

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 8 HISTORY

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

Sample 1	Descriptive report – Viking dragon ships
Sample 2	Source analysis – Medieval period
Sample 3	Descriptive report – The arrival of the Conquistadors
Sample 4	Explanation – The Polynesian expansion

The student has explained patterns of change and continuity over time on Easter Island (WS4) and has provided an explanation of the causes and effects of the arrival of the Conquistadors in the Americas, with reference to the motives and actions of those involved (WS3). The significance of the dragon ships of Viking raiders has been explained with comment on the beliefs and values of society at that time (WS1). The student has also described different interpretations about what happened to the people who settled on Easter Island (WS4).

The student has developed questions in their investigation of Viking dragon ships (WS1) and has proposed questions to guide further research into an artefact (WS2). The student's work shows some analysis of primary and secondary sources, with specific information selected and organised to answer questions (WS3). They have distinguished between fact and opinion (WS4). The student identifies and explains different points of view in relation to the Aztecs and the Spanish (WS1).

The student has shown an ability to identify the origin and purpose of an unseen artefact (WS2). They have developed descriptive texts that use evidence identified in sources with acknowledgement of sources of information (WS1, WS4). Throughout, the portfolio of work, the student uses historical terms and concepts (WS1, WS2, WS3, WS4).

The following aspect of the achievement standard is not evident in this portfolio:

- *sequence events and developments within a chronological framework with reference to periods of time.*

History

Work sample 1: Descriptive report – Viking dragon ships

Relevant parts of the achievement standard

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 were asked to do the following:

1. Identify one aspect of Viking society to research
2. Develop a set of six questions to guide your research
3. One of these questions must investigate how people were influenced by their beliefs and values
4. Conduct research to answer your questions. Include a bibliography
5. Write a two page report using your questions as sub-headings
6. Plan and create your artefact.

History

Work sample 1: Descriptive report – Viking dragon ships

Dragon Ships

What are they?

A Dragon Ship was a Viking Warship and was fast, lengthy and tough. Usually around 24 metres long, they were quite thin, 5 metres or less. The hulls were small too; a 2 metre hull ensured the ship could sail just about any where. Dragon Ships had masts that were about ten metres high. In contrast to the lengthy ship and mast, the sides were quite low. Shields were placed along the sides for extra protection against waves and sea spray, but were also there for show.

The Ships carried a carved Dragon's Head and Tail. The head was mounted on the prow of the ship and the tail was placed on the back. The head was used to ward of evil sea spirits and was removed when the ship was coming onto land.

What were they used for?

Dragon Ships were used for raids and exploration, as their flexible hull could withstand the waves. Dragon Ships were used to reach countries that were challenging or impossible to get to over land.

How were they veiwed?

The context that Dragon Ships were veiwed in would be different depending who you were. Peasants, Nobles and Priests would have felt terror, for their lives, goods and livestock when a Dragon's Head was veiwed on the horizon. The Viking's own people would have felt inspired, thrilled and glad that their raiders had been sucessful. The Vikings would have felt proud, fierce and excited by the prospect that they soon would be exploring and plundering new places.

As a modern day person reading about Viking Raider's, I know I see them in a negative veiw. I see them as Vicious, Merciless and Tough. Seeing a ship carrying a dragon head on the prow would have petrified me. If I was a peasant, I would think a Dragon Ship was a Demon Carrier.

When were they used?

When people think of Dragon Ships they think of medieval times. Indeed Viking's began attacking and raiding in 787, during Early Medieval Times. Dragon Ships were Surpreme during the Medieval Ages.

Annotations

Develops questions to frame an historical enquiry.

Uses historical terms appropriately, for example Hull, mast and prow.

Explains how individuals and groups were influenced by their beliefs and values in society.

History

Work sample 1: Descriptive report – Viking dragon ships

Why were they made?

Dragon Ship's were used for raiding and during their era, they had the most advanced technology around. They were the fastest, swiftest and fiercest ships to sail.

