

History Level 8

Chapter 7 — Skills: analysis and communication

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Explaining what continued and what changed

Curriculum focus — teacher block

Owning content description — VC2HH8S07 (Historical Concepts and Skills, Continuity and change).

Elaboration linkage (D7 — linkage only, not a teaching order; ids verbatim from the VCAA export, final ids over substantive elaborations):

- .E02 (continuity that persists despite a significant event) — taught in Key ideas Part 4 (worked model: Magna Carta 1215, Figure 7a_spot_continuity.png) and practised in Q3.
- .E03 (concurrent continuity and change across four areas) — taught in Part 5 (four-area table, Figure 7a_concurrent_change.png) and practised in Q4 (a third case, the Mongol Empire, joining key 5B).
- .E04 (a class word bank for rate, extent, order) — taught in Part 3 (starter bank, Figure 7a_word_bank.png) and practised in Q1–Q2.
- .E05 (an annotated concept map explaining a development's results) — modelled in Part 6 on the Crusades (the curriculum's own middle example) with every branch carrying a source (Figure 7a_concept_map.png); the Renaissance (join key 1D) and the Spanish conquest are the student options in Q7.
- .E06 (ranking Ancient Egypt's changes to everyday life) — taught in Part 7 (Figure 7a_egypt_ranking.png) and practised in Q6; the significance criteria applied are owned by 7C (VC2HH8S09) and applied here, not re-taught.
- .E07 (continuity and change patterns on medieval chronologies) — taught in Part 8 (Figure 7a_medieval_chronology.png) and practised in Q8.

§2A exclusion: .E01 (about continuity and change across Deep Time) is excluded from *Draws on* — it carries the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority and is not taught. This section teaches the CD's neutral remainder only: continuity and change as concepts, with rate, extent and order language, applied to European, African and Asian societies named in the active elaborations.

Achievement standard coverage: this section serves the standard's sentences on putting events, ideas and developments in time order to explain the varied patterns continuity and change take, with their causes and consequences, and on recognising and explaining those varied patterns in the societies studied, including which significant events, people, ideas and developments drove continuity and change. Causes and consequences as a concept are owned by 7B (VC2HH8S08) and applied here; significance criteria are owned by 7C and applied in Part 7/Q6; source features and value are owned by 6C/6D (VC2HH8S03/VC2HH8S04) and applied in the Fulcher close study.

First Nations disposition (§2A): none — the active elaborations carry no Aboriginal and Torres Strait Islander content, and the single elaboration that does (.E01) is excluded and not taught.

Cross-references: 1D (the 600–1750 timeline — the Renaissance option in Q7), 3D (turning points — the language reused in Part 2), 4A/4B (medieval Europe continuity and change, causes and consequences — the content behind Part 8 and the Black Death case), 5B (the Mongol Empire — the Q4 case), 6B (sequencing; BCE/CE conventions used throughout), 7B (causes and consequences), 7C (significance criteria, applied in Part 7 and Q6), 7D (constructing evidenced interpretations — the destination of the Q10 extended response). No section assumes a specific Level 7 sequence (D1).

Key subject terms defined at first use (D2 exemption 2): continuity, change, rate, extent, order, concurrent, chronology, pattern, turning point, annotated, concept map, significance (owned by 7C, applied here), plus content words glossed at first use: feudal, manor, shaduf, ostraca, staples. Contested-term handling per *CONTESTED_TERMS.md*: “significant/significance” is treated as a judgement word (most important to whom, by which criteria?), the ranking in Part 7/Q6 is marked on reasoning and evidence, not order reached, and Q9 steelmans both sides of a contested claim symmetrically (Rule 4) with marks on reasoning, not conclusion (Rule 5, stated in the answer guide).

Teaching sequence (for the teacher). 1. Frame the CD: the two lenses, continuity and change (What you will learn; Part 1, Figure 7a_two_ideas.png). 2. The three dials — rate, extent, order (Part 2, Figure 7a_rate_extent_order.png); reuse turning point from 3D. 3. Build the class word bank (Part 3, Figure 7a_word_bank.png, E04); Q1–Q2 put it to work. 4. Describing continuity despite a famous event (Part 4, Figure 7a_spot_continuity.png, E02); Q3. 5. Concurrent change across four areas of society (Part 5, Figure 7a_concurrent_change.png, E03); Q4 adds the Mongol case (5B). 6. Primary-source close study: Fulcher of Chartres (Part 6, Figure 7a_fulcher_source.png), then the model annotated concept map (Figure 7a_concept_map.png, E05); Q5 reads the source, Q7 builds the student map. 7. Ranking changes in Ancient Egypt with evidence (Part 7, Figure 7a_egypt_ranking.png, E06); Q6. Patterns on a medieval chronology (Part 8, Figure 7a_medieval_chronology.png, E07); Q8. 8. The model explanation (Part 9, Figure 7a_model_explanation.png), then unscaffolded Q9 (contested claim, reason-marked) and Q10, this chapter's evidence-based extended response.

Common misconceptions to address: that continuity means nothing happened (it means the important parts of life did not turn into something else — Part 1); that a famous event must have changed everything (the Magna Carta model, Part 4, separates short-term significance from widespread similarity); that all change is fast and sweeping (the dials, Part 2, make rate and extent sayable); that a list of events in order is an explanation (the model paragraph, Part 9, shows what an explanation adds); that the most important change is always the fastest (Q9 — reasoned both ways).

What you will learn in this section

Ask a historian what happened in any period, and they answer two questions at once: **what stayed the same**, and **what changed**? In this section you will learn to do both — and to explain, not just list.

- **continuity** — the parts of life that keep going, carry on and stay much the same, even when big events happen around them.
- **change** — the parts of life that become different: new ways of ruling, working, believing, making or fighting.

Every period has both at the same time. Explaining them means setting three dials — **rate** (how fast), **extent** (how far it reached) and **order** (what came when, and what followed) — and pointing to the **sources** (the records and objects historians check) that show each claim is true.

Key ideas

Part 1: The two lenses

The two lenses: continuity and change

Every period of history has both. The historian's job is to sort what stayed from what shifted.

CONTINUITY -- what stays

The parts of life that keep going, carry on and stay much the same -- even when big events happen around them.

Examples:

- In medieval Europe, most people farmed the land for a thousand years. - Bread and beer stayed the staples of Egyptian meals for over two thousand years. - The Christian Church held its place in Europe through wars, plagues and new kings.

Look for words like:

kept, stayed, carried on, remained, still, went on

Continuity does not mean nothing happened. It means the important parts of life did not turn into something else.

CHANGE -- what shifts

The parts of life that become different: new ways of ruling, working, believing, making or fighting.

Examples:

- In 27 BCE Rome stopped being a republic and came under one ruler, Augustus. - After the Black Death, there were so few workers left that pay went up. - Printing reached England in 1476, and books became cheaper to make.

Look for words like:

new, shifted, replaced, grew, ended, turned into

Change can be quick or slow, small or huge. Sections of this book give you the words to say which.

Both lenses at once: in the same place, at the same time, some things change and some things stay.

Explaining what continued and what changed means sorting the two -- and saying how fast, how far and in what order the changes came.

Two definition panels side by side: continuity (what stays) with examples and signal words, and change (what shifts) with examples and signal words, above a strip stating that every period has both at once

Historians read every period through both lenses at once. The skill in this section is never dropping either one.

Part 2: The three dials — rate, extent, order

Saying “it changed” is only the start. A full explanation sets three dials.

The three dials: rate, extent and order

To explain a change, set all three dials -- not just say 'it changed'.

RATE

How FAST did it happen?

slow gradual steady quick rapid sudden → stronger / more

Example: farming spread over thousands of years; the Black Death reached England in one year (1348).

EXTENT

How FAR did it reach?

small minor partial widespread deep sweeping → stronger / more

Example: a new tax touches one trade; the end of the republic changed how the whole Roman world was ruled.

ORDER

WHEN did it come, and what followed?

first next while then after turning point → stronger / more

Example: Caesar's assassination (44 BCE) came first; civil wars followed; one-man rule came last.

A full explanation sets all three dials: 'The change came quickly (rate), reached every part of life (extent), and began with one event (order).'

Three dial rows labelled rate (how fast), extent (how far) and order (what came when), each with a scale of words from weak to strong and a worked example, above a strip stating that a full explanation sets all three dials

Two more words you will use here: a **turning point** is a moment after which things really are different (you met the idea in section 3D), and a **pattern** is what you see when several events point the same way. A **chronology** is a list of events in time order, like the line in Part 8 — the tool historians use to spot patterns.

Part 3: A word bank for the dials

The curriculum asks you to build a class word bank for rate, extent and order. Here is a starter — grow it as you meet new words.

Word bank: talking about continuity and change

A starter bank for the class to grow. Add new words as you meet them.

RATE	EXTENT	ORDER	CONTINUITY
<i>how fast</i>	<i>how far</i>	<i>what came when</i>	<i>what stayed</i>
- slow	- small	- first	- kept
- gradual	- minor	- next	- stayed
- steady	- partial	- while	- carried on
- quick	- widespread	- then	- remained
- rapid	- deep	- after that	- went on
- sudden	- sweeping	- turning point	- unchanged
- over a long time	- for a few	- before long	- as before
- within a lifetime	- for most people	- at the same time	- still
- almost at once	- in every part of life	- in the long run	- through it all

Use at least one word from each column when you explain a change. Every word here does work that 'changed' or 'stayed' cannot do alone.

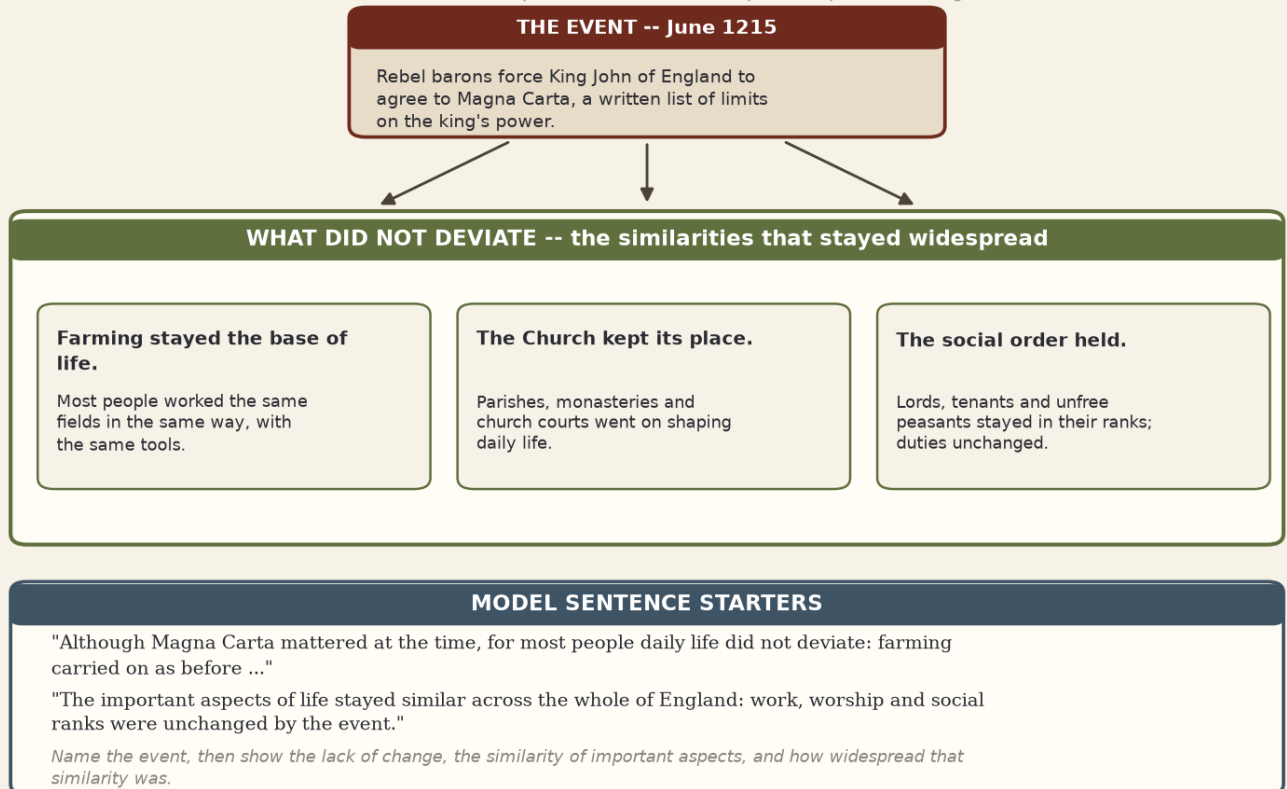
Four-column word bank labelled rate, extent, order and continuity, each column headed by its question (how fast, how far, what came when, what stayed) and listing nine terms, above a strip instructing students to use at least one word from each column

Part 4: Describing continuity — when a famous event is not the whole story

Some events matter a great deal at the time and yet leave the important parts of daily life much as they were. The curriculum's own test for continuity has three parts: the **lack of deviation** (things not turning aside), the **similarity of important aspects**, and how **widespread** that similarity was. Here is the model, worked on Magna Carta.

How to describe continuity (worked model: Magna Carta, 1215)

A famous event can have short-term importance while the important parts of life go on much as before.



Worked model for describing continuity using Magna Carta 1215: the event box on top, three boxes below for what did not deviate (farming, the Church, the social order), and model sentence starters beneath

Magna Carta has short-term significance — a king forced to accept limits in writing is rare — and it grew more important later. But in 1215 itself, for most people, the similarities were widespread: work, worship and social ranks carried on. Naming both sides *is* the explanation.

Part 5: At the same time — concurrent change

Concurrent means happening at the same time. The curriculum asks you to list change and continuity across four areas of society at once: social (how people live), economic (work, trade and money), political (who rules and how), cultural (beliefs, learning and the arts). Laid side by side, the pattern shows — including the parts no event touched.

At the same time: four areas of society moving together

One event can set off social, economic, political and cultural change all at once -- and some things still stay.

SOCIAL	ECONOMIC	POLITICAL	CULTURAL
Case 1: the Black Death reaches England, 1348			
About a third of the people died; villages lost whole families.	Workers became scarce, so wages went up and land went begging.	Parliament passed the Statute of Labourers (1351) to stop wages rising; anger helped cause the Peasants' Revolt (1381).	Art turned to death and judgement -- but the Church stayed at the centre of daily life.
CHANGE	CHANGE	CHANGE	CHANGE + CONTINUITY
Case 2: printing reaches England with Caxton, 1476			
Books became cheaper; more people learned to read, step by step.	A new trade grew: print shops, paper and book sellers.	Rulers and the Church could spread their laws and messages faster.	Ideas moved faster -- yet most early printed books were still religious, and the Church kept Latin.
CHANGE (gradual)	CHANGE	CHANGE	CHANGE + CONTINUITY
'Concurrent' means happening at the same time. List all four areas side by side and you see the pattern -- and the things no event touched.			
<i>Your turn in Q4: add a third case -- the Mongol Empire (section 5B).</i>			

Table of two cases, the Black Death reaching England in 1348 and printing reaching England with Caxton in 1476, each with four cells for social, economic, political and cultural change, each cell tagged change or change plus continuity

Part 6: Source close study — a settler's own words after the First Crusade

The **Crusades** (1096–1291) were wars and settlement between western Europe and the eastern Mediterranean. One priest who went east in 1096, **Fulcher of Chartres**, stayed, and wrote a history of what he had lived through. His book is a **primary source** — made at the time, by someone there.

Primary source: a settler's own words after the First Crusade

Read it for what it shows -- change and continuity in one man's lifetime.

SOURCE CARD

What it is	A history of the First Crusade and the settlers who stayed, written by Fulcher of Chartres, a priest who went east in 1096 and lived in Jerusalem.
When written	In stages, about 1100-1127 CE, while the events were still fresh in memory.
Where it survives	In handwritten copies made in the Middle Ages, kept in European libraries today.
Why we use it here	A first-hand voice on what changed for those who moved east -- and what stayed.

THE EXTRACT (Book III, chapter 37)

"Think about it, and consider how in our own time God has turned the West into the East. For we who were Westerners have now become Easterners. The man who was a Roman or a Frank has in this land been made a Galilean or a man of Palestine. The man from Rheims or Chartres has become a citizen of Tyre or Antioch. We have already forgotten the lands where we were born ... One man plants vines, another grows grain ... each marries a wife from another people, and by that marriage they have children."

-- Fulcher of Chartres, translated from the Latin by the author for this section

WHAT IT SHOWS: CHANGE

- Identity: Westerners now call themselves Easterners. - Home: birth lands forgotten; new cities taken up. - Work and family: new crops, new trades, marriages across peoples.

WHAT STAYS: CONTINUITY

- Faith: the settlers are still Christians building Christian churches. - The writer's voice: a priest reading the move as God's doing, just as writers at home would. - Memory: the old lands are named, not erased.

Source card for Fulcher of Chartres's history of the First Crusade: what it is, when written (about 1100 to 1127 CE), where it survives (medieval handwritten copies in European libraries), and why it is used here; beneath it an extract from Book III chapter 37 in translation, and two panels sorting what it shows into change and continuity

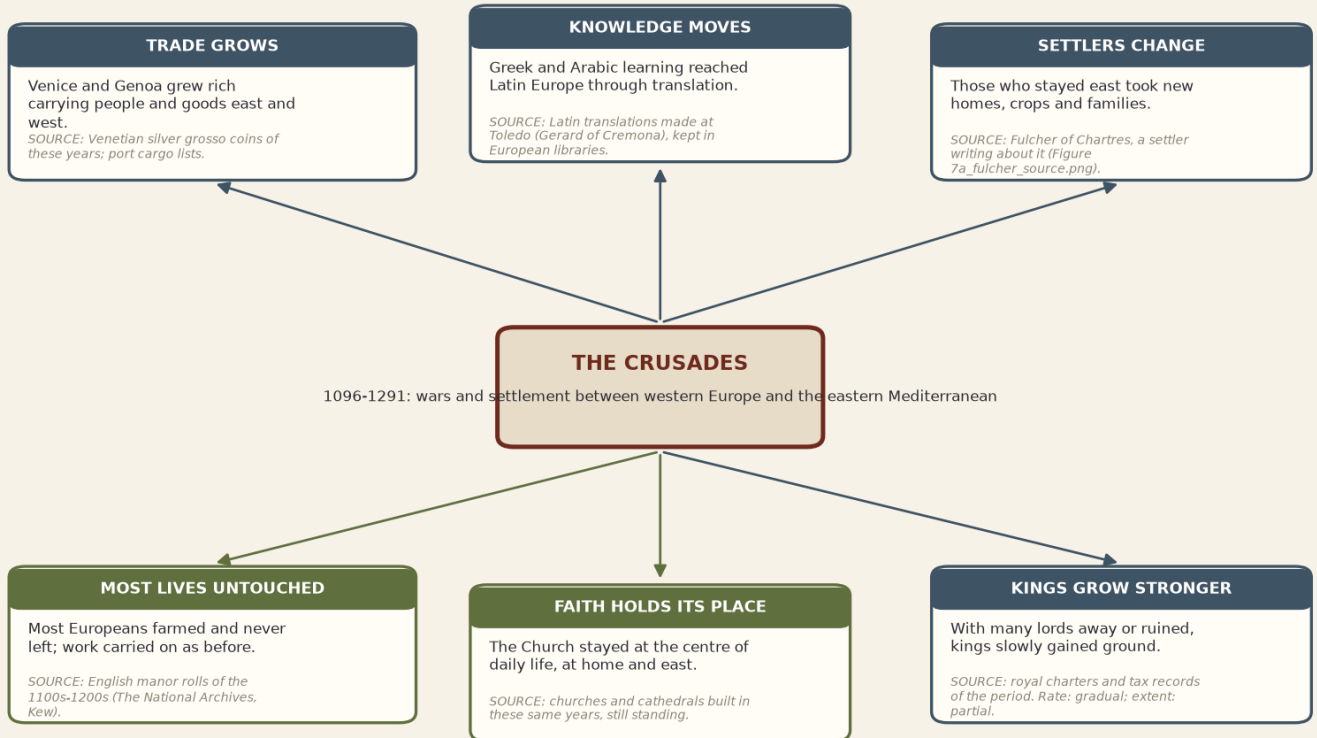
"Think about it, and consider how in our own time God has turned the West into the East. For we who were Westerners have now become Easterners. The man who was a Roman or a Frank has in this land been made a Galilean or a man of Palestine. The man from Rheims or Chartres has become a citizen of Tyre or Antioch. We have already forgotten the lands where we were born ... One man plants vines, another grows grain ... each marries a wife from another people, and by that marriage they have children."

— Fulcher of Chartres, *Historia Hierosolymitana*, Book III, chapter 37, written about 1100–1127 CE, translated from the Latin by the author for this section

Now the concept map. An **annotated concept map** is a diagram of ideas joined by arrows, in which every branch carries a note — here, a source. The model below explains the Crusades' results; notice that every branch also carries a dial word (rate or extent), and that two branches are continuity.

Model concept map: continuity and change after the Crusades

Every branch carries an annotated source. Change branches in slate; continuity branches in olive.



How to read it: follow any branch and it answers three questions -- what changed or stayed, how fast and how far, and which source shows it.

Model annotated concept map with the Crusades at the centre and six branches, three of change (trade grows, knowledge moves, settlers change) and three tagged with continuity (most lives untouched, faith holds its place) or gradual change (kings grow stronger), each branch annotated with a historical source

Part 7: Ranking changes — everyday life in ancient Egypt

The curriculum asks you to list the changes in everyday life in Ancient Egypt, rank them from most to least **significant**, and justify the ranking with sources. Significant means important — and importance is a judgement, so use the tests from section 7C: how many people felt it, how much, and for how long. One item below is not a change at all. Spotting that is part of the task.

Rank the changes: everyday life in ancient Egypt

Rank the five changes from most to least significant, with evidence. One item is not a change at all -- set it aside and say why.

