

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

My Target Score: \_\_\_\_\_ or \_\_\_\_\_%

Total Mark: <b>28</b>	<b>0%</b>	<b>Weight</b> <b>7.5%</b>



## Year 8 HASS – History Assessment One

### THE ANCIENT TO THE MODERN WORLD: Source Analysis: Medieval Europe

**Time: 5 minutes reading time and 50 minutes working time.**

#### PART ONE: SOURCE ANALYSIS

Carefully examine each of the sources presented and respond by using full sentences and correct grammar. Responses that provide detail, full explanations and examples, where required, will gain a greater amount of the marks offered. Ensure that you read the action words carefully and consider what action the task is intending you to take. Address all aspects of the tasks given to maximise your marks.

1. Complete the table below to indicate whether the sources are either **primary sources** or **secondary sources**: (4 marks)

Source:	Primary or Secondary?
Source 1	Secondary
Source 2	Secondary
Source 3	Primary
Source 4	Primary

2. Discuss the difference between a **primary** and **secondary** source. (3 marks)  
(Hint: A good response will include words such as however and whereas).

1 mark for outlining that a primary sources are original documents created at the time of the event/

1 mark for outlining that secondary sources are evidence based on primary sources created after the time of the event.

1 mark for using however or where as etc.

3. Identify the message of **Source 1**. (2 marks)  
(Hint: What is the source trying to tell you? Read the text and say it in your own words).

1 mark for identifying the message of Source 1 in their own words (full sentence).

1 mark for referring to source 1.

4. Identify the message of **Source 2**.

(Hint: What are the different parts of the image trying to get you to think or feel or believe?).

(2 marks)

1 mark for identifying what the source is trying to make them think/feel.

1 mark for referring to Source 2.

5. Identify the historical context of **Source 3**:

(a) Identify the event or the idea that this source is associated with. (1 mark)

The Crusades or Pope Urban II speech signalling the start of the crusades.

(b) List when this event occurred.

(1 mark)

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(c) List the two groups associated with this event or idea?

(1 mark)

Christians and Muslims (1/2 mark each)

(d) Outline What **caused** this event or idea to occur?

(2 marks)

The Byzantine Emperor wanted assistance from Pope Urban II to get followers/christians to join them in regaining control of the Holy Land (Jerusalem)

(e) Outline What was the **effect** of this event or idea?

(2 marks)

1 mark for identifying Christians entered into wars against the muslims to regain control of the Holy Land. 1 mark for identifying a consequence of the wars. ie. Deaths.

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6. Outline the purpose of **Source 4**?

(*Hint: explain why the creator of the source would produce this – what was the reason, what was their motive?*).  
(2 marks)

1  
mark for explaining why someone would have a picture of a viking shield, or why it would be displayed in a museum. 1 mark for referring to source 4.

7. Select one of the sources, 1, 2, 3 or 4.

Source: \_\_\_\_\_ choose 1 of the sources \_\_\_\_\_

a) Discuss the usefulness of this source (2 marks)

1 mark for explaining how the source is useful in communicating information about chosen source/event.

1 mark for referring to chosen source.

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b) Describe whether you would use this source as a reliable piece of evidence why/why not? (3 marks)

1 mark for referring to source.

1 mark for identifying whether the source is reliable or not.

1 mark for explaining why or why it isn't considered reliable.

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END OF ASSESSMENT