 years of training or more. Although samurai training starts at an early age, men that are training to become knights are leaving home at the young age of just seven. This is already after completing basic training involving riding ponies and caring for horses with the women of the family. The young boys then go on at the age of 7 to live with another knight or noble. They learn how to handle a variety of small weapons and the code of courtesy and behaviour expected of a knight. When they are 15 or 16, they become a vassal and personal servant to another knight or master. In return, they receive serious training. They ride into battle with their master and take part in the fight. This period of training lasted for 5 years. They were then eligible for knighthood.

With regards to mental training and academic skills, this is where the samurai have the advantage. Literacy was generally high among the samurai warriors. They were very smart and always alert and ready to perform and attack at random.

A samurai in Japan was considered as an elite member of society. A knight would have been the same in English society. Both of these warriors were looked up to by people below them, and were honoured. They fought for their Lord or Emperor and followed a strict code of conduct. A samurai was willing to die and would commit suicide if caught by the enemy or were dishonoured. Knights would respect and protect women, children and the weak, and quad/
Comparison: Knights and samurai

Defend the town. They both stood by their religion strongly. Especially knights who defended the church and was ready to die for them. The samurai would fight for their honour and possibly their family. Knights would compete in many tournaments for a higher status and wealth. They would fight some tournaments to impress the woman they loved.

Knights had a larger range of weapons than samurai.

Over all I believe that the knight would be the more heroic soldier. Over intense training what they fight for etc.

Annotations

Expects how beliefs and values influenced significant individuals, that is, knights and samurai.
Comparison: Knights and samurai

Annotations

Uses a Venn diagram to represent in detail the similarities and differences between knights and samurai.

Uses relevant historical terms and concepts, for example, ‘chivalry’, ‘Christianity’, ‘Bushido’, ‘Buddhism’.

Annotations (Overview)

The student develops a detailed analysis comparing knights and samurai based on an inquiry involving the use of sources.
Source analysis: Bayeux tapestry

Year 8 History achievement standard

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

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Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Summary of task

In class, students investigated change and continuity in medieval Europe, including the significance of the Battle of Hastings.

They were required to examine a section of the Bayeux tapestry and explain why it was made and how useful it would be to historians as a source for the history of the period.

Students were allocated 20 minutes in class to complete this task.
Source analysis: Bayeux tapestry

18. How can you tell that source 7 is a battle scene? (1) Is the Battle of Hastings. The horses look like they are charging, soldiers have their weapons ready for battle, the archers are ready to battle, too.
19. What weapons are they using? (3)
   a. lances
   b. bows and arrows
   c. shields

20. Why do you think the Bayeux Tapestry was made? (2)
   It was made to tell the story of the Battle of Hastings. It was a great Norman victory. It was made at the order of Bishop Odo to honour the victory of William the Conqueror.

21. How useful do you think the Bayeux Tapestry would be to historians? Explain your answer in detail. (5)
   It is useful because it shows the Norman view of the victory. But because the English didn’t make a tapestry as well, the story may not be true. It tells the real story.
   Because there are not many written, the Bayeux Tapestry is useful. But the last bit of the tapestry is missing which is a shame.
   The tapestry shows how good medieval people were at weaving things.
   The Bayeux Tapestry is useful. It is a primary source that historians need to use, other sources are still to learn about the Battle of Hastings.

Annotations

Identifies the origin of the source, that is, as ordered by Bishop Odo.

Identifies the purpose of the source.

Provides an explanation of the usefulness of the source, including analysis of the difficulties associated with the source material for the Battle of Hastings.

Recognises that the source may be presenting a particular opinion.
Explanation: The Polynesian expansion

Year 8 History achievement standard

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Summary of task

Students investigated the depth study, ‘The Polynesian expansion across the Pacific (c. 700–1756)’.

They were then asked to develop an explanation about how the Polynesians spread across the Pacific and what happened to the people who had settled on Easter Island.

In developing their response they were required to:

- make reference to different interpretations
- distinguish between fact and opinion
- use evidence to support their explanation
- use historical terms and concepts.

