



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History Course: History Year: 8V

Assessment Task: 1

Assessment Weighting: 50% Due: Term 1 Week 8 Date: 6/04/2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-4 describes and explains the causes and effects of events and developments of past societies over time HT4-8 locates, selects and organises information from sources to develop an historical inquiry HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past
Task Description/Overview
You are to research aspects of life in Medieval Europe. You will be required to complete the research booklet in class, with teacher support. You will need to complete each task in the booklet to the best of your ability and are encouraged to seek teacher support when unsure. Your task must be completed and submitted by 2:40pm on Thursday 6 th April.
Detailed Assessment Task Description
See attached booklet for full details.

Grade	Description
Outstanding (O)	<ul style="list-style-type: none">•Demonstrates a comprehensive knowledge and understanding of history, and the main features of past societies•Locates and assesses primary and secondary sources as evidence to answer inquiry questions.•Demonstrates extensive knowledge and understanding of the cause and effect of events, and past societies.
High (H)	<ul style="list-style-type: none">•Demonstrates a thorough knowledge and understanding of history, and the main features of past societies.•Locates and assesses primary and secondary sources to answer inquiry questions.•Demonstrates thorough understanding of the causes and effects of events, and past societies.
Sound (S)	<ul style="list-style-type: none">•Demonstrates a sound knowledge and understanding of the nature of history, and main features of past societies.•Locates and uses primary and secondary sources to answer inquiry questions.•Demonstrates an understanding of the causes and effects of events, and past societies.

Basic (B)	<ul style="list-style-type: none"> •Demonstrates a basic knowledge and understanding of history, and the main features of past societies. •Locates primary and secondary sources to answer inquiry questions. •Demonstrates a basic understanding of the causes and effects of events, and past societies.
Limited (L)	<ul style="list-style-type: none"> •Demonstrates a limited knowledge and understanding of history, and the main features of past societies. •With guidance, locates information from primary and secondary sources to answer inquiry questions. •Demonstrates a limited understanding of events, and past societies.

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Medieval Europe

Research Task Booklet



Faculty: **History** Course: **History** Year: **8**

Assessment Task: **1**

Assessment Weighting: **50%** Due: Term **1** Week **8** Date: **6/04/2023**

Task Type: Hand in Task In Class Task Practical Task

Student Name: _____.

Class: _____.

Knights and Weapons Assessment Task



Use the following website to help you answer the question!




<https://www.historyforkids.net/medieval-weapons.html>

Question 1:

(10 Marks) 1 mark per correct name of weapon and 1 mark for each correctly complete cloze.

Label each Medieval weapon and complete the fact that goes with it.

IMAGE	Name of the Weapon	Complete the Fact
	<hr/> <hr/>	<p>_____ were popular weapons that were easy to make and use. As with the other blunt weapons, a _____ had two parts: a head and a shaft. The difference is that the head and shaft were not directly connected to each other. A length of chain would be attached to one end of the shaft and the other end of the chain would be attached to the head of the _____.</p>
	<hr/> <hr/>	<p>_____ have both a hilt to hold on to and a blade to attack with. The blade can be either curved or straight and have a single edge or a double edge. The edge is used for cutting and hitting while the point of the blade is used for thrusting.</p> <p>_____ are popular with knights and could be as one-handed or two-handed weapons.</p>

	<hr/> <hr/>	<p>The _____ was similar to a bow but was horizontal. It had a trigger and took only minimal skill or strength to fire. It used a mechanical device to draw back the _____ string so the _____ delivered its arrows (or bolts) with much more force. They were not as accurate as a longbow but were much easier to use. _____ men needed very little training.</p>
	<hr/> <hr/>	<p>_____ were typically used by common soldiers although they were occasionally used by knights. It is mainly used as a cutting weapon and could penetrate armour plate and shields. An _____ could cut off an opponent's arm in one blow.</p>
	<hr/> <hr/>	<p>_____ are short knives typically used as a stabbing weapon. It had a hilt and a blade similar to a sword but was a lot shorter. A typical _____ was between fifteen to fifty centimetres long. The knife blade could be sharp on one or two edges and was a close combat weapon. It was a secondary weapon that was used with one hand.</p>

Question 2:

