

HISTORY

Australian Curriculum

YEAR

8

TEST



Kilbaha Multimedia Publishing

Kilbaha Multimedia Publishing
PO Box 2227
Kew
Victoria Australia 3101
Email: kilbaha@gmail.com
Web: <http://kilbaha.com.au>

Tel (Australia): 03 9018 5376
Tel (International): +613 9018 5376

Fax (Australia) 03 9817 4334
Fax (International) +613 9817 4334



Kilbaha Multimedia Publishing
PO Box 2227
Kew
Victoria 3101
Australia
Tel: (03) 9018 5376
Fax: (03) 9817 4334
Email: kilbaha@gmail.com
Internet: <http://kilbaha.com.au>

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	8	Marianne Wakim Antonine College Vic

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This Australian Curriculum Test has no official status.

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	ACDSEH058	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli
MC2	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
MC3	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
MC4	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC5	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
MC6	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
MC7	ACDSEH048	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion
MC8	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC9	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC10	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
MC11	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC12	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC13	ACDSEH056	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning
MC14	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC15	ACDSEH059	The spread of Renaissance culture to the rest of Europe, and its legacy

MC16	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC17	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
MC18	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
MC19	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
MC20	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC21	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC22	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC23	ACDSEH013	Theories about the origin and spread of Polynesian settlers throughout the Pacific
MC24	ACDSEH013	Theories about the origin and spread of Polynesian settlers throughout the Pacific
MC25	ACDSEH051	Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
MC26	ACDSEH013	Theories about the origin and spread of Polynesian settlers throughout the Pacific
MC27	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
MC28	ACDSEH056	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning
MC29	ACDSEH048	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion
MC30	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music

Question	Curriculum reference	Elaboration
SA1-1	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA1-2	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA1-3	ACDSEH070	The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries
SA1-4	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA1-5	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
SA1-6	ACDSEH047	Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade
SA1-7	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
SA1-8	ACDSEH010	The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA1-9	ACDSEH051	Continuity and change in society in ONE of the following areas: crime and punishment; military and defense systems; towns, cities and commerce
SA1-10	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne

SA1-11	ACDSEH071	The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague
SA1-12	ACDSEH056	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning
SA1-13	ACDSEH049	The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson
SA1-14	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA1-15	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA1-16	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
SA1-17	ACDSEH058	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli
SA1-18	ACDSEH067	The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island
SA1-19	ACDSEH051	Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
SA1-20	ACDSEH013	Theories about the origin and spread of Polynesian settlers throughout the Pacific

Question	Curriculum reference	Elaboration
SA2-1-A	ACHHS149 ACHHS157	Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-1-B	ACHHS149 ACHHS157	Use historical terms and concepts Use a range of communication forms (oral, graphic, written) and digital technologies
SA2-2-A	ACDSEH052	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne
SA2-2-B	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-3-A	ACDSEH007	The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-3-B	ACDSEH047	Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade
SA2-4-A	ACDSEH015	Living conditions and religious beliefs in the 14 th century, including life expectancy, medical knowledge and beliefs about the power of God
SA2-4-B	ACDSEH015	Living conditions and religious beliefs in the 14 th century, including life expectancy, medical knowledge and beliefs about the power of God
SA2-5-A	ACDSEH050	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
SA2-5-B	ACDSEH056	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning

SA2-6-A	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-6-B	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-7-A	ACDSEH068	The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees
SA2-7-B	ACDSEH068	The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees
SA2-8-A	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA2-8-B	ACDSEH067	The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island
SA2-9-A	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-9-B	ACDSEH008	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA2-10-A	ACDSEH058	The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli
SA2-10-B	ACDSEH056	Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the citystates, such as art and learning

Question	Curriculum reference	Elaboration
SA3-1-A	ACDSEH052 ACHHS155	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-1-B	ACDSEH052 ACHHS155	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-1-C	ACDSEH052 ACHHS155	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-2-A	ACHHS157 ACDSEH069	Use a range of communication forms (oral, graphic, written) and digital technologies The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
SA3-2-B	ACHHS157 ACDSEH069	Use a range of communication forms (oral, graphic, written) and digital technologies The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
SA3-2-C	ACHHS157 ACDSEH069	Use a range of communication forms (oral, graphic, written) and digital technologies The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
SA3-3-A	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA3-3-B	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA3-3-C	ACDSEH066	The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)
SA3-4-A	ACDSEH050A CHHS153	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music Locate, compare, select and use information from a range of sources as evidence
SA3-4-B	ACDSEH050A CHHS153	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music Locate, compare, select and use information from a range of sources as evidence
SA3-4-C	ACDSEH050A CHHS153	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music Locate, compare, select and use information from a range of sources as evidence

