

**Task 1: Crime and Punishment**  
Research and Extended Response

<b>Task Name:</b> Extended Response	<b>Unit:</b> Medieval Europe
<b>Task Distributed:</b> 15 <sup>th</sup> March 2024	<b>Task Due:</b> Thursday 28 <sup>h</sup> of March, 2024
<b>Task Type:</b> Research Task & In-class extended response	<b>Syllabus Outcomes:</b> HT4-5, HT4-6, HT4-8, HT4-9, HT4-10
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 1

**Task Description:**

Task Description: There will be TWO parts to this assessment task.

**PART A – Research (10 marks)**

Students are required to choose **THREE** (3) medieval crimes and punishments and answer the following questions for each using the attached scaffold.

- Identify the crime
- Provide an image of the punishment or torture device
- Describe the punishment in detail
- Discuss the Pros and Cons and whether punishments during the Medieval period were fair using the provided planning scaffold
- Provide a full bibliography of all sources used for your research

To access an exemplar research scaffold on Moodle please access the link below

(<https://web2.gyMEA-h.schools.nsw.edu.au/mod/book/view.php?id=25771&chapterid=1916>)

Students are to submit PART A via Moodle on **Thursday 28<sup>th</sup> of March by 5pm:** (<https://web2.gyMEA-h.schools.nsw.edu.au/mod/assign/view.php?id=35367>)

**PART B – In-class extended response (15 marks) + 5 marks Literacy**

Students will be given *40 minutes* in class to complete an extended response to the question below, using the PEEEL paragraph technique (with an introduction and conclusion).

*Using Source, A and your own knowledge, DISCUSS whether punishments during the Medieval period were fair.*

**Note:** Source A is an unseen source which will be provided to students when they attempt part B in class.

The literacy criteria will be applied to Part B of the assessment task.

Students are required to complete the planning scaffold for their in-class extended response. Students are to hand-write these notes under the headings provided using dot point form. This planning scaffold can be used during Part B to help assist students. If these criteria are not met you may not be approved to use it during Part B.

Expected response length: 400 words.

## NESA Glossary of Key Words

- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/o
- **Analyse:** Identify components and the relationship between them; draw out and relate implications

Knowing the verb associated with the task will provide an understanding of the detail needed to successfully answer each question. **Check the NESA Glossary of Key Words:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### Details of Submission:

#### Part A – Due: Thursday 28<sup>th</sup> March 2024

To be uploaded to Moodle by 5PM. You can access a soft copy of the research scaffold on Moodle under the heading Assessment Task 1.

**Part B – Due: Thursday 28<sup>th</sup> 2024** The planning scaffold is to be completed in hand written dot points. The planning scaffold can be used in class on the day when completing Part B.

Class Allocation: 8M Period 5; 8E Period 1; 8Y Period 1 and 8G Period 1 during your Skill up Class.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

### Feedback provided

- The task will typically be returned to students within two school weeks of the submission date.
- At this time, feedback, including information on how to improve, will be delivered through mechanisms such as marking criteria and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

### Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment marks and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

### What Areas of Learning will this Assessment Task Report On?

The completion of this task links to students' learning of research and source integration into a formal historical response. Students will be provided with designated research time in their history periods in the lead up to the task due date. Report outcome: researches and composes a written response on Medieval Europe.

## PART A: Research

You are to complete the first part of this scaffold for all three crimes and punishments of your choice.

### Crime 1:

Identify the crime	<i>Provide an image of the punishment or torture device used as a result of committing the crimes here</i>
Description of the punishment in detail:	

### Crime 2:

Identify the crime	<i>Provide an image of the punishment or torture device used as a result of committing the crime here</i>
Description of the punishment in detail:	

### Crime 3:

Identify the crime	<i>Provide an image of the punishment or torture device used as a result of committing the crime here</i>
Description of the punishment in detail:	

**You must include a bibliography of all sources used throughout your research**

Next, using the knowledge you've gained, discuss in one paragraph, whether punishments during the Medieval period were fair (using the PEEEL paragraph provided you to at the beginning of term).

DISCUSS whether punishments during the Medieval period were fair:

***NOTE: Discuss means to identify issues and provide points for and/or against***

# Planning Scaffold

Identify the type of crime and punishment during the Medieval period	Provide reasons in favour of using that type of punishment for the crime	Provide reasons against using that type of punishment for the crime	Discuss whether this type of punishment was fair
1.	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
2.	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>
3.	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

## PART A – Research Marking Criteria

PART A MARKING CRITERIA					Total marks
	1	2	3	4	
Identifies the crime	Identifies three historical examples of crime during the medieval period				/1
Describes the punishment in detail, with an accompanying image	Identifies the punishments, with limited use of images	Provides a brief description of each punishment, using images to supplement	Provides a detailed description of each punishment, using relevant images to supplement information		/3
Discuss whether punishments during the Medieval period were fair	Outlines some forms of punishment during the Medieval period and/or makes no or limited mention of points for and against its fairness	Describes some forms of punishment during the Medieval period and makes some mention of points for and against its fairness	Explain at least three forms of punishment during the Medieval period and, and may provide points for and against its fairness	Discuss at least three forms of punishment during the Medieval period and, and clearly provides points for and against its fairness	/4
Bibliography	Includes a mostly accurate bibliography with a variety of sources referenced correctly	Includes an accurate bibliography with a variety of relevant sources using correct referencing			/2

## PART B – Extended Response Marking Criteria

Band	Criteria
<b>13-15</b>	<ul style="list-style-type: none"> <li>• Provides a comprehensive discussion on whether punishments during the Medieval period were fair</li> <li>• Integrates 3 examples of crimes and relevant punishments to support own knowledge.</li> <li>• Directly refers to the source provided</li> <li>• Uses appropriate terms and concepts</li> <li>• Presents a well-structured, logical and sustained extended response</li> </ul>
<b>10-12</b>	<ul style="list-style-type: none"> <li>• Attempts to discuss whether punishments during the Medieval period were fair</li> <li>• Integrates 3 examples of crimes and relevant punishments to support own knowledge.</li> <li>• Directly refers to the source provided</li> <li>• Uses appropriate terms and concepts</li> <li>• Presents a structured, logical and sustained extended response</li> </ul>
<b>7-9</b>	<ul style="list-style-type: none"> <li>• Describes punishments during the Medieval period and mentions either points for or against its fairness</li> <li>• Integrates 3 examples of crimes and relevant punishments to support own knowledge.</li> <li>• Directly or indirectly refers to the source provided</li> <li>• Uses appropriate terms and concepts</li> <li>• Presents a structured and logical extended response</li> </ul>
<b>4-6</b>	<ul style="list-style-type: none"> <li>• Outlines certain punishments during the Medieval period but does not mention of points for or against fairness its fairness</li> <li>• Provide one or more example of crimes and relevant punishments to support own knowledge.</li> <li>• May refer to the source provided</li> <li>• Uses some appropriate terms and concepts</li> </ul>
<b>0-3</b>	<ul style="list-style-type: none"> <li>• Makes some general points about crime and punishment</li> <li>• Limited to no research evident</li> <li>• Brief to no referral to the source provided</li> <li>• May use historical terms</li> </ul>

