Year 11 Ancient History

Assessment Task 1 2024

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **TOPIC**: Investigating Ancient History – Sites and Sources | **MARKS:** /40 |
| **SUBMISSION REQUIREMENTS:**  Tuesday 9th April, 2024, Term 1, Week 11  This task must be submitted on Canvas by 11.59pm  If you are unable to submit the assessment task by the due date, you are required to fill in an illness misadventure form to be submitted to the Deputy Principal on the first day of return | **WEIGHTING:**  40% |
| **OUTCOMES TO BE ASSESSED:**  AH11-5: **Examines** the significance of historical features, people, places, events and development of the ancient world.  AH11-6: **Analyses** and interprets different types of sources for evidence to support an historical account or argument.  AH11-7: Discusses and **evaluates** differing interpretations and representations of the past. | |
| **DIRECTIONAL VERBS:**  **Analyse -** Identify components and the relationship between them; draw out and relate implications  **Evaluate -** Make a judgement based on criteria; determine the value of  **Examine -** Inquire into | |
| **TASK DESCRIPTION:**  **Part A**   1. **Analyse** the source that have been provided using the attached TOMAC scaffold. 2. Choose one other sourceto **examine** and **analyse** it using the TOMAC scaffold that has been provided. Your source should be a written source or an archaeological source.   **Part B**   1. Write a 700-800 word response to the following question:   ‘With reference to relevant sources and your own knowledge, **evaluate** the role of modern scientific analysis, forensic techniques and DNA testing on expanding our understanding of specific aspects of the life of Otzi’.   * identify some of the key scientific techniques used in the investigation of the Iceman, use these techniques to structure your response * make judgements about the significance of what these techniques reveal about the Iceman  1. You must use the three sources you have **analysed** to support your argument 2. Include a detailed and accurate bibliography which includes all sources that you have used. ie books, articles and websites | |
| **ASSESSMENT CRITERIA:**  **Under no circumstance are you to use AI to write your response. If you do submit something which has been written this way you will receive an automatic zero and an N-Warning for the task and will be required to resubmit the task.**  An example of an AI response has been provided below.  You are to **examine** all sources using the TOMAC analysis sheets, in which you will demonstrate your ability to **analyse** key information, the purpose and context of each source, as well as the motives of the source makers. You are also required to **analyse** the value and limitations of these sources.  Then use both of these sources (2) and any other relevant sources to answer the question using the ALARM that has also been provided to help you plan and write your response.  *Task check list:*   * **Analyse** all three sources using the TOMAC analysis scaffold * Complete the ALARM scaffold * Write a 700-800 word response which **evaluates** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death * Include both sources in your response   **Chat GPT response**  Otzi, also known as the Iceman, has been an invaluable source of information about prehistoric life thanks to modern scientific analysis, forensic techniques, and DNA testing. Through archaeological findings, written records, and advanced scientific methods, we've uncovered crucial details about Otzi's life, his environment, and his demise.  The discovery of Otzi's remarkably preserved body in the Ötztal Alps provided a wealth of archaeological evidence. The analysis of his clothing, tools, and belongings offered insights into his lifestyle. For instance, the equipment he carried, like his copper axe, suggested a level of sophistication in craftsmanship for his time. Furthermore, the precise location where he was found, along with the artifacts, hinted at his activities and possible routes through the mountains.  While direct written records of Otzi himself are lacking, broader historical accounts and studies of the Copper Age provide context. This information allows us to speculate about Otzi's societal role, possible connections to neighbouring cultures, and his place within his community.  DNA testing on Otzi's remains revolutionized our understanding of his life. By examining his DNA, scientists identified his genetic markers, revealing information about his ancestry, predispositions to certain diseases, and even aspects of his physical appearance.  Isotope analysis of Otzi's teeth and bones provided information about his diet and migration patterns. This technique revealed that he likely spent his childhood in a different region from where his remains were found, shedding light on ancient migration routes.  Advanced imaging techniques such as CT scans and 3D modeling allowed researchers to examine Otzi's body without damaging it. These methods unveiled injuries, including an arrowhead lodged in his shoulder, offering clues about the circumstances of his death.  The genetic analysis revealed that Otzi had genetic predispositions to cardiovascular diseases, providing insights into ancient health conditions and the genetic history of these ailments. This knowledge contributes significantly to our understanding of the evolution of diseases and their prevalence in ancient populations.  Isotope analysis not only confirmed Otzi's diet, which was rich in meat, but also suggested his mobility and adaptation strategies in prehistoric Europe. This sheds light on ancient dietary habits and human migration patterns during the Copper Age.  Forensic imaging techniques uncovered injuries and wounds on Otzi's body, giving clues about the events leading to his death. The presence of the arrowhead and other wounds suggested a violent encounter, sparking debates about ancient conflicts or skirmishes.  By combining archaeological evidence, written records, and cutting-edge scientific techniques, our understanding of Otzi's life has expanded significantly, offering a glimpse into the past and enriching our knowledge of human history. Word Count 424 Bibliography: **Spindler, Konrad.** The Man in the Ice: The Discovery of a 5,000-Year-Old Body Reveals the Secrets of the Stone Age. Harmony, 1995.  **Dickson, J. I.** Ötzi the Iceman. Tempus Publishing, 2000.  **Zink, Albert, et al.** "Molecular study of the Tyrolean Iceman's preserved hair." Naturwissenschaften, vol. 92, no. 11, 2005, pp. 477-484.  **Lynnerup, Niels.** "The Tyrolean Iceman: The Man from Hauslabjoch." Acta Orthopaedica Scandinavica. Supplementum, vol. 75, no. 308, 2004, pp. 1-63.  **Mellars, Paul.** "The Neanderthal Legacy: An Archaeological Perspective from Western Europe." Princeton University Press, 1996. | |

**TOMAC ANALYSIS SHEET– SOURCE 1**



**Details of the source:** While mostly copper, the blade contains small concentrations of lead, arsenic, silver and more than a dozen other chemical elements. Researchers previously suspected the copper came from known ore deposits 100 kilometres or less from the site of the Iceman’s demise. But comparing the mix of different forms of lead, or isotopes, in the axe with that in copper ore from present-day deposits across much of Europe indicated that the ancient man’s blade came from Southern Tuscany. Other chemical components identified in the copper implement also point to a Southern Tuscan origin

**Historical question to be answered:** ‘With reference to relevant sources and your own knowledge, **evaluate** the role of modern scientific analysis, forensic techniques and DNA testing on expanding our understanding of specific aspects of the life of Otzi.’

**Type**

What type of source is it: Primary, secondary, oral, physical, written, personal or combination?

*[Type your response here]*

**Origin**

Can you identify who has provided the information on the source or where it has come from (where was the source made and by who)?

*[Type your response here]*

**Motive**

Can you determine why the source might have been constructed or why the information has been provided?

*[Type your response here]*

**Audience**

Who do you think is the intended audience for the source?

*[Type your response here]*

**Content**

Describe the content of the source in detail. What information/evidence does it provide to help you answer your historical question?

*[Type your response here]*

**Limitations**

**A brief guide for analysing the limitations of a source.**

How reliable is this source?

Is it objective or subjective?

Are there political, institutional, religious, cultural, ideological, or personal biases?

*[Type your response here]*

**Value**

**A brief guide for analysing the value of a source.**

How useful is this source?

How can it be applied to my question?

Has the information been reviewed or referred?

Can you verify the information in another source?

*[Type your response here]*

**TOMAC ANALYSIS SHEET– SOURCE 2**

**Details of the source:**

*[Insert your source here]*

**Historical question to be answered:** ‘With reference to relevant sources and your own knowledge, **evaluate** the role of modern scientific analysis, forensic techniques and DNA testing on expanding our understanding of specific aspects of the life of Otzi.’

**Type**

What type of source is it: Primary, secondary, oral, physical, written, personal or combination?

*[Type your response here]*

**Origin**

Can you identify who has provided the information on the source or where it has come from (where was the source made and by who)?

*[Type your response here]*

**Motive**

Can you determine why the source might have been constructed or why the information has been provided?

*[Type your response here]*

**Audience**

Who do you think is the intended audience for the source?

*[Type your response here]*

**Content**

Describe the content of the source in detail. What information/evidence does it provide to help you answer your historical question?

*[Type your response here]*

**Limitations**

**A brief guide for analysing the limitations of a source.**

How reliable is this source?

Is it objective or subjective?

Are there political, institutional, religious, cultural, ideological, or personal biases?

*[Type your response here]*

**Value**

**A brief guide for analysing the value of a source.**

How useful is this source?

How can it be applied to my question?

Has the information been reviewed or referred?

Can you verify the information in another source?

