

JOHN EDMONDSON HIGH SCHOOL
YEAR 8 HISTORY

MEDIEVAL EUROPE ASSIGNMENT

TASK:

You are to research one of the following topics from Medieval Europe:

- Knights and Weapons
- Crime and Punishment
- Significant Personality: King Richard III OR Joan of Arc

DIRECTIONS:

1. Once you have chosen your topic, you are to address the questions from the appropriate column in the 'Assignment Outline Grid' that is attached on the next page.
2. You must answer questions to the value of **AT LEAST** 30 marks. In order to gain further marks and extend your understanding of the topic you can address questions up to a **MAXIMUM** value of 50 marks. A complete mark out of 50 will be awarded for addressing ALL questions. *If you only answer questions to value of 30 marks, you can only achieve a maximum of 40 out of 50.*
IMPORTANT: Students in the 8T and 8O classes must answer questions to the value of **AT LEAST** 50 MARKS
3. A further **5 marks** will be awarded for the presentation of your assignment. You are encouraged to present your work in a creative and detailed manner, which can include a poster, report style, booklet, power point, or any other appropriate manner. Marks will be awarded based on the design of your presentation, neatness and originality.
4. A further **5 marks** will be awarded for thorough research shown through a correct bibliography of at least 4 sources.

MEDIEVAL EUROPE ASSIGNMENT GRID

	KNIGHTS AND WEAPONS	CRIME AND PUNISHMENT	PERSONALITY
KNOWLEDGE (5 marks) <i>Guidance – 150 words</i>	Research the different forms/features of weapons that were typical for knights to use. Make your own diagram and label all of the forms/features.	Research 5 common types of crimes committed in Medieval Europe. Outline what was involved in each crime.	Write a brief biography of your chosen personalities life. Include details such as their birth, significant events and death.
UNDERSTANDING (5 marks) <i>Guidance – 150 words</i>	Describe the feudal system in Medieval Europe. On what level were the knights? What was their role in society?	Describe the purpose of the punishments in Medieval Europe. Summarise 5 main forms of punishment.	Why is your chosen personality well known? What did they do to make an impact on the Medieval World?
APPLYING (10 marks) <i>Guidance – 200 words</i>	Outline the events of a jousting competition in Medieval England. What was the purpose of these tournaments? Design a program of activities for a tournament.	To be ‘Hung, Drawn and Quartered’ was the harshest of punishments. Name the steps in this process. Explain why this punishment was so harsh.	Outline a significant event from your chosen personality’s life. Explain how this event shaped the person’s life.
ANALYSING (10 marks) <i>Guidance – 250 words</i>	Examine the armour worn by knights in the 1100’s and compare it to the armour from the 1400’s. Explain the similarities and differences.	Examine the methods for judging the guilt or innocence of a person in the Medieval World. How accurate/fair were these trials? Detail your reasons.	Pretend that you are interviewing your chosen personality. Write a transcript of the interview, detailing the person’s justification of their actions.
EVALUATING (10 marks) <i>Guidance – 250 words</i>	Evaluate the function and importance of knights in Medieval Europe.	Evaluate the different methods of punishment. Were they effective in reducing crime? Why/why not? Do you think that they were too harsh?	Evaluate the impact of your personality on their time and their legacy after their death.
CREATING (10 marks)	Create a detailed Coat of Arms that you could use to represent your family. Provide a detailed explanation for all the elements that you have included in your Coat of Arms.	Create a board game about Medieval punishments. In your game include actions/strategies related to crime, judgement and punishment. Your game should contain complications about the crime.	Create a time capsule about the life of your chosen individual. Include objects that relate to significant events in the person’s life and show things about their character. You should accompany the capsule with a justification for each of the objects.

GLOSSARY AND GUIDANCE FOR TASKS

Outline: Sketch in general terms; indicate the main features of
Describe: Provide characteristics and features
Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how
Examine: Inquire into
Evaluate: Make a judgement based on criteria; determine the value of

Writing a Bibliography

What is a bibliography?

- A bibliography is an alphabetical list of the sources – books, magazines, newspapers, CDRoms, Internet, interviews, etc. – that you have used to prepare your assignment or presentation.

Why do we write bibliographies?

- To acknowledge our sources
- To give our readers information to identify and consult our sources
- To make sure our information is accurate

What if we don't include a bibliography?

