



Orange High School: HSIE Department

# 2019 Formal Assessment Task

## Student information sheet

Subject	History
Year	8
Task	Medieval Europe
Task Weighting	20%
Week task was issued	Week 4
Week task is due	Week 6

### Task overview:

#### Research Task:

**You will choose and research a famous person from Medieval Europe and present your research in a digital format (Word, Power Point etc.). You will be given time in class to research and construct your response and your teacher will scaffold the task to assist you.**

#### STEP #1: Choose an individual

Use the following websites to guide you help you find an individual that interests you.

<http://www.medieval-life-and-times.info/famous-medieval-people/>

<http://medieval.stormthecastle.com/famous-medieval-people.htm>

<http://www.lordsandladies.org/middle-ages-people.htm>

#### Possible Choices:

Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace or Joan of Arc

***Ask your teacher if you are having trouble deciding on an individual!***

#### STEP #2: Answer the following questions in a Word Document or Power Point:

(Each question should be used as a heading and each slide should include appropriate visuals such as pictures and maps)

- 1) Identify the person you have chosen to research, when where they born and where? What class were they a part of (Nobility, Knights, Surfs, clergy etc.)? **-2 Marks**

**Name of my chosen person:**

**The class society they were part of:**

**Where my individual was born:**

- 2) Create a timeline that shows the important events (six facts) from your chosen person's life (battles fought, places visited etc). **-3 Marks**
  
- 3) Choose two sources (one primary and one secondary), ADAM ANT (Your teacher will explain this in class) and answer the following questions:
  - A) What can this source teach us about the individual you have chosen?
  - B) Can you trust the information in the source? Why or why not? **-10 Marks**
  
- 4) Use the information from your sources to explain why do you think that this person is considered an important individual from the middle ages? Use the PEEL structure in your response, minimum one page. **-10 Marks**



**Glossary (Key Terms and Concepts)**

ADAM ANT	Information taken from a source: Author, Date, Audience, Message, Agenda, Nature and Techniques
PEEL	A technique used in paragraph writing: Point, Expand, Evidence and Link
<b>Focus outcomes assessed:</b>	
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies.
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past.

# Marking Criteria

Question 1		MARK
<ul style="list-style-type: none"> <li>- Identifies an appropriate individual, their date and place of birth</li> <li>- Includes appropriate visuals (Map and/or Picture)</li> </ul>		2
<ul style="list-style-type: none"> <li>-Identifies an appropriate individual</li> <li>-May Include appropriate visuals (Map and/or Picture)</li> </ul>		0-1
Question 2		MARK
<ul style="list-style-type: none"> <li>-Creates a timeline using correct conventions detailing six important events in the life of the chosen individual</li> </ul>		3
<ul style="list-style-type: none"> <li>-Creates a timeline using correct conventions detailing some of the important events in the life of the chosen individual</li> </ul>		2
<ul style="list-style-type: none"> <li>-Attempts a timeline detailing a few of the important events in the life of the chosen individual</li> </ul>		0-1
Question 3		MARK
<ul style="list-style-type: none"> <li>- Presents a sophisticated response drawing on detailed, relevant and accurate historical information from each source</li> <li>- Completes ADAM ANT for both a Primary and Secondary Source</li> <li>- Demonstrates sophisticated use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		9-10 A
<ul style="list-style-type: none"> <li>- Presents a response drawing on detailed, relevant and accurate historical information</li> <li>- Completes ADAM ANT for both a Primary and Secondary Source</li> <li>- Demonstrates appropriate use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>		7-8 B
<ul style="list-style-type: none"> <li>- Presents a response drawing on relevant and mostly accurate historical information with some detail</li> <li>- Completes ADAM ANT for both either a Primary and Secondary Source</li> <li>- Mostly demonstrates appropriate use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>		5-6 C
<ul style="list-style-type: none"> <li>- Presents a response using some relevant and accurate historical information, but with inaccuracies</li> <li>- Completes ADAM ANT for either a Primary or Secondary Source</li> </ul>		3-4

<ul style="list-style-type: none"> <li>- Demonstrates some use of historical terms and concepts</li> <li>- Refers to the source inconsistently</li> </ul>	D
<ul style="list-style-type: none"> <li>- Presents a response with limited historical information and many inaccuracies</li> <li>- Limited ADAM ANT for either a Primary or Secondary Source</li> <li>- Demonstrates limited use of historical terms and concepts</li> <li>- Limited use of source in the written response</li> </ul>	1 – 2  E
<b>Question 4</b>	<b>MARK</b>
<ul style="list-style-type: none"> <li>- Presents a sophisticated response drawing on detailed, relevant and accurate historical information</li> <li>- Uses PEEL Structure to complete response</li> <li>- Demonstrates sophisticated use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>	9– 10  A
<ul style="list-style-type: none"> <li>- Presents a response drawing on detailed, relevant and accurate historical information</li> <li>- Uses PEEL Structure to complete response</li> <li>- Demonstrates appropriate use of historical terms and concepts</li> <li>- Refers directly to the sources</li> </ul>	7 – 8  B
<ul style="list-style-type: none"> <li>- Presents a response drawing on relevant and mostly accurate historical information with some detail</li> <li>- Attempts to use PEEL Structure to complete response</li> <li>- Mostly demonstrates appropriate use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>	5 – 6  C
<ul style="list-style-type: none"> <li>- Presents a response using some relevant and accurate historical information, but with inaccuracies</li> <li>- Attempts to use PEEL Structure to complete response</li> <li>- Demonstrates some use of historical terms and concepts</li> <li>- Refers to the sources inconsistently</li> </ul>	3 – 4  D
<ul style="list-style-type: none"> <li>- Presents a response with limited historical information and many inaccuracies</li> <li>- Limited use of PEEL Structure to complete response</li> <li>- Demonstrates limited use of historical terms and concepts</li> <li>- Limited use of sources in the written response</li> </ul>	1 – 2  E