WHAT HAPPENED	WHEN	WHERE THE EVIDENCE IS	RANK
A. Farmers begin lifting river water onto fields with a shaduf -- a swinging bucket on a pole. Gardens and extra crops become possible.	New Kingdom, about 1300-1250 BCE	Painting in the tomb of Ipuy at Thebes (tomb TT217).	
B. Horse-drawn chariots arrive and change travel and war for the rich and for armies.	from about 1650 BCE	Royal chariot found in the tomb of Yuya and Thuya (about 1350 BCE); Egyptian Museum, Cairo.	
C. King Akhenaten orders worship of one sun disc, the Aten, and moves the whole capital to a new city. After his death, the old gods return.	about 1353-1336 BCE	Boundary stones at Amarna; the Amarna Letters (British Museum, London).	
D. Workers building a royal tomb down tools because their grain pay is late -- one of the first recorded strikes in history.	about 1159 BCE, under Ramesses III	Notes on pottery pieces (ostraca) from Deir el-Medina; strike journal on papyrus (Museo Egizio, Turin).	
E. Royal burials move from pyramids to hidden tombs cut into the Valley of the Kings -- but grave goods still go in with the dead.	from about 1500 BCE	The tombs themselves and their goods; Egyptian Museum, Cairo.	
F. Bread and beer stay the staples of every meal, for rich and poor.	Old Kingdom to New Kingdom and beyond	Wooden tomb model of a bakery and brewery from the tomb of Meketre, about 1981 BCE (Metropolitan Museum of Art, New York).	

Before you rank: is it a change, and how do you know? Then ask -- how many people felt it, how much, and for how long? (The significance criteria of section 7C are your tools.)

Two students may rank the same five changes in different orders and both reason well. The marks go to the reasoning and the evidence.

Ranking table of six items from everyday life in ancient Egypt, each with what happened, when, and where the evidence is: the shaduf, chariots, Akhenaten's new worship, the Deir el-Medina strike, the move to the Valley of the Kings, and bread and beer as staples; a rank box beside each and a strip recalling the significance criteria

Part 8: Patterns on a chronology — medieval Europe

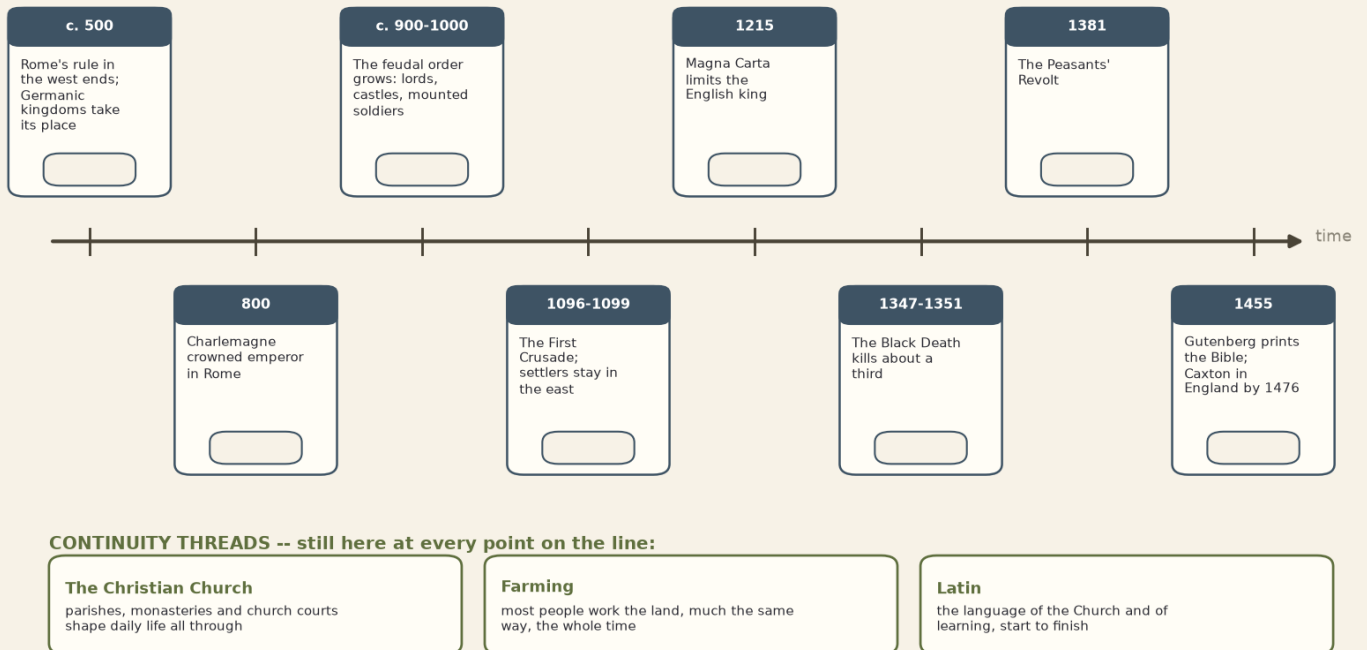
A chronology is for spotting patterns, not just storing dates. Work along the line below and the same two patterns keep showing: change that is fast and deep in one place (plague, revolt), change that is slow and partial somewhere else (kings gaining ground), and beneath all of it, threads of continuity that run the whole thousand years.

Patterns in medieval Europe, c. 500-1500

Mark each event C (change) and note rate and extent -- then look for what the whole line shows.

In each small box write:

C = change, then the rate (fast / slow) and the extent (small / sweeping)



Chronology of medieval Europe from about 500 to 1500 with eight events on a time line, a small box under each for writing change, rate and extent, and three continuity threads beneath: the Christian Church, farming, and Latin

Part 9: A model explanation

Everything in this section comes together in one paragraph. Study how each sentence does a job: order, rate, extent, continuity, evidence.

Model explanation: continuity and change after the Black Death

One paragraph that sets all three dials, keeps the continuity lens open, and cites evidence.

MODEL PARAGRAPH

The Black Death reached England in 1348 and moved fast.

ORDER + RATE

Within about two years it had killed roughly one in three of the people -- a deep loss that touched almost every family.

EXTENT

With fewer workers left, those who survived could ask for more pay, and from that point the old feudal order slowly came apart over the next hundred years.

RATE: gradual

Yet much of daily life did not turn into something new: the Church stayed at the centre of life, and most people still worked the land as before.

CONTINUITY

We know wages were really rising because Parliament passed the Statute of Labourers in 1351 to try to stop them -- a law is evidence that the change was already happening.

EVIDENCE

What makes it an explanation, not a story:

it sets rate (fast, then gradual), extent (how deep), order (what came first and what followed), keeps the continuity lens open, and every claim points to evidence.

Model explanatory paragraph about continuity and change after the Black Death, with each sentence tagged by the job it does (order plus rate, extent, gradual rate, continuity, evidence), above a strip listing what makes it an explanation rather than a story

Practice tasks (with help)

Q1. Each statement below sets one dial. Say which dial (rate, extent or order), and copy the word or words that set it: (a) "Printing spread step by step over about thirty years." (b) "The Black Death reached England in 1348, and within two years had touched almost every village." (c) "First the plague came; then wages rose; then Parliament tried to freeze them."

Q2. Rewrite each flat sentence twice, once setting **rate** and once setting **extent**, using words from Figure 7a_word_bank.png: (a) "Farming changed." (b) "Towns grew." (c) "The Church stayed important." (For (c), use a continuity-column word as well.)

Q3. Using the model starters in Figure 7a_spot_continuity.png, write two sentences of your own describing continuity after Magna Carta, 1215. Each sentence must name one thing that did not deviate and say how widespread the similarity was.

Q4. Copy one row of the table in Figure 7a_concurrent_change.png and add a third case: the Mongol Empire (your notes from section 5B will help). Fill all four areas — social, economic, political, cultural — and tag each cell CHANGE, CONTINUITY, or both.

Q5. Read the Fulcher extract in Figure 7a_fulcher_source.png. (a) Quote one phrase that shows change and one that shows continuity. (b) Fulcher was a settler and a priest. Give one reason why his position makes him a valuable witness, and one reason to check his account against other sources.

Q6. Using Figure 7a_egypt_ranking.png: (a) set item F aside and say in one sentence why it is not a change; (b) rank items A–E from most to least significant; (c) justify your top rank with the evidence column and one criterion from section 7C. A different order with sound reasoning can also be right.

Tasks to try on your own

Q7. Build your own annotated concept map (E05) for ONE of: the effects of the Renaissance in Europe (your timeline from section 1D will help) or the results of the Spanish conquest of the Americas. At least six branches; at least one must be continuity; every branch carries (i) a dial word for rate or extent and (ii) a source note naming a real record or object a historian could check.

Q8. Using the chronology in Figure 7a_medieval_chronology.png, write three pattern sentences: two patterns of change (each must set rate and extent) and one pattern of continuity (each must say how widespread it was).

Q9. “The most important change in a period is always the fastest one.” Give the strongest case a supporter could make, using one example from this section; then the strongest case against, using a different example. Finish with two or three sentences of your own reasoned view. You are marked on the reasoning, not on which side you land on.

Q10. Extended response (this chapter’s evidence-based extended response): explain the continuity and change brought by ONE development studied in this section — the Black Death, printing, or the Crusades. Your answer must: set rate, extent and order; keep both lenses open (name at least one continuity); and cite at least two sources from the section, saying what each one shows. One paragraph is fine; every claim must point to evidence.

Answer guide (for the teacher)

Q1. (a) rate — “step by step over about thirty years”; (b) rate and extent — “within two years” (rate) and “almost every village” (extent); accept either dial named with its words; (c) order — “First ... then ... then ...”.

Q2. Accept any bank words used correctly. Models: (a) rate “Farming changed gradually, over a long time”; extent “Farming changed in every part of life”; (b) rate “Towns grew quickly after 1476”; extent “Towns grew widespread across Europe”; (c) “The Church stayed at the centre of life for most people, through it all.”

Q3. Accept any two sentences that each name one unchanged aspect (farming, the Church, social ranks, or a reasoned other) and state spread (“across the whole of England”, “for most people”). The test is whether each sentence shows an aspect staying the same, that the aspect was an important one, and that the sameness was widespread (E02’s three parts).

Q4. Accept any four-area Mongol row with plausible tags. A model: social — steppe ways spread as peoples moved (change); economic — the Silk Road trade protected and taxed, trade grows (change); political — many states brought under one rule, fast and sweeping (change); cultural — conquered peoples kept their own faiths and laws in many places (change + continuity). Marks on four areas filled and tags defended.

Q5. (a) Change, e.g. “we who were Westerners have now become Easterners”, “we have already forgotten the lands where we were born”; continuity, e.g. planting vines and grain (the same farming life), marriages and children (family life carrying on); accept reasoned alternatives. (b) Value: he was there, a settler describing settlers, writing while events were fresh; check: he is one man, a priest reading events as God’s plan, proud of the change he describes — so check against records, archaeology, other voices (6C/6D applied).

Q6. (a) F describes staples staying the same for rich and poor across the whole span — a continuity, so it cannot be ranked as a change. (b) Any order accepted if (c) is defended. A model top rank: C (Akhenaten) — sweeping and deep while it lasted but reversed after his death, so short duration counts against it; or D (the strike) — small in reach but deep in what it shows about workers’ power; or A (shaduf) — slow but lasting and widespread in its effects. The reasoning and the evidence column carry the marks (7C criteria applied; CONTESTED_TERMS Rule 5).

Q7. Mark on: six or more branches; at least one continuity branch; every branch carrying a dial word and a source note; sources real and checkable (e.g. Renaissance: printed books, paintings, the Medici bank records; Spanish conquest: Cortés’s letters, Aztec accounts such as the Florentine Codex, silver coins). Structure may mirror Figure 7a_concept_map.png or differ.

Q8. Accept any three pattern sentences meeting the dial requirements. Models: change — “Plague and revolt came fast and deep, but the feudal order came apart only gradually”; change — “Printing spread steadily, and within fifty

years ideas moved faster everywhere”; continuity — “Through every event, most people farmed, the Church led, and Latin ruled learning — widespread similarities the whole thousand years.”

Q9. For: the Black Death — within two years a third died, wages rose at once, and the law of 1351 proves the speed and depth of the change; fast change can be the deepest. Against: printing — gradual over decades, yet it remade religion, learning and power more lastingly than any single fast event; or the slow rise of kings outlasted the quick fall of any one ruler. Own view: any reasoned position, including “speed and importance are different dials”. Mark the reasoning only; two opposed conclusions can both be full marks (Rule 5).

Q10. Mark on: all three dials set; at least one continuity named; two sources cited with what each shows (e.g. Black Death: the Statute of Labourers 1351 as evidence of rising wages; manor rolls showing villages emptied and fields still farmed; printing: Caxton’s printed books; the Crusades: Fulcher’s extract, Venetian coins, manor rolls for lives untouched). Accuracy of dial words and honesty about extent (“partial”, “widespread”) separate strong answers.

Sources used in this section

Every source examined or cited here is a real, citable artifact (D4). Verified 25 August 2026.

- **Fulcher of Chartres, *Historia Hierosolymitana* (“A History of the Journey to Jerusalem”)** — composed in stages about 1100–1127 CE by a priest who went east in 1096 and settled in Jerusalem; survives in medieval manuscript copies held in European libraries; standard modern edition Ryan and Fink, 1969. Book III, chapter 37 quoted above in my own translation from the Latin. Subject of Figure 7a_fulcher_source.png.
- **Magna Carta, 1215** — the June 1215 issue, original engrossments in the British Library, London. Cited in Part 4 and Q3.
- **Statute of Labourers, 1351** — English statute attempting to freeze wages after the Black Death; The National Archives, Kew. Cited in Figures 7a_concurrent_change.png and 7a_model_explanation.png and in the answer guide.
- **English manor rolls of the 1100s–1300s** — estate records of work, duties and deaths; The National Archives, Kew. Cited in Figure 7a_concept_map.png (continuity branch).
- **Tomb painting of Ipuy (tomb TT217), Thebes** — New Kingdom painting showing a shaduf lifting water, about 1300–1250 BCE. Cited in Figure 7a_egypt_ranking.png, item A.
- **Chariot from the tomb of Yuya and Thuya** — about 1350 BCE; Egyptian Museum, Cairo. Cited in Figure 7a_egypt_ranking.png, item B.
- **Amarna boundary stelae and the Amarna Letters** — boundary stones of Akhenaten’s new city, and the diplomatic letters found at the site; British Museum, London. Cited in Figure 7a_egypt_ranking.png, item C.
- **Deir el-Medina strike ostraca and the Turin strike papyrus** — records of the tomb workers’ strike about 1159 BCE under Ramesses III; Museo Egizio, Turin. Cited in Figure 7a_egypt_ranking.png, item D.
- **Tombs of the Valley of the Kings, and the wooden bakery and brewery model from the tomb of Meketre (about 1981 BCE; Metropolitan Museum of Art, New York)** — cited in Figure 7a_egypt_ranking.png, items E and F.
- **Venetian silver grosso coins of the crusading centuries; Latin translations made at Toledo (including the work of Gerard of Cremona); Gutenberg’s printed Bible (1455) and Caxton’s press in England (by 1476)** — cited in Figures 7a_concept_map.png and 7a_concurrent_change.png.
- All dates follow the BCE/CE conventions taught in section 6B. No First Nations content appears in this section (VC2HH8S07.E01, the only elaboration carrying it, is excluded per §2A and not taught).

Why things happened and what followed: causes and consequences

Curriculum focus — teacher block

Owning content description — VC2HH8S08 (Historical Concepts and Skills, Causes and consequences).

Elaboration linkage (D7 — linkage only, not a teaching order; ids verbatim from the VCAA export, final ids over substantive elaborations):

- .E01 (environmental and climatic changes across Deep Time) — **\$2A exclusion:** its only referent is Deep Time, a First Nations framing of the deep past. Excluded from Draws on entire and not taught; the CD is taught in full through the remaining five elaborations.
- .E02 (sequencing events to find broader causal patterns) — taught in Part 2 on the sequenced line 1315–1400s (Figure 7b_plague_sequence.png).
- .E03 (historians’ differing readings of triggers versus long-term causes) — taught twice: the Peasants’ Revolt of 1381 (Dobson 1970 vs Hilton 1973 — the secondary-source close study, Figure 7b_revolt_debate.png) and the end of Roman power in the west (Gibbon 1776–88, Brown 1971, Ward-Perkins 2005 — Part 4, Figure 7b_rome_debate.png).
- .E04 (ranking the causes behind an ancient society’s decline) — taught in Part 4 on the book’s default ancient society, Rome (Chapter 3); the raw material in Figure 7b_rome_causes.png, the ranking method modelled in Figure 7b_model_ranking.png.
- .E05 (charting causes and consequences when societies make contact) — taught in Part 5 on the Mongol-era Europe–Asia connections (the 5B/5C topic); graphic organiser Figure 7b_contact_organiser.png.
- .E06 (sorting the plague’s long-term consequences; judging severity) — the worked case for this section per the chapter note; taught in Part 3, Figure 7b_consequence_sort.png.

Achievement standard coverage: this section serves the standard’s sentences on putting events, ideas and developments in time order to explain the varied patterns that continuity and change take, with their causes and consequences; on identifying and explaining the significant events, people, ideas and developments behind continuity and change; and on recognising that the histories of societies in the early and pre-modern world are contested, using that knowledge when identifying and analysing different interpretations and debates. The Boccaccio close study serves the standard’s source work — features, content and context for both primary and secondary sources — and the use of historical questions to draw inferences from sources.

First Nations disposition (\$2A): .E01 excluded entire (see linkage above). No other content in this section touches Aboriginal or Torres Strait Islander subject matter; all cases are drawn from the book’s taught chapters (medieval Europe, Rome, the Mongol world).

Division of labour. 4B (VC2HH8K20) taught the causes and consequences of one event as *content knowledge* (the coronation of 800); 4A and 4E supplied the medieval way of life and the historians’ debates over the Black Death itself; 7A owns the rate, extent and order of continuity and change; 7C owns the formal significance criteria; 7D owns the communication formats. This section teaches the *analytic toolkit* all of them use — trigger vs long-term cause, causal chains, sorting consequences, ranking causes — and applies it across cases. It re-establishes each borrowed idea in one sentence rather than assuming it (D1). The ranking yardsticks in Part 4 are deliberately plain previews of 7C’s criteria, not a re-teaching of them: students are sent to 7C for the formal set.

Cross-references: 1D (the 600–1750 timeline; the Renaissance), 3E and 3G (Rome’s contacts and its interpretations — the 2F companion line names “shifting views of Rome’s fall” at 3G), 4A (the medieval way of life; population estimates), 4B (cause/consequence of one event; the feudal order; “turning point”), 4C (the Statute of Labourers), 4E (historians’ Black Death debates), 5B/5C (the Mongol connections between Europe and Asia; the yam, the paiza, the Silk Road), 6B (dating and sequencing), 6C (features/content/context), 6D (value of evidence), 7A (rate and extent of change), 7C (significance criteria), 7D (formats). No section assumes a specific Level 7 sequence (D1).

Key subject terms defined at first use (D2 exemption 2): cause, consequence, trigger, long-term cause, short-term consequence, long-term consequence, causal chain, rank, significance (working definition here; the formal criteria belong to 7C), decline, plague, feudal order / serf (re-established from 4B), poll tax, uprising, social mobility, patron,

Renaissance (re-established from 1D), interpretation, primary source, secondary source (re-established from 6C). Contested-term handling per CONTESTED_TERMS.md: “the fall of Rome” and “decline” are treated as frame-dependent historians’ labels (Rule 1b) — the frame is stated each time; Gibbon, Brown and Ward-Perkins are steelmanned (Rule 5) and tested symmetrically (Rule 4); Dobson and Hilton likewise; the question of how much the Black Death *caused* versus sped up is put both ways; marking is on quality of reasoning, not conclusion reached (Rule 5, stated in the answer guide).

Teaching sequence (for the teacher). 1. Frame the CD and the toolkit: trigger vs long-term cause; short-term vs long-term consequence; causal chains (Key ideas Part 1; Figure 7b_cause_toolkit.png). 2. Sequencing to find patterns, .E02: the line 1315 to the 1400s (Part 2; Figure 7b_plague_sequence.png). 3. The worked case, .E06: sorting the Black Death’s long-term consequences, concluding about severity, and why it matters as one cause of the Renaissance (Part 3; Figure 7b_consequence_sort.png). 4. Ranking the causes behind an ancient society’s decline, .E04: Rome’s end in the west (Part 4; Figures 7b_rome_causes.png, 7b_model_ranking.png), then the historians’ debate over “the fall” itself (Figure 7b_rome_debate.png). 5. Contact between societies, .E05: the Mongol-era Europe–Asia connections and the graphic organiser (Part 5; Figure 7b_contact_organiser.png). 6. Primary-source close study: Boccaccio’s *Decameron* on Florence in 1348 (Figures 7b_boccaccio_card.png, 7b_boccaccio_extract.png). 7. Secondary-source interpretation, .E03: Dobson vs Hilton on the triggers and long-term causes of the Peasants’ Revolt of 1381 (Figure 7b_revolt_debate.png), then scaffolded practice Q1–Q6, unscaffolded Q7–Q10. Q10 is the evidence-based extended response, with the worked model in Figure 7b_model_response.png; 7D owns the communication formats.

Common misconceptions to address: that every event has one cause (significant events have many causes of different kinds — the skill is sorting and ranking them, not finding “the” cause); that the trigger is the most important cause (triggers are the spark; long-term causes are the fuel — without the fuel the spark dies out); that consequences stop soon after an event (the longest consequences often appear generations later, as serfdom’s fading did after 1348); that ranking causes is a matter of taste (ranking uses stated yardsticks and evidence, and two students can rank differently for good reasons); that “the fall of Rome” is a plain fact rather than a framing historians argue about (what fell, when, and whether “fell” is even the right word — Gibbon, Brown and Ward-Perkins disagree); that the Black Death simply destroyed things (it destroyed lives, and its survivors then changed how work, pay and power ran — destruction and change are two sides of the one event).

What you will learn in this section

In June 1381, thousands of English farm workers marched on London. They burned a palace, freed prisoners, and faced down a fourteen-year-old king. Within weeks the rising was crushed. But the anger behind it had been building for a generation — ever since the **Black Death**, the great plague that reached England in 1348 and killed huge numbers of people. To understand 1381, you have to separate the spark that lit the fire from the fuel that had been piling up for thirty years.

That separation is the skill of this section. In 4B you traced the causes and consequences of one event — the coronation of Charlemagne in 800. Here you get the full toolkit, and you will use it on three cases: the Black Death and what followed it, the end of Roman power in the west, and the meeting of Europe and Asia under Mongol rule.

Some words we will use, defined as we meet them:

- **cause** — what makes something happen. **Consequence** — what happens as a result. You met both in 4B. One event’s consequence is often the next event’s cause.
- **trigger** — the short-term cause that sets an event off at a particular moment: the spark. A trigger is real, but it is rarely the whole story.
- **long-term cause** — a cause that builds up slowly, over years or generations, before the event happens: the fuel.
- **short-term consequence** — a result that shows quickly. **Long-term consequence** — a result that shows years or generations later, and often lasts longer.
- **causal chain** — a connected line of causes and consequences, where each result becomes the next cause.