- We may be accused of **plagiarism** (that is, stealing another person's ideas or writing)
- If so, we may lose some or all of the marks for an assignment or a course

Books

- Name of author/s (surname, first name)
- Year of publication
- Title
- Publisher
- Place of publication

Adams-Smith, Patsy 1978, the ANZACS, Nelson, Melbourne

Note: where no author is known enter the work in your bibliography under the title with the year following

Internet

- Name of author/s
- Year of publication
- Title
- [On-line]
- Internet address
- Date of access

Mudmore, Digby 1997, The Juteman of South Borneo [on-line] 1997

<http://www.querty.marl.com/herv3b>
~citg 12 Nov. 1997

**Year 8 Research Assignment
Medieval Europe
MARKING GUIDELINES AND SCAFFOLD**

Knowledge - 5 Marks

Criteria	Mark
<ul style="list-style-type: none"> • Demonstrates a detailed knowledge and sophisticated knowledge understanding of the chosen topic and activity. • Organises and develops a skilful response using language appropriate to audience, purpose and form. • Locates, selects and organises relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts. 	4 - 5
<ul style="list-style-type: none"> • Demonstrates a satisfactory knowledge and understanding of the chosen topic and activity. • Organises and develops a response using language appropriate to audience, purpose and form. • Locates, selects and organises information from their research to complete the activity using some historical terms and concepts. 	2 - 3
<ul style="list-style-type: none"> • Demonstrates minimal knowledge of the chosen topic and activity. • Writes a response using limited language. • Locates and selects some information and makes little or no reference to historical terms and concepts. 	1

Understanding - 5 Marks

Criteria	Mark
<ul style="list-style-type: none">• Demonstrates a detailed knowledge and sophisticated understanding of the chosen topic and activity.• Organises and develops a skilful and appropriate response using language appropriate to audience, purpose and form.• Locates, selects and organises relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts.	4 - 5
<ul style="list-style-type: none">• Demonstrates a satisfactory knowledge and understanding of the chosen topic and activity.• Organises and develops an appropriate response using language appropriate to audience, purpose and form.• Locates, selects and organises information from their research to complete the activity using appropriate historical terms and concepts.	2 - 3
<ul style="list-style-type: none">• Demonstrates minimal understanding of the chosen topic and activity.• Develops a response using limited language.• Locates and selects some information with limited historical terms and concepts.	1

Applying - 10 Marks

Criteria	Mark
<ul style="list-style-type: none"> • Demonstrates a detailed knowledge and understanding of the chosen topic and activity. • Presents a clear and sophisticated outline of the relevant elements from the chosen topic and activity. • Locates, selects and organises relevant and detailed information from their research to complete the activity using many appropriate historical terms and concepts. 	9 - 10
<ul style="list-style-type: none"> • Demonstrates a sound knowledge and understanding of the chosen topic and activity. • Presents a well-developed outline of the relevant elements from the chosen topic and activity. • Locates and selects relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts. 	7 - 8
<ul style="list-style-type: none"> • Demonstrates a satisfactory knowledge of the chosen topic and activity. • Presents a clear outline of the relevant elements from the chosen topic and activity. • Locates and selects relevant information from their research to complete the activity using some appropriate historical terms and concepts. 	5 - 6
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of the chosen topic and activity. • Presents a basic outline of the relevant elements from the chosen topic and activity. 	3 - 4
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge of the chosen topic and activity. • Presents a poorly constructed outline of the relevant elements from the chosen topic and activity. 	1 - 2

Analysing - 10 Marks

Criteria	Mark
<ul style="list-style-type: none">• Demonstrates a sophisticated analysis of the chosen topic and activity.• Presents a clear and sophisticated response relevant to the chosen topic and activity.• Locates, selects and organises relevant and detailed information from their research to complete the activity using many appropriate historical terms and concepts.	9 - 10
<ul style="list-style-type: none">• Demonstrates a good analysis of the chosen topic and activity.• Presents a clear response relevant to the chosen topic and activity.• Locates and selects relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts.	7 - 8
<ul style="list-style-type: none">• Demonstrates a sound analysis of the chosen topic and activity.• Presents a response relevant to the chosen topic and activity.• Locates and selects relevant information from their research to complete the activity using some appropriate historical terms and concepts.	5 - 6
<ul style="list-style-type: none">• Demonstrates some analysis of the chosen topic and activity.• Attempts a response relevant to the chosen topic and activity.• Basic structure to the response.	3 - 4
<ul style="list-style-type: none">• Shows a limited analysis of the chosen topic and activity.• Poorly structured and limited response.	1 - 2

