



Sample assessment task

Year level	8
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Investigation of the way of life in medieval Europe

Task details

Description of task	<p>Depth Study 1: Investigating medieval Europe (c.590 – c.1500)</p> <p>In pairs or threes, students investigate life in medieval Europe and then construct a museum display of their findings. The museum display is to cover the social, cultural, economic and political features of medieval life, and the roles and relationships of different groups of people in medieval society. The museum displays will be peer-assessed. At the completion of the task, students write two extended responses, using research notes.</p> <p>Students complete the following:</p> <ul style="list-style-type: none">• define the terms in the task (social, cultural, economic and political features)• develop focus questions• select and use a range of primary and secondary sources which contain key information about life in medieval Europe• make notes to answer the focus questions, using the sources they have selected• prepare a bibliography of the sources they have used• develop a museum display which incorporates answers to the focus questions, covering all aspects of the task and a bibliography• write extended responses to two previously unseen questions, using research notes.
Type of assessment	Formative AND summative
Purpose of assessment	<ul style="list-style-type: none">• To assess students' questioning, researching skills and communicating skills in order to identify areas that need further development and teaching• To assess students' knowledge at the end of a teaching cycle to inform reporting
Assessment strategy	<ul style="list-style-type: none">• Graphic organisers• Group activities• Practical tasks• Written work• Peer assessments
Evidence to be collected	Two extended written responses
Suggested time	<ul style="list-style-type: none">• A minimum of three weeks for group research and construction of museum display• One lesson to write the two extended written responses

Content description

<p>Content from the Western Australian Curriculum</p>	<p>Knowledge and understanding</p> <p>The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society</p> <p>The role of significant individuals in the medieval period (e.g. Charlemagne)</p> <p>Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Construct a range of questions, propositions and/or hypotheses</p> <p>Q&R> Use a variety of methods to collect relevant information and/or data</p> <p>Q&R> Use appropriate ethical protocols to plan and conduct an inquiry</p> <p>A> Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question</p> <p>A> Interpret information and/or data to identify key relationships and/or trends displayed in various formats</p> <p>E> Draw evidence-based conclusions by evaluating information and/or data</p> <p>C&R> Represent information and/or data using appropriate formats to suit audience and purpose</p> <p>C&R> Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources.</p>
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<p>Key concepts</p>	<p>Source, Evidence, Perspectives, Empathy</p>
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Task preparation

<p>Prior learning</p>	<p>Prior to commencing this task, students should be familiar with:</p> <ul style="list-style-type: none"> • key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) • significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music • continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce • questioning and researching skills; analysing skills; evaluating skills; and communicating and reflecting • group work and peer assessment skills
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<p>Assessment differentiation</p>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
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Assessment task

<p>Assessment conditions</p>	<p>Students work in pairs or threes to conduct the research, using the inquiry booklet provided, and construct the museum displays, with teacher assistance as needed.</p> <p>Students peer assess the group research work and museum displays, with teacher assistance as needed.</p> <p>In class, students write responses to two previously unseen questions, under test conditions.</p>
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<p>Resources</p>	<ul style="list-style-type: none"> • Inquiry booklet • Library resources and internet
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Instructions for teacher

Questions to use with students to develop their conceptual understanding:

Source

- What are the differences between primary and secondary sources?
- What sources would give us insights into the medieval world?
- Are primary sources more reliable and useful than secondary sources when studying the medieval world?

Evidence

- When do sources become evidence?
- What makes information useful to the historian?
- If information is contradictory, is it still useful to the historian?

Perspective

- Why do stories of the past differ?
- Why is it important to consider different perspectives/points of view, attitudes and values in the past and the present?

Empathy

- What do you think life would have been like for a 14 year old in medieval Europe?
- What were the main influences on lifestyle and thinking in medieval Europe?

Students are to work in twos or threes to complete the inquiry booklet and construct a museum display, with teacher assistance as needed.

Students have one lesson to write two extended responses to previously unseen questions. They may refer to their inquiry booklets.

Instructions to students

Year 8 Humanities and Social Sciences Life in Medieval Europe



Agricultural labours

[From: *File:Agricultural labours—Livre des profits ruraux (late 15th C), f.305—BL Add MS 19720.jpg*. (n.d.). Retrieved July, 2014, from [http://commons.wikimedia.org/wiki/File:Agricultural_labours_-_Livre_des_profits_ruraux_\(late_15th_C\),_f.305_-_BL_Add_MS_19720.jpg](http://commons.wikimedia.org/wiki/File:Agricultural_labours_-_Livre_des_profits_ruraux_(late_15th_C),_f.305_-_BL_Add_MS_19720.jpg)
Used under Creative Commons () Public Domain Dedication licence.]