- **to rank** — to put things in order of importance, with reasons.
 - **significance** — how important something is. In this section we use a working test: a cause or consequence is significant if it affected many people, lasted a long time, or led to much further change. Section 7C owns the full set of criteria — we preview it here.
 - **decline** — a long weakening: when a society’s power, wealth or reach slowly falls away. Whether a given society really “declined” — or simply changed into something else — is something historians argue about, as you will see.
 - **plague** — a disease that spreads fast and kills many. The Black Death was the plague that swept Europe from 1347.
 - **feudal order** — the way much of medieval Europe was organised: lords, mounted fighters, and peasants bound to the land as **serfs**. You met this in 4B.
 - **poll tax** — a tax of the same amount charged to each person, rich or poor.
 - **uprising** — when ordinary people rise up together against those in power.
 - **social mobility** — the ability of people to move up (or down) the social ladder within their own lifetimes.
 - **patron** — a rich person who pays artists and writers so they can work.
 - **Renaissance** — the “rebirth” of art and learning that began in Italian cities such as Florence from the 1300s. You met it on the 600–1750 timeline in 1D.
 - **interpretation** — someone’s version of the past, built from sources. You met this in 6F. A **primary source** is made at the time of the events it describes; a **secondary source** is a later interpretation (6C).
-

Key ideas

Part 1: The cause-and-consequence toolkit

Historians ask two questions of any significant event, individual, idea or development: *why did it happen?* and *what did it lead to?* The toolkit for answering has four parts.

1. Sort causes by time. Some causes are **long-term**: they build for years or generations — like anger over serfdom after the Black Death. Some are **triggers**: the short-term spark that sets the event off at one moment — like the new poll tax of 1380–81. Both are real causes. The skill is telling them apart, because they explain different things: the long-term causes explain why the event was *possible*; the trigger explains why it happened *then*.

2. Sort consequences by time. Some consequences show at once: the burning of a palace. Some show only generations later: serfdom quietly fading away across the 1400s. Long-term consequences are usually the ones that matter most — and the hardest to see at the time.

3. Follow the causal chain. Consequences become causes. The Black Death killed huge numbers of people → with fewer workers, pay rose → lords and kings tried to force pay back down → that anger helped cause the rising of 1381. Each link is the consequence of the one before and the cause of the one after.

4. Rank by significance. When you have a list of causes, rank them: which mattered most? Use the working test from above — how many people it affected, how long its effects lasted, and how much further change it led to. State your yardsticks and your evidence. Two students may put them in different orders for good reasons; what is marked is the reasoning, not the order.

One last point joins this section to 7A. Causes and consequences are what drive **continuity and change**. Sometimes the people in power use the consequences of an event to *hold things the same* — after the Black Death, English kings passed laws to freeze pay and stop workers moving, trying to keep the old order running. Change was stronger than those laws, but the attempt is worth seeing: consequences can push a society forward, or be used to drag it back.

The cause-and-consequence toolkit

Four moves for explaining why things happened and what they led to.

1. Sort causes by time

TRIGGER -- the spark

sets the event off at one moment; explains why it happened then. Example: the poll tax of 1380-81.

LONG-TERM CAUSE -- the fuel

builds over years or generations; explains why the event was possible at all. Example: anger over serfdom since 1348.

Both are real causes. Long-term causes explain possibility; triggers explain timing.

2. Sort consequences by time

SHORT-TERM -- shows quickly

Example: palaces burned in London in June 1381.

LONG-TERM -- shows generations later

usually lasts longest, and is hardest to see at the time. Example: serfdom fading away across the 1400s.

The long-term consequences are usually the ones that matter most.

3. Follow the causal chain



Each result becomes the next cause. Consequences do not just follow events -- they feed the next one.

Chain words: because, so, as a result, led to, therefore.

4. Rank causes by significance

REACH	how many people it touched
LASTINGNESS	how long its effects ran
PULL	how much further change it led to

Working test (the full set of criteria belongs to section 7C): a cause or consequence is significant if it affected many people, lasted a long time, evidence.

Stat people, listed as and your evidence. Two main criteria, ranked differently for good reasons.

Causes and consequences drive continuity and change. After the Black Death, kings used law to hold the old order still -- change proved stronger than those laws.

Table of the cause-and-consequence toolkit in four parts: sorting causes into triggers and long-term causes, sorting consequences into short-term and long-term, following causal chains where each result becomes the next cause, and ranking causes by significance using stated yardsticks

Part 2: Putting events in order to find patterns

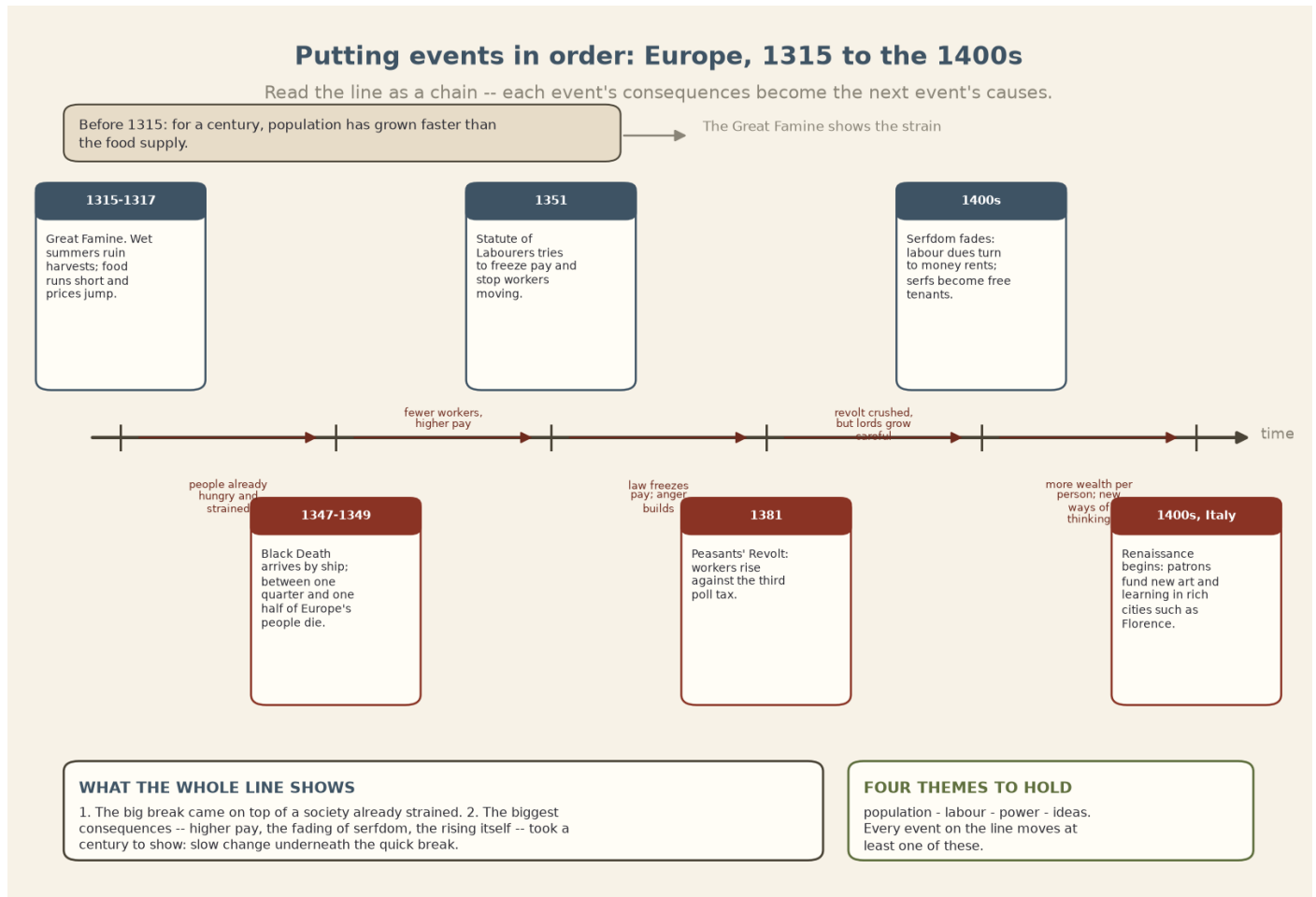
You cannot sort causes from consequences until the events are in order. Here is the line that runs through this section, from the Great Famine to the Renaissance. Read it as a chain.

- **1315–1317. The Great Famine.** Cold, wet summers ruined harvests across northern Europe. Food ran short, prices jumped, and people went hungry. Europe's population had grown faster than its food supply for a century — the famine showed the strain.
- **1347–1349. The Black Death** reaches Europe by ship in 1347 and England in 1348. Between one quarter and one half of Europe's people die within a few years (4A and 4E show the estimates and the debates around them).
- **1351.** The English Parliament passes the **Statute of Labourers**, trying to freeze pay at the levels of *before* the plague and stop workers moving to better jobs (4C).
- **1381. The Peasants' Revolt:** an uprising across southern and eastern England, sparked by a third poll tax, fed by thirty years of anger over pay, serfdom and the law.
- **The 1400s.** Serfdom quietly fades. Lords, short of tenants, offer freedom and fair rents to keep people on their land. Surviving families hold more land and more goods per person than before.
- **The 1400s, Italy.** In rich cities such as Florence, patrons pay artists and writers to study the old Greek and Roman past and make new work — the **Renaissance** (1D).

Two patterns show up when the events sit in order. First, the big break (the plague) did not come out of a clear sky: the famine of 1315 shows a society already under strain, and the plague's consequences ran along lines that strain had opened. Second, the most important consequences — higher pay, the fading of serfdom, new ways of thinking — are

the ones that took a century to show. Ordering events is how you see both things at once: the quick break on top, the slow change underneath (the same pairing you met in 4B's look at 476 and 800).

Themes to hold onto while you read: **population** (how many people there are), **labour** (who works, and for what pay), **power** (who can make others obey), and **ideas** (what people believe about how society should run). Every event in this section moves at least one of those four.



Timeline from 1315 to the 1400s sequencing the Great Famine, the arrival of the Black Death, the Statute of Labourers, the Peasants' Revolt, the fading of serfdom and the start of the Renaissance, with arrows showing how each event's consequences became the next event's causes

Part 3: The Black Death's long-term consequences — the worked case

Now the case the curriculum itself sets out: the Black Death's long-term consequences in the late medieval period. Four of them are named for you. Each one is a consequence of the same fact — that in a few years, about half the people were gone.

1. Labour shortages. With far fewer workers, every pair of hands was worth more. Surviving farm workers could ask for higher pay and better terms, and lords had to offer them or lose their workers to the next manor. Some land went out of farming for lack of hands. The consequence is economic: pay and prices moved, and land — the base of all wealth — was suddenly the thing there was plenty of, while labour was the thing there was not.

2. Peasant revolts. The rulers of England fought back with law: the Statute of Labourers (1351) tried to freeze pay and stop workers moving. Many ordinary people saw this as law used against them. When the third poll tax landed in 1380–81 — the same amount from rich and poor alike — the anger broke into open rising: the Peasants' Revolt of 1381. The revolt was crushed, but the fear it left changed how lords dealt with their tenants.

3. Weakening feudal structures. The feudal order of 4B ran on duties: serfs worked the lord's land and could not leave. After the plague, lords who insisted on the old duties found their tenants walking away to better offers at other manors. One manor at a time, labour dues turned into money rents, and serfs into free tenants. By the late 1400s, serfdom in England had mostly faded — not overthrown in one moment, but outgrown.

4. Greater social mobility. With land cheap and pay high, some peasants bought plots of their own; some moved to towns, where the plague had left houses empty; some rose from being labourers to renting whole farms. The old fixed order — those who fight, those who pray, those who work — did not vanish, but the walls between ranks grew easier to cross.

Conclusion about severity. How bad was the Black Death? The evidence says: it was among the worst disasters in European history. Between one quarter and one half of Europe's people died in a few years; in England, population may have fallen from about six million to about three million (4A). Church records, wills and tax lists all point the same way. At the same time, the numbers are estimates — no one counted the dead — and 4E shows you the historians' debate over them. A fair conclusion holds both facts at once: the scale of death was enormous, and the exact scale is still argued over.

Why it matters as one cause of the Renaissance. The curriculum asks you to go one step further: the Black Death was not only a disaster — it was a *cause*. With fewer people sharing the same wealth, surviving families had more to spend. Italian trading cities grew rich, and rich citizens became **patrons**, paying artists and writers. The plague also shook how people thought: writers began to question old certainties about death, wealth and the good life. **Boccaccio** set his great book of one hundred stories in plague-time Florence; you will read him below. Historians also add other causes of the Renaissance — the surviving books of Greece and Rome, the wealth of trade, the pride of city states — and they give different weight to the plague's part. The safe, evidence-based claim is this: the Black Death was one significant cause among several of the world that made the Renaissance possible.

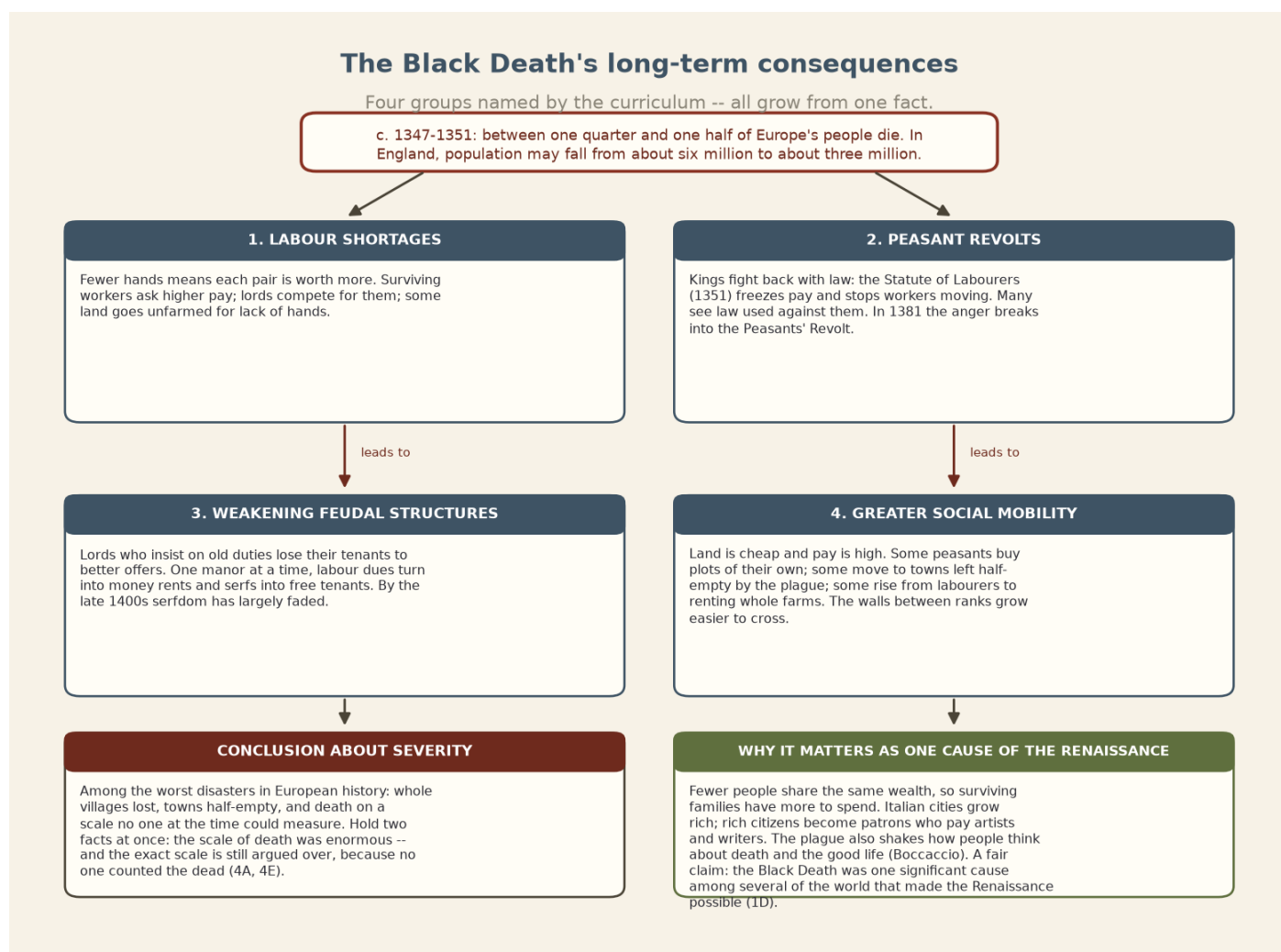


Chart sorting the Black Death's long-term consequences into the four groups named by the curriculum — labour shortages, peasant revolts, weakening feudal structures and greater social mobility — with a conclusion about the severity of the plague and a link forward to the Renaissance

Part 4: Ranking the causes of decline — the end of Roman power in the west

The curriculum's next ask: take an ancient society in decline, analyse the causes and consequences of that decline, and **rank** them by significance. The book's default ancient society is Rome (Chapter 3), and Rome's end in the west is the classic case — so classic that even the word “decline” is something historians argue about.

The long-term causes. For two centuries and more before 476, the western empire carried growing strains:

- **Too much frontier to guard.** The empire's borders stretched from Britain to the Black Sea. Armies were thin along them, and emperors moved troops from one danger spot to another, always one crisis short.
- **Fighting inside.** Emperors were made and unmade by their own armies. In some decades rival emperors fought each other more than they fought outsiders — so the army that should have held the frontier was busy fighting itself.
- **Money strain.** Wars and the army cost more than the taxes could raise. Emperors put less silver into the coins, so the money lost value, prices rose, and the people who paid — mostly farmers — were squeezed harder.
- **A changing army.** Over time, more of the soldiers fighting for Rome came from peoples beyond the frontier. This was not weakness by itself — but it meant the empire's safety came to rest on leaders whose loyalty had a price.
- **The split empire.** After 395 CE the empire was run as two halves, east and west. The east — richer, more city-filled, easier to defend — pulled away from the west's problems. When the west needed help, it often came late or not at all.
- **Lost provinces.** When the Vandals took North Africa (Carthage fell in 439 CE), the west lost its richest grain supply and tax region. Fewer provinces meant less food and less money — and less power to fight back.

The short-term events. On top of the long strains came the fast breaks: in **410 CE** the Goths under King Alaric sacked the city of Rome — a shock felt across the world; in **455 CE** the Vandals sacked it again; and in **476 CE** the last western emperor, a teenager named Romulus Augustulus, was deposed by the soldier Odoacer, who sent the imperial badges east and ruled Italy himself (4B). No new western emperor replaced him.

Consequences. The consequences of the west's end ran for centuries. One empire became many kingdoms (4B). Much continued underneath — farming, Latin, the Church — but roads, trade and cities shrank. How far they shrank, and whether “shrank” is even the right word, is exactly where the historians split — see Figure

7b_rome_debate.png.

Ranking. Figure 7b_model_ranking.png works the ranking method on these causes using three yardsticks: **reach** (how many people it touched), **lastingness** (how long its effects ran), and **pull** (how much further change it led to). Read the model, then try a ranking of your own in Q4 — your order may differ from the model's, and that is fine. What is marked is that your ranking states its yardsticks, points to evidence, and explains each placement.

A contested term, handled honestly. “The fall of Rome” is a frame, not a plain fact, and a frame must be stated when it is used. *What* fell — the political shell of the western empire — most historians accept. *When* it fell, and whether “fall” is the right word for what happened, is where three famous readings disagree. Each deserves its strongest form before you judge:

- **Edward Gibbon, *The History of the Decline and Fall of the Roman Empire* (1776–1788).** The classic reading. Gibbon argued that Rome's decline was the natural result of its own greatness: too big, too soft, too divided. He also blamed the spread of Christianity, which he said turned money and effort away from the army and public life and into faith and the Church. Many historians since have pushed back on that last claim — the Church also kept writing, law and order alive after the empire's shell was gone — but Gibbon set the question every historian since has had to answer.
- **Peter Brown, *The World of Late Antiquity* (1971).** Brown argued that “decline and fall” is the wrong story. Between about 250 and 800 CE, the Roman world did not die — it *changed into* new forms: new faiths, new art, new kingdoms building on Roman law and Latin. Brown's name for this is **transformation**, not fall. In his reading, 476 is a political moment, not the end of a world.
- **Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization* (2005).** Ward-Perkins pushed back against Brown using objects, not books. The archaeology shows real collapse in the west after 476: fine

pottery disappears, roof tiles stop being made, buildings shrink, cattle get smaller. Ordinary life, he argues, got visibly poorer and simpler — and saying “transformation” hides that pain.

Three real historians, the same events, three different answers to *what happened and how bad was it*. That is what a contested history looks like. Your job in Q9 is not to pick the side the teacher likes — it is to weigh the evidence each one stands on and say, with reasons, which reading you find best supported.

The end of Roman power in the west: causes and events

Sort long-term causes from short-term events before you rank them (Part 4).

