**

***My Target: \_\_\_\_ / or \_\_\_\_\_\_ % Complete on the day of the test***

***🖒 🖓 (Circle when your test is handed back)***

35

***MARKING GUIDE***

**Assessment 3: In-Class Content Test (7.5%)**

*Investigating the Black Death*

**Instructions: Complete all questions. Working time 50 minutes; 5 minutes reading time.**

Part A: Multiple-choice questions - Circle the correct answer to the following questions. (1 mark each)

1 The Black Death was transmitted by:

**A** infected fleas.

B infected rats.

C pathogens in the water.

D poisoned air.

2 In terror of the plague, many people blamed the:

**A** Jews.

B Muslims.

C flagellants.

D fundamentalists.

3 One of the main methods people used for prevention of the plague was:

A to clean up and remove filth.

B to wash and bathe more often.

C to bury toilet waste.

**D** to create sweet smells in the house.

4 The main medical treatment at the time was:

A starving the patient.

B cleaning the infections with antiseptics.

**C** ‘bleeding’ the patient.

D keeping the patient in a heated environment.

5 The Black Death originated on which continent:

A Australia

B Asia

C Europe

**D** Africa

6 In what year did the Black Death arrive in Europe:

A 1200

B 1347

C 1532

**D** 1776

7 An estimated \_\_\_\_\_ of Europe’s population died due to the plague:

A 10%

B 30%

C 100%

**D** 80%

**8** The most deadly type of the plague affected the \_\_\_\_\_:

A Lungs

B Heart

C Blood

**D** Toes

**9** Because the plague killed so much of Europe’s population, it helped bring about the end of \_\_\_\_\_\_\_\_\_\_\_\_:

A Bureaucracies

B Militarism

C Feudalism

**D** Catholicism

**10** The picture on the right represents a person who had what job during the plague:

A Grave Digger

B Catholic Priest

C Plague Doctor

**D** Nursery Rhyme Writer

Part B: Short-answer questions

1 Match the symptom of the black death with the day of infection. *(5 marks)*

|  |  |  |
| --- | --- | --- |
| **Day 1** |  | If victims were to live the buboes would burst and black foul-smelling liquid oozed out. Otherwise, victims died. |
| **Day 2** | The disease reaches and attacks the nervous system, causing the victim to suffer intense pain and spasms. |
| **Day 3** | Large swellings, called Buboes appeared in the victim’s armpits and groin. |
| **Day 4** | Bleeding under the skin causes dark blotches to appear all over the body. |
| **Day 5** | The victim starts vomiting and develops a fever. |

2 Outline how the Black Death led to the Peasants Revolt *(3 marks)*

\_\_1 mark for stating that black death led to turmoil between peasants and upper classes. \_\_\_1 mark for stating along the lines that the drop in population causes a labour shortage. 1 mark for outlining that because of this labour shortage peasants thought they could ask for more money to work as the work they were doing was more important.

**2 Describe** how the Black Death spread. (From place to place, and from person to person) *(4)*

4 marks awarded for correct description of how the plague spread

* Bubonic plague was spread by infected fleas, often carried by rats.
* Pneumonic plague was spread by airborne droplets from infected people.
* Septicaemic plague was spread by flea bites.
* May also discuss the fleas, rats and ships. E.g. the origin point and how the plague moved from the silk road through trade into Europe.

**3** *The cause of the plague was unknown at the time, and many fruitless attempts to cure or at least treat it were made by desperate people.* **State** a cure/remedy that was used by people and **explain** why they thought it could help treat the plague. (4)

1 mark for stating a correct remedy

1 mark – what this treatment was

2 mark – reason/s why they thought it would help treat the plague

4 Describe what the living conditions in cities were like at the time of the Black Death. How did these living conditions contribute to the spread of the Black Death? *(4)*

4 marks awarded for a correct description:

2 marks - People lived in very crowded conditions with filth and garbage everywhere and animals living in the streets.

2 marks for describing how these living conditions contributed to the spread of the Black Death: The crowding meant that infection could be very easily passed on from person to person, either from fleabites or nasal droplets. The rubbish and filth provided a breeding ground for rats. The animals also provided hosts for fleas.

5 Describe how the Black Death caused a change in people’s attitude to the church. *(3)*

3 marks awarded for a correct description:

1 mark: People’s religious faith was undermined by the plague, which they believed was God’s punishment for wrongdoing. 1 mark: When so many died, and prayers and services made no difference, some **lost faith.** The huge number of deaths amongst the clergy caused some people to question the behaviour of religious people—they thought those clergy members must have sinned.

1 mark: It also presented survivors with new opportunities to take up positions in the Church after the plague, undermining the previously strict feudal hierarchy between the nobility, the Church and the peasantry.

Part C: Validation – Feudal System 2% weighting

17

1 Outline the significance of the Feudal System to medieval Europe. *(3 marks)*

\_1 mark for stating that fedual system was a social hierarchy

1 mark for outlining that landholders provided land in exchange for loyalty protection etc.

1 mark for stating/outlining the order (ie. Kings and royalty at the top, peasants at the bottom etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 Complete the table below by listing two advantages and two disadvantages of the Feudal System. *(4 marks)*

|  |  |
| --- | --- |
| **Advantages** | **Disadvantages** |
| 1 mark per advantage  Examples include: upper classes collected tax and became wealthy  Some classes were offered protection  Bought about stability that helped society run. | * 1 mark per disadvantage * Examples include: controlled peoples lives * Restricted rights for some classes * Caused unequal distribution of land and wealth etc. |
| 1 mark |  |

Chosen Societal Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 Describe three characteristics of daily life for your chosen societal role in Medieval Europe. *(Good responses will refer to housing, clothing, food, jobs etc.)* *(6 marks)*

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

\_1 mark for identifying characteristic, 1 mark for describing the characteristic. (2 marks per accurate description).

For examples kings often wore a crown and robes that signified their importance and nobility.

Or Knights often wore armour as a means of protection as they often fought in battles to protect their kings and nobles. Etc. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2 Outline two ways in which your chosen societal role interacts with other roles in the feudal system. *(Good responses will refer to what the role receives and gives to others)*  *(4 marks)*

\_1 mark for listing what the societal role receives and to whom, 1 mark for outlining the exchange.

1 mark for listing what the societal role gives and to whom, 1 mark for outlining the exchange.

For example Nobles received lands from the king, they divided up this land and offered some to the knights known as fiefs. In exchange for the land the nobles would receive protection and militia service from the knights.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_