1. In your role as museum curators for the British Museum, you have been asked to create a display portraying the different aspects of life in medieval Europe (c.590 – c.1500). Your display should cover the social, cultural, economic and political features of medieval life, and the roles and relationships of different groups of people in medieval society. You will work in pairs or groups of three to conduct your investigation, complete the inquiry booklet and construct your museum display.
2. You will write two extended responses based on your research on life in medieval Europe. You will have one lesson in class to write your responses. You may use your inquiry booklet. The extended responses will be written individually.

Inquiry booklet

1. Defining the topic

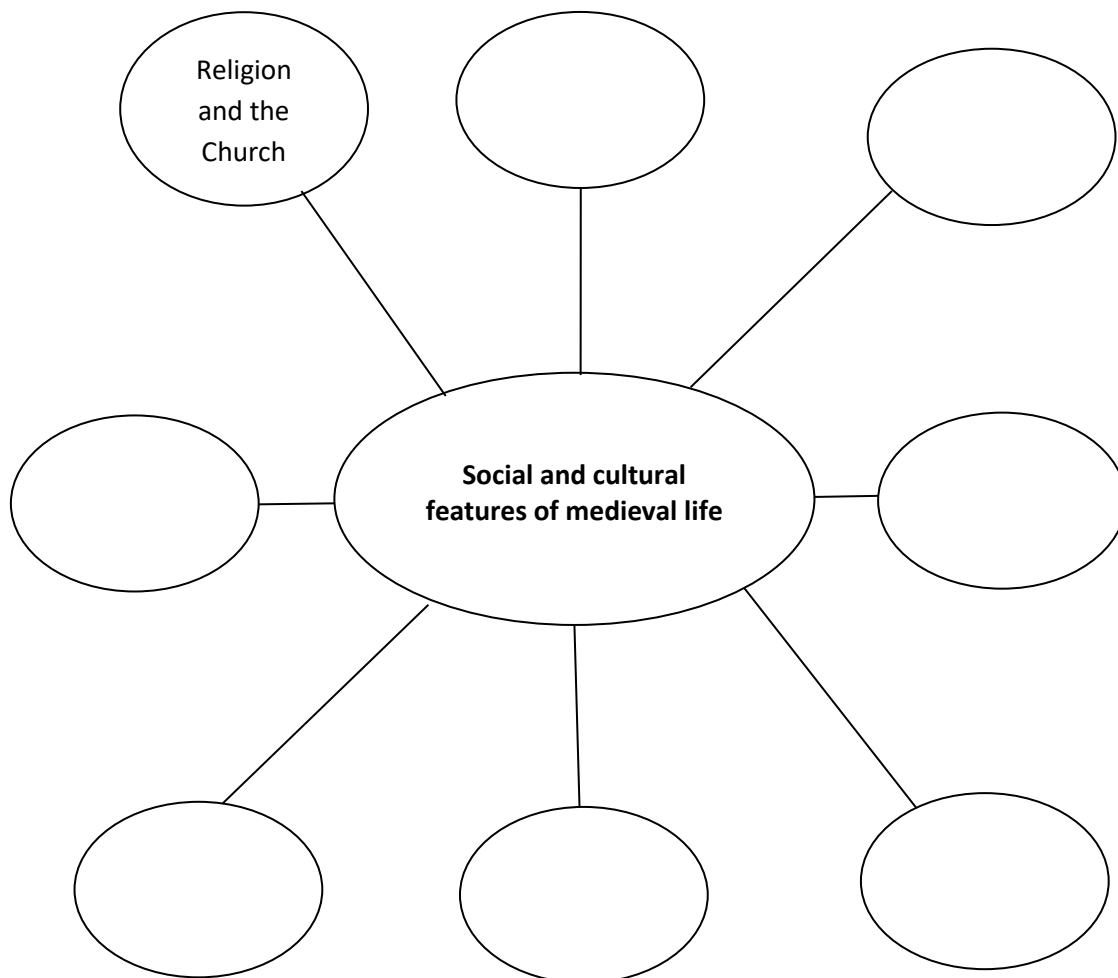
What do the following terms mean? In small groups, discuss the term and use the mind maps to note down the types of things you need to investigate for each aspect of life.