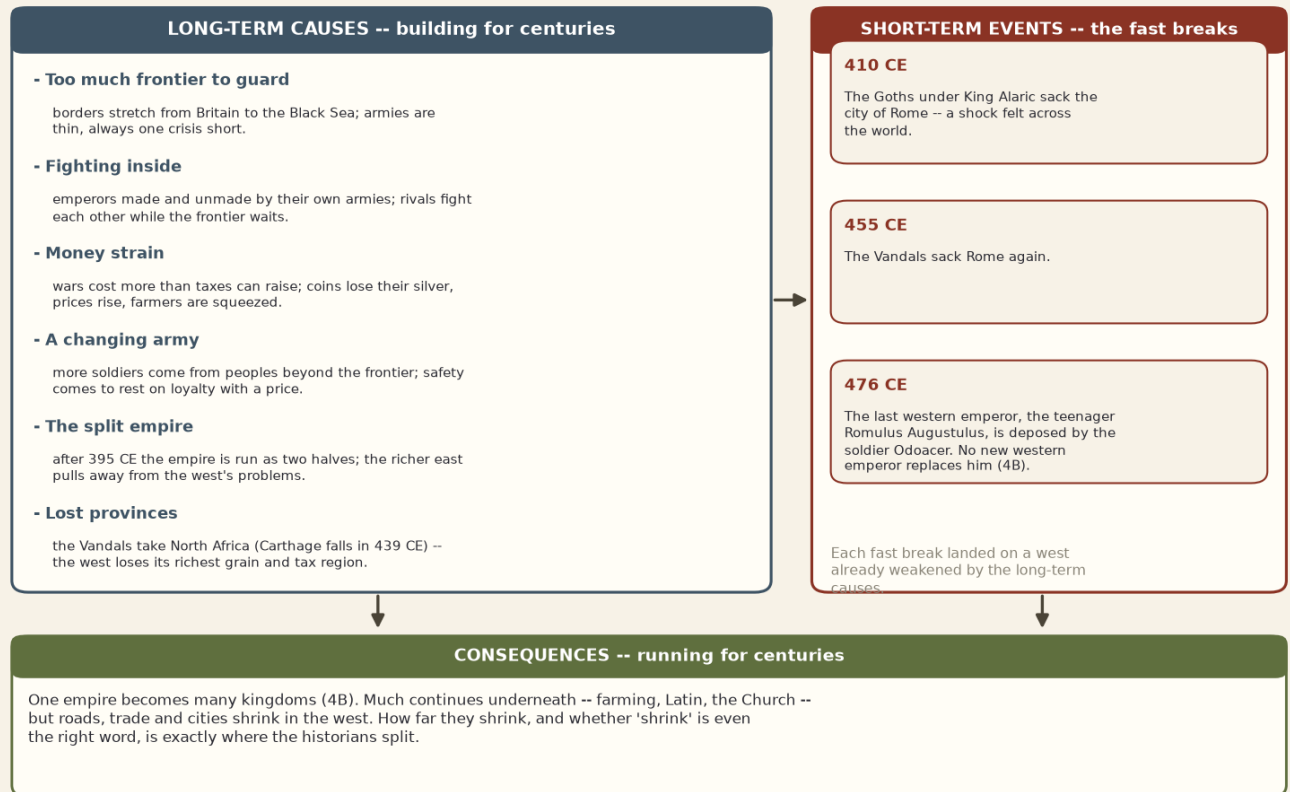


Diagram of the end of Roman power in the west, sorted into long-term causes — frontier strain, civil wars, money problems, a changing army, the split empire, lost provinces — and short-term events — the sacks of 410 and 455 and the deposition of 476

Worked model: ranking causes by significance

Case: the end of Roman power in the west. Three yardsticks, then an order with a reason for every placement.

THE THREE YARDSTICKS

REACH

how many people it touched

LASTINGNESS

how long its effects ran

PULL

how much further change it led to

A RANKED ORDER (most to least significant)

1

Money strain

HIGHEST pull: starving the army and the frontier fed every other cause; wide reach on the farmers who paid.

2

The split empire

High pull and lastingness: after 395 the west faced its problems alone.

3

Lost provinces

High pull: losing North Africa (439) cut the grain and the tax that paid for defence.

4

Too much frontier

Wide reach but thin pull on its own: it mattered most when money and troops were short.

5

Fighting inside

Sharp but patchy: civil wars came in bursts rather than all the time.

6

A changing army

Lowest here: it was as much a result of money strain as a separate cause.

HOW TO BUILD YOUR OWN

Step 1

List the causes and events (use Figure 7b_rome_causes).

Step 2

Test each one against reach, lastingness and pull.

Step 3

Put them in order from most to least significant.

Step 4

Give a reason for EVERY placement, pointing to something in the section.

Step 5

Say whether any short-term event deserves a place in your top three.

Your order may differ from this model's -- that is fine. What is marked is that your ranking states its yardsticks, points to evidence, and explains each placement.

Worked model of ranking causes by significance: three yardsticks — reach, lastingness and pull — applied to the causes of Rome's end in the west, with a sample ranked order and the reasons for each placement

The end of Rome: three readings, each in its strongest form

Three real historians, the same events, three answers. Judge by the evidence, not by which side you like.

DECLINE AND FALL	TRANSFORMATION	COLLAPSE
Edward Gibbon, 1776-1788 Rome's decline was the natural result of its own greatness: too big, too soft, too divided. He also blamed the spread of Christianity, saying it turned money and effort away from the army and public life. WHERE IT CAN BE PUSHED Many push back: the Church also kept writing, law and order alive. But Gibbon set the question every historian since has had to answer.	Peter Brown, 1971 'Decline and fall' is the wrong story. Between about 250 and 800 CE the Roman world did not die -- it changed into new forms. New faiths, new art, new kingdoms building on Roman law and Latin. WHERE IT CAN BE PUSHED In his reading, 476 is a political moment, not the end of a world.	Bryan Ward-Perkins, 2005 The objects, not the books, show real collapse in the west after 476. Fine pottery disappears, roof tiles stop being made, buildings shrink, cattle get smaller. Ordinary life got poorer and simpler. WHERE IT CAN BE PUSHED Saying 'transformation' hides that pain.

This is what a contested history looks like. Your job is not to pick the side your teacher likes -- it is to weigh the evidence each reading stands on and say, with reasons, which you find best supported. Different judgements with sound reasoning all meet the standard.

Three historians' readings of the end of Rome in the west set out in their strongest forms — Gibbon's decline and fall, Brown's transformation, Ward-Perkins' collapse — each with its evidence and its weak spots, and a note that the judgement must follow the evidence

Part 5: Contact between societies — sorting causes and consequences into a chart

Causes and consequences do not only run through time — they run across the map, when societies meet. The curriculum asks you to organise the causes and effects of **contact between societies**, sorting them into a **chart**: a diagram with the event in the middle, causes flowing in on one side and consequences flowing out the other. The book's best case is the one you studied in Chapter 5: the Mongol conquests that tied Europe and Asia together between them (5B, 5C).

Causes of the contact. Mongol conquests under Genghis Khan and his heirs (from 1206) brought the lands from China to eastern Europe under one rule. One rule made the roads safer. The khans built the **yam** relay-post system and gave messengers the **paiza** tablet that stations had to obey (5C). Merchants followed the safety: the Venetian **Marco Polo** went all the way to China and came back with stories (5C). The causes of the contact, in other words, were conquest, safe roads, and the systems that kept them running.

Consequences of the contact. Along those roads moved:

- **goods** — silk and other Chinese work westward; silver and cloth eastward;
- **ideas and inventions** — printing, gunpowder and new ways of doing sums travelled the routes into the Islamic world and on into Europe across the Mongol centuries;
- **people and reports** — envoys, missionaries and merchants carried home the first European descriptions of China, and Polo's book shaped how Europeans pictured the east for centuries;
- **disease** — the same roads that carried silk carried the plague germ westward. The Black Death of the 1340s spread along trade routes from Asia into Europe (1E). Here the two halves of this section join: the Mongol contact is one of the **long-term causes** of the Black Death reaching Europe, and the Black Death is the event whose consequences you sorted in Part 3. Contact is a cause with consequences — some of them terrible.

Charts like this make chains visible. Figure 7b_contact_organiser.png is one started for you, on the Mongol-era contact; Q5 asks you to copy its shape and complete your own for a second case.

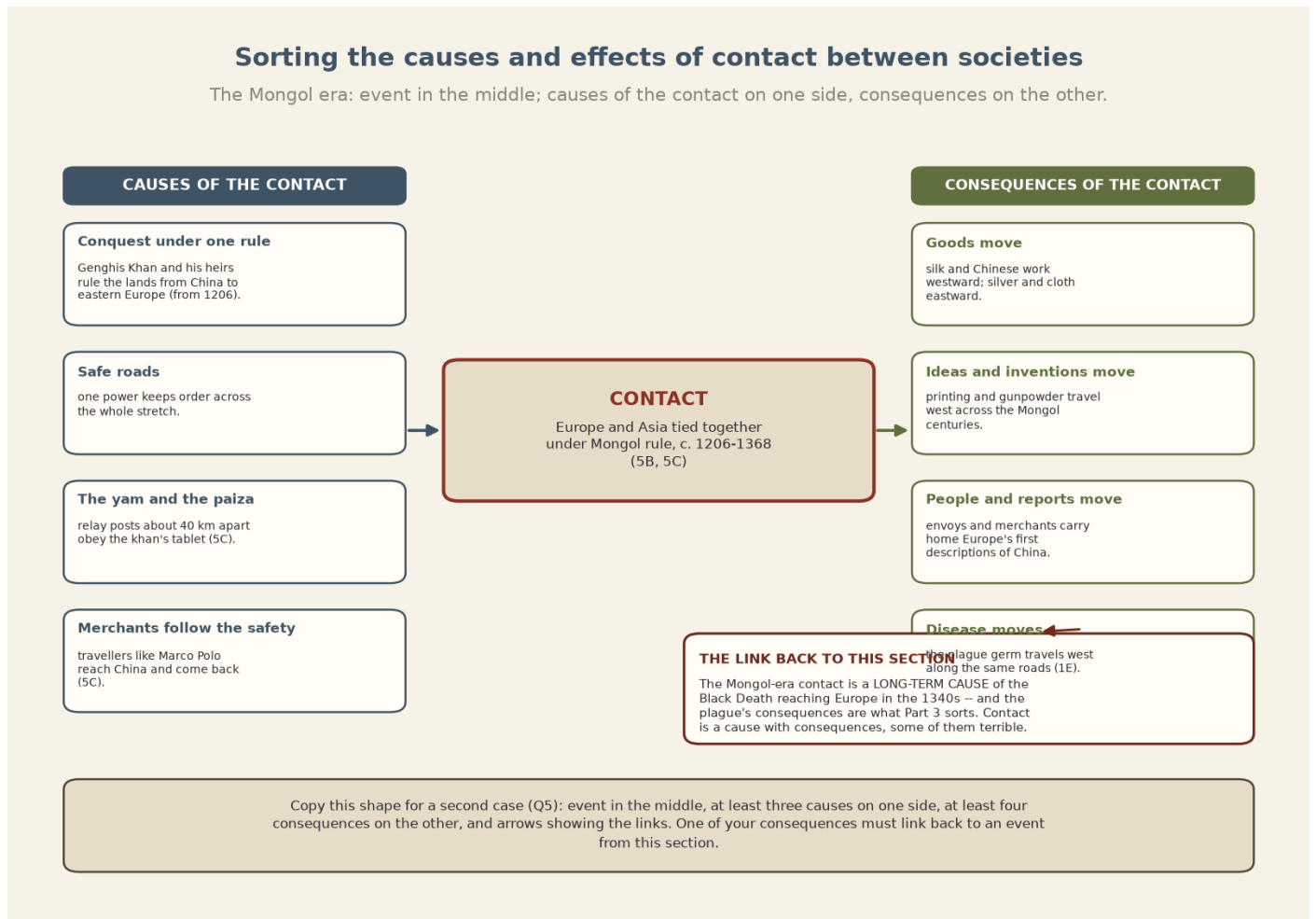


Chart of the causes and effects of contact between societies in the Mongol era: causes of contact on one side — conquest under one rule, safe roads, the yam and the paiza, merchants following the safety — and consequences on the other — goods, ideas and inventions, people and reports, and disease, with an arrow linking the routes to the westward spread of the Black Death

Primary source close study: Boccaccio on the plague in Florence, 1348

The deepest eyewitness account of the Black Death in any European city was written by **Giovanni Boccaccio**, a writer of Florence. Boccaccio lived through the plague of 1348 and, about five years later, finished a great story-collection (“Ten Days’ Work”): one hundred tales told over ten days. Its frame story is this: in plague-time Florence, ten young people flee the dying city for a country house, and to pass the time they tell one hundred stories over ten days. Before the stories begin, Boccaccio describes the plague itself — what it did to bodies and what it did to the way people lived. It is one of the most famous pieces of writing of the whole middle ages.

Primary source card

Boccaccio's story-collection ('Ten Days' Work')

the most famous eyewitness account of the Black Death in any European city

What

A story-collection: one hundred tales told over ten days. Its opening describes the plague in Florence in 1348.

Who wrote it

Giovanni Boccaccio, a writer of Florence, who lived through the plague of 1348.

When

Completed about 1353 -- about five years after the events.

Language

Italian, not Latin -- written to be read by ordinary educated people.

Kind

The opening of a literary work: the frame for a story collection. Not a report and not a chronicle.

Why written

To entertain, and to make sense of the disaster through stories of how people behave under pressure.

STRENGTHS AS EVIDENCE

First-hand, from a man who lived through it. Details of symptoms and of social breakdown. Agrees with other accounts and with modern evidence about the direction the plague came from.

LIMITS AS EVIDENCE

Gives no numbers. Written five years later, with a literary purpose. Covers one city only. A source for the event -- not for its consequences.

Where now: manuscripts survive in the Biblioteca Medicea Laurenziana, Florence, and in other libraries.

Source card for Boccaccio's great story-collection: what it is, who wrote it, when, in what language, its kind, why it was written, its strengths and limits as evidence for the Black Death, and where its manuscripts survive

Here is the opening of his description, in a plain-English rendering made for this section.

"In the year 1348, in the city of Florence, the finest of all Italian cities, there broke out a deadly plague. It had begun some years earlier in the east, where it had claimed countless lives, and it had kept moving without rest from place to place, spreading itself in a terrible way towards the west.

In Florence the first sign was a swelling in the groin or under the armpit, some as big as an apple, others as big as an egg. From these two parts the swelling soon spread in every direction. Then the signs changed: many found dark spots on their arms and thighs. Against this illness, no skill of any doctor and no power of any medicine had any effect at all.

The disaster of this plague was the greater because those who caught it in their fear fled from the sick, and by fleeing carried the sickness with them. The laws made by those in charge of the city could do nothing. In this distress the very laws of human and divine things sank down and were thrown into confusion, for their officers and servants were dead or sick, or had so few people left that they could do no duty at all."

— Boccaccio, Introduction to Day One of his story-collection, rendered into plain English by the author for this section from the Italian

Run your source questions over it (6C, 6D):

- **Features and context:** a story-collection written in Italian (not Latin) about five years after the events, by a man who lived in Florence through 1348 — a **primary source** for the plague in the city, though written up later, and written as the opening of a work of literature, not as a report.

- **What it shows:** the symptoms (the swellings — later called buboes — and the dark spots); the way the disease spread; and the breaking of ordinary life — fear, flight, and laws that stopped working because the officers themselves were dead or sick.
- **What it cannot show:** numbers. Boccaccio says “countless”, but he did not count, and no one did. How many died in Florence — or in Europe — must come from many other sources: tax lists, church records, wills (4A and 4E). One witness, however vivid, never settles a number.
- **The claim to test:** that the plague came “from the east” and kept moving “from place to place”. Modern study of the disease points the same way — the germ travelled along trade routes from Asia (1E) — and the archaeology of plague burial grounds backs the germ itself (4E). Boccaccio’s account and the modern evidence agree about the direction the death came from. He did not know what carried it; we do.

Notice what this source is doing in this section. Boccaccio gives you the **trigger event** as a human experienced it. But his book cannot give you the **long-term consequences** — higher pay, the fading of serfdom, the rising of 1381 — because those were still in the future when he wrote, and most of them happened far from Florence. A source for the event is not a source for its consequences. Knowing which is which is part of the skill.

Boccaccio on the plague in Florence, 1348

A plain-English rendering made for this section from the Italian (Decameron, Introduction to Day One). Read it with your source questions from 6C and 6D.

THE PASSAGE

"In the year 1348, in the city of Florence, the finest of all Italian cities, there broke out a deadly plague. It had begun some years earlier in the east, where it had claimed countless lives, and it had kept moving without rest from place to place, spreading itself in a terrible way towards the west."

"The first sign was a swelling in the groin or under the armpit, some as big as an apple, others as big as an egg. Then the signs changed: many found dark spots on their arms and thighs. Against this illness, no skill of any doctor and no power of any medicine had any effect at all."

"Those who caught it in their fear fled from the sick, and by fleeing carried the sickness with them. The laws made by those in charge of the city could do nothing, for their officers and servants were dead or sick, or had so few people left that they could do no duty at all."

— Boccaccio, Introduction to Day One of his story-collection, rendered into plain English by the author for this section

WORKED READING NOTES

WHAT IT SHOWS

The symptoms: swellings (later called buboes) and dark spots. How it spread. The breakdown of ordinary life: fear, flight, and laws that stopped working because the officers themselves were dead or sick.

WHAT IT CANNOT SHOW

Numbers: 'countless' is not a count, and no one counted. Anything outside Florence. The long-term consequences of Part 3 — still in the future when he wrote.

THE CLAIM TO TEST

That the plague came 'from the east' and kept moving 'from place to place'. Modern evidence points the same way: the germ travelled the trade routes (1E) and has been found in the teeth of plague-era skeletons (4E). Boccaccio did not know what carried it. We do.

A source for the event is not a source for its consequences. Knowing which is which is part of the skill.

Boccaccio's description of the plague in Florence in plain English, with worked reading notes on what the passage shows, what it cannot show, the claim to test about where the plague came from, and the difference between a source for an event and a source for its consequences

Secondary source interpretation: trigger or long-term cause? The Peasants' Revolt of 1381

You now know the facts of 1381. The **trigger** was the third poll tax in four years, announced in 1380 and collected in 1381 — a flat charge on every person, rich or poor, which fell hardest on the poor and was hated. In June 1381, rebels from Kent and Essex marched on London, about to meet more from the north. They freed prisoners, burned John of Gaunt's palace, the Savoy, and killed the king's chief officers. At Mile End and Smithfield the fourteen-year-old king, **Richard II**, met the rebels and promised to end serfdom; their leader **Wat Tyler** was killed at the Smithfield meeting, and the rising broke apart within days. The promises were broken as soon as the danger passed.

But the trigger alone does not explain why tens of thousands rose. For the deeper causes, historians point back to Part 3: the labour shortages after the Black Death, the Statute of Labourers forcing pay back down, and thirty years of anger over serfdom. An **idea** was at work too: the travelling priest **John Ball** preached that all people were born equal, and the chronicles record his famous rhyme — “When Adam delved and Eve span, who was then the gentleman?” — meaning that no one was born a lord. Ball’s idea gave the anger a shape.

Historians have split over how to weigh trigger against long-term cause — exactly the question .E03 asks you to work with. Two readings, each in its strongest form:

View 1 — trigger-centred (R. B. Dobson, *The Peasants’ Revolt of 1381*, 1970). Dobson’s classic study stresses the revolt as a *political* protest: it was aimed at the poll tax, the king’s bad advisers, and the law courts people blamed for their troubles. The rebels were not a wild mob — they were organised, they marched in good order, and they knew what they wanted from the king. On this reading, the trigger matters enormously: without the hated tax of 1380–81, the anger might have grumbled on without ever breaking out.

View 2 — long-term-centred (Rodney Hilton, *Bond Men Made Free*, 1973). Hilton argued that the revolt grew out of generations of struggle over serfdom itself. The Black Death had changed the balance between lords and peasants — labour was scarce, lords squeezed harder, peasants resisted village by village long before 1381. On this reading, the poll tax was only the spark; the fuel was the whole feudal order, and some kind of explosion was coming. Hilton’s revolt is a class struggle, not a tax riot.

Both readings rest on the same chronicles and court records, and neither is silly. The split is about *weight*: how much of the explanation belongs to the spark, and how much to the fuel? Dobson’s revolt could not have happened without the long anger Hilton describes; Hilton’s long anger might never have become a revolt without the trigger Dobson describes. A strong answer can even hold that both are right at once — causes are not a competition, they are a system — as long as it says *why* and uses the evidence. Marks go to the reasoning, not the side you pick.

Trigger or long-term cause? The Peasants' Revolt of 1381

Two historians, the same chronicles and court records -- a split about weight.

THE TRIGGER

The third poll tax in four years (1380-81): the same amount from rich and poor alike, falling hardest on the poor.

THE FUEL

Labour shortages after the Black Death; the Statute of Labourers (1351) forcing pay back down; generations of anger over serfdom.

THE IDEA

John Ball's teaching that all people are born equal: 'When Adam delved and Eve span, who was then the gentleman?'

VIEW 1 -- THE TRIGGER MATTERS

R. B. Dobson, *The Peasants' Revolt of 1381* (1970)

A political protest: aimed at the poll tax, the king's bad advisers, and the law courts people blamed for their troubles. The rebels were no wild mob -- they were organised, marched in good order, and knew what they wanted from the king.

Without the hated tax of 1380-81, the anger might have grumbled on without ever breaking out.

ITS EVIDENCE

The rebels' demands; the good order of the marches; the meetings at Mile End and Smithfield.

VIEW 2 -- THE FUEL MATTERS

Rodney Hilton, *Bond Men Made Free* (1973)

Generations of struggle over serfdom itself. The Black Death changed the balance between lords and peasants: labour was scarce, lords squeezed harder, and peasants resisted village by village long before 1381.

The poll tax was only the spark; the fuel was the whole feudal order, and some kind of explosion was coming.

ITS EVIDENCE

Village-by-village resistance over labour and dues; the Statute of Labourers as law used against workers; John Ball's teaching.

THE QUESTION FOR YOU

How much of the explanation belongs to the spark, and how much to the fuel? Both readings rest on the same sources, and neither is silly. Causes are not a competition -- they are a system. A strong answer can even hold that both are right at once, as long as it says why and uses the evidence. Marks go to the reasoning, not the side you pick.

Two historians' readings of the causes of the Peasants' Revolt of 1381 set side by side — Dobson's trigger-centred reading, the poll tax and organised political protest, and Hilton's long-term-centred reading, generations of struggle over serfdom after the Black Death — each with its evidence and what it explains best

Practice tasks (with help)

Q1. The toolkit from Part 1 sorts causes into **triggers** and **long-term causes**, and consequences into **short-term** and **long-term**. Sort these six statements about the Peasants' Revolt of 1381 into the four boxes (some could be argued into more than one box — if you put one somewhere another student would not, say why): (a) the third poll tax, charged to rich and poor alike in 1380–81; (b) generations of anger over serfdom and the Statute of Labourers; (c) rebels burning the Savoy palace in London in June 1381; (d) the promises Richard II made to the rebels being broken within days; (e) serfdom fading across the 1400s; (f) John Ball's teaching that all people are born equal, spreading for years before 1381.

Q2. Figure 7b_plague_sequence.png puts the events of 1315–1400s in order. (a) Name the event at each end of the line — the first and the last. (b) Which event on the line was the **trigger** for the Peasants' Revolt, and which two events are its **long-term causes**? (c) In one or two sentences, say what pattern the whole line shows about *when* the biggest consequences of the Black Death appeared. Use one of the themes from Part 2 (population, labour, power, ideas).

