

Task Name: Crime and Punishment Extended Response	Unit: Medieval Europe
Task Distributed: Week 5	Task Due: Thursday 11 th September 2025 (Week 8B)
Task Type: Research and Writing Task	Syllabus Outcomes: HT4-5, HT4-6, HT4-8, HT4-9, HT4-10
Task Weighting: 25%	Task number for Course: 1

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

Part A: Research Scaffold (Week 7 Formative Homework Task)

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

- Identify and describe the crime and punishment during the Medieval period
- Provide an image of the punishment or torture device
- 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
- Provide a full bibliography of all sources used for your research

Students are to submit their research scaffold via Moodle on **Sunday 7th September by 5pm:** (<https://web2.gyMEA-h.schools.nsw.edu.au/mod/assign/view.php?id=43515>)

Part A: Research Scaffold can be printed and used during Part B to help assist students. The table must be used, maximum 1 page and minimum 10 point font (Arial or Times New Roman). If these criteria are not met you may not be approved to use it during Part B.

Part B: In-class extended response (15 marks) + (5 marks literacy)

Students will be given *45 minutes* in class to complete an extended response answering the following question:

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.

Expected response length: approximately 2 pages.

NESA Glossary of Key Words

- **Discuss:** Identify issues and provide points for and/or against.

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: Sunday 7th September 2025 by 5pm

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 – Thursday 11th September 2025

The in-class extended response will be completed under exam conditions during the assigned period. The research scaffold is to be completed in minimum 10 point font (Arial or Times New Roman) and maximum 1 page. The research scaffold can be used in class on the day when completing Part B.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 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 B – Extended Response Marking Criteria

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

Part A: Research Scaffold You must include a bibliography of all sources used throughout your research (on a separate page)

Identify and describe the type of crime and punishment during the Medieval period	Provide an image of the punishment or torture device used as a result of committing the crime	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"> • • 	<ul style="list-style-type: none"> • •
2.		<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
3.		<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •

GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	1	2	3	4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation