

<b>Task Name:</b> Significant Individual Extended Response	<b>Unit:</b> Medieval Europe
<b>Task Distributed:</b> Tuesday 3/3/2026 (Week 6B)	<b>Task Due:</b> Tuesday 17th March, 2026 (Week 8B)
<b>Task Type:</b> Research and Writing Task	<b>Syllabus Outcomes:</b> HT4-5, HT4-6, HT4-8, HT4-9, HT4-10
<b>Task Weighting:</b> 30%	<b>Task number for Course:</b> 1

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

**Part A: Research Scaffold**

**(Note: this section will be your Week 7 Formative Homework Task)**

Students will use this list to select ONE significant individual from the Medieval period:

- Charlemagne
- Eleanor of Aquitaine
- Saladin
- William Wallace
- Joan of Arc

Students will be given class time to research their chosen individual, locating TWO relevant historical sources. A research scaffold will be completed and this will be submitted via Moodle as the **Week 7 formative task on Sunday 15th March, 2026 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 research scaffold 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 under exam conditions to complete an extended response answering the following question:

**Using SOURCE A as well as the sources you have researched, EXPLAIN the impact of a significant individual in shaping Medieval Europe.**

(Source A is an unseen source that will be provided on the day of the assessment task).

Expected response length: approximately 2 hand written pages.

## NESA Glossary of Key Words

- **Explain:** Relate cause and effect. Make the relationships between things evident. Provide why and/or how.

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 15th March, 2026 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 – Tuesday 17th March, 2026

The in-class extended response will be completed under exam conditions during the assigned period. Use the research scaffold to assist you during this task. Ensure it is 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 2026 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.



## Source Analysis Scaffold

<b>Name of the significant individual from the Medieval period:</b>	
<b>General details about this person (for example, where and when they were born, their education, what group in society they belonged to):</b>	
<b>What impact did this person have in shaping Medieval Europe?</b>	
<b>Source 1</b>	<b>Source 2</b>
Type and Origin of the source:	Type and Origin of the source:
Context of the source	Context of the source
Perspective/value	Perspective/value

## 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:
<b>Vocabulary</b> <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
<b>Punctuation</b> <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
<b>Sentences &amp; Cohesion</b> <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
<b>Paragraphs</b> <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
<b>Text Structure</b> <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 <b>all</b> 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