Evaluating - 10 Marks

Criteria	Mark
<ul style="list-style-type: none">• Provides a highly detailed and historically accurate evaluation on the chosen topic and activity.• Presents a clear and sophisticated response relevant to the chosen topic and activity.• Detailed and well-structured written response with sophisticated use of appropriate historical terms.	9 - 10
<ul style="list-style-type: none">• Provides a sound evaluation on the chosen topic and activity.• Presents a clear response relevant to the chosen topic and activity.• Well-structured written response with good use of appropriate historical terms.	7 - 8
<ul style="list-style-type: none">• Attempts an evaluation relevant to the chosen topic and activity.• Presents a response relevant to the chosen topic and activity.• Locates and selects relevant information from their research to complete the activity using some appropriate historical terms and concepts.	5 - 6
<ul style="list-style-type: none">• Provides a descriptive response on the chosen topic and activity.• Attempts a response relevant to the chosen topic and activity.• Basic structure to the response, which may use some historical terms.	3 - 4
<ul style="list-style-type: none">• Poor description of the chosen topic and activity.• Poorly written response, which may use limited historical terms.	1 - 2

Creating - 10 Marks

Criteria	Mark
<ul style="list-style-type: none"> • Demonstrates a detailed knowledge and understanding of the chosen topic and activity. • Presents a sophisticated design, construction and decoration relevant to the chosen topic and activity. • Locates, selects and organises relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts. 	9 - 10
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of the chosen topic and activity. • Presents a well-developed design, construction and decoration relevant to the chosen topic and activity. • Locates and selects relevant and detailed information from their research to complete the activity using appropriate historical terms and concepts. 	7 - 8
<ul style="list-style-type: none"> • Demonstrates a satisfactory knowledge of the chosen topic and activity. • Presents an adequate design, construction and decoration relevant to the chosen topic and activity. • Adequate use of language, structure and features of a travel brochure. 	5 - 6
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of the chosen topic and activity. • Presents a simple design, construction and decoration relevant to the chosen topic and activity. • Presents a basic outline of the relevant elements from the chosen topic and activity. 	3 - 4
<ul style="list-style-type: none"> • Demonstrates little or elementary knowledge of the chosen topic and activity. • Presents some design with minimal reference to audience, purpose and form, using limited language and little or no features relevant to the topic and activity. 	1 - 2

BIBLIOGRAPHY - 5 marks

Criteria	Mark
<ul style="list-style-type: none">• Evidence of thorough research.• Bibliography of at least 4 resources used in appropriate format.	5
<ul style="list-style-type: none">• Evidence of some research.• Bibliography of at least 3 resources used in appropriate format.	4
<ul style="list-style-type: none">• Evidence of basic research.• Bibliography of at least 3 resources used, with some format.	3
<ul style="list-style-type: none">• Limited research evident.• Bibliography of only 1 or 2 resources.	1-2
<ul style="list-style-type: none">• No bibliography provided	0

PRESENTATION - 5 Marks

Criteria	Mark
<ul style="list-style-type: none">• Displays Research Task in a creative, eye catching manner, relevant to their chosen topic.• Research Task is neatly presented.• Submission contains no spelling or grammatical errors.	5
<ul style="list-style-type: none">• Displays Research Task in a creative manner which is mostly relevant to their chosen topic.• Research Task is neatly presented.• Submission contains few spelling or grammatical errors.	4
<ul style="list-style-type: none">• May display Research Task in a creative manner which is somewhat relevant to their chosen topic.• Research Task is neatly presented.• Submission contains some spelling or grammatical errors.	3
<ul style="list-style-type: none">• May/may not display Research Task in a creative manner.• Research Task is largely neatly presented.• Submission contains many spelling or grammatical errors.	2
<ul style="list-style-type: none">• Research Task is presented in an untidy manner• Submission contains lots of spelling or grammatical errors.	1