**Assessment: ‘All Muck and Misery’ - Create a guidebook on the key aspects of Medieval Life.**

*Refer to a range of areas of ordinary life which may include the following: Structure of society, living conditions, entertainment, food, medicine, technology, law and order.*

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This assessment is testing your knowledge and understanding of the Medieval World. It is also testing your ability to challenge the assumption that the Middle Ages was a period of negativity.

You are also developing your ability to write clear and well-developed paragraphs; explain things clearly; making use of the evidence that you have prepared.

*The task breakdown*

You will work in a team of 3 for this assessment. Within this team you will have your own individual tasks to prepare. Below is an explanation of 9 topics areas relating to the Middle Ages. As a group you should decide who will be responsible for which topics. Once you have allocated topic areas your role is to research and prepare a written paragraph and 2 -3 selected images that support your explanation for each area of Medieval life.

Once you have completed your paragraphs you should work as a team to design a professional brochure and guide to the Medieval World. You should also work together to create a conclusion to the assumption that the Middle Ages was ‘all muck and misery’.

The assessment is testing 4 important Historical Concepts and Skills

1. **Historical knowledge**

TIP: Make sure you know key aspects of life in the Medieval period.

1. **Testing assumptions: Using Evidence**

TIP: Remember that you should have key factual evidence to support the points that you make in order to avoid inaccuracies and assumptions.

1. **Writing in a clear way**

TIP: Remember to write in paragraphs, have an introduction which gives the background to the period of study, and a conclusion which explains your overall opinion. Use the IDEA structure to help you structure your paragraphs.

Things to consider for this assessment

* There are a great deal of assumptions that are made about the Medieval period. These assumptions have become ‘facts’ over time. Your job is to test these assumptions by gathering relevant evidence to prove or disprove big and little points in a variety of aspects of life in the Medieval Period.
* Different aspects of life can vary depending on wealth, gender and geography.
* Consider the complexity of writing great paragraphs – using big and little points can help us craft well written paragraphs.

**Assessment: ‘All Muck and Misery’ - Create a guidebook to the key aspects of Medieval Life.**

Below are 9 key aspects of life in the Middle Ages. You must allocate each member of the group 3 areas of life. You must test the assumptions made below through research of each area. Try to ensure that you also look for changes that occur in each area over the Medieval Period – 1000AD – 1500AD.

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| Area of life | Big point | Key assumptions | Student Allocation |
| Structure of society  (Feudal System) | People were not free. | People had to work for their lords and do what their lords told them.  They were not allowed to leave their villages without permission. |  |
| Homes | Homes were very uncomfortable. | They were poorly built from mud and bits of wood.  People did not improve their homes or clean them.  Most people hardly had any clothes or valuables. |  |
| Farming | Farmers had an awful life. | They did all of their work by hand and had no machines.  Men did not get any help from women.  Starvation was always around the corner.  The Black Death made everything much worse in 1349. |  |
| Towns and Travel | Nobody ever left their village. | There were not many towns.  There was not much point in visiting them as they had no shops and no jobs.  Transport was terrible, so no one wanted to travel round the country or go abroad. |  |
| Entertainment | People didn’t have much fun in the Middle Ages. | There was no sport.  The only entertainment was singing and dancing.  There were no books, and nobody could read.  They had no holidays except Sundays. |  |
| Hygiene | People were dirty and didn’t worry about it. | People never washed.  They didn’t try to keep their homes or streets clean.  Nobody tried to be polite or have good manners. |  |
| Health and medicine | If you were sick you couldn’t get any help. | There were no doctors.  None of their cures worked.  Most people died very young. |  |
| Crime and punishment | Punishments were cruel and violent. | Villagers caught criminals themselves.  They decided if they were guilty by ducking them under water.  People were hanged or had limbs cut off for even minor crimes. |  |
| Religion | People did not care about religion. | Priests just took the villagers’ money then preached them sermons about hell. People did not go to church very often.  They did not get any practical help from the priest. |  |