Q3. Figure 7b_consequence_sort.png sets out the four long-term consequences named by the curriculum. For each one — labour shortages, peasant revolts, weakening feudal structures and greater social mobility — write in your own words (a) *why* the Black Death caused it, in one sentence, and (b) one way it changed life for ordinary people. Then answer the severity question in two sentences: how bad was the Black Death, and how do we know (numbers and the warning about numbers)?

Q4. Figure 7b_rome_causes.png lists six long-term causes and three short-term events for the end of Roman power in the west. Using the three yardsticks in Figure 7b_model_ranking.png — reach, lastingness, pull — rank the six long-term causes from most to least significant. You do not have to agree with the model’s order; you do have to give a reason for every placement, pointing to something in the section. Then say whether any of the short-term events deserves a place in your top three, and why.

Q5. Copy the shape of Figure 7b_contact_organiser.png — event in the middle, causes on one side, consequences on the other. Complete your own chart for the contact between Mongol-ruled Asia and medieval Europe, with at least three causes of the contact and four consequences of it. One of your consequences must link back to an event from Part 2 or Part 3 of this section — say which one, and what kind of cause the contact was for it (trigger, or long-term cause?).

Q6. Read the Boccaccio passage in Figure 7b_boccaccio_extract.png. (a) Give one thing the passage **shows** that other evidence in this book supports. (b) Give one thing the passage **cannot show** on its own. (c) Boccaccio wrote about five years after 1348, as the opening of a story-collection, not as a report. In two sentences, say why a historian would still value his account — and still check it against other evidence (6D).

Tasks to try on your own

Q7. Write one paragraph of 5–7 sentences explaining how the Black Death led, step by step, to the weakening of serfdom in England. Every sentence must use a cause–consequence link word (because, so, as a result, therefore, led to), and your chain must include at least four of: death of workers, labour shortage, higher pay, the Statute of Labourers, tenants moving or buying freedom, lords offering better terms. You may end by saying whether this change was quick or slow, using the rate ideas from 7A.

Q8. Look at Figure 7b_revolt_debate.png. For each reading — Dobson’s and Hilton’s — give the single strongest piece of evidence a supporter would use. Then write two or three sentences of your own: which reading do you find better supported, or do you hold that both are right at once? You are marked on the reasoning, not on which side you land on.

Q9. “The end of Roman power in the west was a fall.” Test the claim like a historian, using Part 4 and Figure 7b_rome_debate.png. Give two reasons the claim is strong (think about Ward-Perkins and the objects) and two reasons it is weak (think about Brown, and about what continued after 476 — 4B). End with your own reasoned judgement, in two or three sentences, about which of the three readings — Gibbon, Brown or Ward-Perkins — you find best supported, and why. Different judgements with sound reasoning all meet the standard.

Q10. Extended response. Choose ONE significant event from this section — the Black Death, the Peasants’ Revolt of 1381, or the end of Roman power in the west — and write an evidence-based explanation in four parts: (1) two **long-term causes** of your event, each explained in two or three sentences; (2) one **trigger**, and why it set the event off *then*; (3) three **consequences** — at least one short-term and at least one long-term — each explained, not just named; (4) a **ranked judgement**: of your two long-term causes and your trigger, which was the most significant, using the yardsticks reach, lastingness and pull. Figure 7b_model_response.png works one good shape of this task over the Black Death. Your answer may take a different shape and a different order; it is the reasoning and the use of evidence that are marked. Section 7D will teach you the formats for presenting work like this.

Model extended response (Task Q10)

One good shape, worked over the Black Death. Your event, order and shape may differ -- reasoning and evidence are what is marked.

PART 1 -- TWO LONG-TERM CAUSES

(i) For a century, Europe's population had grown faster than its food supply: the Great Famine of 1315-1317 shows the strain. (ii) The Mongol-era contact had tied Europe and Asia together along trade routes that carried goods and people -- and germs (5C).

PART 2 -- ONE TRIGGER, AND WHY THEN

The plague arrived by ship in 1347-1348 and spread west along those routes (1E). It struck a population already worn down by hunger: the fuel was ready, so the spark caught.

PART 3 -- THREE CONSEQUENCES

Short-term: death on a huge scale -- between one quarter and one half of Europe's people -- with fear and the breakdown of ordinary life (Boccaccio). Longer-term: fewer workers pushed pay up; kings fought back with the Statute of Labourers (1351); the anger broke out in the rising of 1381. Long-term: serfdom faded across the 1400s, and the survivors' greater wealth helped fund the Renaissance.

PART 4 -- RANKED JUDGEMENT

Most significant: long-term cause (ii), the Europe-Asia contact. Reach: it joined two great halves of the world. Lastingness: the routes ran for over a century. Pull: without them the germ stays in the east, and nothing in Part 3 ever happens. The trigger explains the moment; the contact explains why the moment was possible at all.

Every claim sits on something in this section. A different event, order or judgement meets the standard too -- if it is reasoned and evidenced. Section 7D teaches the formats for presenting work like this.

Model extended response over the Black Death, colour-coded by part: two long-term causes, one trigger, three consequences, and a ranked judgement using reach, lastingness and pull, as one good shape for Task Q10

Answer guide (for the teacher)

Q1. Triggers: (a). Long-term causes: (b), (f). Short-term consequences: (c), (d) — accept argued placements, e.g. (d) as the start of a long-term consequence, or (f) as a cause spanning decades that also acted in June 1381 itself. Long-term consequences: (e). Mark the argument where a student argues one, not the box.

Q2. (a) First: the Great Famine (1315–1317). Last: the Renaissance beginning in Italian cities such as Florence in the 1400s. (b) Trigger: the third poll tax of 1380–81 (on the line, the Peasants’ Revolt box names it). Long-term causes: the Black Death of 1347–1349 and the Statute of Labourers of 1351 — accept either plus the fading-of-serfdom pressure, with reasons. (c) Accept any answer that sees the biggest consequences came late — higher pay, the fading of serfdom, the revolt itself, new ways of thinking — a generation or more after the deaths — tied to a named theme (e.g. labour: pay kept rising long after the plague; power: ordinary people forced themselves into politics in 1381).

Q3. Mark the “why” sentence on the shared root — fewer people after the deaths — and the ordinary-life change on anything specific from Part 3: labour shortages (workers could ask more pay; some land went unfarmed); peasant revolts (anger over the Statute of Labourers and the poll tax broke into revolt in 1381); weakening feudal structures (lords turned labour dues into rents; serfs became free tenants; by the late 1400s serfdom had largely faded); social mobility (some bought land, moved to towns, rented whole farms). Severity: between one quarter and one half of Europe’s people died within a few years; England fell from about six million to perhaps about three million (accept the ranges from 4A). The warning: the numbers are estimates from church records, wills and tax lists — no one counted the dead — and historians still debate the totals (4E). A full answer holds both: enormous scale, exact scale still argued.

Q4. Any order meets the standard if every placement has a yardstick-and-evidence reason. The model in Figure 7b_model_ranking.png puts the money strain and the split empire near the top (both ran long, touched everyone, and pulled other causes along — the lost provinces are the model’s case study of pull: no Africa meant no grain, no tax, no fighting back) and frontier strain high for reach; it ranks the changing army lower on the ground that it is evidence of strain as much as a cause of it. Accept reasoned disagreement with the model — e.g. a student who ranks civil wars first because they stopped the empire defending itself — provided the yardsticks are used. For the short-term events: accept either “no — they ended a process the long causes had made possible, so they belong at the end of the chain, not the top of it” or a reasoned case that the sack of 410 belongs high for its shock effect on belief in Rome itself (it shook how people *thought* about the empire, which is pull on ideas). Both are legitimate; mark the reasoning.

Q5. Mark at least three causes of the contact (conquest under one rule; safe roads kept by one power; the yam relay system and the paiza tablet; merchants following the safety — any three) and at least four consequences (goods such as silk and silver moving; ideas and inventions moving west — printing, gunpowder; travellers’ reports reshaping how each side pictured the other; disease — the plague germ moving west along the routes). The required link: the Mongol-era contact as a **long-term cause** of the Black Death reaching Europe in the 1340s — accept students who phrase it as the routes being a necessary condition for the plague’s westward spread, and reward students who note the same contact is also a long-term cause of the Renaissance’s wealth (trade). Organiser shape: event in the middle, causes one side, consequences the other, arrows showing links.

Q6. (a) Accept: symptoms matching what other writers describe (swellings, dark spots); the plague arriving from the east and spreading place to place, matching the modern reading of the germ travelling the trade routes (1E) and the germ evidence from burial grounds (4E); social breakdown matching other accounts. (b) Accept: numbers of dead; anything outside Florence; what happened years later (the long-term consequences of Part 3). (c) The two- sentence explanation should reach: still valued because it is a first-hand account of the event from someone who lived through it — its details of symptoms and of social breakdown are evidence nothing later-made can replace; still checked because it was written five years later, by a writer with a literary purpose, and one witness cannot settle scale or number (6D habits).

Q7. Mark on: a chain of at least four of the named links in a sensible order (death of workers → labour shortage → surviving workers asking higher pay / lords competing for them → the Statute of Labourers trying to freeze pay → tenants moving, buying freedom, or lords offering better terms to keep them → serfdom fading), a link word in every sentence, and an optional rate judgement using 7A’s language (quick break of the deaths, slow fade of serfdom across the 1400s). Different orders that keep the logic meet the standard.

Q8. Mark on: the strongest evidence for each side — Dobson: the rebels’ order and their specific demands (the tax, the advisers, the courts; the Mile End and Smithfield meetings show they knew what they wanted); Hilton: village-by-village resistance over labour and dues long before 1381, the Statute of Labourers as lords using law against workers, John Ball’s equality teaching showing a deep challenge to serfdom itself — and the student’s own judgement with reasons. Accept the “both at once” position: the long-term anger made a rising possible, the trigger made it happen in June 1381. Do not mark the conclusion itself; two opposed judgements can both be full marks (CONTESTED_TERMS.md Rule 5).

Q9. Mark on: two reasons the “fall” claim is strong (Ward-Perkins’s objects: fine pottery disappearing, roof tiles gone, buildings shrinking, cattle smaller — measurable loss in ordinary life; the political shell genuinely ending — no western emperor after 476, one empire becoming many kingdoms) and two reasons it is weak (Brown’s transformation: Roman law, Latin and the Church kept running into the new kingdoms; farming, faith and daily life continued — 4B’s continuity list; “fall” hides what was built as well as what was lost). The judgement should name

one of the three readings and give a reason tied to its evidence. Accept any of the three as best supported — including Gibbon with his Christianity claim modified — provided the reasoning engages the evidence. Different judgements with sound reasoning all meet the standard (Rule 5).

Q10. Mark on: four parts present and distinct — (1) two long-term causes, each with a real mechanism from the section (Black Death case: population grown past the food supply / the Great Famine showing the strain; Europe and Asia joined by trade routes carrying goods, people and germs; 1381 case: serfdom and the Statute of Labourers; Rome case: any two of Part 4's six); (2) a trigger with a "then" explanation (the poll tax of 1380–81; the plague arriving by ship in 1347–48; Alaric at the gates in 410 — or 476 as the final political break, argued); (3) three consequences, at least one short-term and one long-term, each explained (e.g. death and fear at once; higher pay and the fading of serfdom over generations); (4) a ranked judgement using reach, lastingness and pull, not just asserting "it mattered most". Every claim should sit on something in the section or its figures. The model in Figure 7b_model_response.png shows one acceptable shape; different events, orders and shapes are equally acceptable if reasoned and evidenced.

Sources used in this section

Every source examined or quoted here is a real, citable artifact (D4). Verified 25 August 2026.

- **Giovanni Boccaccio, *Decameron*** — story-collection completed about 1353 in Florence; its Introduction to Day One describes the plague in Florence in 1348. Quoted above in a shortened plain-English rendering made for this section from the Italian. Subject of Figures 7b_boccaccio_card.png and 7b_boccaccio_extract.png. Manuscripts in the Biblioteca Medicea Laurenziana, Florence, and other libraries.
- **The Statute of Labourers (England, 1351)** — act of the English Parliament freezing wages at pre-plague levels and restricting the movement of workers; on the parliament rolls of Edward III. Cited in Parts 2, 3 and the 1381 discussion (joins 4C).
- **The Peasants' Revolt of 1381** — rising across southern and eastern England, June 1381, against the third poll tax; chronicled near its own time in the Anonimale Chronicle and by Thomas Walsingham at St Albans, whose chronicle records John Ball's rhyme ("When Adam delved and Eve span..."). The Mile End and Smithfield meetings and Wat Tyler's death are in those accounts.
- **R. B. Dobson, *The Peasants' Revolt of 1381*** — Macmillan, 1970; the classic modern study, stressing the revolt's organisation and political aims. Summarised as View 1 in the secondary-source close study and in Figure 7b_revolt_debate.png.
- **Rodney Hilton, *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381*** — Temple Smith, 1973; the class-based reading rooting the revolt in long-term struggle over serfdom. Summarised as View 2, same figure.
- **Edward Gibbon, *The History of the Decline and Fall of the Roman Empire*** — 6 volumes, 1776–1788; the classic decline-and-fall reading, including the claim about Christianity's part, paraphrased in the author's own words in Part 4 and Figure 7b_rome_debate.png.
- **Peter Brown, *The World of Late Antiquity*** — Thames and Hudson, 1971; the transformation reading of the period c. 250–800 CE. Summarised in Part 4 and Figure 7b_rome_debate.png.
- **Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization*** — Oxford University Press, 2005; the material-evidence case for real collapse (pottery, roof tiles, cattle size). Summarised in Part 4 and Figure 7b_rome_debate.png.
- **The deposition of Romulus Augustulus, 476 CE** — the end of western imperial rule, by Odoacer; in the sources of 4B (the 476 treatment there is the book's account).
- **The Mongol-era Europe–Asia connections** — the yam relay-post system, the paiza tablet, and Marco Polo's travels as taught in 5C (Yuan-era records and Polo's own book, written with Rustichello of Pisa about 1300). Cited in Part 5 and Figure 7b_contact_organiser.png.
- **The Black Death's spread along trade routes** — as taught in 1E; the identification of the germ *Yersinia pestis* from the teeth of plague-era skeletons is the 4E debate's modern evidence, cited once in the Boccaccio reading notes.

- All dates follow the BCE/CE conventions taught in section 6B. No Aboriginal or Torres Strait Islander content appears in this section; .E01 is a §2A exclusion recorded in the linkage above.

Judging significance: people, events, sites and achievements

Curriculum focus — teacher block

Owning content description — VC2HH8S09 (Historical Concepts and Skills, Historical significance).

Elaboration linkage (D7 — linkage only, not a teaching order; ids verbatim from the VCAA export):

- .E01 (the question bank for judging significance) — taught in Key ideas Part 2 (Figure 7c_questions_bank.png) and practised in Q1–Q2.
- .E02 (the five criteria, and the 5 Rs alternative) — the five criteria taught in Part 3 (Figure 7c_criteria_five.png; student-facing text uses the plain names, the formal labels live in the figure) and the 5 Rs in Part 4 (Figure 7c_five_rs.png); practised in Q2, Q4, Q5 and Q7.
- .E03 (ranking people and events by significance, with reasons) — taught in Part 5 with a worked ranking (Figure 7c_ranking_worked.png) and practised in Q6 and Q9.
- .E04 (a ranked concept map of a whole society) — taught in Part 6 with a model map (Figure 7c_concept_map.png) and practised in the Q10 extended response prep and as a standalone option in Q7.

§2A exclusion: none — all four elaborations are active and none carries the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.

Achievement standard coverage: this section serves the standard's sentence on establishing and analysing historical significance with criteria — recognising and analysing what individuals, events, developments, locations and legacies contributed to the societies studied. All five CD categories are exercised across the tasks: individuals (Q6, Q9), events (Q2, Q8, Q10), sites (Q1), developments (Q7) and cultural achievements (Q5, Q10 option). The Level 7 precursor VC2HH6S09 (explain significance) is assumed as a first taste only (see 2E); this section teaches the analysis version.

Division of labour with other sections: 7C OWNS the significance criteria — the rubric language for every “why does this matter?” task in the book (TOC Ch 7 note). 1D ranks developments in the 600–1750 overview and sends students here for the formal set; 3F, 4D and 5D apply plain working versions of the tests and cross-refer here; 3G, 4E and 5E apply the criteria to sites, legacies and interpretations without re-teaching them; 7A applies one criterion in its Egypt ranking (Part 7/Q6); 7B previews plain yardsticks (how many people, how long, how much further change) and sends students here; 7D owns the communication of the judgement once made.

First Nations disposition (§2A): none — no Aboriginal and Torres Strait Islander content is taught in this section.

Cross-references: 1D (overview rankings), 2E (first taste of significance), 3C/3G (the Colosseum and Roman sites — Q1), 3F/4D/5D (working tests that map onto the formal five, Part 3), 4A (Black Death effects and Magna Carta clauses — the content behind Part 3, Part 6 and the close studies), 4B (Charlemagne), 4E (King Arthur and the Black Death death-toll debate — Q5), 5B/5D (Genghis Khan), 6B (BCE/CE conventions used throughout), 6C/6D (source features and value behind the close study), 7A and 7B (apply/preview the criteria), 7D (writing up the judgement).

Key subject terms defined at first use (D2 exemption 2): historical significance, criterion/criteria, legacy, rank/ranking, justify, concept map, plus the five criterion names in plain form (importance, depth, quantity, durability, relevance). Contested-term handling per `CONTESTED_TERMS.md`: “significant/significance” is not defined by the curriculum, so Rule 1 template 2 applies — the section states this and gives an operational definition (a judgement run against stated criteria); Rule 1b frames it as a frame-dependent judgement, not a measurement; the Magna Carta interpretation steelmans both views symmetrically (Rule 4); all ranking tasks are marked on reasoning and evidence, not on the order or verdict reached (Rule 5, restated in the answer guide).

Teaching sequence (for the teacher). 1. Frame the skill: fame is not significance; significance is a judgement, not a measurement (What you will learn; Part 1, Figure 7c_what_significance.png). 2. The question bank of E01 (Part 2, Figure 7c_questions_bank.png); Q1–Q2 run it over a site and an event. 3. The five criteria of this book, worked over the Black Death, mapped to the 3F/4D/5D working tests and the 7A/7B previews (Part 3, Figure 7c_criteria_five.png); Q4 does the mapping. 4. The 5 Rs as the alternative toolkit and when to use which (Part 4, Figure 7c_five_rs.png); Q5. 5. Ranking and justifying individuals (Part 5, Figure 7c_ranking_worked.png, E03); Q6, Q9. 6. The model concept map (Part 6, Figure 7c_concept_map.png,

E04). 7. Primary source close study: the 793 raid on Lindisfarne — the Anglo-Saxon Chronicle entry and Alcuin’s letters (Figures 7c_asc_card.png and 7c_asc_extract.png); Q3. The close study teaches “How much did it matter to people alive at the time?” — the first E01 question. 8. Secondary source interpretation: was Magna Carta significant? Holt’s in-its-own-time reading versus the legacy reading (Figure 7c_magna_carta_debate.png); Q8. 9. The model extended-response paragraph (Figure 7c_model_judgement.png), then Q10, this chapter’s evidence-based extended response, anchored in the Skills chapters (6C/6D sources, 7D conventions).

Common misconceptions to address: that significance is fame (Part 1 separates them); that significance is size (the 793 close study and the Q10 model show a small event with large significance); that significance is fixed (the Magna Carta debate shows it growing after the event); that significance is praise (harm can be significant — stated in Part 5 and in the worked ranking); that one criterion settles a judgement (every task requires naming the criterion used).

What you will learn in this section

Two students are arguing. One says the most important Roman of all time must be Nero, because everyone has heard of him. The other says it is Augustus, because the way he set up Rome’s rule shaped life for millions of people for centuries. They are mixing up two different things — and this section exists to keep them apart.

- **historical significance** — a judgement about how much an individual, event, site, development or cultural achievement *mattered*: how big a change it made, how many lives it touched, how long its effects lasted, and how much it still helps us understand our own lives. The curriculum does not give one fixed definition, so this book uses that working one: significance is a judgement we make with stated tests, not a number we measure.
- **criterion / criteria** — a stated test used to make that judgement. “How many people’s lives did it touch?” is a criterion. A good significance answer always says which criteria it is using.
- **legacy** — what something left behind that outlived it: laws, buildings, stories, ways of doing things.
- **to rank / ranking** — to put things in order of significance, with reasons.
- **to justify** — to give the reasons and evidence behind a choice, so someone who disagrees can see exactly why you chose it.
- **concept map** — a diagram with a society or topic in the middle and ideas around it, joined by lines and arrows to show what caused or shaped what.

Every “why does this matter?” task in this book is answered with the tools from this section. Sections 3F, 4D and 5D already gave you working versions of the tests; 7A and 7B already made you use them. Here you meet the full set — the formal language the rest of the book borrows.

Key ideas

Part 1: What is historical significance?

Start with the two ideas in the figure below, because everything else rests on them.

Fame is not significance. Fame answers “how many people have heard of it?” Significance answers “how much difference did it make?” Nero is one of the most famous names in history — but fame on its own says nothing about how many lives he changed, or for how long (you met him in 3G). The changes Augustus made after the civil wars of Rome touched millions of lives and lasted for centuries (3F). Historians call those changes significant — not because Augustus is famous.

Significance is a judgement, not a measurement. You can measure a length or a weight and get one right number. You cannot measure significance like that. It is a judgement made with stated tests. Two students can reason carefully from the same evidence and reach different judgements — and both be right. That is not a weakness of history; it is how history works. What is marked in this book is always the *reasoning*, not the conclusion.

Two more separations worth fixing now. Significance is **not praise**: a thing can be highly significant through harm — conquest, plague, war — as much as through benefit. And significance always hides a question: **significant for whom?** A law that helps one group may hurt another; a good answer says whose lives it is judging.

Two ideas to separate before anything else

Fame and significance are not the same thing - and significance is a judgement, not a measurement.

FAMOUS = many people have heard of it

You can check fame by counting: how many people know the name?

Example: the Roman emperor Nero is one of the most famous rulers of the ancient world - people still tell stories about him and the Great Fire of Rome (see section 3G).

But fame on its own says nothing about how many lives he changed, or for how long.

≠

SIGNIFICANT = made a big difference

It changed many lives, deeply, for a long time - or it helps us understand our own world.

Example: the changes Augustus made after the assassination of Julius Caesar touched millions of lives and lasted centuries (see section 3F).

