



Assessment task

Year level	8
Learning area	Humanities and Social Sciences
Subject	History
Title of task	The Black Death: Source analysis

Task details

Description of task	<p>Depth Study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)</p> <p>Students learn about the Black Death in Asia, Europe and Africa (14th century plague) and then complete a source analysis task which involves:</p> <ul style="list-style-type: none"> • reading and/or examining six sources • answering five questions based on the six sources • providing evidence to support their answers
Type of assessment	Summative
Purpose of assessment	To assess students' knowledge and inform reporting at the end of a learning cycle
Assessment strategy	Written work
Evidence to be collected	Answers to source analysis questions
Suggested time	One lesson – 45 minutes

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God • The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease • The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries • The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague <p>Humanities and Social Sciences skills</p> <p>A> Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map)</p> <p>A> Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines)</p> <p>E> Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships</p> <p>C&R> Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, and/or conclusions from a range of sources</p>
Key concepts	Source, Evidence, Cause and effect, Perspectives

Task preparation

Prior learning	Students have prior knowledge of: <ul style="list-style-type: none">• living conditions and religious beliefs in the 14th century• the role of expanding trade between Europe and Asia in the Black Death• the causes and symptoms of the Black Death• immediate and long-term effects of the Black Death
Assessment differentiation	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. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	In-class, timed assessment, with five minutes reading time and 40 minutes writing time under test conditions
Resources	<ul style="list-style-type: none">• source booklet containing the six sources• question and answer booklet

Instructions for teacher

During the teaching of the Black Death, review the following concepts:

Source

- the difference between primary and secondary sources
- how to analyse a range of sources to identify similarities and/or differences
- describe what the written, visual and oral sources reveal about the past

Evidence

- how to identify information from within a source that can be used as evidence
- how to analyse and synthesise information from a range of sources and use it to write a response to a question

Cause and effect

- the relationship between events and developments both in the short-term and the long-term

Perspective

- look at the origins of the source in terms of its origins and why it was produced/written
- examine a source to identify a point of view, attitude and values

Read these instructions to the class.

- You have five minutes reading time to study the six sources, and you have 40 minutes to write your answers to the five questions.
- The five questions are in the question and answer booklet. The lines after each question give you an idea of how much you will need to write to fully explain your answer. If you finish early, check your work carefully and sit quietly until the end of the assessment.

Task: Source analysis – The Black Death

Instructions for students

Read the sources carefully and answer all the questions. The lines after each question give you an idea of how much you will need to write to fully explain your answer. If you finish early, check your work carefully and sit quietly until the end of the assessment.

Question and answer booklet

1(a) Using Source 1 and Source 2, list **three** symptoms of the Black Death or the plague. (3 marks)

1(b) Describe the evidence for these three symptoms which can be seen in Source 1 and Source 2. (6 marks)

2. Using Source 3 and Source 4, identify which major town in Britain was probably the first to be affected by the plague. Why was this 'not surprising' according to one of the authors? (4 marks)

3. Using Source 3, Source 4 and Source 5, describe some of the possible causes of, and reasons for, the spread of the plague. (6 marks)

Source Booklet

The Black Death

Source 1

Even children recorded the presence of the plague in songs and rhymes.

Ring-a-ring o' roses

Pocket full of posies

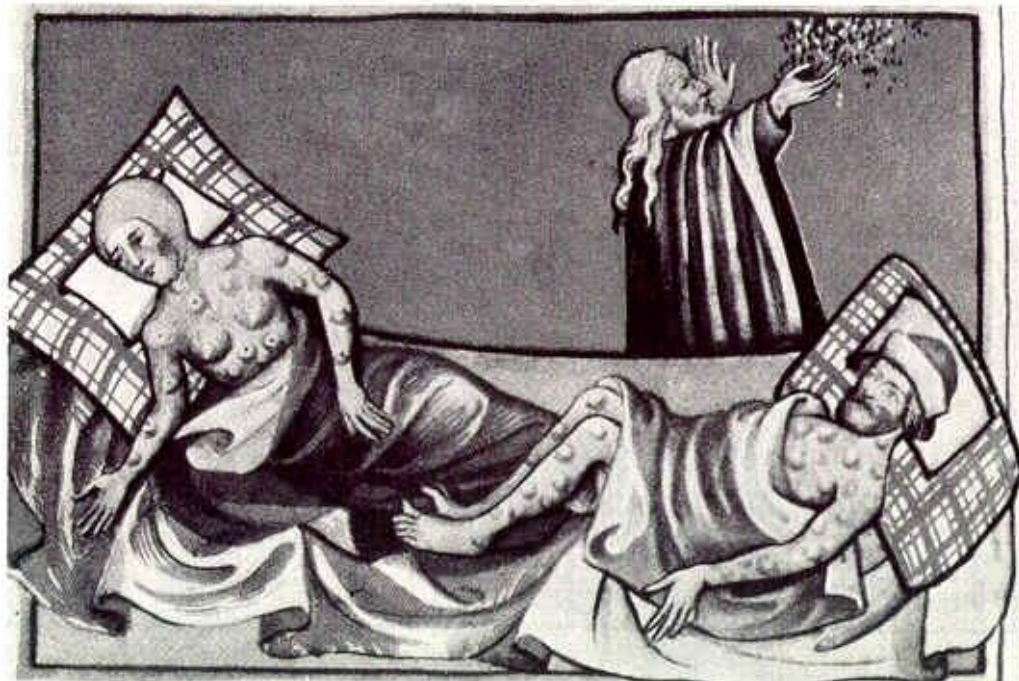
A-tishoo! A-tishoo!