(10 Marks) *1 mark per correct word.*

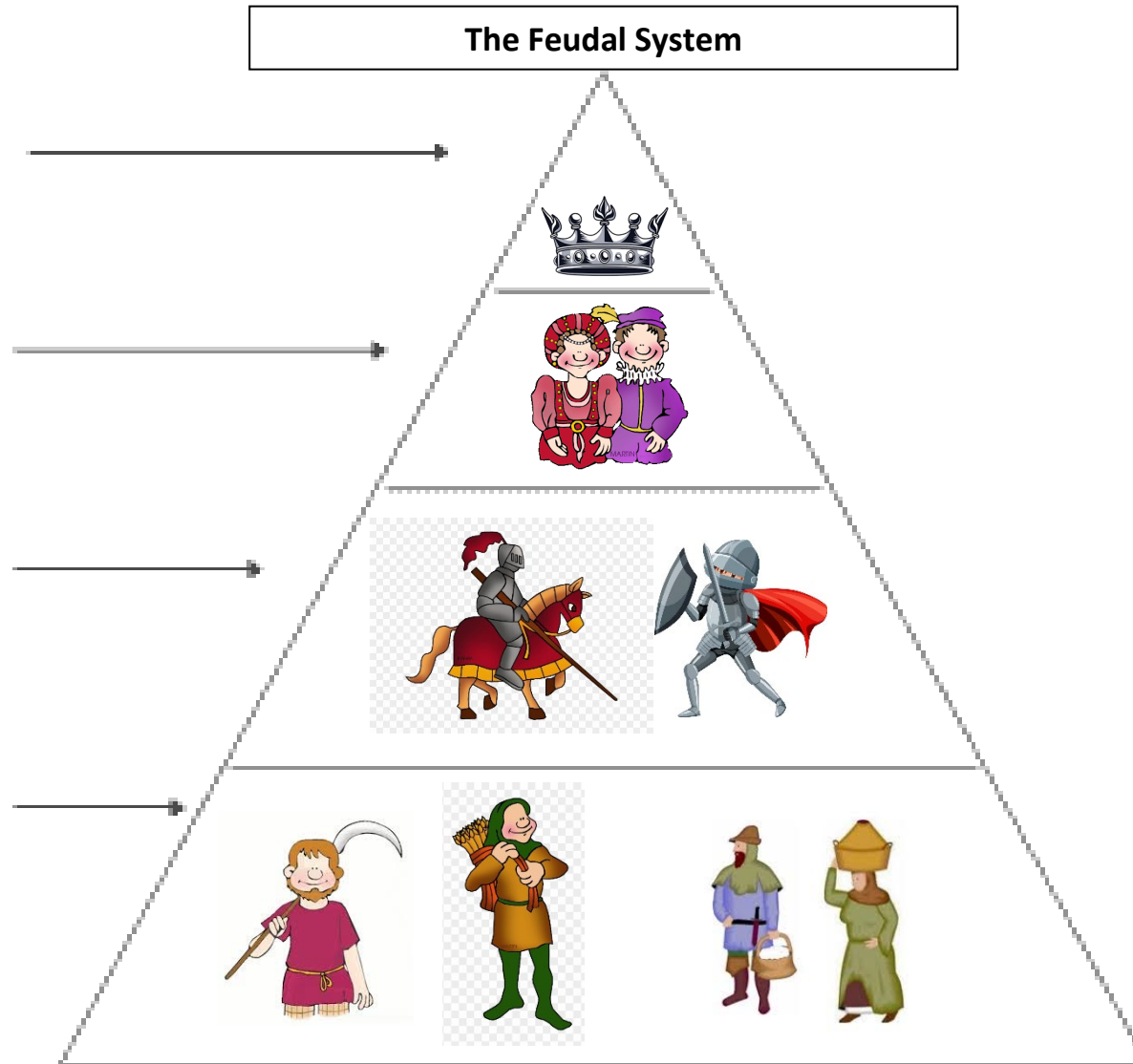
Use the information found at https://www.ducksters.com/history/middle_ages/knight_armor_and_weapons.php to help you label each piece of Medieval armour below:



Question 3:

(4 Marks) 1 mark per correct word.

Use the word list to the right of the page to help you complete the feudal pyramid.



