



ORANGE

HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	History
Topic	Medieval Europe
Class Teacher	Bonin, Nonnenmacher, Gray, Walton, Wright, Paine, Sutherland, Green.
Head Teacher	Mr I Paine
Stage	4 – Year 8
Task Weighting	30 marks (25% of grade)
Date Given	Week 5
Date Due	Week 8

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, Google Slides, Keynote, Sway etc.)

You will be given time in class to research and construct your response. Final draft to be completed at home and submitted through Google Classroom.

Task

1. Choose an individual to research.
2. Complete the following and present your information in a digital format;
 - a. Create a short biography of your chosen individual. (7 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. Relevant maps
 - vii. Relevant 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) (6 marks)

Task continues on next page

- c. 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). (10 marks)

<u>P</u> oint	Make your point (address the question - Why do you think the person was important?)
<u>E</u> vidence	Back It Up: Support your point with evidence (sources) and examples
<u>E</u> xplanation	Explain how the evidence supports your point
<u>L</u> ink	Readdress your point (Have you proven that your individual was important?)

- d. Complete an annotated bibliography using the below template. You must use a minimum of five sources. (5 marks)

Author	Title	Date	Publisher/URL	Primary or Secondary source?	Useful/reliable? <i>What can this source teach you? Can you trust this source?</i>

- **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.

Biographic information and graphics

CRITERIA	MARK
<ul style="list-style-type: none"> Identifies an appropriate individual, date, place of birth, family and social class status AND Includes appropriate visuals (maps and images) 	1 mark for each correct section (7 marks total)
<ul style="list-style-type: none"> Nothing provided 	0

Timeline

CRITERIA	MARK
<ul style="list-style-type: none"> Creates a timeline using correct conventions detailing <u>six</u> important events in the life of the chosen individual 	1 mark for each event (6 marks total)
<ul style="list-style-type: none"> Timeline not attempted 	0

PEEL Response Paragraph

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

Bibliography

CRITERIA	MARK
<ul style="list-style-type: none">• Bibliography includes 5 relevant sources• Bibliographic information completed to a high standard (author, title, date, publisher/URL)• Clear judgement made over usefulness and reliability of source	5 A
<ul style="list-style-type: none">• Bibliography includes 5 sources• Bibliographic information completed (author, title, date, publisher/URL)• Judgement attempted over usefulness and reliability of source	4 B
<ul style="list-style-type: none">• Bibliography may include 5 sources• Bibliographic information attempted (author, title, date, publisher/URL)• Judgement attempted over usefulness and/or reliability of source	3 C
<ul style="list-style-type: none">• Bibliography may include 5 sources• Bibliographic information attempted (author, title, date, publisher/URL)• Judgement may or may not have been attempted over usefulness and/or reliability of source	2 D
<ul style="list-style-type: none">• Some attempt at bibliography	1 E
<ul style="list-style-type: none">• No bibliography attempted	0

Comment: