

HISTORY

Australian Curriculum

YEAR

7

TEST



Kilbaha Multimedia Publishing

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Australian Curriculum Test with detailed suggested answers

- 30 multiple choice questions
- 20 one mark short answer questions
- 10 two mark short answer questions
- 10 three mark short answer questions
- Australian Curriculum references
- Weblinks for further study

Subject	Year Level	Author
History	7	Marianne Wakim Antonine College Vic

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While every care has been taken, no guarantee is given that these questions and answers are free from error.
Please contact us if you believe you have found an error.

Question	Curriculum reference	Elaboration
MC1	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research
MC2	ACHHS206	Use historical terms and concepts
MC3	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
MC4	ACHHS211	Draw conclusions about the usefulness of sources
MC5	ACHHS206	Use historical terms and concepts
MC6	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
MC7	ACDSEH002	The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there
MC8	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
MC9	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
MC10	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Question	Curriculum reference	Elaboration
MC11	ACDSEH041	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion
MC12	ACDSEH005	The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there
MC13	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
MC14	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
MC15	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
MC16	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
MC17	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
MC18	ACHHS209	Identify the origin and purpose of primary and secondary sources
MC19	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
MC20	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs

Question	Curriculum reference	Elaboration
MC21	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
MC22	ACDSEH001 ACHHS206	How historians and archaeologists investigate history, including excavation and archival research Use historical terms and concepts
MC23	ACDSEH001 ACHHS206	How historians and archaeologists investigate history, including excavation and archival research Use historical terms and concepts
MC24	ACHHS206 ACDSEH001	Use historical terms and concepts How historians and archaeologists investigate history, including excavation and archival research
MC25	ACDSEH032 ACHHS210	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion Locate, compare, select and use information from a range of sources as evidence
MC26	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
MC27	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research
MC28	ACDSEH041	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion
MC29	ACDSEH005	The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there
MC30	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Question	Curriculum reference	Elaboration
SA1-1	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
SA1-2	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
SA1-3	ACDSEH032 ACHHS213	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA1-4	ACDSEH002 ACHHS213	The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA1-5	ACHHS214 ACDSEH002	Use a range of communication forms (oral, graphic, written) and digital technologies The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there

Question	Curriculum reference	Elaboration
SA1-6	ACHHS205	Sequence historical events, developments and periods
SA1-7	ACHHS206	Use historical terms and concepts
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACDSEH030	The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains
SA1-8	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
SA1-9	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
	ACHHS206	Use historical terms and concepts
SA1-10	ACHHS207	Identify a range of questions about the past to inform a historical inquiry

Question	Curriculum reference	Elaboration
SA1-11	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
	ACDSEH148	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.
SA1-12	ACDSEH002	The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there
SA1-13	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
SA1-14	ACHHS206	Use historical terms and concepts
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA1-15	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence

Question	Curriculum reference	Elaboration
SA1-16	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA1-17	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA1-18	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
SA1-19	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
SA1-20	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Question	Curriculum reference	Elaboration
SA2-1-A	ACDSEH032	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
SA2-1-B	ACDSEH032	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
SA2-2-A	ACHHS213	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-2-B	ACHHS213	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies

Question	Curriculum reference	Elaboration
SA2-3-A	ACHHS206	Use historical terms and concepts
	ACDSEH041	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.
SA2-3-B	ACHHS206	Use historical terms and concepts
	ACDSEH041	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.
SA2-4-A	ACDSEH032	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
SA2-4-B	ACDSEH032	Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
SA2-5-A	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
	ACDSEH005	The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there
SA2-5-B	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
	ACDSEH132	The role of a significant individual in Ancient Chinese history such as Confucius or Qin Shi Huang
	ACDSEH005	The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there

Question	Curriculum reference	Elaboration
SA2-6-A	ACDSEH033 ACHHS214	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-6-B	ACDSEH033 ACHHS214	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-7-A	ACHHS206 ACDSEH001	Use historical terms and concepts How historians and archaeologists investigate history, including excavation and archival research
SA2-7-B	ACHHS206 ACDSEH001	Use historical terms and concepts How historians and archaeologists investigate history, including excavation and archival research

