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 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: Beliefs of the Church
Sample 5  Source analysis: Medieval coin

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 with reference to castles and the influence of the Church within society (WS1, WS4). The student identifies the motives and actions of people at the time (WS1, WS5). 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). The student describes different interpretations of the past (WS4).
When researching, the student develops questions to frame an historical inquiry into a medieval artefact (WS5). The student analyses, selects and organises information from primary and secondary sources and uses it as evidence to answer inquiry questions (WS2, WS4, WS5). The student identifies and explains different points of view in sources (WS4). When interpreting sources, the student identifies their origin and purpose and distinguishes between fact and opinion (WS3). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS1, WS2, WS3). In developing these texts, and organising and presenting their findings, the student uses historical terms and concepts (WS1, WS3, WS5), evidence identified in sources, and acknowledges sources of information (WS4).
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

Castles in the medieval period.

Castles a form of defence were introduced during the 9 century or around 1066 by Alfred the Great. Many of the early forms of castles consist of wood as the main resource for the structure. Wood wasn’t the best source of defence as it could be easily burnt down by flame or arrows. The introduction of gunpowder meant that castles were not the best form of defence.

The Motte and Bailey one of the early forms of castles. The idea of a small and Bailey castle was that the motte is a large hill with a high wooden wall and keep, and the bailey is the ground level of the castle were families and animals could live. The motte and Bailey is separated by a wooden bridge that could be removed if the Bailey of the castle was occupied by the enemies. Sometimes a moat could or a ditch would surround the castle some times filled with water. A drawbridge was used to access the castle.

The keep of the castle was so high that it could see over all the land. These castle sometimes built in the remains of the roman forts, and if the main wall fell the keep could only protect them.

Annotations

Gives reasons for the changing forms of castles.

Provides some analysis of the features of the motte and bailey castle.
The stone keep soon replaced the motte and bailey castle as it offered more defence and protection to the soldiers and people that may live in the castle. If the keep was big enough, but normally serfs would leave the castle because they were no use to the serf soldiers. Thick stone wall would surround the keep as the introduction of stone castles spread throughout France and England. The keep would consist of many floors which were lead up by a stone staircase. Depending on how large the castle is the more levels the keep consisted of. Many of the first stone keeps were built rectangular and later circular so the people on top could see around 360°, this then started round towers. Around the top of the thick castle walls crenellations to fire arrows from would be spread around the castle on every level. What used to be a bailey was now the area outside the keep, but within the outer wall and slaters from for animals and crafting workshops might be placed against the walls. A moat may surround the castle walls.

Identifies a pattern of change in where stone castles were built.

Identifies a motive for the construction of circular stone keeps.
Explaination: Castles

Concentric castles consist of an inner and outer wall. This type of castle was developed in the 12th and 13th centuries and offered the best protection against enemy attacks. The walls were made of thick stone that has crenellations around the top. The keep is the centre piece and was made of stone. The castle would have circular towers at every corner for further protection. The inner wall normally higher. Different types of stone used in the making of castles hard chaly/flux/limestone/sandstone. This was the best castle for defence.

Castles are one of the best and well constructed pieces of medieval buildings. Castles were best form of defence and many different types of castles were born over the years. This was shown by the Motte and bailey, stone keep and concentric castles. Shell keeps are as well.

Although the introduction of gunpowder made castles weak it was still the best form of defence in the medieval period. Although shell keep were uncommon in Britain they are still a great interest today.

Annotations (Overview)
The student describes different types of castles and their specific features. They use historical terms and concepts, for example, 'motte and bailey', and 'concentric castles'.
Comparison: Knights and samurai

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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

Who Would Win?

I strongly believe that the Samurais would win, because they are more agile and have better uses of their weapons. The Samurais would be brought from an early age, in a Samurais like environment and would be sent to their relatives at the age of three to train - they used wooden weapons when three.

At six years old they went on to using real blade weapons. As well as studying martial arts, they also did educational studies and they learnt poetry, reading and writing.

Although the knights were still very talented with what they could do. They always needed help, there suits weren’t very efficient for what activities they did. If they ever fell off during battle, they couldn’t get back on again due to the armour restricting them.

The Samurais have good armour, they are stretchy and easy to move in.

Samurais are very proud of their history and culture, they have a passion to continue there traditions for generations to come. All in all the Samurais seem more heroic.

Annotations

Puts forward a point of view using knowledge gained from source analysis.

Gives a reason why knights may not be able to win against samurai.

Provides some explanation of the significance of knights and the values that influenced them, that is, pride in their history and culture.
Comparison: Knights and samurai

Annotations

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

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

Annotations (Overview)

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

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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

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

Because people are getting ready and shouting.