The students spent two weeks in class researching their information and developed their explanation as an assignment. This was presented in the form of a written response of approximately 600 words in length.
Explanation: The Polynesian expansion

Polynesia is made up of over 1000 islands across thousands of kilometres across the Pacific Ocean from New Zealand in the south, Samoa in the middle and Hawaii in the north. Archaeological evidence may be true that Polynesian settlers date back to 700AD (History: The Definitive Visual Guide, 2007).

Some historians say that the people living in Melanesia and the Solomon islands today came from Taiwan. This is because genetic testing has showed a link and there are similarities in the languages they speak. Then there descendants many years later spread out to the islands of Polynesia.

The Polynesian islands were settled by people with great shipbuilding and navigation skills over a long period of time. However, some historians have said that the discovery of the islands in Polynesia was an accident. They say the sailors were blown off course. John Lang, a Minister in Australia, said that the islands of the Pacific could only have been settled by voyagers ‘pushed out into the ocean by the winds’ (http://www.Founding the Polynesian Voyaging Society; Building Hōkūle’a.mht). There was no evidence for this. People were just amazed that these people and their small boats could do what they did.

Ben Finney said, “A number of these puzzled seafarers refused to recognise the possibility that the ancestors of the people they found living on the islands could themselves have sailed so far into the Pacific, and instead sought to explain their presence by other means” (Ben R. Finney, Voyage of rediscovery: a cultural odyssey through Polynesia: http://books.google.com.au/books).

James Cook spent time in Tahiti learning about the Polynesian’s skills in going out to sea. He learned that the Polynesians built canoes that could survive the strong sea and that could sail at least “two or three hundred leagues” and they used a “compass” provided by the sun, moon and stars and that they used this to find their way when at sea. They also stick charts to navigate their way through the islands and ocean currents. James Cook was amazed by their technology. Today there are studies that show that Polynesians used navigation with the stars, birds, winds, currents and tides (http://www.pbs.org/wayfinders/polynesian3.html).

The Polynesians spread across the islands in the Pacific for real reasons. When they sailed on their voyages, they travelled with family members and everything else they needed to make a new home, tools, pets and plants. This says that the Polynesians were looking for new homes and did not find other islands by accident.

Annotations

Distinguishes between fact and opinion.

Describes different interpretations about why the Polynesians were able to settle the islands of the Pacific.

Identifies motives and actions for the Polynesian expansion.
However, when they found their new homes, they caused terrible environmental destruction. Their plants and domestic animals (such as dogs, pigs and cats) damaged the environment. The rats that came on their canoes also caused terrible destruction. Another factor affecting the environment was their beliefs and customs. (History: The Definitive Visual Guide, 2007).

This happened on Easter Island, also called Rapa Nui. There is some who argue about how long Easter Island has been settled. Some archaeologists say that it was settled in 300 AD while others say it is more like around 1200 AD.

By the time Europeans turned up in 1722, the island’s population had dropped to 2,000: 3,000 from approximately 15,000 only a century earlier (Barbara A. West (2008) Encyclopedia of the Peoples of Asia and Oceania) p84. It is true that trees on the island started to disappear between 1000 and 1200 AD. This destruction may have been because of the introduction of rats that ate seeds and seedlings. However, it also had to do with the culture of the colonists who made giant stone heads called Maoi.

These giant heads were made from volcanic stone, but timber had to be used to carve them in the quarry and they were transported to ceremonial sites with timber rollers. This caused the soil to erode. The trees were replaced by giant heads and a number of bird species became extinct as there was the loss of their habitat. Many believe that the destruction of trees caused a food shortage and caused the colonists to cannibalism to survive. There is evidence of unfinished Moai in quarries on the island which maybe means there was a quick end to the society. (History: The Definitive Visual Guide, 2007).

