

# History

## WORK SAMPLE PORTFOLIOS

These work sample portfolios have been designed to illustrate satisfactory achievement in the relevant aspects of the achievement standard.

The December 2011 work sample portfolios are a resource to support planning and implementation of the Foundation to Year 10 Australian Curriculum in English, Mathematics, Science and History during 2012. They comprise collections of different students' work annotated to highlight evidence of student learning of different aspects of the achievement standard.

The work samples vary in terms of how much time was available to complete the task or the degree of scaffolding provided by the teacher.

There is no pre-determined number of samples required in a portfolio nor are the work samples sequenced in any particular order. These initial work sample portfolios do not constitute a complete set of work samples - they provide evidence of most (but not necessarily all) aspects of the achievement standard.

As the Australian Curriculum in English, Mathematics, Science and History is implemented by schools in 2012, the work sample portfolios will be reviewed and enhanced by drawing on classroom practice and will reflect a more systematic collection of evidence from teaching and learning programs.

## THIS PORTFOLIO – YEAR 7 HISTORY

This portfolio comprises a number of work samples drawn from a range of assessment tasks, namely:

Sample 1	Descriptive account – The role of an Egyptian scribe
Sample 2	Explanation – The Silk Road
Sample 3	Source analysis – Life in Mycenaean Times

The student has suggested reasons for change and continuity over time with reference to the Silk Road and has described the effects of changes on societies and groups (WS2, WS3). The student provides an explanation of the role of scribes in Ancient Egypt (WS1). The student identifies different interpretations for the decline of Mycenaean society (WS3).

The student has used a chronological framework to sequence their explanation of the significance of the Silk Road, with reference to dating conventions, that is BC and CE (WS2). They have developed questions to frame an historical inquiry and have identified and selected information from a range of sources to answer the inquiry questions. (WS2, WS3). The student has also identified the origin and purpose of sources (WS3). The portfolio of work shows the student's ability to develop descriptions and explanations. They have used historical terms and concepts (WS1, WS2), have incorporated relevant source material (WS3), and acknowledged their sources of information (WS1).

The following aspects of the achievement standard are not evident in this portfolio:

- describe the effects of change on individuals
- examine sources to explain points of view
- compare information.

# History

## Work sample 1: Descriptive account – The role of an Egyptian scribe

### Relevant parts of the achievement standard

*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

Students learned about the daily roles of people from different social standings in Ancient Egyptian times. The focus for this task was on scribes.

Students undertook this task as part of their study of Ancient Egypt (Depth Study 2: The Mediterranean World). The class learnt about methods of historical inquiry, the importance of asking the right questions, and where to locate information to answer the questions.

Students were asked to:

- Formulate five to six inquiry questions about the role of a scribe in Egyptian times.
- Identify and locate relevant historical sources and gather historical information on each of their inquiry questions.
- Use their notes to write an autobiographical account in first person which describes the life, role and importance of a scribe in Ancient Egyptian times.
- Include a bibliography of the main sources used.

# History

## Work sample 1: Descriptive account – The role of an Egyptian scribe

### INQUIRY QUESTIONS

1. Did you choose to be a scribe or did you become a scribe because your father was a scribe?
2. How old were you when you became a scribe?
3. Was it hard to learn to become a scribe?
4. Was it hard to do hieroglyphics?
5. Was it a good job to have in Egypt?

### Annotations

*Identifies relevant areas for inquiry.*

*Poses appropriate questions to investigate the role of a scribe.*

*Sequences questions to form a framework for developing an autobiographical account.*

# History

## Work sample 1: Descriptive account – The role of an Egyptian scribe

### The role of a scribe

My name is Nefertari and I live in Egypt with my family, working as a scribe, just like my father did.

I was 9 when I started being a scribe, but before I could be a scribe I had to go to scribe school. I was the only girl there so it was hard to fit in at first but I got used to it. It was only hard learning about all kinds of things like how to read and write. I had to learn about history, maths, arithmetic, geometry, music, geography and science medicine.

I had to learn how to do different styles of writing which was hieroglyphics and hieratic writing. Hieroglyphics uses pictures and takes a lot of time, hieratic writing can be done more quickly. My equipment included brushes and reeds and coloured inks for writing on papyrus rolls.

Then I became the pharaoh's scribe with my friend Seti. We got a bit more money than the other scribes as we were the pharaoh's scribes. We both had very high status because we were the pharaoh's scribes. One of the good things about being a scribe was that you didn't have to do any hard labour but you had to watch the people do the labour. It hurt to sit there and watch them so I tried to stay away from the pyramids.

Being a scribe we collected all the taxes, made sure everybody followed the law, wrote legal documents like marriage contracts and wills, made records of harvests and food supplies and more. It was hard work being a scribe but I got there in the end.

### Bibliography

Ancient Egypt Online <http://www.ancientegyptonline.co.uk/scribe.html>  
Ancient Egypt Scribe <http://www.king.tut.org.uk/ancient-egyptians/ancient-egyptian-scribe.htm>

### Annotations

*Creates first person recount using past tense.*

*Demonstrates an understanding of the role of a scribe.*

*Uses historical terms such as hieroglyphics, hieratic and papyrus.*

*Sequences information (from notes) to develop a well-structured text.*

*Identifies and describes the work of a scribe.*

*Acknowledges sources used in answering inquiry questions.*

### Annotations (Overview)

*The work sample demonstrates historical inquiry process and the development of a text based on research from a range of sources that are acknowledged.*

#### Acknowledgment

ACARA acknowledges the contribution of trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

# History

## Work sample 2: Explanation – The Silk Road

### Relevant parts of the achievement standard

*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

Students explored contacts with other societies, resulting in developments such as trade and the spread of philosophies and beliefs, as part of a year 7 Ancient China Unit. The context of this task posed the question, why was the Silk Road important in ancient times?