People aren't exactly sure why Viking's raided but here are some of the reasons:

Reason 1: For Treasure. Gold and Silver, who wouldn't want it? Along with those treasures, people were taken and sold as slaves.

Reason 2: The Viking Homeland, Scandinavia, wasn't suited to growing large crops. It is thought raids gave them food to survive.

Reason 3: Lack of resources. With the Viking's bloody feuds, weapons were needed. Raids supplied them with new and possibly better weapons.

Reason 4: Lack of Space. It is thought as the population grew, Viking's were forced to seek out new space.

Reason 5: They didn't like the bad weather they had. Believe it or not, the Big, Hulking Viking's didn't like bad weather. I find this one hard to believe.

Reason 6: Human Nature. Perhaps Vikings just felt an urge to explore, to find out new things.

For all we know it could be a mixture of all these reasons. Perhaps they needed food, and then found raiding fun and wanted to find more places to plunder, we might never know for sure.

How did they function:

Dragon Ships were mainly powered by the wind but when the wind failed, the crew would row. They would also row to navigate reefs and possibly during storms to keep the ship on course. Dragon Ships could be rowed along streams, across lakes and could be carried across land, the crew would just lift them up.

The information in this report was found at:

Wikipedia.org- Viking Ship Regia.org

Lore-and-Saga.co.uk

Medieval-castles.org

Den.vikingKings.com

Viking Today (Magazine)

Annotations

Identifies reasons for the use of Dragon Ships such as conducting raids due to a lack of resources. 'Why were they made?'

Identifies motives and actions of the Vikings in carrying out their raids.

Acknowledges sources of information used in the task.

History

Work sample 1: Descriptive report – Viking dragon ships



Annotations (Overview)

This work sample demonstrates the construction of a report using inquiry questions as organisers. The student has analysed, selected and organised information from primary and secondary sources to answer the inquiry questions.

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: Source analysis – Medieval period

Relevant parts of the achievement standard

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 began the unit with an examination of a variety of sources; questioning, hypothesising and analysing 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. The artefact that students analysed is shown below:



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'.

History

Work sample 2: Source analysis – Medieval period

Question One 2 marks

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 of 750CE and gives 100% truth about the past of that place and time

Question Two 2 marks

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 used in the time period being studied and it is not written down, a picture/painting and it has nothing to do with oral testimony.

Question Three 2 marks

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

I think the markings are a way of identifying which country or empire it belonged to (CR.P.F. in).

B) Why? (give one reason)

In 750 CE Pepin the Short was ruling over France and by writing his initials on their money (RP) everyone trading would know who the money really belonged to

Question Four 2 marks

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 visible side) and that there would be a number stating how much the coin was worth in trade. It would also be quite dirty (after being in the ground) and some dots or part of the number would be chipped off.

Annotations

Uses historical terms (e.g 'artefact' and 'oral testimony') and concepts,

Identifies a motive for the creation of the source.

Analyses information from a primary (artefact image) and secondary (archaeologist's report) source and uses it to answer questions

History

Work sample 2: Source analysis – Medieval period

Question Five

3 marks

A) What do you think this item is?

I think this item is a coin from 750CE, 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 passed through many hands, which money does (designed for purpose).

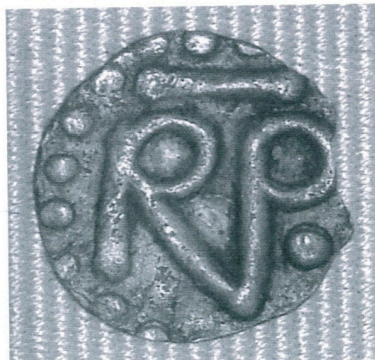
Question Six

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 ~~the~~ they did?



Annotations

Identifies the origin of the source.

Analyses information from primary sources, for example what the coin is made for and its condition.

Develops questions to guide further research.