Question	Curriculum reference	Elaboration
SA3-5-A	ACHHS157 ACDSEH047 ACDSEH049	Use a range of communication forms (oral, graphic, written) and digital technologies Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson
SA3-5-B	ACHHS157 (ACDSEH047 (ACDSEH049	Use a range of communication forms (oral, graphic, written) and digital technologies Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson
SA3-5-C	ACHHS157 ACDSEH047A CDSEH049	Use a range of communication forms (oral, graphic, written) and digital technologies Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson
SA3-6-A	ACDSEH048 ACHHS150 ACHHS155	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion Identify a range of questions about the past to inform a historical inquiry Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-6-B	ACDSEH048 ACHHS150 ACHHS155	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion Identify a range of questions about the past to inform a historical inquiry Identify and describe points of view, attitudes and values in primary and secondary sources
SA3-6-C	ACDSEH048 ACHHS150 ACHHS155	Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion Identify a range of questions about the past to inform a historical inquiry Identify and describe points of view, attitudes and values in primary and secondary sources

Question	Curriculum reference	Elaboration
SA3-7-A	ACHHS156 ACHHS157 ACDSEH008	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA3-7-B	ACHHS156 ACHHS157 ACDSEH008	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA3-7-C	ACHHS156 ACHHS157 ACDSEH008	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged Use a range of communication forms (oral, graphic, written) and digital technologies The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA3-8-A	ACDSEH067 ACHHS156	The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA3-8-B	ACDSEH067 ACHHS156	The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
SA3-8-C	ACDSEH067 ACHHS156	The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged

Question	Curriculum reference	Elaboration
SA3-9-A	ACDSEH059A CDSEH056 ACHHS148 ACHHS157	The spread of Renaissance culture to the rest of Europe, and its legacy Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning Sequence historical events, developments and periods Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-9-B	ACDSEH059) ACDSEH056 ACHHS148) ACHHS157	The spread of Renaissance culture to the rest of Europe, and its legacy Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning Sequence historical events, developments and periods Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-9-C	ACDSEH059A CDSEH056 ACHHS148 ACHHS157	The spread of Renaissance culture to the rest of Europe, and its legacy Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning Sequence historical events, developments and periods Use a range of communication forms (oral, graphic, written) and digital technologies
SA3-10-A	ACHHS155 ACDSEH008	Identify and describe points of view, attitudes and values in primary and secondary sources The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA3-10-B	ACHHS155 ACDSEH008	Identify and describe points of view, attitudes and values in primary and secondary sources The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
SA3-10-C	ACHHS155 ACDSEH008	Identify and describe points of view, attitudes and values in primary and secondary sources The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society

**End of Summary Australian Curriculum
References and Elaborations
History Year 8 Test**

Kilbaha Multimedia Publishing Est. 1978 ABN 47 065 111 373 PO Box 2227 Kew Vic 3101 Australia	Tel: 03 9018 5376 Fax: 03 9817 4334 Email: kilbaha@gmail.com Web: http://kilbaha.com.au
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Australian Curriculum

**30 MULTIPLE CHOICE
QUESTIONS**

History

Year 8



Kilbaha Multimedia Publishing

Kilbaha Multimedia Publishing	Tel (Australia):	03 9018 5376
PO Box 2227	Tel (International):	+613 9018 5376
Kew		
Victoria Australia 3101	Fax (Australia)	03 9817 4334
Email: kilbaha@gmail.com	Fax (International)	+613 9817 4334
Web: http://kilbaha.com.au		

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

- Artist, architect, mathematician
- Studied anatomy to draw more realistic human figures
- Painted a mural depicting the last meeting of Jesus and his disciples
- Painted the portrait known as “Mona Lisa”

The information above best describes which of these individuals of the Renaissance?

- A.** Raphael
- B.** Michelangelo
- C.** Da Vinci
- D.** Botticelli

Write the letter for the correct answer in this box.

Australian Curriculum

20 ONE MARK

SHORT ANSWER

QUESTIONS

History

Year 8



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Kilbaha Multimedia Publishing
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Kew
Victoria Australia 3101
Email: kilbaha@gmail.com
Web: <http://kilbaha.com.au>

Tel (Australia): 03 9018 5376
Tel (International): +613 9018 5376

Fax (Australia) 03 9817 4334
Fax (International) +613 9817 4334

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



Where did the Vikings come from?