A. Social and cultural features of medieval life



A serving of boar's [wild pig] head

[From: File:Late medieval boar head.jpg. (n.d.). Retrieved July, 2014, from http://commons.wikimedia.org/wiki/File:Late_medieval_boar_head.jpg]

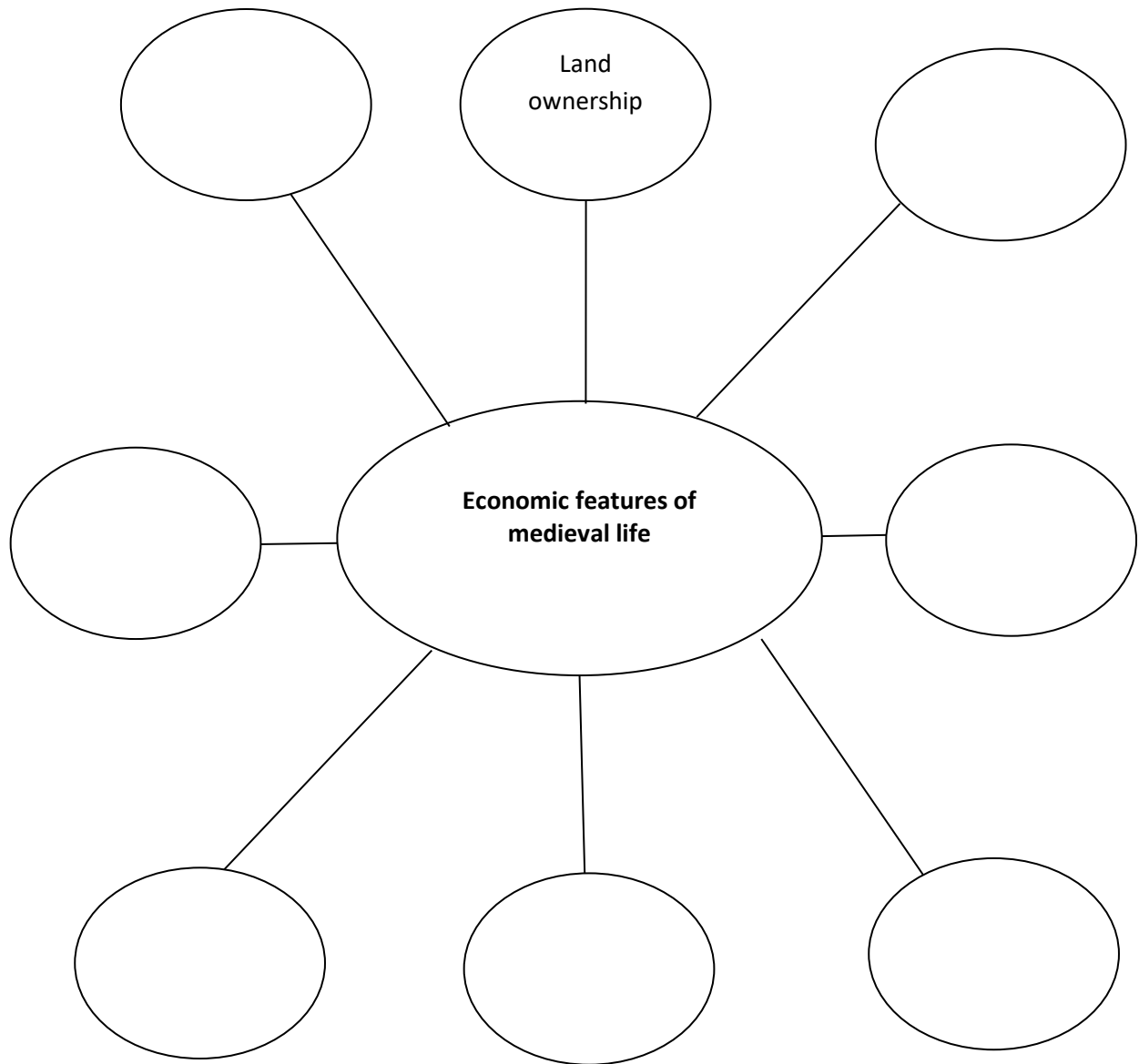


B. Economic features of medieval life



Two men threshing sheaf

[From: *File:Two men threshing sheaf—Luttrell Psalter (c.1325-1335), f.74v—BL Add MS 42130.jpg*. (n.d.). Retrieved July, 2014, from [http://commons.wikimedia.org/wiki/File:Two_men_threshing_sheaf_-_Luttrell_Psalter_\(c.1325-1335\),_f.74v_-_BL_Add_MS_42130.jpg](http://commons.wikimedia.org/wiki/File:Two_men_threshing_sheaf_-_Luttrell_Psalter_(c.1325-1335),_f.74v_-_BL_Add_MS_42130.jpg)]