- Knights
- Peasants
- Barons
- Kings

Question 4:

(25 Marks) *1 mark per correct word.*

Visit the following website to help you fill in the missing information about the Importance of Knights to Medieval Society.

<https://historyforkids.org/medieval-knights/#:~:text=Knights%20were%20in%20charge%20of,reputation%20knights%20still%20have%20today.>

Medieval Knights

Knights, on the other hand, were the most outstanding _____.

Medieval Knights were soldiers who fought on _____ and occasionally on _____ for their lord. To be a knight, you'd need _____ to pay for horses and armour.

To join the order of knighthood, a _____ had to be taught. Because becoming a knight was _____ pricey, these horsemen were generally the sons of wealthy and well-known individuals in society.

Being a knight was one method to become _____. A knight might receive money or land as _____ for his services if he fought in successful battles and _____.

A king may also _____ a knight with a title as a token of his appreciation. Having a title meant that you were an _____ figure in society.

Knights also earned money through _____ and ransoming certain individuals.

Knights were in charge of some of the most important _____ in the Middle Ages.

Knights were also priests, soldiers, and _____ to tell stories about themselves. They helped create the excellent _____ knights still have today.

Medieval Knights Code of Chivalry

The oaths and _____ in the Middle Ages were based on the ideas in the Code of _____. These sacred oaths of combat were _____ with the views of chivalry and strict rules.

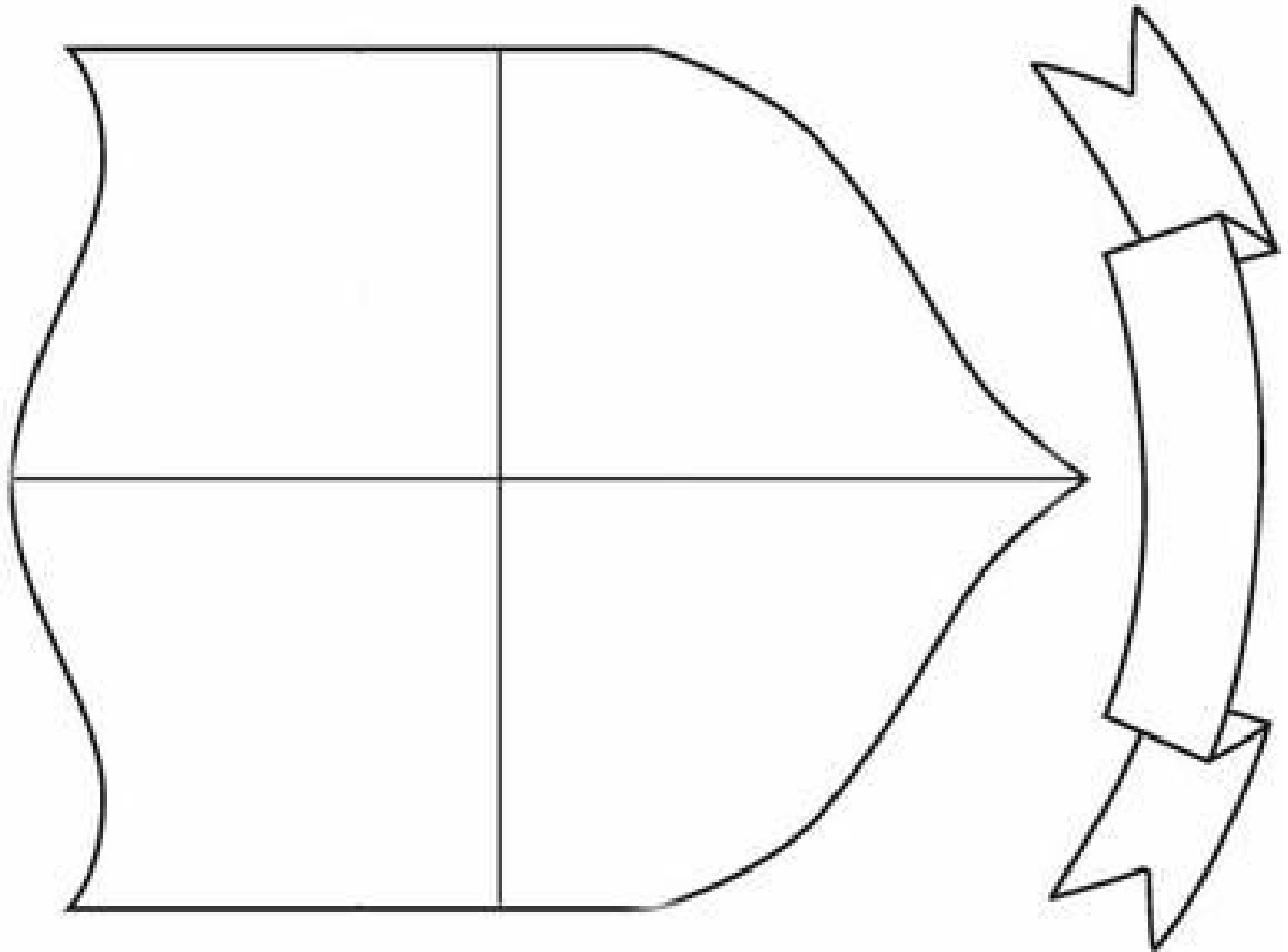
The principles of a Knights Code of Chivalry were _____ in the works of Knights' writers. Middle Ages troubadours and minstrels _____ these ballads. They had to memorise poems about the _____ and chivalric code followed by Medieval knights.