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| Success Criteria: ***‘All muck and Misery’ - Create a guidebook to the key aspects of Medieval Life*** *Refer to a range of areas of ordinary life which may include the following: Structure of society, living conditions, entertainment, food, medicine, technology, dangers & suffering.* | | | | |
|  | Historical knowledge | Change and continuity | Creativity | Structure |
| 7 | Detailed substantive historical knowledge is used highly effectively.  The examples used are very well selected to support the point that is being made. | There is explicit understanding of developments that have taken place across the Medieval Period in a range of areas and may offer reasons for these changes.  There is an understanding that life in the Medieval Period may progress in one aspect but regress in another. | The guidebook is professionally designed to reflect the key aspects of life in the Medieval Period. There is high levels of creativity and innovative creative thought. There is excellent selection of images to support written evidence. Images and illustrations are fully annotated. | The guidebook contains coherent and meaningful paragraphs that include clear ‘big’ points and backed up by well explained ‘little’ points. The student has sought advice and has redrafted the answer based on feedback given. |
| 6 | A high level of factual historical knowledge is used to support judgements made about the quality of life across various aspects of life in the Medieval Period. | There is clear understanding of developments that have taken place across the Medieval Period in a range of areas and may offer reasons for these changes.  There is an understanding that life in the Medieval Period may progress in one aspect but regress in another. | The guidebook is thoughtfully designed to reflect the key aspects of life in the Medieval Period. There is high levels of creativity and some innovative creative thought. There is very good selection of images to support written evidence. Images and illustrations are fully annotated. | The guidebook contains well-crafted paragraphs that include thoughtful ‘big’ points and backed up by explained ‘little’ points. The student has sought advice and has redrafted the answer based on feedback given. |
| 5 | Historical knowledge is used effectively through selection and deployment to support explanations of the quality of life across various aspects of life in the Medieval Period. | There is understanding of developments that have taken place across the Medieval Period in a range of areas and may offer reasons for these changes.  There is an understanding that life in the Medieval Period may progress in one aspect but regress in another. | The guidebook is planned and well designed to reflect the key aspects of life in the Medieval Period. There is a good level of creativity. images are included to support written evidence. Images and illustrations are annotated. | The guidebook contains paragraphs that start with ‘big’ points and backed up by explained ‘little’ points. There is evidence of planning and has been checked for common errors. |
| 4 | Historical knowledge of the Medieval Period is evident through the selection of a range of facts describing the quality of life in various aspects. There may be too much description in places or a lack of supporting evidence. | There is some limited understanding of developments that have taken place across the Medieval Period in a range of areas. | The guidebook is planned and designed to reflect some of the key aspects of life in the Medieval Period. There is some creativity evident in its design. images are included but the relevance is not clear. Images and illustrations are not fully annotated. | The response is organized to produce a structured guidebook. Paragraphs have been used to present ideas but they fail to make effective use of ‘big’ and ‘little’ points to craft a coherent explanation. Planning and redrafting could be used to greater effect. |
| 1-3 | Knowledge is used to support descriptions, although there are some inaccuracies and/or it is too generic rather than specific. There are some claims but they are undeveloped. | The answer either;  briefly describes aspects of the Medieval Period  or  offers some simple evidence of aspects of life. | The guidebook shows some evidence of design but it lacks creativity. There are some images included but they are not always relevant or annotated. | The organization shows some evidence of planning, although the answer is mostly narrative with only implicit use of paragraphs. |
| Overall comment: | | | | |

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| **Writing history – literacy tips** | |
| **When you want to give examples:**  **For example…**  For instance…  This can be seen in…  This is shown by…  This can be proven by…  This is revealed by…  **When you want to contrast:**  However…  On the other hand…  Although…  Despite this…  On the contrary…  Instead…  Whereas…  In contrast…  **When you want to prove impact:**  This led to…  This resulted in…  As a result of…  This meant that…  **When you want to stress something:**  Above all…  In particular…  Especially…  Significantly…  Mainly…  Mostly…  Usually  More importantly…  Fundamentally…  Crucially…  ***When you need to sum up:***  In conclusion…  Finally…  On balance…  In summary…  Having considered the evidence…  Overall…  To conclude… | * One way in which Ancient Rome was a better place to live than Ancient Egypt was in …………… (Transport/medicine/entertainment) * A significant difference between the two societies was in ……… * However this was not enjoyed by all levels of society……. * Slaves/Rich/Women/children would have preferred to live in ……. because …….   **When you need to list things:**  Firstly…  Secondly…  Thirdly…  Finally…  **When you need to explain both sides of the argument:**  On the other hand…  Whereas…  However…  Alternatively…  **When you need to highlight similarities**  In the same way…  Likewise…  Similarly…  As with…  Compared with…  **When you want to add something to what you have written:**  Also…  As well as…  Moreover…  In addition…  Furthermore…  **When you need to explain why something happened:**  Therefore…  Consequently…  One consequence of this was…  This meant that…  Due to…  This caused…  **When you want to use evidence:**  **The evidence suggests…**  According to…  The evidence demonstrates…  The evidence contrasts with…  The evidence is useful because…  The evidence illustrates… |