Annotations (Overview)

The work sample demonstrates use of a structured analysis of an unseen primary source. The work sample interprets the source by offering hypotheses and supporting reasons.

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 3: Descriptive report – The arrival of the Conquistadors

Relevant parts of the achievement standard

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 depth study, 'The Spanish Conquest of the Americas (1492-1572)' and were required to analyse a selection of primary sources for the arrival of the Conquistadors. Students used evidence from the sources and their own knowledge to answer a series of questions in a test situation.

History


Work sample 3: Descriptive report – The arrival of the Conquistadors

SOURCE A



Myths and mistakes
Before people began to understand more about different parts of the world they believed in some very strange stories. They found it hard to tell fact from fiction. If such an amazing beast as an elephants existed, why not an eagle so large it could pick up an elephant in its talons? Early explorers were especially brave because they had to face so many frightening superstitions and legends. Five hundred years ago sailors feared that if they sailed too far across the ocean, their ship might disappear over the edge of the Earth and fall into hell. The Portuguese who started to explore the coast of Africa in the 15th century feared that when they reached the equator the Sun might turn them black and make the sea boil.

SOURCE B




GOLD

GLORY

GOD

SOURCE C



The Aztec artists showed in pictures how Moctezuma was in doubt. Here he cannot decide whether to run away or hide in a cave.

SOURCE E


When they first beheld these white men, strange in appearance and with unfamiliar way, Montezuma's messengers recorded their impressions, which have survived in Book 12 of the Florentine Codex, a history of the conquest written by Aztecs in the 1550s:

A thing like a stone ball comes out of [the cannon's] entrails, raining fire and shooting sparks. And the smoke that comes out of it has a foul smell, like rotten mud, which assaults the brain... Their weapons and equipment are all made of iron. They dress in iron; they wear iron helmets on their heads; their swords are iron; their bows are iron; their shields are iron; their spears are iron...

Their bodies are covered everywhere; only their faces can be seen. They are very white, as if made of lime... Their dogs are huge, with flat waving ears and long, gangling tongues.

The chroniclers continued: "When Motecuhozoma [Montezuma] heard this news, he was filled with terror. It was as if his heart grew faint, as if it shrank; he was overcome by despair."

SOURCE D



The battle for Tenochtitlan. Cortes and his army cross the causeway, depicted by a sixteenth-century artist in the manner of a heroic European battle painting. In reality Cortes's forces were largely made up of his native allies.

History

Work sample 3: Descriptive report – The arrival of the Conquistadors

SOURCE F

The Incas and Aztecs had developed a refined and rich culture in Central and South America. Yet, they were unable to resist the Spanish and their civilisation fell.



The Aztecs fought hard but were defeated by the Spaniards.

The defeat was described in an Aztec poem, composed in the 1520s:

'Broken spears lie in the roads; we have torn our hair in our grief. The houses are roofless now, and their walls are red with blood. We have beaten our hands in despair against the mud-brick walls, for our inheritance, our city, is lost and dead. The shields of our warriors were its defence, but they could not save it.'

SOURCE I

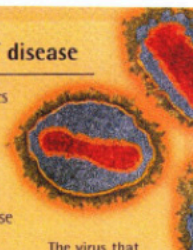
"They have a most horrid and abominable custom which truly ought to be punished and which until now we have seen in no other part, and this is that, whenever they wish to ask something of the idols, in order that their plea may find more acceptance, they take many girls and boys and even adults, and in the presence of these idols they open their chests while they are still alive and take out their hearts and entrails and burn them before the idols, offering the smoke as sacrifice. Some of us have seen this, and they say it is the most terrible and frightful thing they have ever witnessed... His Holiness may permit and approve that the wicked and the rebellious, after having first been admonished, may be punished as enemies of our Holy Catholic Faith. This will be the occasion of a fearsome warning and example to those who are obstinate in coming to the knowledge of the truth; and the great evils which they practice in the service of the Devil may be prevented."

Hernan Cortes (1485-1546) In this selection taken from a letter to the Spanish King.