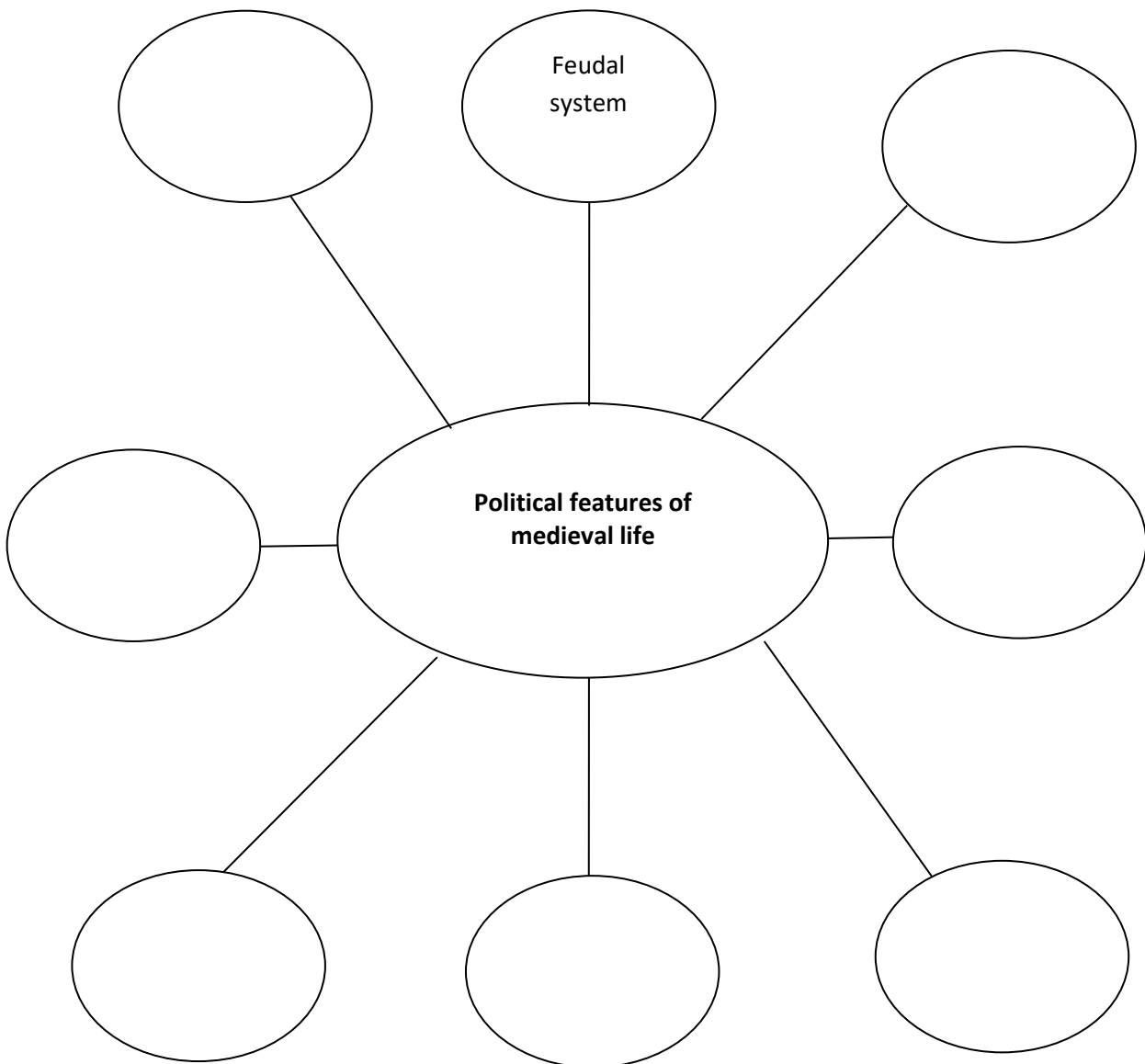


C. Political features of medieval life



Coronation of Henry the Young King by the Archbishop Roger of York (14 June 1170)

