Year 8 History
Assessment 1 - Semester 2, 2019

Museum Display on the Vikings
Research and Presentation (Part A)
Source Analysis (Part B)
Peer Mark (Part C)

Due Date: Week 7, Tuesday September 3, 2019
in the Library

Outcomes to be assessed:

**Part A: The Group should**
HT4-3 describe and assess the motives and actions of past individuals and groups in the context of past societies
HT4-8 locate, select and organise information from sources to develop an historical inquiry
HT4-10 select and use appropriate oral, written, visual and digital forms to communicate about the past.

**Part B: Individual students should**
HT4-5 identify the meaning, purpose and context of historical sources

<table>
<thead>
<tr>
<th>Group Level of Achievement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensive knowledge and understanding</td>
<td>A</td>
</tr>
<tr>
<td>Extensive communication skills</td>
<td></td>
</tr>
<tr>
<td>Thorough knowledge and understanding</td>
<td>B</td>
</tr>
<tr>
<td>Thorough communication skills</td>
<td></td>
</tr>
<tr>
<td>Sound knowledge and understanding</td>
<td>C</td>
</tr>
<tr>
<td>Sound communication skills</td>
<td></td>
</tr>
<tr>
<td>Basic knowledge and understanding</td>
<td>D</td>
</tr>
<tr>
<td>Basic communication skills</td>
<td></td>
</tr>
<tr>
<td>Elementary knowledge and understanding</td>
<td>E</td>
</tr>
<tr>
<td>Elementary communication skills</td>
<td></td>
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</table>
The Task

To use primary and secondary sources to describe and assess the motives and actions of past individuals and groups in the context of past societies.

The focus society is the Vikings.

Background: Vikings are traditionally viewed as murdering barbarians who brought fear into the lives of all they came into contact with. But is there more to this historical society? In this task you will research at the Vikings to gain a better insight into the complexity and vibrancy of Viking life. You will learn to find information which is useful to your research and communication. You will also need to learn to work with a group, taking responsibility for your contributions and encouraging others.

Your task:

1. As a group of up to 4, you are to carry out research on an *area of Viking society and culture from the list below. Each group will research this *specific area, though there may be some overlap.

2. You will need to formulate a FOCUS question about *your area to help guide your research.

   This FOCUS question must be displayed in the centre of your museum display

   *What can we learn from primary and secondary sources about..........?
In your group, you will be assessed on:

→ **Part A** - Your *museum display* that creatively displays your understanding of, and provides answers to, your **FOCUS question**.

As an individual you will be assessed on:

→ **Part B** - your ability to identify the meaning, purpose and context of *2 historical sources* that you used in your museum research

→ **Part C** - You will also be asked to **peer mark** other group members for their contributions to the task. This peer mark is used to determine part of your application grade in your report

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*Topic areas on the Vikings to research. Your group will do ONE of these areas.*

A. Religion, death and burial (gods, mythology and mythological places)
B. Daily Life (Social structure and social roles, education of children, work, entertainment)
C. Role of women in Viking society
D. Exploration and Trade (Areas the Vikings explored and traded with, stories of exploration – see Sagas, goods traded)
E. Expansion, conquest and settlement (Raids, places the Vikings established control, reasons for this including weapons and ship technology)
F. Leadership and Government (laws, crime and punishment)
G. Famous leaders – see Sagas
H. Viking Technology (weapons, ships etc.)

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**NB – Each display must have their FOCUS question as their centrepiece.**

**Listen to your teacher’s explanation on this!**
Your museum display must incorporate: (tick when completed)

- A FOCUS question devised by your group about your area

- **3 primary sources** that help to answer your question (photographs of primary sources are acceptable)
  - Each source **must be clearly labelled** to indicate that it is a primary source.
  - For each source, a **brief explanation** (1 to 2 sentences maximum) of **why** this source is important to include in the museum display

- **3 secondary sources** that help to answer your question
  - Each source **must be clearly labelled** to indicate that it is a secondary source.
  - For each source, a **brief explanation** (1 to 2 sentences maximum) of **why** this source is important to include in the museum display

- A **Bibliography** of every source you used, written on paper and attached to your museum display

**As an individual**

- Each student is to submit a completed annotated bibliography for 2 DIFFERENT sources (your sources CANNOT be the same as other group members)

- A **variety** of modes of communication for example: Poster, models, Prezi/PPT, Inspiration, Explain Everything, iMovie, Book Creator.

An example of a primary source - a photo of an original Viking longship
The Lesson by Lesson Process:

**Step 1: Part A** - Form into groups and select an aspect of Viking society and culture. Groups and topics may be decided by your teacher.

**Step 2: Weeks 4/5** - Spend up to 3 periods in class researching your specific topic and ensuring that you concentrate on devising a FOCUS question.

➔ Decide who is going to contribute what to the display.
➔ You will need to provide your own materials (e.g., cardboard)
➔ Design your display. How will it look? Is it interesting and creative?

