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| Total Mark:  56 |
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My Target Score: \_\_\_\_\_ or \_\_\_\_\_%

Year 8 HASS – History

*Assessment One – Multiple Choice, Short & Extended Response In-class assessment (7.5% Weighting)*

*THE ANCIENT TO THE MODERN WORLD*

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

**Section One – Multiple Choice**

1. History is important because:
   1. History has good ideas
   2. Many of the solutions to modern day problems can be found in history
   3. Those who do not know history are doomed to repeat it
   4. All of the above
2. The feudal system was:
   1. A system of governance in medieval Europe where each group of people had certain duties and obligations to perform
   2. A system of governance in medieval Europe where people voted for their king
   3. A system of governance in ancient history that was used in medieval Europe
   4. A system of social hierarchies where peasants had the most power
3. In the feudal system, knights were given land by who?
   1. The king
   2. Barons
   3. Peasants
   4. Serfs
4. The Crusades lasted for about 200 years. From which dates did the Crusades occur?
   1. 1250-1140 CE
   2. 1195-1492 CE
   3. 1095-1492 CE
   4. 1095-1291 CE

5. In medieval times education, help for the sick and poor, and accommodation for travellers was provided by the:

1. Church
2. Government
3. King
4. Local lord

6. The wars to capture the Holy Lands were known as the:

1. Crusades
2. Medieval Wars
3. Middle Ages Wars
4. Wars of the Dark Ages

9. Ordeals that were used in medieval Europe to decide if people were innocent or guilty included ordeal by:

1. Ducking stool
2. Red-hot iron and water
3. Disembowelment
4. Pillory
5. What event resulted in the Dark Ages?
6. Fall of the Western Roman Empire and thus strong, centralized control
7. The Black Death
8. Peasant rebellions which destroyed the Feudal System
9. A series of natural disasters, in particular drought, which led to food shortages and starvation
10. The Roman Empire collapsed because:
11. Of constant and ferocious attacks by barbarian tribes such as Huns and Goths
12. Of conflict and civil war within the Empire over who should be Emperor
13. It was simply too big to survive
14. All of the above

1. Why do historians refer to the era from 476 to 800 as the Dark Ages (Early Middle Ages)?
2. Because it was a period of cultural, religious and political struggle.
3. Because of the frequent warfare and disappearance of urban life.
4. They know very little about the era, as many sources have been lost.
5. All of the above.

1. Chivalry was a code of behaviour for:
2. Christian families
3. Young men
4. Knights
5. Serfs/peasants
6. Which of the following characterized the life of a serf/peasant?
7. They couldn’t leave the manor without the lord’s permission
8. They engaged primarily in the manufacture of goods
9. They usually lived in one roomed thatched huts
10. A and C
11. Trial by ordeal was:
12. The way medieval criminals were punished
13. The method by which a persons’ innocence or guilt was determined
14. The method by which knights developed their fighting skills
15. A tactic used by the Normans at the Battle of Hastings
16. Medieval European Kings claimed a “divine right to rule”. What did this mean?
17. The throne would be handed down to the eldest son
18. Their authority was sanctioned by God
19. Militarily they were the strongest and thus had the right to rule
20. They had the support of the people and thus had the right to rule
21. Which one of the following is in its correct chronological order?
22. Dark Ages, Fall of the Western Roman Empire, Battle of Hastings, Crusades
23. Fall of Western Roman Empire, Dark Ages, Battle of Hastings, Middle Ages
24. Fall of Western Roman Empire, Crusades, Renaissance
25. Battle of Hastings, Crusades, fall of the Western Roman Empire

**Section Two – Short Answer**

1. There are eight key concepts for History. Read the following descriptions and state the key concept each is describing (not all key concepts are mentioned): (5 marks)

1. *Throughout history and in modern times, different events or ideas (factors) come together to make other events or ideas happen. The factors that make things happen and the results, are known as:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *When an event in history creates an important change that affects society greatly because of its enormous impact and it leaves a legacy that resonates through the ages, it is often said to have:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Historians are like detectives; they find information from the past from a variety of historical sources to make arguments, or hypotheses. Reliable and trustworthy sources help to prove a hypothesis and convince others about a version of the past. When sources are used to explain an event or idea in history, it becomes:*

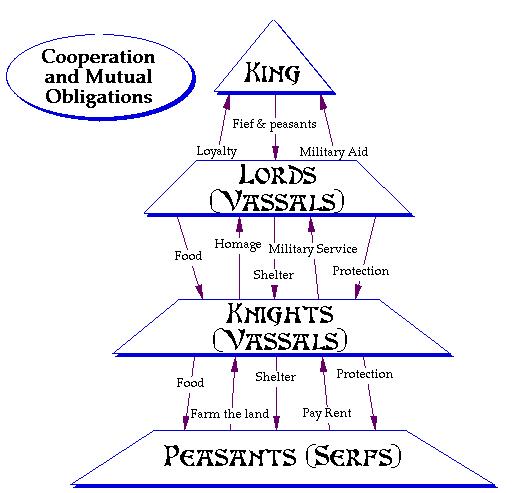
*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Interpretations of the past that are open to debate. Historians may have different opinions about different events or things of the past, therefore, these are:*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