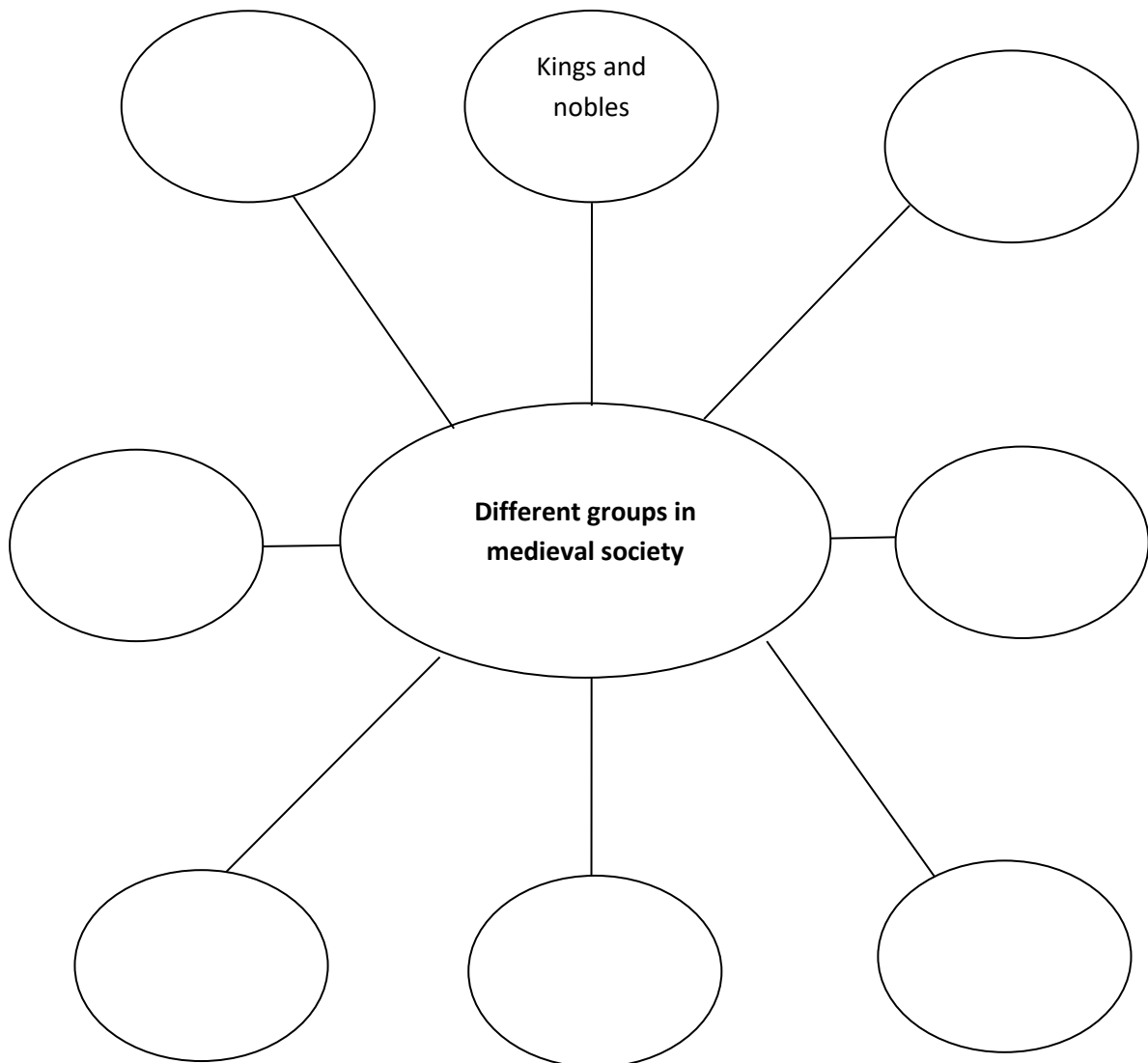
[From: File:Coronation of Henry the Young King—Becket Leaves (c.1220–1240), f. 3r—BL Loan MS 88.jpg. (n.d.). Retrieved July, 2014, from [http://commons.wikimedia.org/wiki/File:Coronation_of_Henry_the_Young_King_-_Becket_Leaves_\(c.1220-1240\),_f._3r_-_BL_Loan_MS_88.jpg](http://commons.wikimedia.org/wiki/File:Coronation_of_Henry_the_Young_King_-_Becket_Leaves_(c.1220-1240),_f._3r_-_BL_Loan_MS_88.jpg)]