We all fall down

[From: *Ring a ring o' roses*. (2014). Retrieved July, 2014, from http://en.wikipedia.org/wiki/Ring_a_Ring_o'_Roses]

Source 2

Illustration of what is generally interpreted as a depiction of the plague out of the Bible (1411).



[From: *File:Black Death.jpg*. (n.d.). Retrieved July, 2014, from http://commons.wikimedia.org/wiki/File:Black_Death.jpg]

Source 3

'Then the dreadful pestilence [plague] made its way along the coast by Southampton and reached Bristol, where almost the whole strength of the town perished [died], as it was surprised by sudden death; for few kept their beds more than two or three days, or even half a day.'

Henry Knighton also wrote that God sent the Black Death to Leicester because the inhabitants spent too much time gambling, fighting and attending tournaments.

[From: Picts Hill Publishing. (n.d.). *Cardinal Adam Easton: 1348: The year of the plague* (Chronicle of Henry Knighton). Retrieved July, 2014, from <https://sites.google.com/site/cardinaladameaston/early-life/1348-the-year-of-the-plague>]

(Henry Knighton wrote the Chronicle between 1378 and 1396. He was Canon (Church Official) of St Mary's Abbey, Leicester)

Source 4

'Rumours of a terrible plague sweeping like wildfire across Europe had been rumbling for some time, and it is not surprising that the vibrant [busy/lively] trading port of Bristol was the first major town in Britain to be affected, for it had close connections with the continent [Europe].

Bristol was the second largest city in Britain and was the principal port of entry for the West Country. Within it lived upwards of 10,000 souls [people], tightly packed together in conditions that were not altogether sanitary [clean/healthy].'

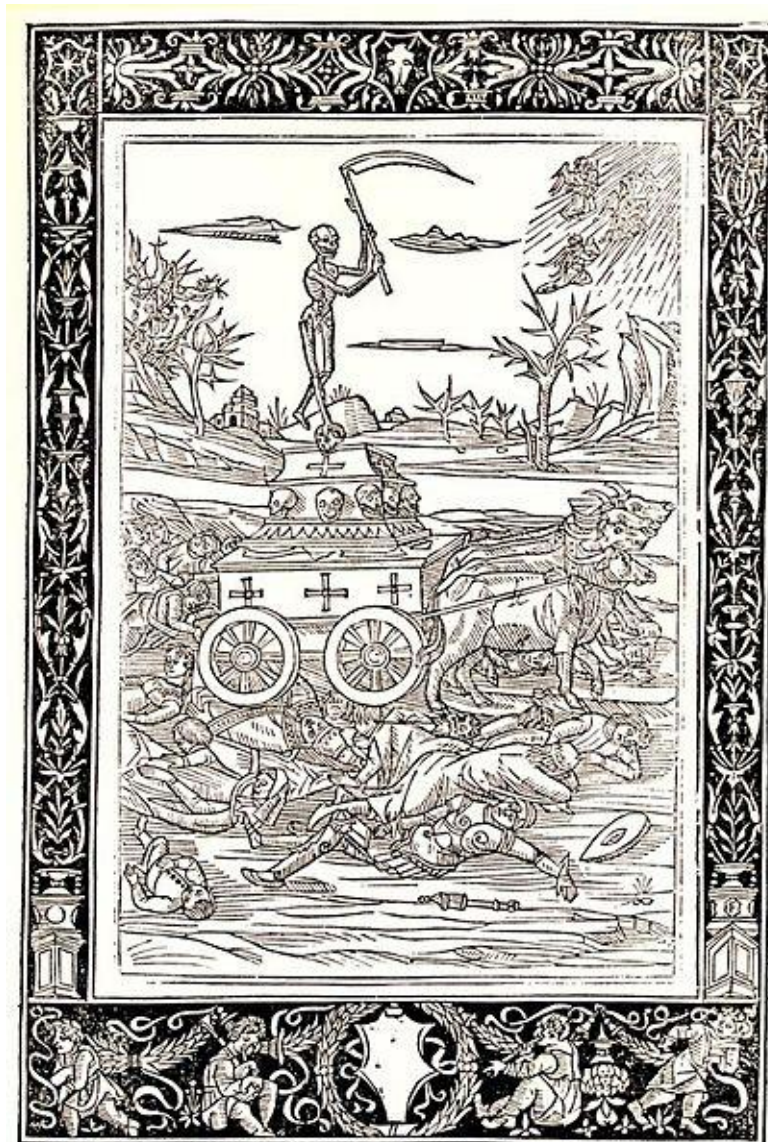
[From: Ibeji, M. (2011). *Black Death. 'The Arrival'* Retrieved July, 2014, from http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml]

Source 5

'Filth running in open ditches in the streets, fly-blown meat and stinking fish, contaminated and adulterated (poor quality) ale, polluted well water, unspeakable privies (outside public toilets), epidemic disease – were experienced by all social classes.'

[From: Holt, R., & Rosser, G. (Eds). (1990). *The English medieval town: A reader in English urban history 1200–1540*. London: Longman. Retrieved July, 2014, from http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml]

Source 6



16th century engraving of the effects of the Plague

[From: *File:The Black Death.jpg*. (n.d.). Retrieved July, 2014 from http://commons.wikimedia.org/wiki/File:The_Black_Death.jpg]

Marking key

Task: Source analysis – The Black Death

Description	Marks
Question 1(a)	
Lists three symptoms of the Black Death or the plague evident in Source 1 and/or Source 2	3
Lists two symptoms of the Black Death or the plague evident in Source 1 and/or Source 2	2
Lists one symptom of the Black Death or the plague evident in Source 1 and/or Source 2	1
Subtotal	3
Answer could include, but is not limited to three of the following: <ul style="list-style-type: none"> • sneezing • fainting/falling down/dying • boils or lumps all over the body • exhaustion/feeling tired • over-heating/feeling hot. 	
Description	Marks
Question 1(b)	
Comprehensively describes the evidence for the three symptoms which can be seen in Source 1 and/or Source 2	5–6
Briefly describes the evidence for the three symptoms which can be seen in Source 1 and/or Source 2	3–4
Provides a limited description of the evidence for at least one of the symptoms which can be seen in Source 1 and/or Source 2	1–2
Subtotal	6
Answer could include, but is not limited to: <ul style="list-style-type: none"> • sneezing is shown in Source 1 by the line ‘A-tishoo A-tishoo’ in the nursery rhyme • fainting/falling down/dying is shown in Source 1 by the line ‘We all fall down’ after the people have been sneezing according to the nursery rhyme • boils or lumps all over the body are shown by the two people lying in bed in Source 2. They have boils all over their skin but the man who is standing does not • exhaustion/feeling tired is shown by the two people lying in bed in Source 2. The people look lethargic. The man standing does not look tired • over-heating/feeling hot is shown by the two people lying in the bed, as they are undressed as if they are hot. In contrast, the other person who seems to be praying is fully dressed. 	