That is why historians call those changes significant - not because Augustus is famous.

A significance claim ("this matters") is a JUDGEMENT made with stated tests - not a measurement like a length or a weight. Two students can reason well from the same evidence and reach different judgements. That is expected. It is the reasoning that is marked.

Two panels separated by a not-equal sign: on the left, fame, using the Roman emperor Nero as a famous name; on the right, significance, using the lasting changes of Augustus as an example that made a big difference; a strip below says a significance claim is a judgement, not a measurement, and two students reasoning well may reach different judgements

Part 2: The questions of significance

Before criteria, questions. This skill comes with a bank of questions, and the figure groups them by what they aim at: the people at the time, the reach, the duration, and the legacy. The habit is simple: pick your subject — an individual, an event, a site, a development or a cultural achievement — and run every question in the bank over it.

One rule makes you a better historian straight away: **where a question has no clear answer, say so.** “We cannot know how many lives changed” is a finding, not a failure. Sources have gaps; saying where the gaps are is part of the analysis (6C).

The questions of significance

The key questions for this skill (E01), grouped by what they aim at. Ask them before you reach for criteria.

What makes this person, event or achievement significant?

PEOPLE AT THE TIME

How much did it matter to people alive at the time?

How far did people's lives change?

REACH

How many people's lives did it touch?

A street, a city, an empire, half the world?

DURATION

How long did the effects last?

Are the consequences still felt today?

LEGACY

What is its legacy?

(What did it leave behind that outlived it?)

How to use these questions: pick the subject (an individual, an event, a site, a development or a cultural achievement), then run every question in the bank over it. Where a question has no clear answer, say so - "we cannot know" is a finding too. The criteria in the next figure turn these questions into scoreable tests.

The master question of significance at the top, with four groups of questions from the bank below it - people at the time, reach, duration and legacy - and a strip at the bottom showing how to run every question over one subject

Part 3: The five criteria of this book

The questions of Part 2 become scoreable tests when they are turned into criteria. The curriculum's own set has five, and this book adopts them as *the* criteria for every significance task in it. In plain words:

1. **Importance** — how much did it matter to the people alive then?
2. **Depth** — how deeply did it change people's lives? (The figure carries the curriculum's formal labels; this book's plain names match them one for one.)
3. **Quantity** — how many people's lives did it touch?
4. **Durability** — how long did the effects on people's lives last?
5. **Relevance** — how much does it help us understand life today?

The figure works all five over the Black Death in Europe from 1348, and it also shows where the tests you have already used sit inside the five: *how big was the change?* is importance and depth; *how many people felt it?* is quantity; *how long did it last?* is durability. Sections 3F, 4D and 5D add two habits on top — *check what the sources show*, and *ask: good for whom?* Keep both. Section 7A ranked changes in Ancient Egypt using one of these criteria at a time, and 7B's plain yardsticks sit inside the same family: *how many people* is quantity, *how long* is durability, and *how much further change it led to* is the legacy question of Part 2 — Resulting in Change in the 5 Rs. One family of tests, one book.

The rule that makes the criteria work: **every significance answer names the criterion it is using**. "The Black Death was significant" is a claim. "The Black Death scores high on quantity, depth and durability, because..." is analysis.

The five criteria of this book

The curriculum's own criterion set (E02), in plain words - worked over the Black Death in Europe from 1348.

Criterion	The test to run	Worked example: the Black Death
IMPORTANCE	how much did it matter to the people alive then?	Huge. People at the time knew their world was breaking: whole villages emptied, and writers of the time called it unlike anything before.
PROFUNDITY (depth)	how deeply did it change people's lives?	Very deep. Death reached every kind of household; work, pay, prices and faith all shifted (see section 4A).
QUANTITY	how many people's lives did it touch?	Enormous. Perhaps one third of Europe's people died - estimates vary, and the debate lives in section 4E.
DURABILITY	how long did the effects on people's lives last?	Centuries. Labour stayed scarce, wages rose, and the old feudal order kept weakening long after the plague years.
RELEVANCE (to us)	how much does it help us understand life today?	High. It shows how societies respond to pandemic disease - who works, who suffers, who gains.
Where the working tests of sections 3F, 4D and 5D fit: how big was the change? (importance / profundity) - how many people felt it? (quantity) - how long did it last? (durability) - plus two habits those sections add: check what the sources show, and ask good for whom? Every significance answer in this book should name the criterion it is using.		

A three-column table of the five significance criteria of this book - importance, depth, quantity, durability and relevance to us - each with the test to run and a worked example over the Black Death, and a strip at the bottom linking them to the working tests of sections 3F, 4D and 5D

Part 4: A second toolkit — the 5 Rs

The curriculum also offers an alternative set, the **5 Rs** — five tests whose English names all begin with R. In your own words they ask: does it still matter now? does it still move people and feel part of who they are? does it reveal something about the past we could not otherwise know? is it remembered — how, and by whom, and who has forgotten it? and did it result in change? The figure gives each R its formal name.

Which toolkit should you use? Both sets ask the same big questions underneath. Use the five criteria when you are scoring and ranking (Part 5). Use the 5 Rs when the subject is about memory and meaning — for example, why a story like King Arthur is still told a thousand and more years after the times it is set (4E is where that debate lives). Either way, **state your toolkit in the first line of your answer**, and stick with it. Switching criteria mid-answer is the most common way a significance argument falls apart.

A second toolkit: the 5 Rs

The curriculum also offers an alternative set of criteria (E02). Pick ONE toolkit per task, name it, and stick with it.

RELEVANCE	RESONANCE	REVEALING	REMEMBERED	RESULTING IN CHANGE
R Does it help us understand life today?	R Does it still touch people now - do they care about it, see themselves in it?	R Does it uncover something about the past we could not otherwise know?	R Is it remembered? How, and by whom - and who has forgotten it?	R Did it cause change - and how much?

Which toolkit? Both sets ask the same big questions underneath: how much did it matter, how deeply, to how many, for how long, and why does it still matter now? Use the five criteria when you are scoring and ranking (Part 5). The 5 Rs are useful when a subject is about memory and meaning - for example, why a story like King Arthur is still told (see section 4E). State your toolkit in the first line of any answer.

Five columns, one for each R of the alternative toolkit - does it matter now, does it still move people, does it reveal the past, is it remembered, did it result in change - with a strip below on choosing a toolkit and naming it in the first line of any answer

Part 5: Ranking and justifying

Ranking is where the criteria earn their keep. The method has three steps:

1. **Score** each item against the criteria — a short note per criterion, not a mark out of ten. Evidence, not impressions: point to what changed, who felt it, how long it lasted.
2. **Order** the items from most to least significant.
3. **Justify** each placement in one sentence that names a criterion: “X ranks above Y because its effects reached more people and lasted longer.”

The figure below runs the method over three individuals you have studied — Augustus (3F), Charlemagne (4B/4D) and Genghis Khan (5B/5D) — and gives one model order with its reasons. Read the model order carefully, then read the strip under it twice: **significance is not praise** (the Khan ranks first mostly through conquest and harm), and **a different order, defended with the same criteria and real evidence, passes**. Two reasoned orders can both be right, because the judgement is the point, not the podium.

Ranking individuals by significance - one worked example (E03)

Three individuals from this book, scored against the five criteria. A different order can earn full marks if its reasoning holds.

Criterion	Augustus (3F)	Charlemagne (4B/4D)	Genghis Khan (5B/5D)
Importance at the time	High - ended civil wars; one new way of ruling	High in his own lands - revived empire in the west; ordered schools	High - united the steppe peoples (1206); conquests reshaped Asia
Profundity (depth)	Deep - republic gave way to one-man rule	Deep for courts, Church and learning; less so for peasants	Deep both ways - law, army and trade rebuilt; conquered lands destroyed
Quantity (lives touched)	Tens of millions across the empire	Millions across western Europe	Across most of Asia - the largest land empire in history
Durability	Centuries - the empire kept his form of rule	Centuries - his schools and the idea of a united Europe lived on	Centuries - the Europe-Asia links his empire forged lasted long after (5B)
Relevance to us	High - laws, roads, cities still studied	High - school and church structures; 'father of Europe'	High - trade routes and exchange; death-toll debates still run (5E)
One model order: 1st Genghis Khan, 2nd Augustus, 3rd Charlemagne. The Khan's changes reached the widest area, touched the most lives and lasted for centuries - though much of that effect was harm. Augustus: fewer people, but deeper change to how they were ruled. Charlemagne's reach was smaller, yet his durability argues for moving him up.			
Significance is not praise. Something can be highly significant through harm - conquest, plague, war - as well as through benefit. And a different order, defended with these criteria and evidence, passes too: it is the reasoning that is marked.			

A table scoring Augustus, Charlemagne and Genghis Khan against the five criteria, with one model order and its reasons, and a strip reminding that significance is not praise and that a different order defended with criteria and evidence also passes

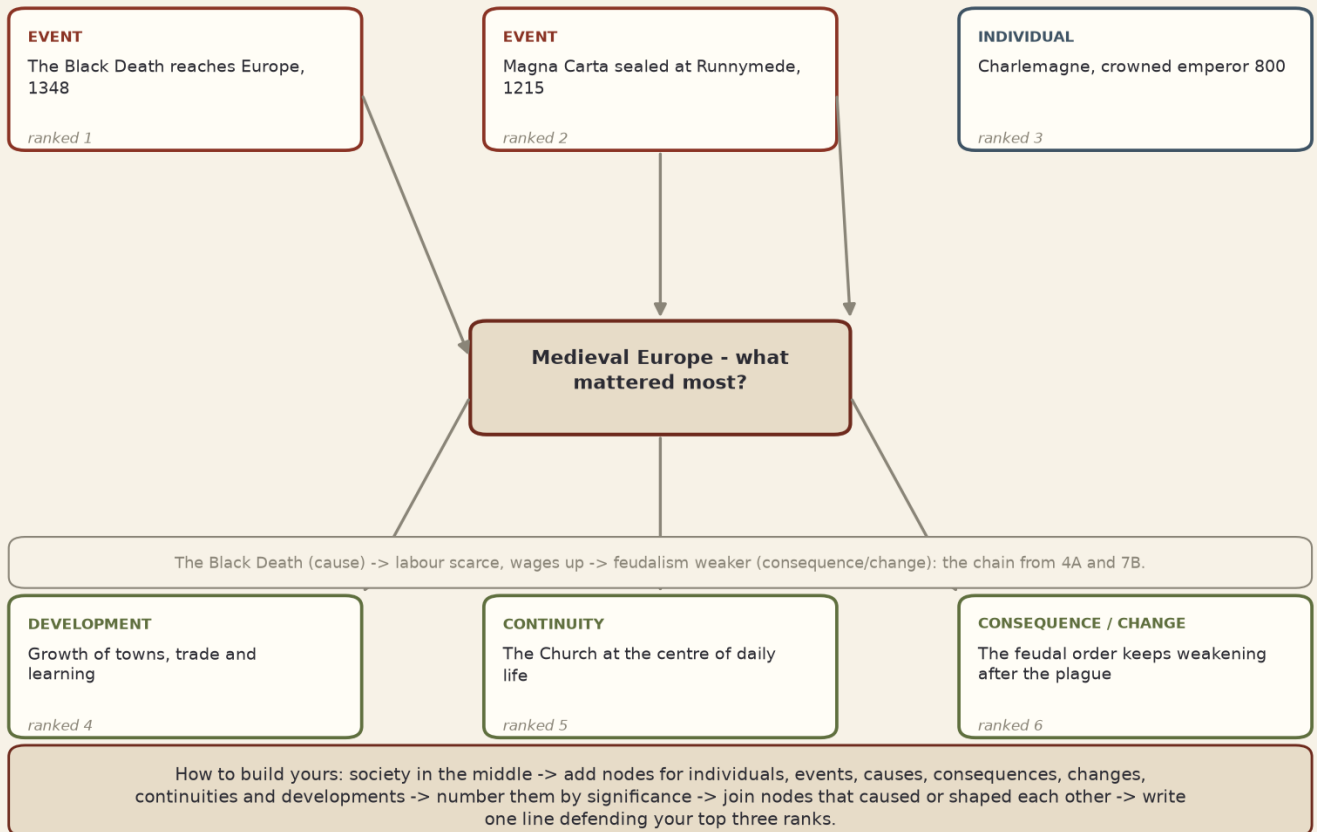
Part 6: A concept map of significance

The last move is to put a whole society's past on one page and rank it. The figure is a model concept map for medieval Europe: the society in the middle; around it, nodes of every kind — individuals, events, causes, consequences, changes, continuities and developments — each with a significance rank, and arrows joining the nodes that caused or shaped each other. The Black Death sits at rank 1 in the model, and the strip in the map shows the causal chain behind that rank: plague → labour scarce → wages up → the feudal order weaker (the chain you built in 4A and 7B).

Build your map in four moves: society in the middle; add nodes of every kind; number them by significance using named criteria; join what caused or shaped what. Then write one line defending each of your top three ranks. Your map may put the nodes in a different order from the model — that is expected, for the same reason as in Part 5.

Concept map of significance - a model: medieval Europe (E04)

One society in the middle; its past sorted by kind and ranked for significance. Your map may rank differently - give reasons.



A model concept map for medieval Europe with the society in the middle and six labelled nodes around it - two events, one individual, one development, one continuity, and one consequence and change - each ranked for significance and joined by arrows, with strips giving the causal chain behind the top rank and the steps for building your own map

Primary source close study: how people at the time read an event — Lindisfarne, 793

The first question in the bank of Part 2 asks how much it mattered **to people alive at the time**. The only way to answer it is to listen to those people. In 793, two voices survive.

Lindisfarne was a monastery on a small island off the coast of Northumbria, in the north of England — one of the holiest sites in the country. In 793 it was raided by seaborne attackers we now call Vikings. By the standards of later Viking attacks it was small. By the standards of the people living through it, it was an earthquake. The source cards introduce the two voices; the extract figure gives you the chronicle entry to read closely.

Source cards: two voices of the year 793

One event, two primary sources. Cards like these go with every source study in this book.

SOURCE 1 - THE ANGLO-SAXON CHRONICLE, ENTRY FOR 793

WHAT IT IS

A running record of events, kept and copied in monasteries over generations

WHO WROTE IT

Anonymous monastic writers; this version's entry was kept down in southern England

WHEN

The event: 793. The surviving copy was written out in the early 1100s.

WHERE IT SURVIVES

Bodleian Library, MS Laud Misc. 636 (manuscript E)

WHY IT MATTERS HERE

It shows WHAT people at the time recorded - and HOW they explained it: omens first, then the raid

SOURCE 2 - THE LETTERS OF ALCUIN

WHAT IT IS

Three letters of shock and advice, written within months of the news

WHO WROTE IT

Alcuin, a scholar from York, head of Charlemagne's palace school at Aachen

TO WHOM

The king of Northumbria, the bishop of Lindisfarne, and the monks of Wearmouth-Jarrow

WHERE IT SURVIVES

In Latin letter collections (MGH Epistolae IV)

WHY IT MATTERS HERE

It shows how people at the time FELT and EXPLAINED: Alcuin blamed sin - dress, drink, greed

These are primary sources: evidence of how people at the time saw an event - the first big question of significance (E01). Read the extract in the next figure before answering.

Two source cards for the year 793: one for the Anglo-Saxon Chronicle entry and one for the letters of Alcuin, each giving what the source is, who wrote it, when, where it survives, and why it matters for significance

Reading the 793 entry: the Anglo-Saxon Chronicle in plain English

Rendered into modern words by the author from manuscript E. Read carefully - four traps and findings are marked.

THE ENTRY FOR 793 (AUTHOR'S OWN PLAIN-ENGLISH RENDERING)

"In this year terrible signs came over the land of Northumbria and frightened the people terribly. There were great whirlwinds and flashes of lightning, and fiery dragons were seen flying in the air. A great famine followed. Soon after this, on the sixth day before the Ides of January, the ravages of heathen men made pitiful destruction in God's church on Lindisfarne, by plunder and slaughter."

1. SIGNS FIRST

The writer spends more words on omens than on the raid itself. That tells you what people at the time feared most - and how they explained events.

2. THE DATE TRAP

"Sixth day before the Ides of January" = 8 January - yet many historians place the raid on 8 June. Even a famous event's date can be contested. Check what sources actually say.

3. PLAIN WORDS, GAPS LEFT IN

"Heathen men" - the writer never says where the raiders came from. We read Vikings into it. Note what a source does NOT say.

4. THE TARGET NAMED

"God's church" - the monastery on the island of Lindisfarne, one of the holiest sites in England. The choice of target is part of the significance.

AND THE OTHER VOICE: ALCUIN, WRITING FROM CHARLEMAGNE'S COURT IN 793

"Never before has such terror been seen in Britain as we have now suffered at the hands of this heathen people" (author's rendering of Alcuin's Latin). He counted about 350 years of Christian life in England since the mission of Augustine in 597 - and he blamed the raid on sin: fine dress, drinking, greed.

Question to sit with: two sources, one event - one records, one explains. Which is more useful evidence for how significant the raid was AT THE TIME?

The chronicle entry for 793 rendered in plain modern English, with four boxed careful-reading notes - signs first, the date trap of 8 January versus June, the gaps the source leaves, and the target named - plus a strip giving Alcuin's view that the raid was a punishment for sin

Three things to notice as you read. First, the chronicle writer spends more words on whirlwinds, lightning and fiery dragons than on the raid itself — evidence of what people at the time feared and how they explained events. Second, the entry dates the raid to 8 January, while many historians place it in June: even a famous event's date can be contested, so check what the sources actually say (a 6D habit). Third, the writer never says where the "heathen men" came from — we read *Vikings* into the entry from what else we know. Noting what a source does **not** say is also analysis.

Alcuin gives the second voice. Writing from Charlemagne's court within months of the news, he called the raid a terror never before seen in Britain across some 350 years of Christian life, and he explained it as punishment for sin — for fine dress, drinking and greed. You do not have to agree with Alcuin's explanation to use his letter: it is direct evidence of how important the event felt to people at the time, which is exactly the criterion of importance. Here is the lesson of the whole close study: **the raid's significance at the time was far bigger than the raid's size**. Quantity is one criterion, not the whole judgement.

Secondary source interpretation: was Magna Carta significant?

Now the opposite case: an event whose significance *grew* after the event itself. The facts are in the figure's timeline — sealed by King John at Runnymede on 15 June 1215; struck down by Pope Innocent III on 24 August 1215; civil war; then reissues, and a long afterlife as real law (4A has the clauses themselves).

Two views of the charter's significance, each given its best case, sit side by side in the figure. View A reads the charter **in its own time**: a failed peace deal between a king and a group of barons, dead within weeks, speaking for very few people. View B reads it **in its afterlife**: reissued, enrolled as law, wielded against kings for centuries, its due-process clauses still law in Britain today and echoed in later rights documents. The historian J. C. Holt, in his study

Magna Carta (Cambridge University Press, 1992; second edition 2015), gives View A its full scholarly weight — and neither view is wrong. They apply different criteria, and the verdict follows the criteria. That is the whole point of this section in one example: significance is not in the event like weight is in a stone. It is a judgement we make about the event — and it can grow, as *Magna Carta*’s did, long after the people of 1215 were gone.

Was Magna Carta significant? - two views, both given their best case

Same event, different criteria, different verdicts. That is the whole point of this section.

THE FACTS (READ 4A FOR THE CLAUSES THEMSELVES)

Sealed by King John at Runnymede, 15 June 1215 -> Pope Innocent III annulled it, 24 August 1215 -> civil war -> reissued in 1216, 1217 and 1225 -> placed on the statute roll in 1297 -> four 1215 originals survive today.

VIEW A - IN ITS OWN TIME: BARELY

- It failed at its own job: it was a peace deal between the king and a group of barons, and it collapsed into civil war within weeks.

- The pope struck it down; no court applied it in 1215.

- It spoke for barons and the Church, not for the mass of ordinary people.

Scored by IMPORTANCE AT THE TIME and PROFUNDITY: limited.

VIEW B - IN ITS AFTERLIFE: ENORMOUS

- It came back: reissued three times, and enrolled on the statute roll in 1297 - real law, not a dead deal.

- Clause 39/40 - no free person imprisoned or stripped of rights without lawful judgement - is still law in Britain today.

- Wielded against kings for centuries (Coke, the Petition of Right 1628) and echoed in later rights documents such as the US Fifth Amendment (1791).

Scored by DURABILITY and RELEVANCE: enormous.

Neither view is wrong. They apply different criteria - and the verdict follows the criteria. That is why every significance answer must NAME the criterion it is using. The historian J. C. Holt’s study *Magna Carta* (Cambridge University Press, 1992; second edition 2015) is the classic case for reading the charter in its own time - View A given full scholarly weight.

Your turn in Q8: take ONE criterion from each column and argue which view wins on it.

A fact timeline for Magna Carta above two views each given their best case - of little significance in its own time, very significant in its afterlife - each scored against different criteria, with a strip explaining that neither view is wrong because the verdict follows the criteria named

Practice tasks (with help)

Q1 (site). Take the Colosseum in Rome (3C, 3G). Run two questions from the bank in Part 2 over it — one reach question and one duration question. Answer each in one sentence, using a starter if useful: “In terms of reach, ...”, “In terms of duration, ...”. If a question has no clear answer for you, say what is missing.

Q2 (event). Copy the table below for the Black Death in Europe (4A, 4E), and fill it in using the worked column of the criteria figure as your model.

Criterion

One sentence of evidence

Importance (at the time)

Quantity

Durability

Q3 (close study). Using the extract figure: (a) list the signs the chronicle entry records before the raid; (b) why might the writer have spent more words on the signs than on the raid itself? Give one reason in your own words; (c) Alcuin blamed the raid on sin. Which criterion of significance does his letter still give direct evidence for, and why?

Q4 (criteria). Match each working test on the left to the formal criterion on the right. One test on the left matches two criteria; one test has no match among the five — for that one, say which toolkit it belongs to instead.

Working test (from 3F/4D/5D and 7B)	Formal criterion
a. How big was the change?	1. Quantity
b. How many people felt it?	2. Durability
c. How long did it last?	3. Importance / depth
d. How much does it tell us about our lives now?	4. Relevance
e. How much further change did it lead to (7B)?	

Q5 (cultural achievement, 5 Rs). The stories of King Arthur are still told, filmed and retold today (4E). Using the 5 Rs toolkit, decide which two of the Rs score highest for the Arthur stories and write one sentence per R giving your reason. Start each sentence with the R's question in your own words.