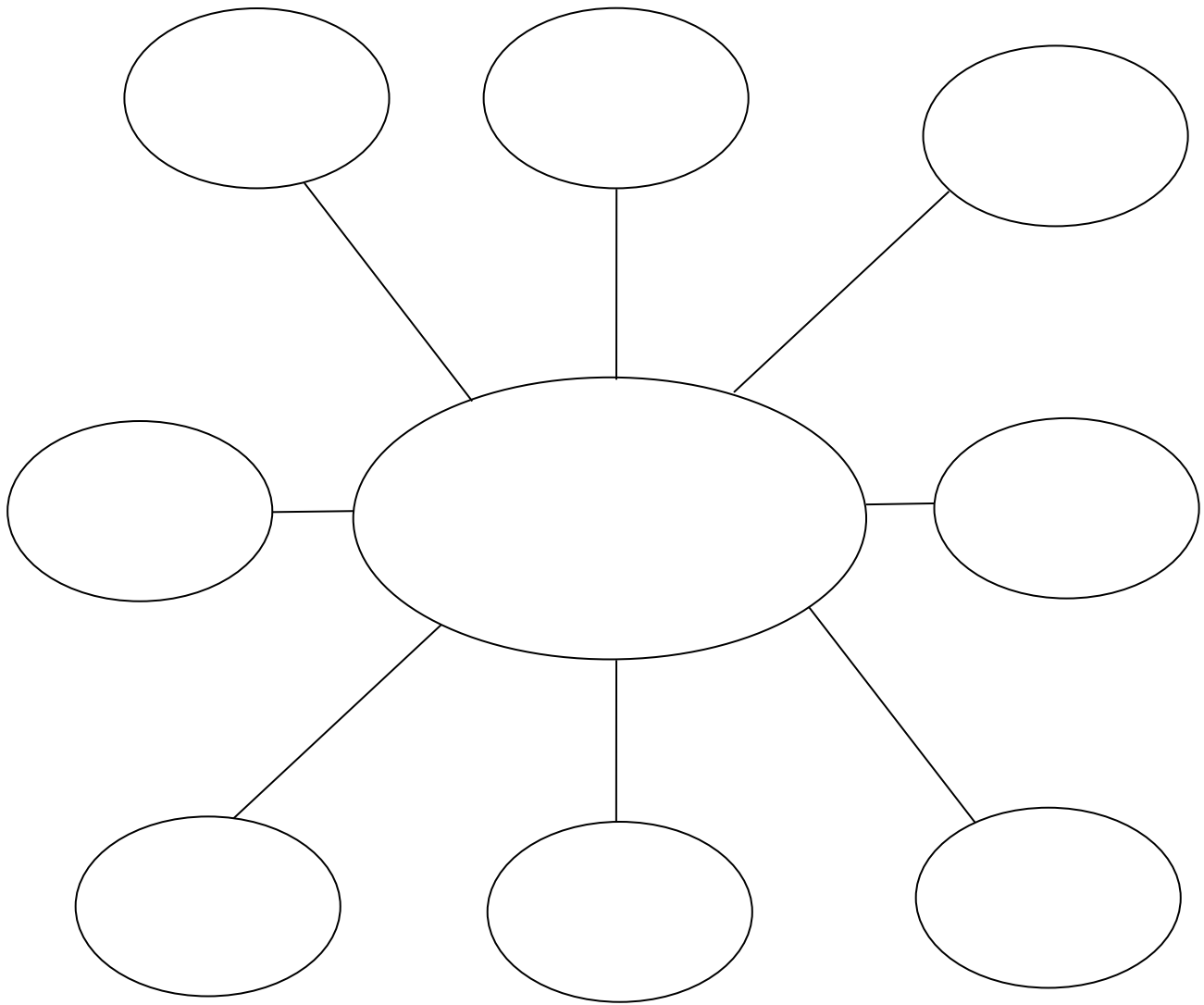
D. Different groups in medieval society and their relationship



Medieval illustration of men harvesting wheat with reaping-hooks, on a calendar page for August
[From: *File:Reeve and Serfs.jpg*. (n.d.). Retrieved July, 2014, from http://commons.wikimedia.org/wiki/File:Reeve_and_Serfs.jpg]



3. What do we need to know about the topic?



5. Notetaking sheet

Focus question 1

Key points from information sources and reference details

Focus question 2

Key points from information sources and reference details

Focus question 3

Key points from information sources and reference details

Focus question 4

Key points from information sources and reference details

Focus question 5

Key points from information sources and reference details

6. Reference resources

The ethical recording and communicating of evidence: List the bibliographical information of all resources from which you have taken information. You are legally required to acknowledge the author or editor who wrote or compiled the information you have used for your assignment.