SOURCE G

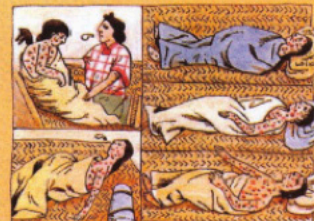
The spread of disease

Although the Aztecs were familiar with illness, there was little their healers could do to stop the spread of disease brought by the invading Europeans.



The virus that causes smallpox

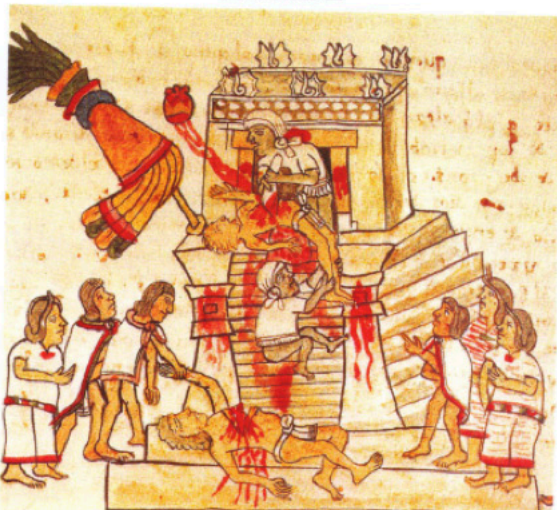
It is believed that a Spanish soldier fell ill with smallpox in 1520 and by the following year, half of Mexico's native population were dead. They had no natural resistance to this contagious and fatal disease. The name smallpox is derived from the Latin word for "spotted" and this referred to the raised lumps that spread over the faces and bodies of sufferers.



Victims of smallpox

This scene from one of the Aztec books, the *Codex Florentino*, shows the devastating effects of smallpox. Although Aztec healers knew of more than 1,000 plants used for medicinal purposes, they were of no help against the symptoms of smallpox.

SOURCE H



This image from the sixteenth century Duran Codex shows an Aztec priest and his followers performing a human sacrifice.

History

Work sample 3: Descriptive report – The arrival of the Conquistadors

Task 1

Using Sources A, B, C, F and G complete **EACH** empty box in depth in the following table: (An example is already given for each one)

The arrival of the Conquistadors (Spanish) in Tenochtitlan			
Difficulties linked with exploration (Source A)	E.g. Belief that sailors would fall off the edge of the earth into hell	The Portuguese feared that when they reached the equator the Sun might turn them black and make the sea boil.	Early explorers were especially brave because they had to face many frightening superstitions and legends.
Causes (motives) of Spanish exploration (Source B)	E.g. Seeking personal glory or glory for the Nation	They thought if they found a new land they would be praised by the Gods.	They would find treasures (gold) and they would become rich. (Indefamous sailor)
Effects of Spanish exploration on the Aztec people (Sources C, F and G)	E.g. Aztecs fled from the Conquistadors when they arrived	The Aztecs fought hard against the Spaniards but were beaten defeated.	In 1520 a Spanish soldier fell ill with smallpox and that following year half of Mexico's native population was dead. There were not many healers.

Annotations

Identifies beliefs and values that influenced the Conquistadors.

Identifies some causes (motives) for Spanish exploration of the Americas and examples of how this affected the Aztecs.

History

Work sample 3: Descriptive report – The arrival of the Conquistadors

Task 2

Using sources E and F, demonstrate how the Aztecs feared the Spanish. Provide at least three examples from the sources to highlight your argument.

The Aztecs feared the Spanish because ~~they~~ ~~were~~ ~~white~~ they were strange men who had suddenly turned up out of no where. Because all of the Aztec people had dark skin, when the Spaniards arrived they thought they were Gods because of their white skin. Everything that the Spanish wore was made out of iron, something that wasn't common in the Aztec culture. Another thing was the horses and their weapons. The Aztec people had never seen a creature like it, they thought it was a large dog. All of the weapons, that the Spanish used was made of iron, even their clothing. You could see nothing of the Spanish except for their faces. Their whole body was covered in Iron except their face.