Write your answer in this box.

http://www.yourchildlearns.com/europe_map.htm

Australian Curriculum

10 TWO MARK

SHORT ANSWER

QUESTIONS

History

Year 8



Kilbaha Multimedia Publishing

Kilbaha Multimedia Publishing
PO Box 2227
Kew
Victoria Australia 3101
Email: kilbaha@gmail.com
Web: <http://kilbaha.com.au>

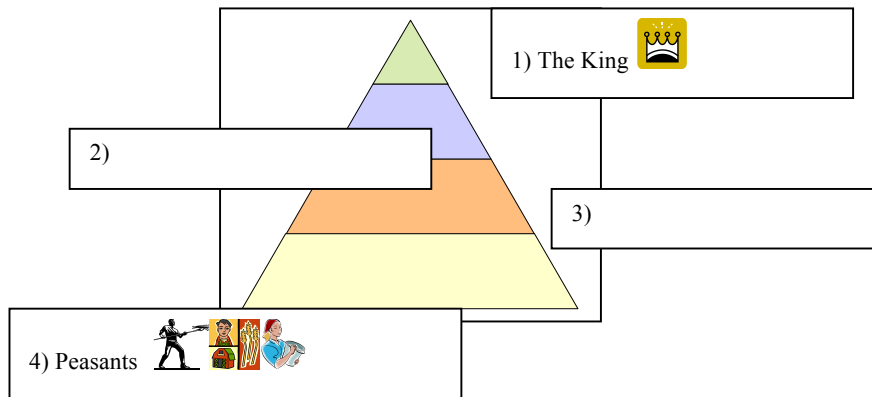
Tel (Australia): 03 9018 5376
Tel (International): +613 9018 5376

Fax (Australia) 03 9817 4334
Fax (International) +613 9817 4334

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

Feudal Pyramid – Social Hierarchy



Source 1

Examine the Feudal Pyramid in Source 1 above.

A. What group of society belongs in the second tier of the hierarchy?

B. What group of society belongs in the third tier of the hierarchy?

Australian Curriculum

**10 THREE MARK
SHORT ANSWER
QUESTIONS**

History

Year 8



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PO Box 2227
Kew
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Email: kilbaha@gmail.com
Web: <http://kilbaha.com.au>

Tel (Australia): 03 9018 5376
Tel (International): +613 9018 5376

Fax (Australia) 03 9817 4334
Fax (International) +613 9817 4334

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

Charlemagne was one of Europe's most successful monarchs. He was king of the Franks in 768 CE. One of the most important things Charlemagne did for the world was to turn his castle into a learning centre - inviting scholars from all over the world to take up residence there. He used his scholars to create illuminated manuscripts that preserved knowledge during the Dark Ages. Yet this was only one element of his many notable leadership achievements.

A. Discuss Charlemagne's military achievements.

B. Discuss Charlemagne's political achievements.

C. Discuss Charlemagne's economic achievements.

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DETAILED ANSWERS TO

30 MULTIPLE CHOICE

QUESTIONS

History

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Kilbaha Multimedia Publishing	Tel (Australia):	03 9018 5376
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Kew		
Victoria Australia 3101	Fax (Australia)	03 9817 4334
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Answer Summary for Multiple-Choice Questions History Year 6

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

Question 1 C

The correct answer is Leonardo Da Vinci as he is the Italian Renaissance painter who painted the Mona Lisa. Da Vinci was also a sculptor, architect, musician, mathematician, engineer, inventor, anatomist, geologist and botanist. He is widely considered to be one of the greatest painters of all time and perhaps the most diversely talented person ever to have lived.

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)

<http://www.historiasiglo20.org/MEC-BC/3-8-leonardo.htm>

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DETAILED ANSWERS TO

20 ONE MARK

SHORT ANSWER

QUESTIONS

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Answer Summary for 1 Mark Short Answer Questions History Year 8