Q6 (ranking). In the ranking figure, the model order puts Genghis Khan first, Augustus second and Charlemagne third. Swap two of the three and write the justification sentence for your new order in the figure's style: "X ranks above Y because..." Name at least two criteria in your sentence.

Tasks to try on your own

Q7 (development). The growth of towns, trade and learning in medieval Europe (4A) is a development, not a single event. Write a significance claim of three to four sentences for it, naming at least two criteria and backing each with one piece of evidence from what you studied in Chapter 4. Finish with one sentence on who gained and who did not.

Q8 (interpretation). In the Magna Carta figure, View A wins on importance at the time and View B wins on durability and relevance. Your task: choose **one** criterion and argue, in four to five sentences, which view wins on *that* criterion, with evidence from the timeline and from 4A. End with one sentence on what your choice of criterion did to the verdict.

Q9 (individuals). Choose any three individuals you have studied this year (from any chapter). Rank them by significance and write one justification sentence per placement, each naming the criterion it leans on. Then add one final sentence: which single criterion, if you weighted it more heavily, would change your order — and how?

Q10 (chapter extended response). Choose one subject you have studied this year — an individual, an event, a site, a development or a cultural achievement. Write one paragraph (six to ten sentences) judging its significance, using the moves of the model paragraph below: a claim; the counter-case met head-on; at least two criteria named and backed with evidence; and a judgement that answers the question. Use the question bank (Part 2) to gather your evidence, the criteria (Part 3) or the 5 Rs (Part 4) to test it, and the writing conventions of 7D to present it. State your toolkit in your first sentence. A different verdict from the model, defended with named criteria and evidence, earns full marks.

Model extended response: was the raid of 793 significant?

One model paragraph, colour-coded by its moves. Q10 asks you to write one like this about a subject of your choice.

CLAIM

COUNTER-CASE

CRITERION + EVIDENCE

JUDGEMENT

The raid on Lindisfarne in 793 was highly significant - but not because of its size.

By quantity, it was small: one island monastery, a handful of monks killed or taken, one church plundered.

By importance at the time, however, it was huge: the Anglo-Saxon Chronicle set it down beside lightning, dragons and famine, and Alcuin, writing from Charlemagne's court within months, called it a terror never before seen in Britain across some 350 years of Christian life.

By durability, it is larger still: the raid stands at the opening of the Viking Age, and over the next two and a half centuries Viking raiding and settlement reshaped Britain's language, place-names and rule.

Judged by what it began, and by what people at the time made of it, the raid's significance outweighs its size many times over.

The reasoning is what is marked, not the conclusion: a different verdict, defended with named criteria and evidence, earns full marks. Notice the moves: claim, then the counter-case met head-on, then criteria named and evidenced, then a judgement that answers the question.

A model paragraph on the raid of 793 with each part boxed and coded by colour for its move - claim, counter-case, criterion plus evidence, criterion plus evidence again, judgement - and a strip explaining that the reasoning is what is marked, not the conclusion

Answer guide (for the teacher)

Marking disposition (CONTESTED_TERMS.md Rules 4–5): significance is a judgement word; mark the quality of reasoning and the use of evidence, never the order or verdict reached. Where a student's order differs from a model order, check whether each placement is defended with a named criterion and accurate evidence — if yes, it passes.

- **Q1.** Accept any two bank questions run sensibly over the Colosseum; reach answers should touch the crowds it held and the empire that built it; duration answers should touch its survival and fame as a site (3G). Reward an honest “we cannot know” for the lives-changed question.
- **Q2.** Importance: writers of the time described it as unlike anything before; whole villages emptied. Quantity: perhaps a third of Europe's people died (estimates vary — 4E). Durability: labour scarcity, rising wages and the weakening feudal order ran on for centuries (4A).
- **Q3.** (a) Whirlwinds, lightning, fiery dragons; then famine. (b) Any reasoned answer — e.g. the writer saw the signs as part of the event, as warning or punishment; the raid and the signs were one story to him. (c) Importance at the time — Alcuin's shock is direct evidence of how the event felt to contemporaries.
- **Q4.** a→3, b→1, c→2, d→4. e has no match among the formal five: it is the legacy question of Part 2 and Resulting in Change in the 5 Rs — accept either naming of the toolkit.

- **Q5.** Strongest Rs are usually remembered and relevance (still told, still felt part of identity); revealing also acceptable (the stories reveal medieval wishes and values — 4E). Reasons must carry evidence, e.g. manuscript retellings, modern films.
- **Q6.** Any swap passes if the justification names two criteria and uses accurate evidence (e.g. Charlemagne above Augustus on durability of ideas — the schools and the “father of Europe” legacy).
- **Q7.** Look for two named criteria with Chapter 4 evidence (towns and trade: quantity and durability; learning: relevance) and a “good for whom?” sentence (merchants and some peasants gained; lords lost control — 4A).
- **Q8.** On durability or relevance, View B should win with the 1297 statute roll, the surviving due-process clauses, and later use (Coke 1628, the US Fifth Amendment 1791). On importance at the time, View A wins (annulment within ten weeks, civil war). The closing sentence should notice that the criterion chose the verdict.
- **Q9.** Any three individuals, any order; check one criterion per placement and an honest sensitivity sentence (e.g. weighting quantity more heavily tends to lift Genghis Khan or the Black Death’s architects).
- **Q10.** Use the model paragraph’s move structure as the checklist: claim; counter-case met; ≥ 2 named criteria with evidence; judgement answering the question; toolkit stated in line one. Mark reasoning, not conclusion. Source accuracy per 6C/6D (the 793 model uses the chronicle entry and Alcuin; students may use any sourced content from the book).

Sources used in this section

- **Anglo-Saxon Chronicle**, entry for 793, manuscript E (Bodleian Library, MS Laud Misc. 636; the Peterborough tradition). Student-facing rendering is the author’s own plain English, checked against the standard 19th-century edition (B. Thorpe, *The Anglo-Saxon Chronicle*, Rolls Series, 1861). The entry’s “sixth day before the Ides of January” (8 January) and the common historians’ June dating are both presented as a careful-reading note.
- **Alcuin, letters of 793** (to King Æthelred of Northumbria, to Bishop Higbald and the community of Lindisfarne, and to the monks of Wearmouth-Jarrow), in *MGH Epistolae IV (Karolini aevi II)*, ed. E. Dümmler (Berlin, 1895). Quotations in student-facing text are the author’s own rendering of the Latin; the “350 years” counts from Augustine’s mission of 597.
- **Magna Carta facts:** sealed at Runnymede 15 June 1215; annulled by Pope Innocent III 24 August 1215; reissued 1216, 1217 and 1225; enrolled on the statute roll 1297; four 1215 originals survive (British Library $\times 2$, Lincoln Cathedral, Salisbury Cathedral); due-process clauses 39/40 remain law in Britain; later uses include Coke and the Petition of Right (1628) and echoes in the US Fifth Amendment (1791). Interpretive framing follows J. C. Holt, *Magna Carta* (Cambridge University Press, 1992; second edition 2015).
- All facts were verified against the section’s cross-referenced siblings (3F, 4A, 4B, 4E, 5B, 5D) on 25 August 2026. Dates use BCE/CE per the conventions of 6B. No Aboriginal and Torres Strait Islander content appears in this section (§2A).

Building your own historical interpretations: concepts, conventions, evidence

Curriculum focus — teacher block

Owning content description — VC2HH8S10 (Historical Concepts and Skills, Communicating).

Elaboration linkage (D7 — linkage only, not a teaching order; ids verbatim from the VCAA export, final ids over substantive elaborations):

- .E01 (partial, per the TOC §3 row and the chapter 7 binding; applying the period's terms and concepts) — taught in Part 2 as a twenty-term bank (Figure 7d_terms_bank.png), the §2A trio (Country, Place, Deep Time) omitted per the binding; the remaining twenty terms are taught and then used all through the section.
- .E02 (describing, explaining and arguing from evidence) — modelled in Part 5 on the Luttrell Psalter (the worked artwork example) with every sentence tagged (Figure 7d_e02_model.png); practised in Q5 and inside Q10.
- .E03 (presentations in different formats, such as visual displays) — modelled in Part 7 on Angkor Wat (the worked temple example) as plan plus timeline plus annotations plus summary (Figure 7d_display_angkor.png); read in Q6, built in Q7.
- .E04 (developing a historical argument from relevant evidence) — modelled in Part 6 as four moves on the founding of Constantinople (Figure 7d_argument_model.png); practised in Q8 and Q10.
- .E05 (presenting findings; formats chosen by audience and purpose) — taught in Part 9 (Figure 7d_formats.png); the format choice in Q10 is the student's.

§2A exclusion: .E01 carries the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Per the chapter 7 binding, 7D teaches the elaboration's term list *minus* Country, Place and Deep Time; those three terms are not taught here and do not appear in student-facing text. If students raise them, redirect to the §2/§2A sections that own them.

Achievement standard coverage: this section is the book's home for the standard's communicating work at Levels 7–8: students construct and present historical interpretations and arguments that use concepts, terms, knowledge and conventions, with evidence from sources, in formats matched to audience and purpose. Concept words are applied from their own sections — continuity and change from 7A, cause and consequence from 7B, significance criteria from 7C — and the source/evidence split is applied from 6C/6D (VC2HH8S03/VC2HH8S04), not re-taught.

First Nations disposition (§2A): none — the active elaborations carry no Aboriginal and Torres Strait Islander content, and the one term list that does (.E01) is taught only in part, per the binding above.

Cross-references: 1D (the ancient/medieval/pre-modern timeline behind the term bank), 3D (turning points — the language reused in Parts 3, 6 and 8), 4B (feudalism as described by Marc Bloch — the definition adopted here), 6B (BCE/CE dating, used throughout), 6C (what a source is), 6D (what a tested source shows — the evidence step of every chain), 7A (continuity and change), 7B (cause and consequence), 7C (significance criteria, applied in Parts 6–8 and Q8). No section assumes a specific Level 7 sequence (D1).

Key subject terms defined at first use (D2 exemption 2): interpretation, convention, source, evidence (the 6C/6D split restated in Part 3), annotation, plus the twenty term-bank words glossed in Figure 7d_terms_bank.png. Contested-term handling per CONTESTED_TERMS.md: “feudalism” is defined with attribution (the order of land and service as described in 4B, after Marc Bloch) and never used bare; “significance” is treated as a judgement word and always run through the 7C criteria; the two readings of Constantinople's founding (Gibbon against many modern historians) are steelmanned symmetrically in Figure 7d_argument_model.png and Q9, with marks on reasoning, not conclusion (Rule 5, stated in the figure and the answer guide).

Teaching sequence (for the teacher). 1. Frame the CD: an interpretation is a checkable account, built from five parts (What you will learn; Part 1, Figure 7d_interpretation_parts.png). 2. The term bank (Part 2, Figure 7d_terms_bank.png, E01 partial); Q2 puts it to work. 3. The chain — source, evidence, claim, interpretation (Part 3, Figure 7d_chain.png); Q3 rebuilds it on the Luttrell Psalter. 4. The conventions (Part 4, Figure 7d_conventions.png); Q4 rewrites weak lines strong. 5. Primary-source close study: the Luttrell Psalter as artwork evidence (Part 5, Figure 7d_e02_model.png, E02); Q5 writes two tagged sentences. 6. The four-move

argument with two strong readings (Part 6, Figure 7d_argument_model.png, E04); Q8 writes moves 2–4, Q9 steelmans both sides. 7. The model annotated display, Angkor Wat (Part 7, Figure 7d_display_angkor.png, E03); Q6 reads it, Q7 builds a new one. 8. The model interpretation paragraph, every sentence tagged (Part 8, Figure 7d_model_interpretation.png), then the checklist (Part 10, Figure 7d_checklist.png). 9. Formats for audience and purpose (Part 9, Figure 7d_formats.png, E05); the format choice in Q10 — this chapter’s evidence-based extended response — is the student’s.

Common misconceptions to address: that an interpretation is an opinion (it is a claim plus its whole chain of evidence, Part 3); that any fact is evidence (evidence is what a tested source shows *for a claim*, Part 3); that one source is enough (the perspective check in Part 5); that conventions are decoration (they are what makes checking possible, Part 4); that significant means famous (the 7C criteria, Parts 6–8).

What you will learn in this section

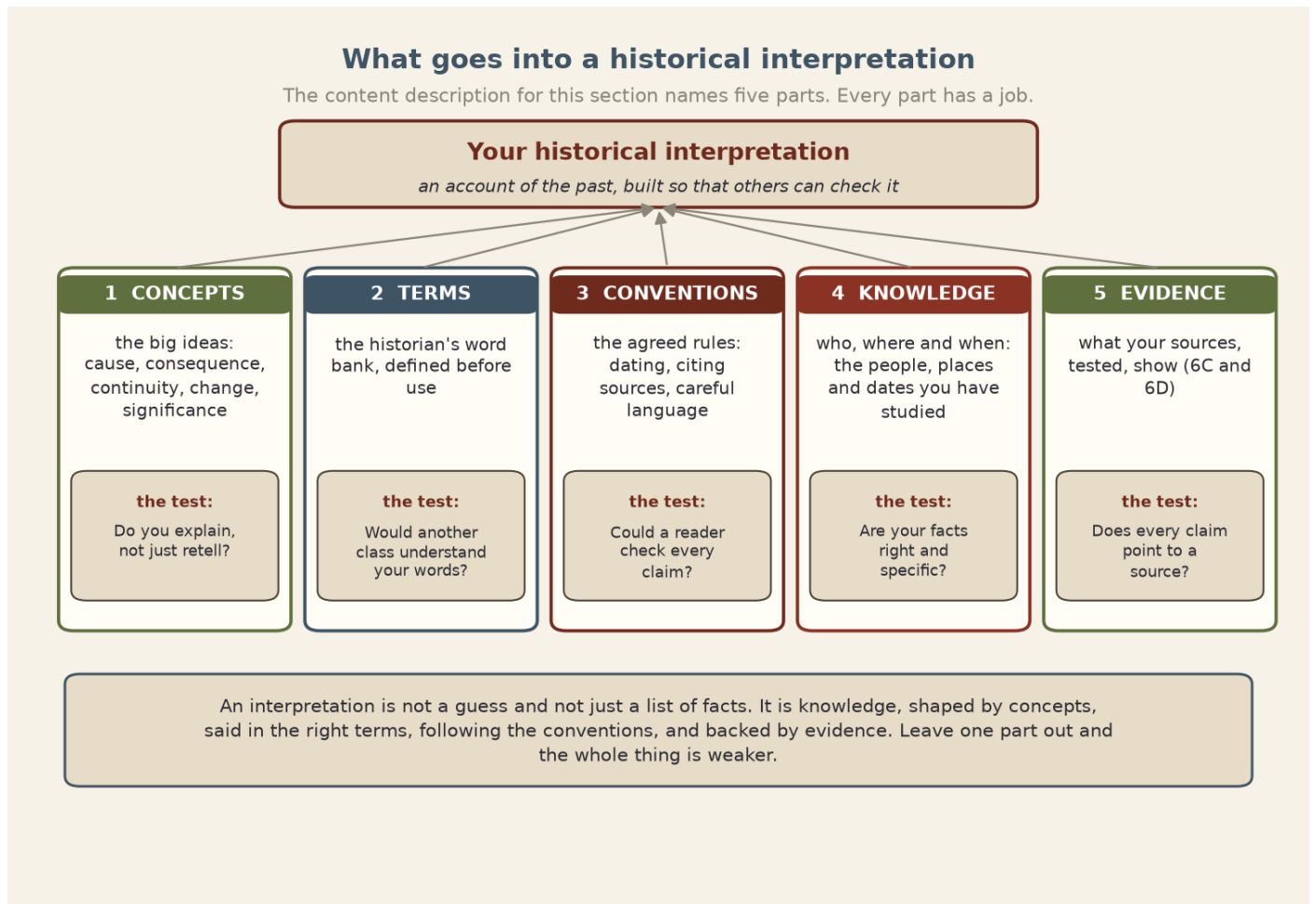
Ask a historian a question about the past and you will not get a list of facts. You will get an **interpretation** — an account of the past, built so that others can check it. Not a guess, not just a story: a claim, backed by evidence, said in careful words.

In this section you will build interpretations of your own, using the five parts the curriculum names:

- **concepts** — the big ideas you already own: cause, consequence, continuity, change, significance (sections 7A–7C).
 - **terms** — the historian’s word bank, defined before use (Part 2).
 - **knowledge** — the real people, places and dates you have studied (Part 3 onward).
 - **conventions** — the agreed rules of the job: dating, citing sources, careful language (Part 4).
 - **evidence** — what your sources, tested, actually show (6C and 6D).
-

Key ideas

Part 1: The five parts of an interpretation



Five panels labelled concepts, terms, conventions, knowledge and evidence, each with a one-line gloss and a “the test” box, feeding into a single box labelled your historical interpretation, above a strip stating that leaving one part out weakens the whole

Every part has a job and a test. The tests in the figure are the ones to ask yourself before you hand anything in — the checklist in Part 10 is the same five tests in tick-box form.

Part 2: Your term bank

The curriculum itself lists the words a historian of this period uses. Here they are in plain language, in three groups.

Your term bank: twenty words you own at Level 8

The twenty terms of VC2HH8S10, in plain words

TIME AND PERIOD WORDS	SOCIETY WORDS	TOOL WORDS
<i>say when</i>	<i>say how people lived</i>	<i>say how you know</i>
history the study of the past	slavery people owned, made to work	source anything left to study (6C)
pre-history the past before writing	feudalism land and service order (Bloch, 4B)	evidence what a tested source shows (6D)
ancient 10,000 BCE to 600 CE	divine right power from God, not the people	cause what makes it happen (7B)
medieval about 600 to 1750 CE	worldview how a society explains the world	consequence what follows (7B)
pre-modern before about 1750	religion beliefs about the sacred	continuity what stays the same (7A)
archaeology past lives, read from objects		change what becomes different (7A)
Pleistocene the ice ages; to 11,700 years ago		significance importance, by criteria (7C)
Holocene our age; last 11,700 years		

Use these words with care: define any contested term before you argue with it, and say whose definition you are using. Some are already yours: significance by the criteria of 7C, and the source-evidence split of 6C and 6D.

Three-panel term bank: time and period words (history, pre-history, ancient, medieval, pre-modern, archaeology, Pleistocene, Holocene), society words (slavery, feudalism, divine right, worldview, religion) and tool words (source, evidence, cause, consequence, continuity, change, significance), each term with a one-line gloss, above a strip saying to define contested terms and say whose definition is used

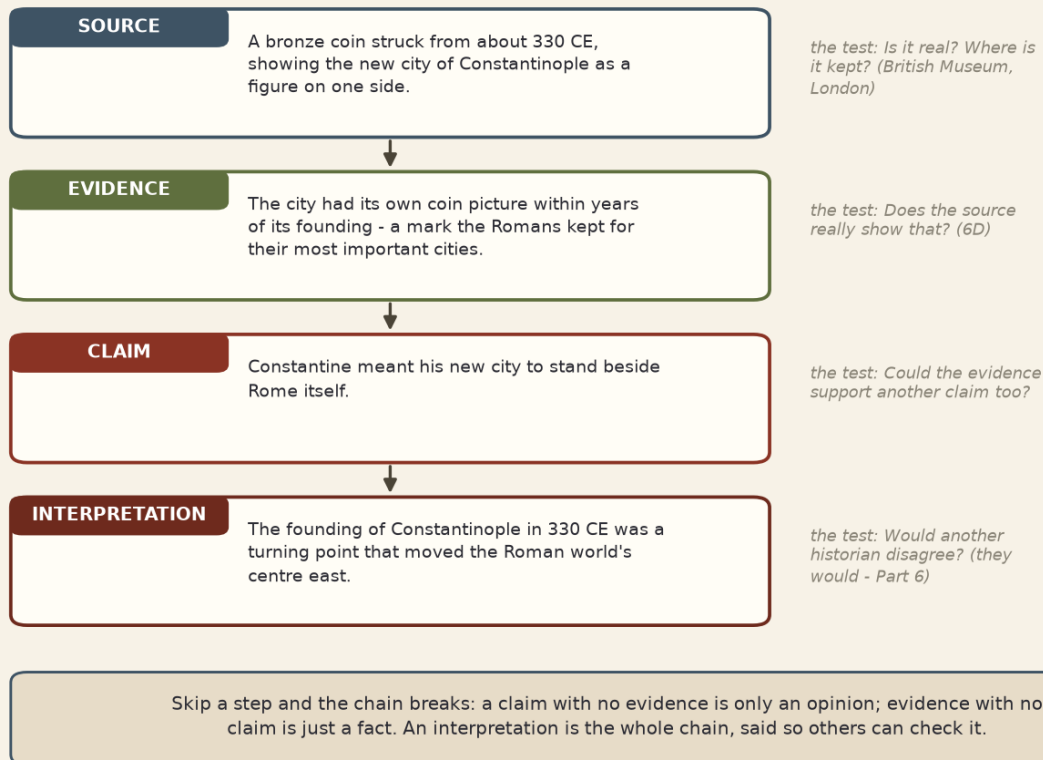
Two rules for the tricky ones. First, **define before you use**: if a word is contested — historians argue about it — say what you mean by it. By **feudalism** mean the order of land and service described in section 4B (after the historian Marc Bloch); by **significance** mean importance judged by the tests of section 7C. Second, **say whose definition you are using** — a term borrowed with a named owner is a tool; a term used bare is a trap.

Part 3: The chain — source, evidence, claim, interpretation

Everything in this section rests on one split you learned in 6C and 6D: a **source** is anything left from the past that we study; **evidence** is what a tested source shows *for a claim*. The chain below works one real source all the way through.

From source to interpretation

One worked chain: each step rests on the one before it



Four-step chain from source to interpretation worked on a bronze coin of about 330 CE showing Constantinople: source (the coin, British Museum, London), evidence (the city had its own coin picture within years of its founding), claim (Constantine meant his new city to stand beside Rome), interpretation (the founding was a turning point that moved the Roman world's centre east), each step with a checking question, above a strip stating that a claim with no evidence is only an opinion

Notice the checking question beside each step. They are the habit that makes history history: at every step, could someone else check this?

Part 4: The conventions historians write by

Conventions are the agreed rules of the job, so any reader can check your work. They are not decoration — they are what separates an interpretation from a story.