Question	Curriculum reference	Elaboration
SA2-8-A	ACDSEH002	The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-8-B	ACDSEH002	The physical features of Ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-9-A	ACHHS206	Use historical terms and concepts
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA2-9-B	ACHHS206	Use historical terms and concepts
	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA2-10-A	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
SA2-10-B	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties

Question	Curriculum reference	Elaboration
SA3-1-A	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
	ACHHS206	Use historical terms and concepts
	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-1-B	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
	ACHHS206	Use historical terms and concepts
	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-1-C	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
	ACHHS206	Use historical terms and concepts
	ACHHS212	Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-2-A	ACHHS206	Use historical terms and concepts
	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research
SA3-2-B	ACHHS206	Use historical terms and concepts
	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research
SA3-2-C	ACHHS206	Use historical terms and concepts
	ACDSEH001	How historians and archaeologists investigate history, including excavation and archival research

Question	Curriculum reference	Elaboration
SA3-3-A	ACDSEH148	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.
SA3-3-B	ACDSEH148	The importance of conserving the remains of the <u>ancient</u> past, including the heritage of Aboriginal and Torres Strait Islander Peoples.
SA3-3-C	ACDSEH148	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.
SA3-4-A	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
SA3-4-B	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
SA3-4-C	ACDSEH031	The nature of the sources for Ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources
SA3-5-A	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS211	Draw conclusions about the usefulness of sources
	ACHHS213	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA3-5-B	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS211	Draw conclusions about the usefulness of sources
	ACHHS213	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged

Question	Curriculum reference	Elaboration
SA3-5-C	ACDSEH042	The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
	ACHHS211	Draw conclusions about the usefulness of sources
	ACHHS213	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA3-6-A	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA3-6-B	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA3-6-C	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA3-7-A	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Question	Curriculum reference	Elaboration
SA3-7-B	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
SA3-7-C	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH033	The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
SA3-8-A	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACHHS205	Sequence historical events, developments and periods
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties

Question	Curriculum reference	Elaboration
SA3-8-B	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACHHS205	Sequence historical events, developments and periods
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
SA3-8-C	ACHHS210	Locate, compare, select and use information from a range of sources as evidence
	ACHHS214	Use a range of communication forms (oral, graphic, written) and digital technologies
	ACHHS205	Sequence historical events, developments and periods
	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
	ACDSEH034	Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
SA3-9-A	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA3-9-B	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs

Question	Curriculum reference	Elaboration
SA3-9-C	ACDSEH043	Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
SA3-10-A	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACHHS211	Draw conclusions about the usefulness of sources
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA3-10-B	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACHHS211	Draw conclusions about the usefulness of sources
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources
SA3-10-C	ACHHS207	Identify a range of questions about the past to inform a historical inquiry
	ACHHS211	Draw conclusions about the usefulness of sources
	ACDSEH129	The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II
	ACDSEH029	The range of sources that can be used in an historical investigation, including archaeological and written sources

End of Summary Australian Curriculum
References and Elaborations
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30 MULTIPLE CHOICE QUESTIONS

History Year 7



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Answer **all** questions in this section. *Write the letter for the correct answer in the box.*
A correct answer scores 1 mark, an incorrect answer scores 0. No mark will be given for a question if two or more letters are written in the box. Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

An archeologist is a person who

- A. investigates events, people, places and ideas from the past.
- B. studies past human life and culture by the recovery and examination of remaining physical evidence.
- C. is like a detective in search of historical evidence.
- D. makes sense of and interprets evidence found by historians.

Write the letter for the correct answer in this box.

Question 30



Source A - The Terracotta Army of Qin Shi Huang.
http://en.wikipedia.org/wiki/History_of_China

Source A represents

- A. the beliefs that the Ancient Chinese had with regards to the afterlife.
- B. the powerful rule of Qin Shi Huang.
- C. an entombed city.
- D. all of the above.

Write the letter for the correct answer in this box.