The Duke of _____ described the chivalric virtues of knighthood. His choice for what a knight should be a person who embodied _____, charity, and _____ with sagacity or wisdom. He also needed temperance to keep himself from doing anything _____ while being diligent.

Question 5:

(11 Marks)

Use the template to create your own Coat of Arms and the complete the sentence starters on the following page to explain what the coat of arms represents about you/your family!



What my Coat of Arms Represents!

The background colour is _____. I chose this colour because it means

In the top RIGHT section I added _____
because _____

In the top LEFT section I added _____
because _____

In the bottom RIGHT section I added _____
because _____

In the bottom LEFT section I added _____
because _____

The name I put underneath the Coat of Arms is _____. I chose to
put this name here because _____

Color Meanings

RED

Power, strength, energy, heat, love, passion, danger, warning, anger

PINK

Happiness, compassion, sweet, playful, immaturity, hope, inspiration, feminine

ORANGE

Excitement, confidence, encouragement, health, vitality, extroversion

PURPLE

Royalty, nobility, spirituality, luxury, ambition, mystery, fantasy, moodiness

YELLOW

Bright, vibrant, youthful, energetic, sunshine, hope, intellect, happiness

BROWN

Earth, outdoors, longevity, conservative, honest, natural, reliable

GREEN

Earth, growth, freshness, nature, balance, harmony, money, jealousy, envy, guilt

BLACK

Formal, classic, elegance, power, luxury, protection, death, mystery, evil

BLUE

Peace, tranquility, loyalty, security, trust, intelligence, cold, fear, masculine

WHITE

Purity, innocence, goodness, fresh, clean, easy, simplicity

Question 5 Marking Criteria

<ul style="list-style-type: none">-Creates a detailed Coat of Arms including the use of colour and at least 4 symbols.-Provides a detailed explanation of why they chose each element including the meaning of their background colour and all their symbols.-Has written neatly and tried to use correct spelling and grammar.	11
<ul style="list-style-type: none">-Creates a Coat of Arms which includes the use of colour and at least 3 symbols.-Provides an explanation of why they chose each element including the meaning of their background colour and most of their symbols.-Has attempted to write neatly and used some correct spelling and grammar.	9-10
<ul style="list-style-type: none">-Creates a Coat of Arms which includes at least 3 symbols. May or may not use colour.-Provides a description of their chosen elements. May include the meaning of their symbols or chosen colour.-Has attempted to use correct spelling.	6-8
<ul style="list-style-type: none">-Creates a sound Coat of Arms which includes at least 2 symbols. May or may not use colour.-May provide a description of some their chosen elements. May include the meaning of their symbols or chosen colour.-Sentences contain many spelling errors.	3-5
<ul style="list-style-type: none">-Creates a basic Coat of Arms. May or may not include symbols or colour.-No explanation attempted. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">-Provides some description of what could be included but does not create a Coat of Arms.	0-2