19. What weapons are they using? (3)

a. Spears
b. Bows and Arrows
c. Shields

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

So that people would remember what happened in years to come, that way William could be remembered.

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

The Bayeux Tapestry is extremely useful to historians. The Bayeux Tapestry shows what sort of weapons the army used as well as what sort of armour. It shows what happened to lead up to the battle and how the battle occurred. It shows what happened in the battle as well as after it. It shows why the battle was fought as well as who won. Without the Bayeux Tapestry there would be a big gap in history.

Identifies a reason for the making of the Bayeux tapestry.

Analyses the source to explain what is revealed on the tapestry.

Identifies the usefulness of the source for the study of the Battle of Hastings.
Source analysis: Beliefs of the Church

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Summary of task

Students investigated the role of the Church in medieval society.

The students were required to write an extended response to the question, ‘How did the beliefs of the church affect medieval society?’ with reference to primary sources.

Students completed this task in class over two-one hour lessons and they were required to write an extended paragraph.
Source analysis: Beliefs of the Church

Write a paragraph in response to the question
How did the beliefs of the church affect medieval society?

The beliefs of the church only affected the medieval society because people had been told from the powerful Catholic church about the way the people should live in order to not go to a place called Hell, instead they were told they would go to Heaven. According to Source 4 it states that the parish priest told the peasants what they had to do in order to go to heaven. Also in Source 4 it has a picture that shows what would happen to people if they had sinned. Those torture were being boiled alive, hung to eat foul things, stuck with long pokers or spears through arms and patted and also get eaten by the devil himself. From Source 4 it seems that the pope had more power than the king due to his authority being directly from God. It also states that he had all the rights to move common people from the community. This means he was the most powerful person in medieval society. In Source 5 it mentions that the pope was held as the church, followed by Archbishops, bishops and abbots. As a result, they acted as doctors they were followed by the monks and nuns who helped the community. In Source 8 it also held the power of Roman law until the Church was formed. The Church was by the pope who had the power to speak about religious matters. Therefore, the church had changed the lives of the people living in medieval society.

Annotations

Explains the influence of the Church in medieval society, using evidence from sources.

Describes the significance of belief systems within medieval European society.

Provides some explanation of the values and beliefs of different groups in medieval times.

Recognises the hierarchy within the Catholic Church.

Annotations (Overview)

The student acknowledges sources used in their response.
Source analysis: Medieval coin

Year 8 History achievement standard

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Summary of task

Students explored a range of sources for the medieval period and completed activities questioning, analysing and interpreting them.

Students were asked to apply the skills they had been learning to an unseen artefact from the medieval period and completed an analysis under exam conditions. Students were given 30 minutes to answer questions about the source. The artefact image that students analysed is shown below, along with the archaeologist’s report.

Archaeologist’s Report

This item is easily small enough to fit in the palm of your hand. It was removed from the ground at a dig in Troyes, France. It has been dated to c. 750 CE, during the reign of ‘Pepin the Short’.
Source analysis: Medieval coin

Question One

A) Is this a primary or secondary source?

This is a primary source

B) Why? (give one reason)

It is a primary source because it was used in the time period being studied and gives 100% truth about the past of that place and time.

Question Two

A) What category of source does this object belong to?

This source belongs to the category of ‘artefacts’

B) Why? (give one reason)

It is an artefact found in the time period being studied and is not a drawn picture/painting and it has nothing to do with oral testimony.

Question Three

A) What do you think the markings on this object are?

I think the markings are a way of identifying who owned it or what it belonged toCRISP.

B) Why? (give one reason)

In 780 CE Pepin the Short was ruling over France and was recording his income on this money (CRISP) everyone trading would know who the money really belonged to.

Question Four

Describe what you think you would see if you turned this item over and looked at the reverse.

The outside would be decorated with dots (like the knot card) and that there would be a number stating how much the coin was worth in pence. It would also be quite dirty being in the ground and some dots or part of the number would be shipped off.
Source analysis: Medieval coin

Question Five

A) What do you think this item is?

I think this item is a coin from 750 CE, France.

B) Give two reasons to support your hypothesis

It looks similar to the coins used today.

It looks as though it is made of metal and designed to last for a long time, being money does have purpose.

Question Six

4 marks

Write two questions that could help guide further research into this object and its history.

What does ‘RP’ mean, what does it represent?

Why did the people creating these coins decorate it in the way they did?

Annotations

Identifies the origin of the source.

Analyses an artefact to draw conclusions.

Develops questions to guide further research.

Annotations (Overview)

The student uses a structured analysis of a previously unseen primary source. The student interprets the source by offering interpretations and supporting reasons.