Bibliography/reference list framework

Books

Author	Year	Title	Publisher	Place
More than one author				

Encyclopedia or dictionary

Author	Year	Title of article	Title of encyclopedia	Vol	Publisher	Place	Page(s)

Magazine articles

Author	Year	Title of article	Title of magazine	Volume	Number	Page(s)

Newspaper articles

Author	Year	Title of article	Title of newspaper	Date	Page(s)

Film or video

Title	Year	Format	Publisher	Place

World wide web – document

Author	Year or last update	Title of website	Date retrieved	Url (website address)

World wide web – image

Title	Format	Year	Date retrieved	Url (website address)

Online encyclopedia

Title of article	Year	Title of website	Date retrieved	Url (website address)

Museum display – life in medieval Europe

1. Formats for your museum display could include:
 - photographs
 - posters
 - audio
 - drawings/models
 - a virtual/online museum, for ideas see the British Museum, <http://www.britishmuseum.org/> .
2. Check that your museum materials answer all your focus questions.
3. Check that your museum display covers the social, cultural, economic and political features of life in medieval Europe.
4. Check that your museum display covers the roles and relationships of different groups of people in medieval Europe (kings and nobles, knights, clerics and priests, bailiffs, stewards and reeves, millers, blacksmiths, peasants and serfs, etc.).
5. Lastly, your museum display must include a bibliography. A range of references must be used.

Sample peer assessment checklist

The following sample checklist could be used in a peer assessment of the students' developing inquiry skills and the construction of the museum displays.

Description	Check
Focus questions (Questioning and researching)	✓
Devises a set of questions which clearly identifies the key information regarding features of medieval life.	
Devises a set of simple questions which identifies some information regarding features of medieval life.	
Description	Check
Selection of information and/or data (Questioning and researching)	✓
Selects a range of relevant sources that provide clear and accurate information and/or data about the topic.	
Selects sources that show a variety of points of view.	
Selects a few sources that provide some information and/or data about the topic.	
Selects sources that show some differences in points of view.	
Uses one or two sources that provide limited information about the topic.	
Description	Check
Organisation of information and/or data (Questioning and researching)	✓
Organises information and/or data into clear categories, using appropriate subheadings.	
Organises information and/or data into some categories, using subheadings.	
Uses few subheadings or insufficient use of subheadings.	
Description	Check
Bibliography (Questioning and researching)	✓
Follows correct format according to the school protocols.	
Lists sources used.	

Description	Check
Museum display (Communicating and reflecting)	✓
An effective museum display.	
Provides a comprehensive coverage of the social, cultural, economic and political features of life in medieval Europe.	
Provides a comprehensive coverage of the roles and relationships of different groups of people in medieval Europe (kings and nobles, knights, clerics and priests, bailiffs, stewards and reeves, millers, blacksmiths, peasants and serfs).	
Represents research findings clearly, using appropriate formats to suit audience and purpose.	
Uses appropriate terminology and concepts.	
Uses a range of evidence to support findings.	
This is a good museum display.	
Provides sound coverage of most social, cultural, economic and political features of life in medieval Europe.	
Provides sound coverage of most of the roles and relationships of different groups of people in medieval Europe (kings and nobles, knights, clerics and priests, bailiffs, stewards and reeves, millers, blacksmiths, peasants and serfs).	
Represents findings, using an appropriate format to suit audience and purpose.	
Uses some appropriate terminology and concepts.	
Uses some evidence to support findings.	
Museum display needs some further work/development.	
Provides limited coverage of some of the social, cultural, economic and political features of life in medieval Europe.	
Provides limited coverage of some of the roles and relationships of different groups of people in medieval Europe (kings and nobles, knights, clerics and priests, bailiffs, stewards and reeves, millers, blacksmiths, peasants and serfs).	
Represents some findings, using a format that may suit audience and/or purpose.	
Uses limited appropriate terminology and concepts.	
Uses limited evidence to support findings.	
Comments:	

