



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                       |   |
|-----------------------|---|
| <b>Subject</b>        | History   |
| <b>Topic</b>          | Medieval Europe   |
| <b>Class Teacher</b>  | Ms Wright, Mr Bonin, Ms Hurford, Mr Walton, Ms Green, Mr Nonnenmacher and Ms Harris |
| <b>Head Teacher</b>   | Mr I Paine  |
| <b>Stage</b>          | 4 – Year 8  |
| <b>Task Weighting</b> | 25%   |
| <b>Date Given</b>     | Week 4  |
| <b>Date Due</b>       | Week 7  |

### Assessment Outline

You will choose and research a famous person from Medieval Europe (400 to 1499) and present your research in a digital format (Word, PowerPoint, Sway etc.)

You will be given time in class to research and construct your response.

### Task

1. Choose an individual to research and find **at least 5** different pieces of information (sources) to use about that person. This information can be written, a picture, statue, grave, building etc.
2. Complete the following and present your information in a digital format;
  - a. Create a short biography of your chosen individual. (2 marks)  
Include;
    - i. Name
    - ii. When born
    - iii. Where born
    - iv. Parents and family
    - v. What class were they a part of? (Nobility, Knights, Peasant, Clergy etc)
    - vi. Maps and images
  - b. Create a timeline that shows **6** important facts from your chosen individual's life e.g. battles fought, places visited etc. (They must be different to the biography facts you have provided)

**TASK CONTINUES OVER THE PAGE**

c. Choose 2 pieces of information that you used for your research. (10 marks)

Complete for the 2 sources;

i. ADAM ANT

|                    |  |
|--------------------|--|
| <u>A</u> uthor     | <ul style="list-style-type: none"> <li>Who created the source?</li> <li>What can we find out about the creator?</li> <li>What does the information tell you about the source and any bias it may concern?</li> </ul>   |
| <u>D</u> ate       | <ul style="list-style-type: none"> <li>When was the source created?</li> <li>What else was happening at this time?</li> <li>Are there similar or different sources available from the same period?</li> <li>How does the time period influence the type of source and how it was created?</li> </ul> |
| <u>A</u> udience   | <ul style="list-style-type: none"> <li>For whom was the source created?</li> <li>How does the source address the viewer?</li> <li>Are there any people the sources are not aimed at? How can you tell?</li> </ul>  |
| <u>M</u> essage    | <ul style="list-style-type: none"> <li>What is the author trying to convey in the source?</li> <li>What information does the author not communicate in the source?</li> </ul>  |
| <u>A</u> genda     | <ul style="list-style-type: none"> <li>Why did the author create this source?</li> <li>What is the author's point-of-view/opinion? How can you tell?</li> <li>How does the author try to influence the intended audience?</li> </ul>   |
| <u>N</u> ature     | <ul style="list-style-type: none"> <li>What type of source has the author created?</li> <li>How does the type of source influence the content?</li> </ul>  |
| <u>T</u> echniques | <ul style="list-style-type: none"> <li>How does the language used by the author communicate their point of view/opinion?</li> <li>Is imagery used? How does it influence the audience's interpretation?</li> </ul>   |

ii. What can this source teach us about the individual you have chosen?

iii. Can you trust the information in the source? Why or Why not?

d. Use the information you have collected and explain why this individual is considered an important person from the Middle Ages period. Use the PEEL structure in your response (provided below), minimum one page. (10 marks)

|                     |  |
|---------------------|--|
| <u>P</u> oint       | Make your point  |
| <u>E</u> vidence    | Back It Up: Support your point with evidence and examples                              |
| <u>E</u> xplanation | Explain how the evidence supports your point   |
| <u>L</u> ink        | Link this point to the next point in the following paragraph – OR – back to main point |

- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
- **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
- The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

# Marking Criteria

## Outcomes to be Assessed

|       |   |
|-------|---|
| 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.                  |

## Question 1

| CRITERIA   | MARK |
|--|------|
| <ul style="list-style-type: none"> <li>Identifies an appropriate individual, date, place of birth, family and social class status</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>Includes appropriate visuals (maps and/or pictures)</li> </ul> | 2    |
| <ul style="list-style-type: none"> <li>Identifies an appropriate individual, date, place of birth, family and social class status</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Includes appropriate visuals (maps and/or pictures)</li> </ul>  | 1    |
| <ul style="list-style-type: none"> <li>Nothing provided</li> </ul>   | 0    |

## Question 2

| CRITERIA   | MARK |
|--|------|
| <ul style="list-style-type: none"> <li>Creates a timeline using correct conventions detailing <u>six</u> 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 (4 to 5) of the important events in the life of the chosen individual</li> </ul>  | 2    |
| <ul style="list-style-type: none"> <li>Creates a timeline using correct conventions detailing a few (1 to 3) of the important events in the life of the chosen individual</li> </ul> | 1    |

## Question 3

| CRITERIA   | MARK        |
|--|-------------|
| <ul style="list-style-type: none"> <li>Has found at least 5 sources for research information</li> <li>Presents a sophisticated response drawing on detailed, relevant and accurate historical information from each source</li> <li>Refers directly to the sources in written response</li> <li>Completes ADAM ANT for <u>2</u> selected sources</li> <li>Demonstrates sophisticated use of historical terms and concepts</li> </ul> | 9 – 10<br>A |
| <ul style="list-style-type: none"> <li>Has found at least 5 sources for research information</li> <li>Presents a response drawing on detailed, relevant and accurate historical information</li> <li>Refers to sources in written response</li> <li>Completes ADAM ANT for <u>2</u> selected sources</li> <li>Demonstrates appropriate use of historical terms and concepts</li> </ul>   | 7 – 8<br>B  |
| <ul style="list-style-type: none"> <li>Has found some sources for research information</li> <li>Presents a response drawing on relevant and mostly accurate historical information with some detail</li> <li>Refers to sources inconsistently in written response</li> <li>Completes ADAM ANT for EITHER of the 2 selected sources</li> <li>Demonstrates mostly appropriate use of historical terms and concepts</li> </ul>          | 5 – 6<br>C  |
| <ul style="list-style-type: none"> <li>Has found 2 sources for research information</li> <li>Presents a response using some relevant and mostly accurate historical information, but with inaccuracies</li> <li>Refers to sources inconsistently in written response</li> <li>Completes an incomplete ADAM ANT for EITHER 2 selected sources</li> <li>Demonstrates some use of historical terms and concepts</li> </ul>              | 3 - 4<br>D  |
| <ul style="list-style-type: none"> <li>Has found only 1 source for research information</li> <li>Presents a response with limited historical information with many inaccuracies</li> <li>Limited use of sources in written response</li> <li>Completes an incomplete ADAM ANT</li> <li>Demonstrates limited use of historical terms and concepts</li> </ul>  | 1 – 2<br>E  |

**Question 4**

| <b>CRITERIA</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 in written response</li></ul>                       | 9 – 10<br>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 to sources in written response</li></ul>  | 7 – 8<br>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>• Demonstrates mostly appropriate use of historical terms and concepts</li><li>• Refers to the sources inconsistently in written response</li></ul> | 5 – 6<br>C  |
| <ul style="list-style-type: none"><li>• Presents a response using some relevant and mostly 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 sources inconsistently in written response</li></ul>             | 3 - 4<br>D  |
| <ul style="list-style-type: none"><li>• Present a response with limited historical information with many inaccuracies</li><li>• Limited use of sources in written response</li><li>• Demonstrates limited use of historical terms and concepts</li><li>• Limited use of sources in written response</li></ul>   | 1 – 2<br>E  |