1. *Throughout history some things stay the same. These may be particular ideas or ways of doing things. However, some things from the past may also develop and be different to contemporary times.*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*



**Source One**

1. Refer to Source One and complete the following questions:
2. State the name of the Medieval European system of social hierarchy that Source One depicts. (1 mark)

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1. Outline the purpose of the Medieval European system of social hierarchy that Source One depicts. (2 marks)

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1. Identify an advantage and a disadvantage of this system: (2 marks)

Advantage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Disadvantage: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Choose one of the roles (classes) from Source One and describe their role in the system. (3 marks)

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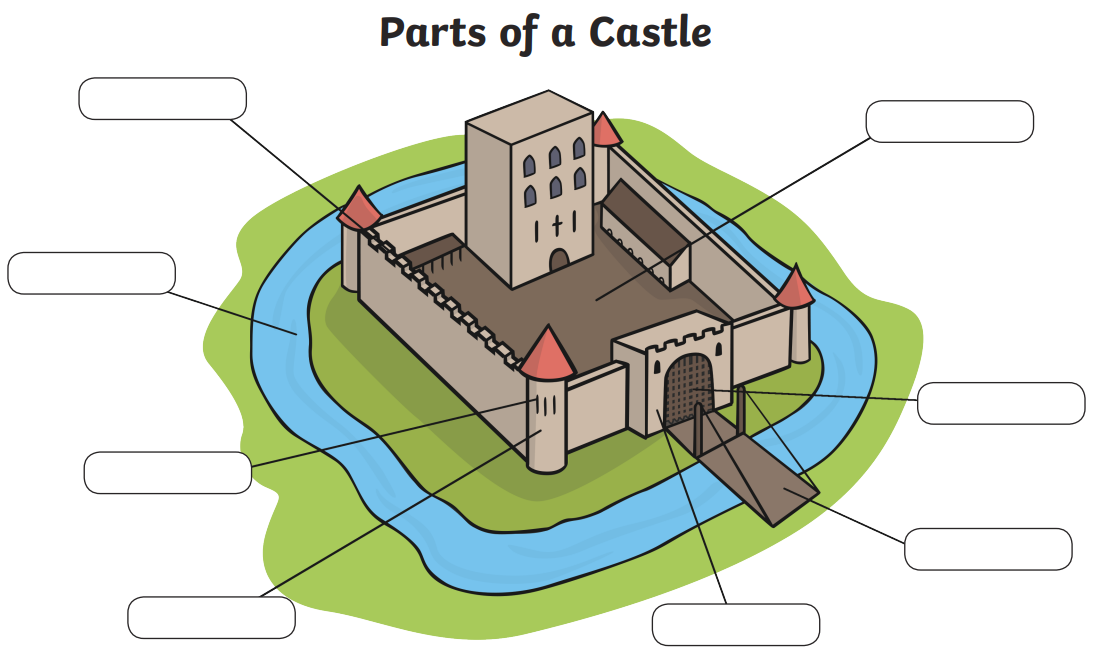
1. Read the following extract carefully. Use the words provided below to fill in the blanks. (4 marks)

***(Noble Knights Fief Serfs)***

Nobles with land were worried about it being ravaged by barbarians. They made a promise with warriors or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to protect the estate. In return for protection, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ promised to give land to the knight. The land given to the knight was called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This included not only the land but the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or people who worked the land as well.

1. Label the diagram below with the defence features of a castle. (8 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| *Tower* | *Moat* | *Arrow Loops* | *Barbican* |
| *Battlements* | *Bailey* | *Portcullis* | *Drawbridge* |



1. Refer to Sources Two and Three and complete the questions that follow:

*"Undertake this journey for the remission of your sins,   
with the assurance of the imperishable glory of the Kingdom of Heaven!"*

Robert the Monk of Rheims, "The Speech of Pope Urban II at Clermont," in *The First Crusade: The Accounts of Eyewitnesses and Participants*, ed. August C. Krey.

(Princeton: Princeton University Press, 1921)

**Source Three**



**Crusade propaganda: Christian pilgrims killed by Muslims in the Holy Land, manuscript illustration, circa, 1096**

**Source Two**

1. State which event Sources Two and Three are referring to. (1 mark)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. State whether Source Two is a primary or secondary source. (1 mark)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. With reference to the sources, explain what the Crusades were and why did the crusaders go to war. (4 marks)

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**Section Three – Extended Response (8 marks)**

**Choose only ONE of the questions below.**

1. **Create a brainstorm plan (2 marks)**
2. **Write an extended answer of at least HALF A PAGE on the lined paper provided. (6 marks)**
3. Identify and compare & contrast TWO different groups from Feudal society.

* Explain WHO they were in the system.
* Describe WHAT they did.
* Discuss WHY they played an important role.

**OR**

1. Discuss Crime and Punishment as a feature of Medieval Life.

* Explain and give examples of the feature/part of Medieval life.
* Describe WHAT may have remained the same and WHAT has changed compared to now.
* Discuss WHY changes may have occurred.

**a) PLANNING (2 marks)**

For your chosen question create a brainstorm of ideas/information to help write your response

* + - * 1. Written response – (the question I am answering is number \_\_\_\_\_\_\_\_\_\_\_) (6 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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