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 Source analysis: What the Vikings were really like

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 (WS1). The student explains the causes and effects of events and developments (WS1). The student identifies the motives and actions of people at the time (WS1). The student explains the significance of individuals and groups, including knights and samurai, and how they were influenced by the beliefs and values of their society (WS2) and makes reference to an interpretation about the Vikings (WS4).

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 (WS2). When interpreting sources, the student identifies their origin and purpose, and distinguishes between fact and opinion (WS3, WS4). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS1, WS2, WS3, WS4). In developing these texts, and organising and presenting findings, the student uses historical terms and concepts (WS1, WS3), evidence identified in sources, and acknowledges their sources of information (WS4).

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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

How were castles changed?
The first castle made was a motte and bailey. It was made by the Normans for the purpose of a place to live and defend. It would help protect peasants from countless attacks.

The Normans got the idea of castles in 1066 by William the Conqueror. The motte and bailey were separate. The bailey was built on a hill and connected to the motte by a bridge. It was completely made from wood which was found around the place. It is cheap, easy to build and would only take a week. It also had a ditch on the outside sometimes filled with water or other times with spikes that made it hard to use ladders in attack. Also the fence that surrounds the motte (The advantage were that some good features are that). These features made it harder to attack but the attackers could always use fire arrows and once people packed the attackers could take the bridge and the bridge to the bailey would be cut and then the people would starve because the food supply has been cut. The bailey was used by warrors. It was where the work shops were and where the animals were kept. Some or the disadvantages were easy to burn, not strong, not much food could be tumble down and not easily so you need to remade it every ten years. I don't remember anyway examples of them but they were soon unsecure and transformed into the

Annotations

Identifies a motive for the building of motte and bailey castles.

Describes the features of a motte and bailey castle.

Gives a reason why stone keeps replaced motte and bailey castles.
Explaination: Castles

The student describes the features of two types of castles and uses historical terms and concepts, for example, ‘motte and bailey castle’ and ‘stone keep’.

 Annotations

Recognises change over time in the types of castles constructed.

Describes the features of stone keeps.
Comparison: Knights and samurai

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

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

Uses a Venn diagram to record some similarities between knights and samurai.

Uses an historical term, that is ‘lords’.
Comparison: Knights and samurai

Who would win.
I think that samurai would because they be most heroic and reasons that they more loyal to masters and willing to kill themselves if dishonoured.

They also started training 5 years younger than knights did. In conclusion, samurai are more strong and heroic in what they do then.

Annotations

Gives some reasons for the view that the samurai were more powerful than the knights.

Annotations (Overview)

The student lists some comparisons between knights and samurai.
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

Annotations

Indicates why the Bayeux tapestry was made, that is, to ‘remember the battle’.

Provides a simple explanation of how the Bayeux tapestry is useful to historians.

18. How can you tell that source 7 is a battle scene? (1)

because they have the spears and are riding on horse.

19. What weapons are they using? (3)

a. bow & arrows
b. spears/arrow

c. shields

20. Why do you think the Bayeux Tapestry was made? (2)

I think it was made
could go and see it and no what it was
like and to remember the battle.

21. How useful do you think the Bayeux Tapestry would be to historians? Explain your answer in detail. (5)

I think the Bayeux Tapestry would be useful
to historians because historians can go to
see the Bayeux Tapestry to see what it was like
to be in the battle. The Bayeux Tapestry has
so much detail that has gone into it so you
would learn so much just by seeing and having
a look at it. The Bayeux Tapestry also has
written on it that this what is going on
at that time. That’s the reason why I think
the Bayeux Tapestry would be useful to
historians.
**Source analysis: What the Vikings were really like**

**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 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

Historical Interpretations: The Vikings

Reputation of the Vikings

Many people think that the Vikings were a nation. They were not a nation.

Many people also believe that Vikings used to wear helmets with horns on them but the only helmet they wore didn’t have horns of them.

People think that Vikings’ favoured weapon was a double axe when in fact, it was not. They only used axes in battle. They also used other types of weapons in battle.

Most people believe that the Vikings were cruel and bloodthirsty but the Vikings were only violent sometimes. They also thought that the Vikings did nothing but fight and kill people, but that is not the case. The Vikings peacefully colonised other places.

Some people also think that Vikings were cannibals!

Questions

1) Did you kill dragons?
2) Did you use the horns on your helmets as weapons?
3) Do you go around Europe killing everyone?
4) What countries have you brutally taken over?
5) Do you only bathe once a week?
6) Do you use human skulls as cups?
7) Is the double axe everyone’s favourite weapon?
8) How many people are in your nation?
9) Were you wild and bloodthirsty?
10)Were you cannibals?

Bibliography: Historical Interpretation: The Vikings


Annotations

Makes a distinction between an opinion about the Vikings and a fact about the Vikings.

Identifies an interpretation of the Vikings, that they were ‘only violent sometimes’.

Provides a reason in support of the interpretation, that the Vikings ‘peacefully colonised other places’.

Develops a series of questions, some of which provide an opportunity for analysing primary sources for the Vikings.

Acknowledges one source of information.