**FOR SAFETY, DO NOT USE IPADS IN YOUR DISPLAY**

**DO NOT USE FRESH FOOD IN YOUR DISPLAY**

**Step 3: Week 6** - Spend another week at home on your research and making your display items.

**Step 4: Week 7** - Set up your Museum Display at the appointed time.

**Don’t forget your Bibliography**

**DO NOT USE FRESH FOOD IN YOUR DISPLAY**

**Step 5: Part B** -
➔ Complete and submit your sources analysis on Google classroom (this is called an Annotated Bibliography)
➔ Complete and submit your Peer Marking
### Part A: Group Task Marking Criteria

**Names:**

______________________________________________________________

**Teacher:** (circle one) JSA  JAY  BPU

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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</table>
| **A** | Describes and assesses the **motives and actions** of past individuals and groups in the context of past societies  
FOCUS question is clearly displayed  
Thoughtful display that provides an *insightful response* to the FOCUS question devised by the group. |
| **B** | Clearly describes and attempts to assess the **motives and actions** of past individuals and groups in the context of past societies  
FOCUS question is clearly displayed  
Thoughtful display that clearly attempts to respond to the FOCUS question devised by the group. |
| **C** | Describes the **motives and/or actions** of past individuals and groups in the context of past societies  
Display that describes the society but hasn’t clearly addressed the FOCUS question devised by the group. |
| **D** | Describes some aspects of past individuals and groups in the context of past societies  
Display is basic in organisation and does not include the FOCUS question devised by the group. |

- Describes and assesses the **motives and actions** of past individuals and groups in the context of past societies
- Logical and well organised; effective team work to create a sense of connectedness in the display - effective visual and written links
- Uses a **variety of techniques** in presentation which reflect a **degree of creativity** in response to the focus question
- Features of research area Viking society clearly shown
- Shows clear evidence of thorough research through bibliography
- Thorough display that reflects the amount of time allocated for students to complete the task

- Clearly describes and attempts to assess the **motives and actions** of past individuals and groups in the context of past societies
- Well organised; evidence of teamwork in designing the display
- Some visual and/or written links - attempted
- Uses a variety of techniques in presentation; some creativity in presentation
- Features of research area of Viking society clearly shown
- Shows clear evidence of thorough research through bibliography
- Sound display that reflects the amount of time allocated for students to complete the task

- Describes the **motives and/or actions** of past individuals and groups in the context of past societies
- Presentation that may only have 3 or 4 techniques used to present display but are done quite well
- The visual and written links between information presented in the display may be basic or implied
- Some features of Viking society are shown though may be limited for the area allocated and researched
- Shows satisfactory evidence of research through bibliography
- Adequate presentation that reflects the amount of time allocated for students to complete the task

- Describes some aspects of past individuals and groups in the context of past societies
- Some attempt at organisation BUT very little effort in making the display
- Uses at least 2 techniques in presentation – very basic
- No real linkage between ideas that are conveyed in exhibition
- May only show a limited description of the area allocated
- Shows evidence of some research (limited Bibliography)
- Presentation does not reflect the amount of time that was allocated for students to complete the task
Elementary

Presentation is basic and does not reflect the amount of time that was allocated for students to complete the task.

- Limited description of past individuals and groups in the context of past societies
- Very little effort in making the display
- Uses 1 or 2 techniques in presentation – very basic
- No real linkage between ideas that are conveyed in exhibition
- May only show a limited description of the area allocated
- Shows evidence of some research
- Bibliography not be included
- Presentation does not reflect the amount of time that was allocated for students to complete the task.

Part B: Annotated Bibliography - Complete and submit on Google classroom

<table>
<thead>
<tr>
<th>Source 1</th>
<th>What information did this source provide? 1 sentence.</th>
<th>Why was this source made?</th>
<th>How was this source useful and helpful in creating your museum display? 2 - 3 sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 2</td>
<td>What information did this source provide? 1 sentence.</td>
<td>Why was this source made?</td>
<td>How was this source useful and helpful in creating your museum display? 2 - 3 sentences</td>
</tr>
</tbody>
</table>

Part B: Marking Criteria - Annotated Bibliography

| A -5 | Source accurately described  
Clearly understands why this source was made/awareness of primary/secondary  
Detailed explanation on its usefulness |
| B -4 | Source described  
Understands why this source was made  
Usefulness explained but not as sophisticated as A range |
| C -3 | Source described  
Attempts explanation of why source was made  
Limited attempt to explain how it was useful |
| 2 | Source identified  
Attempts explanation of why source was made  
OR  
Limited attempt to explain how it was useful |
| 1 | Source identified  
OR  
Attempts explanation of why source was made  
OR  
Limited attempt to explain how it was useful |
Part C: Peer Mark

As part of the assessment you are required to give a mark on the effort and contribution of the other students in your group.

This mark will be out of 10 and requires you to give a brief explanation explaining why you have given that mark.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Peer Marking of Group Work</th>
</tr>
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<tbody>
<tr>
<td>A 9 - 10</td>
<td>• Has made constant contributions to the group, listens to others and offers constructive suggestions and advice. Has never had to be reminded to complete work. You may feel that people who get a 10 have done much more than their fair share.</td>
</tr>
<tr>
<td>B 7 - 8</td>
<td>• Has made good contributions to the group, generally listens well and offers good advice and/or ideas. May not always be as focussed as the A range person but did everything that was asked of them and did not create disruption within the group.</td>
</tr>
</tbody>
</table>
| C 5 - 6 | • There are two possible types in this group:  
  • Some people will do their work but not contribute to discussion or give other ideas. Won’t disrupt the group but will not add to the collective knowledge or understanding either.  
  • Some people here but be full of ideas but don’t do a lot of work or they may talk but not listen and can thus cause problems within the group.  
  • Generally the people here will do most of their work but it may take some effort to get them to the point |
| D 3 - 4 | • These people are not engaged much in the group; tend to be disruptive or unwilling to work with others.  
  • Some will only do a bare minimum of work but may have made some useful contributions to discussions. |
| E 1 - 2 | • Do very little for the group and don’t appear to do any work. May be very disruptive or unwilling to co-operate. |

<table>
<thead>
<tr>
<th>Group Member’s Name and Homeroom</th>
<th>Mark</th>
<th>Reason with example</th>
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