End of 30 Multiple Choice Questions
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20 ONE MARK

SHORT ANSWER

QUESTIONS

History

Year 7



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There are 20 one mark short answer questions in this section. Answer **all** questions.
Write your answer in the box.
A correct answer scores 1 mark, an incorrect answer scores 0.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

In Ancient Egypt, the rich ate from dishes made of bronze, silver or gold. What material was used for the dishes of the poor?

Write your answer in this box.

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10 TWO MARK

SHORT ANSWER

QUESTIONS

History

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There are 10 short answer questions in this section each worth 2 marks. Answer **all** questions.
Write your answers in the spaces provided.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1



Source A
<http://bit.ly/16ZSwBy>

The pharaoh symbolized in Source A is attired in clothing that is purposefully worn to depict his power and control over Egypt.

A. Label the Pharaoh's **Flail** and explain why it was carried.

B. Label the Pharaoh's **Sheppard's Crook** and explain why it was carried.

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**10 THREE MARK
SHORT ANSWER
QUESTIONS**

History

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There are 10 short answer questions in this section each worth 3 marks. Answer **all** questions.
Write your answers in the spaces provided.
Marks will not be deducted for incorrect answers and you should attempt every question.

Question 1

Many things in history remain a mystery with no available evidence to prove with certainty what happened. Often, historians have to resort to hypotheses about what may have taken place. Therefore, this sometimes leads to some contradicting information. At the end of the day, we need to be aware that information is not always neutral and that an element of bias will often exist. Therefore, the study of history is ultimately subjective and as learners we must be objective of this reality.

A. What does the word ‘hypotheses’ mean?

B. In your own words explain what this paragraph is arguing about the study of history.

C. Thinking about Australia’s settlement and the indigenous population, give one example that illustrates the point being made in the paragraph above.

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**DETAILED ANSWERS TO
30 MULTIPLE CHOICE
QUESTIONS**

**History
Year 7**



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Answer Summary for Multiple-Choice Questions History Year 7

Q1	B	Q11	C	Q21	C
Q2	C	Q12	D	Q22	A
Q3	A	Q13	C	Q23	D
Q4	A	Q14	C	Q24	B
Q5	B	Q15	B	Q25	C
Q6	B	Q16	C	Q26	D
Q7	C	Q17	D	Q27	B
Q8	D	Q18	B	Q28	D
Q9	D	Q19	B	Q29	B
Q10	A	Q20	C	Q30	D

Question 1 B

Archaeologists study past cultures by examining artifacts, objects made, used, or changed by humans. Therefore, the correct answer is 'B'. An archeologist is a person who professionally studies past human life and culture by the recovery and examination of remaining physical evidence. Archaeologists find and excavate historical sites, taking extensive measures to carefully collect and transport artifacts to a laboratory. While excavating sites, archaeologists use tools such as shovels, trowels, brushes and sifters. In the laboratory, an archaeologist uses specialized equipment, such as microscopes and X-ray machines, to examine the materials that were collected. He or she might spend several thousand hours analyzing pieces of artifacts to determine when, how and why they were used. After the field work and lab work is completed, archaeologists translate their data and theories into carefully written reports.

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

http://museumvictoria.com.au/pages/35324/year_7_history.pdf

Question 30 D

Source A represents the image of the great discovery of the huge army of terracotta soldiers guarding the tomb of the First Emperor, Shi Huangdi who is buried more than one kilometre away from them. Its discovery in 1974 shows the powerful reign of this Emperor as this entombed city was built under the labor of 700,000 workers for 10 years to protect him in his next life.

The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
(ACDSEH042)

<http://www.neok12.com/php/watch.php?v=zX7170710c5f0408557f7573&t=History-of-China>

End of Answers to 30 Multiple Choice Questions
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Year 7

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

History

Year 7



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Answer Summary for 1 Mark Short Answer Questions History Year 7

Q1	Clay plates	Q11	Ownership of indigenous historical remains and artifacts
Q2	Any one of: Paper / irrigation / calendar / glass / maths / ploughing / anatomy	Q12	flood
Q3	More progressive women's rights	Q13	Produce and labour
Q4	Shadoof	Q14	Secondary sources
Q5	Deserts provided protective barriers	Q15	Farming
Q6	221 BC	Q16	In Ancient China
Q7	False	Q17	Walls, stone, bone or metal
Q8	Confucius	Q18	Source A
Q9	Period of notable commercial, religious, and cultural connections and a time of unsurpassed literary creativity.	Q19	Nubia
Q10	Range of possible questions	Q20	wisdom, strength, goodness and the life-giving force of water.