The landscape of Rapa Nui has changed a lot as a result of the colonists coming. However, the inhabitants of Rapa Nui, while few, they still live on the island and have tried to look after the statues, The Maoi heads have been restored at Orongo, Ahu Tongariki, Ahu Akivi and Hanga Roa. Now people sailing past will see a similar picture to those that the Dutch saw in 1722 and the Spanish in 1770. (http://en.wikipedia.org/wiki/History_of_Easter_Island).

Annotations

Recognises patterns of change over time, that is, in the island’s population and vegetation cover.

Provides reasons to explain these changes.

Uses evidence identified from sources.

Identifies an example of continuity, that is, the continued occupation of the island.

Annotations (Overview)

The student develops an explanation with analysis of the reasons for the Polynesian expansion. The student uses historical terms (for example, ‘colonists’, ‘Maoi’, ‘Rapa Nui’) and concepts (for example, ‘culture’, ‘evidence’). The student acknowledges sources of information throughout.
Source analysis: What the Vikings were really like

Year 8 History achievement standard

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Summary of task

Students learnt about the way of life of the Vikings and their travels and territorial expansion.

The students were required to research different interpretations of the Vikings and to use sources to present their own view of the Vikings, as a written response one page in length.

Students completed this task in class over three one-hour lessons.
Source analysis: What the Vikings were really like

My own questions for research

1. Why do the Vikings have a barbaric image?
2. Why did the Vikings go on raids?
3. Were the Vikings an advanced society?
4. How did the Vikings treat others?
5. Did the Vikings benefit the people they were in contact with?
6. Are there good things that can be said about the Vikings?

My answer

The Vikings lived in Scandinavia but they travelled as far as the Black Sea and the eastern islands of Canada.

The Vikings are often seen as a violent and cruel people who spent most of the time going on raids from one place to the next causing death and destruction. This comes from many pictures and what others wrote when the Vikings lived. There is a picture from the 11th century BC that shows Edmund, the king of East Anglia, being killed. In it he is tied to a tree and has many more arrows in him than would have been needed to kill him.

Another source from the time gives us a bad image of the Vikings. A bishop from Constantinople said that after the Vikings came there were, ‘Everywhere dead bodies’. And another source from the twelfth century AD says that the Vikings plundered holy places and stole all the treasures of the Church of Lindisfarne.

There is a different view about the Vikings. It is that they were very civilised and did not just go around killing people and stealing their possessions. There are silver cups that have been found on archaeological diggings that were made by Viking craftsmen and they look very well made with lots of decoration. The Vikings longboats were light, very fast and they could sail the oceans.

Ibn Rustah, a Persian explorer in the tenth century AD says that the Vikings traded a lot, they had lots of towns and they treated people well who stayed with them. Other sources say the Vikings were adorned with gold and wore clean clothes and white linen.

The Vikings did go on raids but they did this because they lived in places that were not great for farming. And they didn’t just raid, they traded too. The people who were attacked by the Vikings would have made them out to be worse than they really were. The question I found hardest to answer was question number 5 because most sources from the time are negative about the Vikings.

Annotations (Overview)

The student identifies and explains the different points of view about the Vikings as represented in a range of sources. They acknowledge primary sources of evidence within their response. The student uses historical terms and concepts, for example, ‘longboats’, ‘East Anglia’ and ‘Constantinople’.
Explanation: Medieval society

Year 8 History achievement standard

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Summary of task

Students investigated the roles and relationship of various groups in society in medieval England.

The students were presented with a historical interpretation to research: ‘Due to the hierarchy of society in medieval times, the lives of serfs were particularly harsh not only in daily life but in methods of punishment.’ They were also provided with a selection of primary sources to examine.

The students were required to write an explanation of the life of serfs in society with reference to the historical interpretation. They were asked to discuss three aspects: the hierarchy and power of the Church, the daily life of serfs, and how serfs were punished.

Students completed this task in class over three one-hour lessons.
Explanation: Medieval society

With the fall of the Roman Empire the middle or dark ages began. It was as if the light of Roman civilisation was turned off across Europe. The middle ages were a time of great hardship where the church dominated everyday life and where health was poor. Due to the hierarchy of the medieval times, the lives of serfs was particularly harsh not only in daily life but in methods of punishment.