Description	Marks
Question 2	
Accurately identifies the probable first major town to be affected by the plague as Bristol	1
Comprehensively explains why it was 'not surprising' that Bristol was probably the first major town to be affected by the plague; provides at least two reasons for this	3
Describes why it was 'not surprising' that Bristol was probably the first major town to be affected by the plague; provides a few reasons for this	2
Lists verbatim the reasons for Bristol being the first major town to be affected	1
Subtotal	4
<p>Answer could include, but is not limited to three of the following:</p> <ul style="list-style-type: none"> • Source 4 says that there had been rumours of the plague in Europe for some time and Bristol had 'close connections' with Europe, so the plague was probably spread by trade • Bristol was a 'vibrant trading port' • Source 3 suggests that it spread along the coast, thus linked to trade, from Southampton to Bristol • Source 4 tells us Bristol was the second largest city in Britain which means it was a major town and it was the 'principal port of entry for the West Country' • Source 4 also indicates that the 10,000 people living there were 'packed together' in unsanitary conditions. 	
Description	Marks
Question 3	
Comprehensively describes at least four of the possible causes of the plague and reasons for its spread, as shown in Source 3, Source 4 and Source 5	5–6
Describes at least three of the possible causes of the plague and the reasons for its spread, as shown in Source 3, Source 4 and Source 5	3–4
Provides a limited description of one or two possible causes of the plague and/or its spread, as shown in Source 3, Source 4 and Source 5	1–2
Subtotal	6
<p>Answer could include, but is not limited to four of the following:</p> <ul style="list-style-type: none"> • Source 3 suggests that 'God sent the Black Death' because of the sinful ways of the people of Leicester • Source 4 suggests big numbers of people living closely together in dirty and unhealthy conditions could have been a cause of the plague and its spread, in Bristol • Source 3 and Source 4 points to trade between Europe and Southampton/Bristol as a cause of the spread of plague to Bristol, 'made its way along the coast by Southampton and reached Bristol' • Source 4 and Source 5 list many possible causes of the plague which were to do with poor living conditions: <ul style="list-style-type: none"> ▪ polluted open ditches in the streets ▪ people tightly packed together in unsanitary conditions (Source 4) ▪ rotten meat and fish that people were eating ▪ 'contaminated and poor quality' ale that people were drinking ▪ polluted well-water that people were drinking ▪ very dirty outside public toilets. 	

Description	Marks
Question 4	
Identifies Henry Knighton's opinion regarding the cause of the plague Contrasts this with the other opinions in the sources Discusses why Knighton's opinion may differ	3–4
Identifies Henry Knighton's opinion regarding the cause of the plague And/or makes a statement why Knighton's opinion may differ	1–2
Subtotal	4
Answer could include, but is not limited to: As a Canon at St Mary's his belief in God's power to punish for decadent behaviour reflects the values and belief system of the time	
Description	Marks
Question 5	
Explains, in detail, the long-term effects of the plague using examples from Source 6 and own knowledge Includes the long-term effects on families, workers and towns Uses specific examples to support the explanation	7–8
Explains some of the long term effects of the plague using examples from Source 6 and own knowledge Includes some of the long-term effects on families, workers and towns in the explanation. Uses examples to support the explanation	5–6
Describes some of the long-term effects of the plague using examples from Source 6 and own knowledge Includes some of the long-term effects on families, workers and/or towns in the explanation Uses limited examples to support the explanation	3–4
Provides a limited description of what caused the plague to spread so fast in towns according to Source 4 and Source 5	1–2
Subtotal	8
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Source 6 depicts the devastation of the Black Death/plague as it swept through parts of Europe as the Grim Reaper trampling and killing everyone in its path, it did not discriminate between the classes. <p>Some of the following:</p> <ul style="list-style-type: none"> as the Black Death/plague killed most of those that contracted it the populations of whole towns were wiped out. It is estimated that up to 40% of the population of Europe were wiped out and it took decades, if not hundreds of years, for the population numbers to be restored the plague had devastating long-term effects on some families. The loss of parents meant children were orphaned and left to fend for themselves and many died of starvation. Families who lost their father faced poverty and starvation without the income to feed those who survived. Also, the whole town suffered with the loss of workers to farm the land and produce the food and other goods the loss of skilled labourers and craftsmen led to shortages of workers and as a long-term effect this led to a breakdown of the feudal system. Workers left the manors to move to the towns for the higher wages. Some estimates put the increase in wages as five-fold 	

<ul style="list-style-type: none"> • as workers moved to the towns they became wealthier and a middle class was formed. More services became available in the towns and this attracted even more people to move from the countryside to the towns • in some countries, the rulers were concerned by the rising wages and prices for food and they tried to keep wages low. In England, a law was passed against employers offering higher wages to attract workers and against workers moving in search of higher wages. This law was one of the causes of the Peasants' Revolt of 1381, which ended the feudal system in England • a long-term effect of the Black Death/plague was the weakening of the influence of the Catholic Church in Europe, because people began to question its practices and its power, as the Church was unable to prevent the devastation caused by the Black Death. This in turn led to the Reformation and the establishment of other Christian denominations. 	
Total	31