Q1	Scandinavia	Q11	The Black Death or The Bubonic plague
Q2	Tithes	Q12	The constant evolution of techniques and materials, each generation of artists building upon the accomplishments of the last.
Q3	The Flagellants were religious zealots of the Middle Ages in Europe who demonstrated their religious fervour and sought atonement for their sins by vigorously whipping themselves in public displays of penance.	Q13	Erik The Red was a Norwegian born and raised explorer, as well as casual murderer
Q4	During the Middle Ages, tournaments often contained a mêlée consisting of knights fighting one another on foot or while mounted, either divided into two sides or fighting as a free-for-all. The object was to capture opposing knights so that they could be ransomed.	Q14	Easter Island
Q5	The Archbishop of Canterbury - Thomas Becket	Q15	To commemorate important former chiefs who were revered as divine.
Q6	The reasons for the Vikings invasions and land acquisitions in Britain mainly centred around their need for more fertile land to farm.	Q16	Medieval drama and music grew out of the liturgy, beginning in about the eleventh century.
Q7	Doom paintings were used in Medieval churches to depict the Catholic beliefs in the afterlife that will transpire after Judgment Day.	Q17	A range of possible individuals
Q8	The word 'Renaissance' means re-birth or revival	Q18	Red and White
Q9	Ordeal by fire/Ordeal by water /Ordeal by combat	Q19	Built for strategic and psychological reasons
Q10	Charlemagne's successors lacked his personal qualities.	Q20	The original inhabitants are believed to have come from a sea-faring culture, adept at building long-voyaging vessels and navigating the open seas.

Question 1

The Vikings were skilled sailors and shipbuilders, who sailed to many parts of the world from what was then known as Scandinavia and today referred to as Denmark, Norway and Sweden.

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

<http://worldhistory.mrdonn.org/vikings.html>

Australian Curriculum

DETAILED ANSWERS TO

10 TWO MARK

SHORT ANSWER

QUESTIONS

History

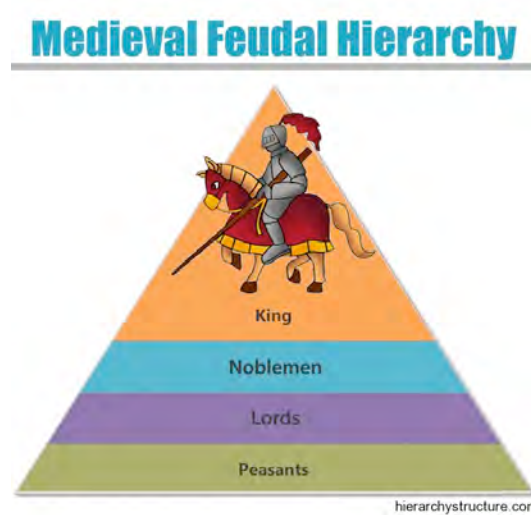
Year 8



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Question 1



A. Noblemen

Use historical terms and concepts (ACHHS149)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)

www.slideshare.net/gsill/middle-ages-feudalism-and-manor-lesson-pp

B. Lords

Use historical terms and concepts (ACHHS149)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)

<http://library.thinkquest.org/08aug/01073/SS 1.html>

Australian Curriculum

DETAILED ANSWERS TO

10 THREE MARK

SHORT ANSWER

QUESTIONS

History

Year 8



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Question 1

A. Expansion: The Franks were legendary fighters. Using the strength and loyalty of his army, combined with his own leadership abilities, Charlemagne soon defeated most of the other barbarian tribes in Western Europe. He expanded the Frankish Empire to include Germany, all of France, most of Italy, and even sections of northern Spain.

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)

<http://www.slideshare.net/gsill/rise-of-charlemagne>

B. Government: Charlemagne ruled his vast empire by using local officials called Counts to help him. Each Count was responsible for solving local problems. They also had the job of finding men and raising armies for the kingdom. At least once a year, Charlemagne paid surprise visits to his various Counts to make sure they were managing fairly and effectively.

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)

<http://www.saburchill.com/history/chapters/project5/charlemagne/downloads/001.pdf>

C. Standardised Money: Local administrators collected taxes from the people. The amount due was fixed. People knew how much they owed. Most taxes were paid in barter. The tax collector could decide the value of a pig or of a bale of hay. Charlemagne realised this system could easily lead to an abuse of power. He changed that system too. He introduced a payment system using silver coins. He standardised the value of each coin. It was no longer up to the tax collector to assign a pig a value. The farmer could sell his pig and then pay his taxes.

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)

<http://www.slideshare.net/rehamd/powerpoint-charlemagne>



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**Kilbaha Multimedia Publishing
PO Box 2227
Kew Vic 3101
Australia**

**Bill Healy BSc BA Dip Ed
CEO**

Mobile: +61 413 425 374

Tel: (03) 9018 5376

Fax: (03) 9817 4334

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Year 10

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