Question 1

In Ancient Egypt, the poorer classes ate with their hands off **clay plates**, while the wealthy ate from plates made from bronze, silver or gold.

The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs
(ACDSEH033)

<http://www-tc.pbs.org/empires/egypt/pdf/lesson6.pdf>

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DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

History

Year 7

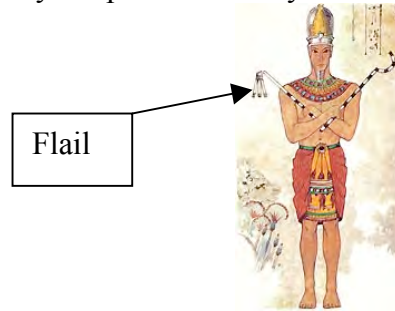


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Question 1

- A.** The flail was carried by the pharaoh as a symbol of control over the people.



Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)

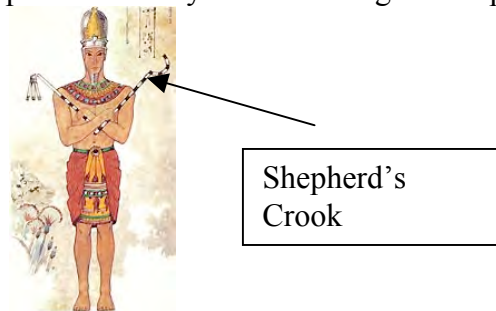
The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

Locate, compare, select and use information from a range of sources as evidence(ACHHS210)

http://www.penn.museum/documents/education/pennmuseum_egypt_previsit_combined.pdf

- B.** The shepherd's crook was carried by the pharaoh as a symbol of caring for his people.



Roles of key groups in Ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)

The significant beliefs, values and practices of the Ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

Locate, compare, select and use information from a range of sources as evidence(ACHHS210)

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DETAILED ANSWERS TO

10 THREE MARK

SHORT ANSWER

QUESTIONS

History

Year 7



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Question 1

A. The word ‘hypotheses’ refers to opinions about how something might have happened, based on the available evidence. These opinions have not yet been proven correct.

The nature of the sources for Ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH031)

Use historical terms and concepts (ACHHS206)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

<http://bit.ly/17Exwgn>

B. This paragraph provides a warning against a one-sided and non-objective examination of history. It reminds people that often history is not based on undisputed fact but calculated opinions about what was likely to have taken place. The paragraph makes it clear that as readers of history, we need to study it with an open-mind always remembering that it is people who write history and these people might be prejudiced or not wholly accurate in their views.

The nature of the sources for Ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH031)

Use historical terms and concepts (ACHHS206)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

<http://bit.ly/17Exwgn>

C. The paragraph shown invites thoughts and consideration with regard to Australia’s history. The views expressed by British colonizers are not the same as the oral histories of the indigenous population. Therefore, when studying Australian history, it is important to recognize that there are different perspectives and opinions about what took place before, during and after white settlement.

The nature of the sources for Ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH031)

Use historical terms and concepts (ACHHS206)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

<http://bit.ly/17Exwgn>

Question 10 (continued)

C. The fact that Ramses II made a peace treaty with the Hittites and cemented it by marrying a Hittite princess after the Battle of Qadesh proves that what the pharaoh had presented about the battle as having been single handedly won by him was merely an embellishment. If he had indeed won, he would not have signed a peace treaty and he would not have married the Hittite princess to win favour with his opponents.

Identify a range of questions about the past to inform a historical inquiry(ACHHS207)

Draw conclusions about the usefulness of sources (ACHHS211)

The role of a significant individual in Ancient Egyptian history such as Hatshepsut or Ramses II(ACDSEH129)

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

<http://harvardmagazine.com/2012/04/pyramid-schemes-imovies>

**End of Detailed Answers to
3 Mark Short Answer Questions
History
Year 7**

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