Students were asked to investigate and report on the historical significance of the Silk Road and to compare the use of the Silk Road to how communication and exchange occurs today. They were provided with the following inquiry questions to guide their research:

- What goods and ideas were exchanged via the Silk Road?
- How important was this to people in Ancient times?
- How is communication and exchange different today?

# History

## Work sample 2: Explanation – The Silk Road

### The Silk Road

#### What goods and ideas were exchanged via the Silk Road?

The Silk Road was the main trade route after 125BC, although trade began after 53BC. It connected Europe to India and China.

The Silk Road was very valuable to the people of the time because over 2000 years it opened up a whole new realm of culture, religion and goods to many people between the East and West regions of the world.

People traded silk as well as gold, tea, pearls, fruits, carpets, glass, animals, spices and porcelain. Over time, people also traded religious beliefs.

#### How important was this to people in Ancient times?

From the East to the West religions such as Buddhism, Christianity, Hinduism and Islam became known to other populations, beginning new ways of life and culture and gave people a sense of identity. People would not go where they could not practise their own faith so traders built shrines and temples to practise their own faith.

This was important because it led to the conversion of faiths by many people over time. In 1BCE Buddhism was known but not widespread. Christianity spread from around 50CE and Islam spread many years later around 610CE. The Silk Road meant that communities could experience different ways of life and enjoy exciting new goods that they could not find back home.

#### How is communication and exchange different today?

Trade along the Silk Road began the idea of multiculturalism, but now the world is more multicultural because it has been made more advanced with computers, trucks, cars, ships and planes so it is easy to receive different goods without as much difficulty. This technology lets us communicate with other people easier even if they are down the road from you or in a completely different continent. Today we are still exchanging goods and ideas but instead of camels we use things like trucks instead.

### Annotations

*Identifies significant changes and reasons for continuity in trading between the east and west.*

*Describes effects of the exchange of goods and ideas as a means to explore change in society.*

*Uses appropriate historical terms (for example trade and temples) and concepts.*

*Sequences development of religion using dating conventions.*

*Explains why the Silk Road was important in the development of trade and communication over time.*

*Makes a link between changing access to resources and improvements in trade today through advances in technology, including transport.*

#### Acknowledgment

ACARA acknowledges the contribution of trial school teachers and students for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

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## Work sample 3: Source analysis – Life in Mycenaean times

### Relevant parts of the achievement standard

*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

Students learned about the Mycenaeans as part of their study of Ancient Greece (Depth study 2).

Students were asked to describe what life was like in Mycenaean times and how it changed. They were required to use sources to support their findings. They were able to focus on a particular aspect of the society – for example the ruling class, the military, economy and religion.

Students were also asked to:

- describe change in the society and how individuals and groups were affected
- describe different perspectives of people who lived at the time
- identify different interpretations about how and/or why the society changed.

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## Work sample 3: Source analysis – Life in Mycenaean times

### Annotations

*Locates relevant source material.*



**SOURCE 1**



**SOURCE 2**

# History

## Work sample 3: Source analysis – Life in Mycenaean times



### SOURCE 3

#### The Mycenaeans

The Mycenaeans were a society that lived in Greece from 1600 to 1100 BC.

My sources show that in Mycenaean times there was a lot of war. Source 1 is a model of the citadel of Mycenae. You can see that it was surrounded by walls made of stone to protect the buildings inside from attackers. It was also built on a rocky mountaintop which would have made it easier to defend.

Source 2 shows some weapons of the Mycenaeans. These came from a tomb in Mycenae. Although these were grave goods, this tells us that the war was important in the life of the Mycenaeans for them to be buried with them. That they were a warlike people. It isn't likely that they would have used a sword with a gold handle in an actual battle.

Source 3 is important because it shows a picture of soldiers actually carrying the swords shown in Source 2. They are a group or army and they look like they are marching together to fight a battle. They also have shields and helmets.

### Annotations

*Uses information from sources to describe what life was like in Mycenaean times.*

*Identifies the origin and purpose of a source, that is the weapons discovered.*

*Compares sources in their response.*

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## Work sample 3: Source analysis – Life in Mycenaean times

The power of Mycenae declined during the 12<sup>th</sup> century BC. All of the palaces in southern Greece were burned, including Mycenae, around the same time.

There are different interpretations about why the society fell apart. One is that there was an invasion of Greeks from the north called the Dorians. Another idea is that there were a mysterious people called the Sea Peoples who destroyed Mycenae. They also attacked Egypt and the Egyptians recorded this event from their perspective. The Hittites in modern day Turkey also mention the Sea Peoples. The Mycenaean royals did not leave evidence of their views but they must have thought the world was coming to an end.

Other ideas include that they were affected by a drought or an earthquake. Pottery changed a lot and swords like the one in Source 2 became rare. The citadel of Mycenae still had people in it, but not many.

The warrior class of Mycenaean society almost completely disappeared. There's evidence that a Mycenaean force fought at Thermopylae and Plataea during the Persian Wars. That was about five hundred years later. In 468 BC, however, troops captured Mycenae, killed the inhabitants and wrecked the fortifications.

### Annotations

*Identifies a change in the society, that is the decline of Mycenaean power.*

*Describes different interpretations about why Mycenaean society declined.*

*Describes the effects of change on the society, with some reference to different perspectives.*

*Describes how a group (that is the military) was affected by the change.*