The social hierarchy of the middle ages was tightly controlled and very ordered. This is seen in the social structure where the church dominated all aspects of life. Image 1 (source 'B') shows the social hierarchy of the Middle Ages with the serfs and peasants placed at the bottom and the church and pope at the top. This means serfs didn’t have much input and because of this were not very social as no one wanted to interact with them. On the other hand, the church and pope were at the top, giving them extreme wealth and control. The church dominated serfs lives by being able to get money off them and their harvested food. This secondary source reveals that the church dominated all aspects of serfs lives and had control over them.

The type of life serfs lived during the middle ages was particularly harsh. Serfs were made servants and had to do many tough tasks. Source ‘A’, the lords view of serfs, states they had to perform farming tasks such as gathering and harvesting. Serfs lives would have been tricky since every day they had long and difficult labour in the sun. They had to do this work as no one else would do it or know how to. The serfs social position was the lowest of the low and they had no power. This is supported in source ‘D’, displaying the serfs had to farm. Ploughing was another task and the tapestry shows a farmer accompanied by an oxen, although the farmer is doing large majority of the labour. A small percentage of serfs were granted their own land as they always obeyed their masters and never had any trouble with the law. In the middle ages every person, rich or poor, had to pay their tithe, which is similar to taxes. They had to give one tenth of their year’s earnings to the church. Majority of the time the tithe was money. This was done as the church was the main focal point of villages.

Annotations

Explains the influence of social hierarchy on wealth and power in the medieval period.

Analyses secondary sources to identify evidence about the nature of social hierarchy in the medieval period.

Explains the different attitudes towards serfs, using sources.

Describes the significance of beliefs and values of society in the daily lives of people at the time.
Explanation: Medieval society

and provided medical services, controlled education and much more. This is also supported in source ‘C’, the ‘Domes day Book’. It was a big feature in serfs lives as it was a record of all their activities. The purpose of the book is to inform the king how much money he should be receiving, how much the serfs had and if he could obtain any more money from them and who he was ruling or who lived in England at the time. From these three sources you can conclude that the serfs lived a difficult life. Being heavily controlled by ‘higher’ people and the church, meant serfs had to continuously work and pay their tithe to the church.

Serfs were dealt the worst punishments if they broke the law in the middle ages. Serfs suffered more punishment than any other social group because they were the lowest of the low. Source ‘E’ displays a wood carving of a woman being punished for committing a ‘crime’ to her husband or a man. Most punishments or torture to serfs were undertaken in public as a warning to others and also to humiliate them. Serfs committed many crimes such as stealing, murder, attempted escape and failure to produce crops. This is supported in source ‘F’, explaining social and economic value in the middle ages. Serfs were being regularly punished as they lacked rights. The quote (from source ‘F’) ‘serfs were most frequently tortured because they lacked rights and were much lesser value’, proves that serfs were the lowest and lacked many rights. Serfs suffered dunking, thumbscrew, pressing, the rack, garrotting chair and whipping as forms of punishment or torture. Lacking rights was an unfortunate aspect in serfs lives as it meant they were controlled by others and dealt the worst punishments.

Due to the hierarchy of the medieval times, the life of serfs was particularly harsh not only in daily life but methods of punishment. The social hierarchy in the middle ages was strongly restricted and ordered with the church at the top dominating all aspects of serfs lives who were at the bottom. Serfs lived difficult lives as they were constantly working and had to obey orders from people who had more power than them. Serfs suffered the worst punishments for any crime as they were considered little value to their society. These pieces of evidence clearly demonstrate the difficulties the serfs faced in the middle ages.

Annotations

Expects the usefulness of sources to describe daily life in medieval times.

Draws a conclusion about the status of serfs within medieval society, using sources.

Annotations (Overview)

The student develops an explanation of the position of serfs within medieval society. They use historical terms and concepts such as ‘serfs’, ‘middle ages’ and ‘hierarchy’.