Sample marking key

Task: Life in medieval Europe

Description	Marks
Question 1 (Analysing, Communicating and reflecting)	
<p>Describes, in detail, the main political features of life in medieval Europe, emphasising the importance of the feudal system, the king and the church.</p> <p>Uses relevant evidence and/or examples from a range of sources in the description, including primary sources.</p> <p>Selects and applies relevant, subject-specific terminology and concepts.</p>	7-8
<p>Describes the main political features of life in medieval Europe, identifying the importance of the feudal system, the king, and/or the church.</p> <p>Uses mostly relevant evidence and/or examples from a range of sources in the description.</p> <p>Uses relevant, subject-specific terminology and concepts.</p>	5-6
<p>Briefly describes some of the main political features of life in medieval Europe.</p> <p>Uses some relevant evidence and/or examples from sources in the description.</p> <p>Uses some relevant, subject-specific terminology and concepts.</p>	3-4
<p>Provides a limited description of the political features of life in medieval Europe</p> <p>Makes statements, with limited evidence.</p>	1-2
Subtotal	8
<p>Answers could include, but are not limited to:</p> <ul style="list-style-type: none"> • the key political features of life in medieval society were: the feudal system, the king and the church • the king was the most powerful person in the country and all land belonged to him. The king usually retained about one quarter of the land and allowed the nobles and the church to use the rest. It was the king’s duty to ensure the safety of all his people • the Magna Carta signed between King John of England and the nobles in 1215 placed some limits on the power of the king, as everyone became subject to the law • the feudal system was based on land ownership and a system of rights and obligations • the feudal system was a hierarchy based on the idea of lords who were higher up the hierarchy and vassals who were lower down the hierarchy • the king was at the top of the hierarchy and the nobles were his vassals. The king gave land and his protection in return for the loyalty of the nobles who would provide military support when it was needed • in turn, the nobles had knights as their vassals and the knights had peasants and serfs as their vassals • the peasants and serfs farmed the land, providing food and their labour to the lord in return for a place to live, protection and a share in the food and materials produced • the church was also a very powerful institution in medieval society as religion played a major role in people’s lives. The church was granted land by the king, collected taxes (tithes) from the people who lived on their land, and so became very wealthy. The Church was not required to pay taxes to the King and followed its own rules rather than the law of the land. The head of the Church, the Pope, was very powerful politically and, at times, would enter into wars against one of the kings. <p>Students may use a diagram in their explanation of the feudal system.</p>	

Description	Marks
Question 2 (Communicating and reflecting)	
Identifies the role from medieval European society that they would prefer to have.	1
Subtotal	1
Description	Marks
Question 2 – Explanation (Analysing, Evaluating, Communicating and reflecting)	
Provides a description of the role they would prefer to have in medieval European society. Describes, in detail, the reasons for their choice, which may include a comparison with other roles. Supports the explanation, with relevant examples and evidence from sources, including primary sources. Uses appropriate terminology and concepts.	7-8
Provides a description of the role they would prefer to have in medieval European society. Describes the reasons for their choice. Supports the explanation, with some relevant examples and evidence from sources. Uses some appropriate terminology and concepts.	5-6
Provides a brief description of the role they would prefer to have in medieval European society. Outlines some reasons for their choice. Provides limited examples and evidence. Uses some terminology, not always correctly.	3-4
States the role they would prefer to have in medieval European society. May provide a reason/make a statement for their choice. Limited use of terminology.	1-2
Subtotal	9
Students will make different choices about the role they would prefer to have, but most will choose a role such as a king/queen or noble. Answers could include, but are not limited to: <ul style="list-style-type: none"> • a king/queen or nobles lived in a castle that was spacious, with many rooms; it was cleaner and more comfortable than the small one-roomed huts or hovels that the peasants lived in with their pigs, cows and chickens, if they could afford to have animals • a king/queen or noble ate very well, with a wide variety of foods, meats and even exotic delicacies. There were regular feasts or banquets. This was very different from the peasants who ate simple food with little variety and rarely had any meat apart from fish. The peasants only ate one main meal a day • a king/queen or nobles had many pastimes such as hunting and falconry, tournaments, playing music, playing chess, making embroideries or tapestries. The peasants had little time for entertainment but, on feast days such as at harvest, they would have time for dancing, dice games or wrestling • a king/queen or nobles did not spend every day (except Sundays) in the fields farming the land. Their work involved administration of their landholdings, presiding over legal matters and, at times, military service. They had servants to do the work in their castles or manor houses • a king/queen or nobles wore fine clothes made of furs, silks and owned many jewels. Peasants wore very simple clothing which would become very dirty if they owned only one set. 	
Total	17