



# Chester Hill High School

*Strength in Unity, Excellence in Education*

## HISTORY FACULTY

### ASSESSMENT TASK 1

<b>Course:</b>	History Elective	<b>Year:</b>	10
<b>Topic:</b>	The Crusades		
<b>Assessment Name:</b>	Kingdom of Heaven		
<b>DATE DUE:</b>		<b>Total Mark/Weighting</b>	20%
<b>STUDENT NAME:</b>			
<b>Progress Check FEEDBACK</b>	<input type="checkbox"/> <i>Draft of 2 characters completed</i> <input type="checkbox"/> <i>References to historical sources</i> <input type="checkbox"/> <i>Use of historical terms and concepts</i>		
<b>Progress Check Date:</b>			

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



#### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
<b>TEACHER:</b>	<b>CLASS:</b>
<b>DATE DUE:</b>	<b>DATE SUBMITTED:</b>
<b>TITLE OF TASK:</b>	<b>TEACHER'S SIGNATURE:</b>

## Task Information

<b>Important idea(s) being explored:</b>	History is constructed through a range of media including film. Constructions of history can be challenged with close analysis of the source material.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Comparing and contrasting the portrayal of characters in Kingdom of Heaven to the historical sources.
<b>Task Requirements:</b>	<p>In class, you will be viewing the film <i>Kingdom of Heaven</i> and analysing much of the primary and secondary sources that inform our understanding of the Crusades. Your task is to look closely at the characters and how they are presented in the film. You will then need to compare this presentation of characters to the primary sources we have studied. You will need to present your task in Keynote or PowerPoint and you will be given time in class to complete this.</p> <p>For each character, you will need to:</p> <ul style="list-style-type: none"> <li>• Include a picture of the character from the film</li> <li>• Describe the way the character is presented in the film</li> <li>• Describe the way the character is presented in medieval sources – both Christian and Muslim</li> <li>• Offer an explanation as to why the film representation of the character might be similar or dissimilar to the representation of the characters in Medieval sources</li> </ul> <p>Your Keynote / Powerpoint must:</p> <ul style="list-style-type: none"> <li>• Have at least 1 slide per character and include at least 5 characters</li> <li>• clearly describe the way the characters have been presented in both film and the sources</li> <li>• Offer an explanation as to why there might be differences or similarities between the film and the sources</li> </ul>
<b>Syllabus Outcomes:</b>	<p>This task assesses your ability to:</p> <ul style="list-style-type: none"> <li>• examine the ways in which historical meanings can be constructed through a range of media (E5.2)</li> <li>• explain different contexts, perspectives and interpretations of the past (E5.7)</li> <li>• identify, comprehend and evaluate historical sources and use them in your historical inquiry (E5.6)</li> <li>• select and use an appropriate method of presentation to communicate and persuade your reader/viewer (E5.10)</li> </ul>

**Feedback from student about task:**

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *HISTORY ELECTIVE*

\_\_\_\_\_

Learning in *HISTORY ELECTIVE* could be improved if:

\_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_

\_\_\_\_\_

## Success Criteria

Elements	Specific Criteria	A 17-20	B 13-16	C 9-12	D 5-8	E 1-4
<b>Understands the big idea(s)</b>	Understands that the depiction of the characters in the film <i>Kingdom of Heaven</i> is a construct and explains reasons for this construct	Extensive understanding of the depiction of characters in the film. Ability to offer a sustained explanation as to why these constructions were created	Thorough understanding of the depiction of characters in the film. Ability to offer explanations as to why these constructions were created	Sound understanding of the depiction of characters in the film. A detailed description is provided but little explanation as to why they are constructed in that way	Basic understanding of the depiction of characters in the film. May make statements about the characters	Elementary understanding of the depiction of characters in the film. Very limited statements about the film
<b>Processes</b>	Identify, comprehend and evaluate sources to support or question the construction of history in the film	Extensive ability to link sources to the characters in the film. Sources are evaluated and evidence drawn from sources to support or question the constructions	Thorough ability to link sources to the characters in the film. Information is drawn from sources to support or question the constructions	Sound ability to link sources to the characters in the film. Sources are identified and linked to the constructions	Basic ability to identify sources to support the characters. Some sources may be mentioned	Limited ability to identify sources to support the characters. Limited or no use of sources
<b>Literacy/ Numeracy</b>	Effective written communication of historical ideas	Highly effective written communication. Clear description and explanation provided	Effective written communication. Explanation is presented at times	Sound written communication. Clear statements are provided about the characters	Basic written communication. Basic statements about the characters are made	Limited written communication. Limited points are made about the film

### FEEDBACK from Teacher:

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Completion of assessment during allocated class time.  Excellent  Moderate  Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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