The Aztecs fought against the Spanish with all their might but the Spanish was too strong and defeated them. The houses were roofless with blood on the walls, the Aztec City is lost and dead, the warriors were the defence but they could not save.

Annotations

Analyses information from primary sources in answer to the question.

Provides reasons for the Aztec response to the arrival of the Spanish.

History

Work sample 3: Descriptive report – The arrival of the Conquistadors

Task 3

Which two (2) sources clearly illustrate two different reasons why many Aztecs died with the arrival of the Spanish? Provide evidence (give reasons) for your answer and clearly refer to the sources.

The reason was because the spread of disease. It is believed that one Spanish soldier became ill with 'smallpox' in 1520 and by the following year half of Mexico's native population was dead. There was no natural resistance to this fatal disease. There weren't many healers who could stop the spread of disease brought by the European invaders. (The ~~name~~ name 'smallpox' is from the Latin word for 'spotted' and this is referred to the raised lumps that spread over the faces and bodies of sufferers.

Another reason that the Aztecs died is because the Spanish attacked the Aztecs. The Aztecs tried to defend themselves but the Spanish had more weapons and soldiers than the Aztecs. The Aztecs fought against the Spaniards but the Spanish defeated them, causing many to die.

Annotations

Provides reasons for the decline in the Aztec population, for example the introduction of disease.

History

Work sample 3: Descriptive report – The arrival of the Conquistadors

Task 4

Christianity was the prominent religion in Europe during the Age of Discovery. Using Sources H and I, explain how Christianity differed from Aztec religion at the time.

The Aztecs believed that human sacrifice was a way to make the Gods answer their plea. The Aztec priest would cut open the chests of girls, boys and even adults and cut out their heart whilst they were still alive! The priest would burn the 'human sacrifice' before the idols, offering the smoke as sacrifice. Hernan Cortes (1485 - 1546) wrote a letter to the Spanish king, telling him about the horrors of christianity. Only a few months later that the Spaniards arrived.

Task 5

Using relevant sources, explain why 1519 (The year the Conquistadors discovered Tenochtitlan) was a year of rapid change for the Aztec people? Use the sources to provide evidence (give reasons) for your answer.

The battle for Tenochtitlan. Hernan Cortes and his Aztec army crossed the causeway. The European battle in reality Cortes's forces were largely made up of his native allies. Tenochtitlan got his Spanish soldiers ready while Hernan Cortes got his Aztec army to go to war. Because of this, the Aztec people knew they had to hide and seek shelter because they didn't want to get killed by the Spaniards.

Annotations

Explains the Aztec belief in human sacrifice.

Identifies a point of view from sources provided.

Recognises a change that occurred in 1519 for the Aztec people, that is the battle for Tenochtitlan.

Annotations (Overview)

This work sample demonstrates the use of historical terms, for example 'early explorers', 'Tenochtitlan', and 'human sacrifice' and concepts.

Acknowledgment

ACARA acknowledges the contribution of the Catholic Education Archdiocese of Brisbane for providing the tasks and work samples. The annotations are referenced to the Australian Curriculum achievement standards.

History

Work sample 4: Explanation – The Polynesian expansion

Relevant parts of the achievement standard

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 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.

History

Work sample 4: 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).

The Polynesian islands were settled by people with great shipbuilding and navigation skills. 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 recognize 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. 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 that the Polynesians were looking for new homes and did not find other islands by accident.

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).

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.

History

Work sample 4: Explanation – The Polynesian expansion

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 certain 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 Maori.

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. 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 Maori 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)

This work sample demonstrates the development of an explanation with analysis of the reasons for the Polynesian expansion. The student uses historical terms (for example, 'colonists', 'Maori', 'Rapa Nui') and concepts. Sources of information are acknowledged throughout.