The conventions historians write by

Conventions are the agreed rules of the job, so any reader can check your work

without the conventions		with the conventions
"The city was built a very long time ago."	DATING	"Constantine dedicated Constantinople in 330 CE. (6B)"
"Everyone knows the emperor was powerful."	CITING	"The giant marble head of Constantine, kept in the Capitoline Museums, Rome, shows him larger than life."
"The new capital definitely ruined the western empire."	HEDGING	"The founding may have drawn officials and wealth east; some historians argue this left the west weaker."
"Feudalism caused everything in the Middle Ages."	DEFINING	"By feudalism I mean the order of land and service described in 4B; it shaped much of medieval life."
Five rules: 1 use the agreed dating system (BCE/CE, 6B). 2 name every source - what it is, when made, where kept. 3 keep apart what a source shows and what you think it means. 4 use careful language ('may have', 'suggests'). 5 define contested terms before use.		

Four weak-versus-strong pairs labelled dating, citing, hedging and defining, each with a weak sentence ("The city was built a very long time ago") beside a strong one ("Constantine dedicated Constantinople in 330 CE"), above a strip listing five rules: use BCE/CE, name every source, keep apart what a source shows and what you think it means, use careful language, define contested terms before use

Part 5: Describing a society from an artwork

The curriculum asks you to describe how a society was structured, using a source such as an artwork as evidence — who stood where. Our artwork is the **Luttrell Psalter** (the name means a richly painted book of Bible songs for worship), made in Lincolnshire, England, about 1325–1340 CE, for the landowner Sir Geoffrey Luttrell, and kept in the British Library, London.

Model: describing a society, with evidence from a source

An E02-style task: describe how a society was structured, using a source such as an artwork as evidence

THE SOURCE - The Luttrell Psalter (a psalter is a book of Bible songs for worship)

What: a richly painted book of worship, made in Lincolnshire, England, about 1325-1340 CE, for the landowner Sir Geoffrey Luttrell. Kept: British Library, London (Add MS 42130).

Two famous pages: one shows peasants ploughing with oxen while a woman brings food; another shows Sir Geoffrey at table with his family, served on fine tableware.

Medieval England was a society ordered by rank.

KNOWLEDGE

Most people worked the land: one page of the Luttrell Psalter shows peasants driving a plough with oxen under a watchful overseer.

EVIDENCE - ARTWORK

Above them stood landowners such as Sir Geoffrey Luttrell, whom the same book shows feasting with his family from fine plates.

EVIDENCE - ARTWORK

The book itself - made for worship, full of religious scenes - shows the place of religion in daily life.

EVIDENCE + TERM

One lord's book shows the world as he wished it seen, so we check it against other sources, such as manor rolls.

PERSPECTIVE CHECK

Every sentence does a job: knowledge, evidence, or check. The artwork is not decoration here - it is the evidence. Notice also the honest last move: say what your source can and cannot show.

Source card for the Luttrell Psalter (what it is, when made, where kept, two famous pages) above a five-sentence model description of medieval England's social order, each sentence tagged with its job: knowledge, evidence from the artwork, evidence plus term, and a perspective check, above a strip noting that the artwork is the evidence and that the last move says what the source can and cannot show

The last move is the honest one: one lord's book shows the world as he wished it seen, so we check it against other sources — manor rolls, court records, other voices (6D applied).

Part 6: An argument in four moves

The worked example of a historical argument is this: **explain why a past event mattered and what caused it, using relevant evidence.** Four moves, worked on the founding of Constantinople.

A historical argument, built in four moves

An E04-style argument task: explain why a past event mattered and what caused it, using relevant evidence

MOVE 1 - CLAIM

Constantine's founding of Constantinople in 330 CE was one of the most significant turning points of the pre-modern world.

MOVE 2 - CAUSE

Old Rome stood far from the empire's richest provinces and its most threatened frontiers. The site of Byzantium, where the new city rose, commanded the sea road between the Aegean and the Black Sea.

MOVE 3 - EVIDENCE

Bronze coins struck from about 330 CE give the new city its own proud image (British Museum, London). The giant marble statue of Constantine in Rome shows imperial power in this period (Capitoline Museums). Eusebius, writing in the 330s CE, recorded the emperor building his new city (Life of Constantine).

MOVE 4 - SIGNIFICANCE

Constantinople served as the capital of the eastern empire for over a thousand years, until 1453. By the test of durability (7C), few decisions in this book lasted longer.

TWO READINGS, BOTH STRONG

Edward Gibbon, 1781

In *The History of the Decline and Fall of the Roman Empire*, Gibbon judged Constantine's choice of site a commanding one: a seat of empire placed at the centre of trade and defence.

Many modern historians

The new capital drew wealth, officials and soldiers east, leaving the western half of the empire weaker before its collapse in the 400s CE.

Both readings rest on the same event. Marks go to the reasoning and the evidence - not to the side you choose.

Four-move argument on the founding of Constantinople in 330 CE: move 1 claim (one of the most significant turning points of the pre-modern world), move 2 cause (Old Rome stood far from the richest provinces and the site commanded the sea road between the Aegean and the Black Sea), move 3 evidence (the CONSTANTINOPOLIS bronze coins in the British Museum, the giant marble statue of Constantine in the Capitoline Museums, Eusebius writing in the 330s CE), move 4 significance (the city served as the eastern capital for over a thousand years), beside a panel steelmanning two readings - Edward Gibbon in 1781 praising the site, and many modern historians arguing the eastward drain weakened the west - with a box stating that marks go to the reasoning and the evidence, not the side chosen

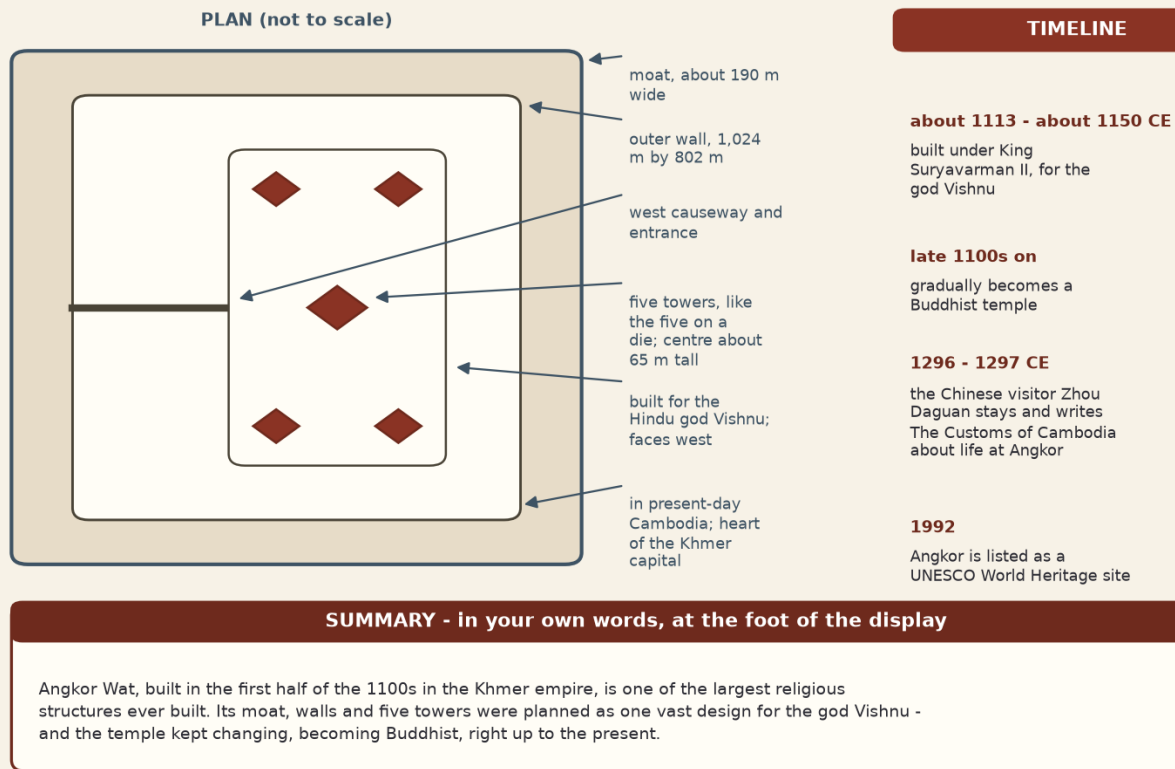
Both readings in the side panel are strong. That is not a problem — it is what history looks like. Two historians can weigh the same event in different ways; the mark goes to how well you reason from the evidence, not to which side you land on.

Part 7: A model display — Angkor Wat

One format the curriculum names is a visual display showing the specific features of a temple, supported by a timeline, **annotations** (notes pinned to parts of a diagram) and a summary. The model is **Angkor Wat**, in present-day Cambodia, heart of the Khmer empire.

Model display: an annotated diagram, a timeline and a summary

The curriculum's own E03 example: show the features of a temple, with annotations on a diagram



*Model annotated display of Angkor Wat: a schematic plan showing the moat, outer wall, west entrance and five towers with six annotations naming features and measurements, a timeline column (built about 1113 to about 1150 CE under King Suryavarman II for the god Vishnu; gradually becomes Buddhist from the late 1100s; Zhou Daguan visits in 1296 to 1297 and writes *The Customs of Cambodia*; listed as a UNESCO World Heritage site in 1992), and a summary box in the student's own words*

Four things to notice: the plan is not to scale but every measurement is real and checkable; every annotation names a feature *and* a fact; the timeline carries change (becoming Buddhist) as well as founding; the summary is one short paragraph in plain words.

Part 8: A model interpretation, sentence by sentence

Everything in this section comes together in one short paragraph. Study how each sentence does a job.

A model interpretation: every sentence tagged

One short paragraph carrying the whole standard - concepts, terms, conventions, knowledge and evidence

In 330 CE the Roman emperor Constantine founded a new city, Constantinople, on the site of Byzantium.

KNOWLEDGE + CONVENTION (CE date)

He chose the site because it commanded the sea road between the Aegean and the Black Sea.

CAUSE + KNOWLEDGE

Bronze coins struck from about 330 CE give the new city its own image; they are kept in the British Museum, London.

EVIDENCE + SOURCE CITED

These coins suggest that the founding mattered far beyond one reign.

CAREFUL LANGUAGE + INFERENCE

Constantinople went on to serve as the eastern capital for over a thousand years, so its founding was a turning point of lasting significance.

CONSEQUENCE + SIGNIFICANCE (7C)

Five sentences, five jobs: set the scene, name the cause, bring the evidence, infer with care, judge the significance. Nothing here could not be checked by a reader holding the same sources.

Five-sentence model interpretation of the founding of Constantinople, each sentence in its own box beside a tag naming its job: knowledge plus convention (CE date), cause plus knowledge, evidence plus source cited, careful language plus inference, consequence plus significance, above a strip listing the five jobs: set the scene, name the cause, bring the evidence, infer with care, judge the significance

Read the tags down the side and you can hear the whole standard: concepts, terms, conventions, knowledge and evidence — all five, in five sentences.

Part 9: Choose the format that fits

The curriculum asks you to present what you know in a range of formats — a **podcast** (a recorded audio show), an oral presentation, an essay — each fitted to the **audience** (who takes it in) and the **purpose** (what you want them to understand). The display in Part 7 is a fourth format.

Choose the format that fits your audience and purpose

The curriculum's own E05 examples - podcast, oral presentation, essay - plus the annotated display

PODCAST	ORAL PRESENTATION	ESSAY	ANNOTATED DISPLAY
Who for listeners, often classmates on headphones Why to draw listeners in and inform them Evidence rides on spoken quotes, images described in words, interviews Watch your script, timing, a strong opening, sources named out loud	Who for the class and teacher in the room Why to explain and persuade, face to face Evidence rides on spoken points plus images shown Watch your look up, use notes - do not read out, signpost each part	Who for a marker reading alone Why to argue a claim in careful writing Evidence rides on quotes and named sources in the body Watch your paragraphs, a point per paragraph, BCE/CE dates, defined terms	Who for people who stop and look Why to show features at a glance Evidence rides on labels, a plan or picture, a timeline, a summary Watch your title, annotations, captions with dates and places
First ask: who will take this in, and what do I want them to understand? The answer picks the format - and every format still needs the same five parts: concepts, terms, conventions, knowledge and evidence.			

Four-column guide to podcast, oral presentation, essay and annotated display, each column with who for, why, what the evidence rides on, and what to watch, above a strip stating that the audience and purpose pick the format, and that every format still needs the same five parts

The format changes; the five parts do not. A podcast still needs evidence — spoken quotes, sources named out loud. An essay still needs careful language. The checklist below runs on all four.

Part 10: Before you hand it in

Before you hand it in: the interpretation checklist

One check for each part of the standard

CONCEPTS	TERMS	CONVENTIONS	KNOWLEDGE	EVIDENCE
☐ Did I use concept words - cause, consequence, continuity, change, significance?	☐ Did I use my term bank?	☐ Are dates in BCE/CE (6B)?	☐ Are my people, places and dates right and specific?	☐ Does every claim point to a source?
☐ Did I explain, not just retell the story?	☐ Did I define any contested term before using it?	☐ Is every source named - what, when, where kept?	☐ Did I leave out anything I could not check?	☐ Did I say what each source shows?
		☐ Did I use careful language where the evidence is thin?		☐ Did I check my source against another (6D)?

If you can tick all five columns, your interpretation is ready - in any format. A tick you cannot give is not bad luck; it is your next draft step.

Five-column checklist labelled concepts, terms, conventions, knowledge and evidence, each with two or three tick boxes phrased as questions (“Did I use concept words?”, “Does every claim point to a source?”), above a strip stating that a tick you cannot give is not bad luck but your next draft step

Practice tasks (with help)

Q1. Each statement below shows one of the five parts at work. Say which part (concepts, terms, conventions, knowledge, evidence): (a) “Every claim in my paragraph points to a source.” (b) “I explain why the city was built there, not just that it was.” (c) “I define feudalism before I use it, and say I mean it as in 4B.” (d) “I name the emperor, the city and the year 330 CE.” (e) “I write ‘may have’ because one coin is not full proof.”

Q2. Sort these six term-bank words into the three groups of Figure 7d_terms_bank.png (time and period / society / tool): Holocene, divine right, archaeology, consequence, pre-modern, worldview. Then write one sentence using any two of them correctly.

Q3. Rebuild the chain of Figure 7d_chain.png for the Luttrell Psalter. The SOURCE step is done for you: “A painted book of worship made in Lincolnshire about 1325–1340 CE, kept in the British Library, London.” Write the next three steps using the ploughing page: EVIDENCE (what the page shows), CLAIM (what it suggests about who did the work of the manor), INTERPRETATION (one sentence about the social order of medieval England). Use the checking questions beside each step in the figure.

Q4. Rewrite each weak sentence strong, using the rules strip of Figure 7d_conventions.png: (a) “The temple was built ages ago.” (b) “Angkor Wat proves every worker loved the king.” (c) “Everyone knows the psalter shows real life.”

Q5. Using the family-at-table page of the Luttrell Psalter (Sir Geoffrey served with his family from fine plates), write two tagged sentences exactly as in Figure 7d_e02_model.png: one KNOWLEDGE sentence about who stood above whom, and one EVIDENCE sentence using the page. Then add a third: a PERSPECTIVE CHECK sentence saying what one lord’s book cannot show.

Q6. Using Figure 7d_display_angkor.png: (a) name one fact the plan shows and one fact only the timeline shows; (b) which timeline event is a change, and which concept word from your bank names it? (c) write your own two-sentence summary of Angkor Wat in plain words.

Tasks to try on your own

Q7. Build your own annotated display (E03) for ONE of the curriculum's own four: an ancient battle, a temple, a pyramid complex or a burial site (not Angkor Wat — that is the model). Your display must have: a labelled diagram with at least four annotations; a timeline of at least three dated events; a summary of two or three sentences. Every annotation and timeline event must carry a source note naming a real record or object a historian could check.

Q8. Write your own four-move argument (E04) for the claim: “The founding of Constantinople in 330 CE was one of the most significant turning points of the pre-modern world.” Move 1 is the claim (given). You write moves 2–4: cause, evidence (at least two sources from Part 6, each saying what it shows), and significance (apply at least one 7C test by name).

Q9. Two readings of the same event: Gibbon judged the site commanding; many modern historians argue the new capital drained the west of wealth and people, leaving it weaker before its collapse in the 400s CE. Give the strongest case a supporter of each reading could make (one example or piece of evidence each), then two or three sentences of your own reasoned view. You are marked on the reasoning, not on which side you land on.

Q10. Extended response (this chapter's evidence-based extended response): construct and present a historical interpretation of ONE of — the founding of Constantinople, the social order of medieval England, or Angkor Wat — in a format of your choice (podcast outline, oral presentation plan, essay, or annotated display). Your answer must: use at least two sources and say what each shows; use at least three term-bank words correctly, defining any contested one; follow the conventions (BCE/CE dates, named sources, careful language); and finish with a completed checklist from Figure 7d_checklist.png, naming honestly any tick you could not give.

Answer guide (for the teacher)

Q1. (a) evidence; (b) concepts (cause); (c) terms; (d) knowledge; (e) conventions (careful language). Accept reasons that name the part's job from Figure 7d_interpretation_parts.png.

Q2. Time and period: Holocene, pre-modern, archaeology (the figure's time panel glosses archaeology as “past lives, read from objects”); society: divine right, worldview; tool: consequence. The sentence must use two words with correct sense (e.g. “Archaeology reads the Holocene landscape”).

Q3. Accept chains whose steps are kept apart. A model: EVIDENCE — the page shows peasants driving a plough with oxen under a watchful overseer; CLAIM — the heavy farm work of the manor was done by peasants, not by the landowner; INTERPRETATION — medieval England was a society ordered by rank, in which most people worked the land for a few above them. Marks on the split: the evidence step stays with what the page shows; the claim steps beyond it; the interpretation names the whole (6D applied).

Q4. Models: (a) “Angkor Wat was built about 1113—about 1150 CE, under King Suryavarman II.” (dating + knowledge); (b) “The temple's size suggests the king could call on many workers; it does not, by itself, show how they felt.” (careful language + what the source cannot show); (c) “The psalter shows life as one lord wished it seen, so we check it against manor rolls.” (perspective check + citing). Accept any rewrite that applies the named rule.

Q5. Accept tagged sentences that keep the jobs apart. Models: KNOWLEDGE — “Above the peasants stood landowners such as Sir Geoffrey Luttrell”; EVIDENCE — “the same book shows him at table with his family, served from fine plates, while the peasants work”; PERSPECTIVE CHECK — “made for one lord's worship, the book shows the world from the top, so we check it against other sources”. Marks on tagging accuracy and on the honesty of the check.

Q6. (a) Plan fact: the moat is about 190 m wide / the outer wall is 1,024 m by 802 m / five towers stand like the five on a die; timeline-only fact: the temple gradually became Buddhist / Zhou Daguan visited in 1296–1297 / UNESCO

listing in 1992. (b) The becoming- Buddhist event is **change** (the term from the tool bank). Accept 1992 as change too if defended as a change in status, though the stronger answer is the religious change. (c) Any two-sentence summary naming what it is, when built, for whom, and one fact of scale.

Q7. Mark on: four or more annotations; three or more dated timeline events; a summary; every annotation and event carrying a real, checkable source note (e.g. Giza: the pyramids themselves, Herodotus's descriptions, the workers' village remains; a battle: Hastings — the Bayeux Tapestry, the Anglo-Saxon Chronicle). Diagram need not be to scale; measurements must be real.

Q8. Mark on: all four moves present; move 3 citing at least two of the Part 6 sources with what each shows (the CONSTANTINOPOLIS bronzes; the giant marble statue; Eusebius); move 4 naming a 7C test (durability is the natural one — capital for over a thousand years). A move 2 that reaches beyond "Constantine chose it" to geography (the sea road between the Aegean and the Black Sea) separates strong answers.

Q9. For Gibbon: the site commanded the sea road between the Aegean and the Black Sea, sat near the empire's richest provinces and its most threatened frontier, and the city held as a capital for over a thousand years — a choice vindicated by durability. For the modern reading: the new capital drew wealth, officials and soldiers east for generations, and the western half collapsed in the 400s CE while the east endured — the drain reading explains the difference. Own view: any reasoned position, including "both weigh the same event by different tests". Mark the reasoning only; two opposed conclusions can both be full marks (Rule 5).

Q10. Mark on: two sources used with what each shows; three term-bank words used correctly with contested ones defined and attributed; conventions kept (BCE/CE, named sources, careful language); format matched to a named audience and purpose; the checklist completed honestly — a named unticked box with a draft step reads as strength, not weakness. The interpretation must be checkable: a reader holding the same sources could follow every step.

Sources used in this section

Every source examined or cited here is a real, citable artifact (D4). Verified 25 August 2026.

- **Commemorative bronze coins of about 330 CE showing CONSTANTINOPOLIS as a figure** — struck for the dedication of the new city; British Museum, London. Subject of Figures 7d_chain.png and 7d_argument_model.png.
- **The colossal marble statue of Constantine (head, hands and feet fragments)** — early 300s CE; Capitoline Museums, Rome (Palazzo dei Conservatori). Cited in Figure 7d_argument_model.png.
- **Eusebius of Caesarea, *Life of Constantine (Vita Constantini)*** — composed in the 330s CE by a bishop who knew the emperor; survives in later manuscript copies held in European libraries; standard English translation Cameron and Hall, 1999 (Oxford). Cited in Figure 7d_argument_model.png.
- **The Luttrell Psalter, about 1325–1340 CE** — illuminated manuscript made in Lincolnshire for Sir Geoffrey Luttrell; British Library, London, Add MS 42130. Subject of Figure 7d_e02_model.png and of Q3–Q5.
- **Angkor Wat, Siem Reap, Cambodia** — the monument itself, built about 1113–about 1150 CE under Suryavarman II; on the UNESCO World Heritage List since 1992. Subject of Figure 7d_display_angkor.png and of Q6–Q7.
- **Zhou Daguan, *The Customs of Cambodia*** — account of life at Angkor by a Chinese visitor who stayed in 1296–1297 CE; survives in later Chinese copies; standard English translation Smithies, 2007. Cited in Figure 7d_display_angkor.png.
- **Edward Gibbon, *The History of the Decline and Fall of the Roman Empire, 1776–1788*** — standard edition Bury, 1896–1900; the reading steelmanned beside the modern one in Figure 7d_argument_model.png and Q9 (CONTESTED_TERMS Rule 4).
- All dates follow the BCE/CE conventions taught in section 6B. No First Nations content appears in this section; of .E01's term list, Country, Place and Deep Time are excluded per §2A and not taught.