*[Type your response here]*

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| AH11-6: **Analyses** and interprets different types of sources for evidence to support an historical account or argument. | **Mark** | **Grade** |
| Student provides a comprehensive and sophisticated analysis which meets the stipulated requirements for the task. The submitted task:  Demonstrates explicit and detailed **analysis** of the key information from the provided source and their chosen source, the purpose and context of each source, as well as the motives of the source makers.  A detailed and accurate **analysis** of the value and limitations of these two sources was also presented using the TOMAC scaffold. | 17-20 | A |
| Student provides a thorough analysis which meets the stipulated requirements for the task. The submitted task:  Demonstrates accurate **analysis** of the key information from each from the provided source and their chosen source, the purpose and context of each source, as well as the motives of the source makers.  An accurate **analysis** of the value and limitations of these two sources was also presented using the TOMAC scaffold. | 13-16 | B |
| Student provides a sound analysis which meets the stipulated requirements for the task. The submitted task:  An **analysis** of the key information from the provided source and their chosen source, the purpose and context of each source, as well as the motives of the source makers.  An **analysis** of the value and limitations of these two sources was also presented using the TOMAC scaffold. | 9-12 | C |
| Student provides basic analysis which attempts to meet the stipulated requirements for the task. The submitted task:  Some **analysis** of the key information from the provided source and their chosen source, the purpose and context of each source, as well as the motives of the source makers.  May **analyse** the value and limitations of these two sources using the TOMAC scaffold. | 5-8 | D |
| Student provides limited analysis which does not meet the stipulated requirements for the task. Limited **analysis** of the key information from the provided source and their own source. Analysis of the value and limitations of two sources is not present, or only one source is provided and briefly analysed. | 0-4 | E |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| AH11-7: Discusses and **evaluates** differing interpretations and representations of the past.  AH11-5: **Examines** the significance of historical features, people, places, events and development of the ancient world. | **Mark** | **Grade** |
| Student provides a comprehensive and sophisticated response which meets the stipulated requirements for the task. The submitted task:  Provides a well-argued and detailed **evaluation** of the significance of modern scientific analysis, forensic technique and DNA analysis used to **examine** and expand our understanding of specific aspects of the life of Otzi and meets the required word limit. Includes evidence to support their argument using all of the sources that were analysed in Part A of the task. Provides a detailed and accurate ALARM scaffold which outlines their response to the question as well as a detailed and accurate bibliography which includes all sources that were used. | 17-20 | A |
| Student provides a thorough response which meets the stipulated requirements for the task. The submitted task:  Provides a detailed **evaluation** of the significance of modern scientific analysis, forensic technique and DNA analysis used to **examine** and expand our understanding of specific aspects of the life of Otzi and meets the required word limit. Includes evidence to support their argument using all of the sources that were analysed in Part A of the task. Provides a detailed and accurate ALARM scaffold which outlines their response to the question as well as a detailed and accurate bibliography which includes all sources that were used. | 13-16 | B |
| Student provides a sound response which mostly meets the stipulated requirements for the task. The submitted task:  Provides a sound **evaluation** of the significance of the modern scientific analysis, forensic technique and DNA analysis used to **examine** and expand our understanding of specific aspects of the life of Otzi and may meet the required word limit. Includes evidence to support their argument using at least 3 of the sources that were analysed in Part A of the task. Provides a completed ALARM scaffold which outlines their response to the question as well as an accurate bibliography which includes all sources that were used. | 9-12 | C |
| Student provides a basic response which attempts to meet the stipulated requirements for the task. The submitted task:  Provides some **evaluation** of the significance of the modern scientific analysis, forensic technique and DNA analysis used to **examine** and expand our understanding of specific aspects of the life of Otzi. May include evidence to support their argument using sources that were analysed in Part A of the task. Provides an ALARM scaffold which may outline their response to the question. May submit an accurate bibliography which includes all sources that were used. | 5-8 | D |
| A limited response has been produced which does not meet the stipulated requirements for the task. Provides a description of the modern scientific analysis, forensic technique and DNA analysis used to **examine** and expand our understanding of some aspects of the life of Otzi. May include a bibliography | 0-4 | E |

**Subject Name:** Ancient History

With reference to relevant sources and your own knowledge, **evaluate** the role of modern scientific analysis, forensic techniques and DNA testing on expanding our understanding of specific aspects of the life of Otzi.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Identify** | **Describe** | **Explain** | **Analyse** | **Critically Analyse** | **Evaluate** |
| Identify the techniques used in the analysis of the Iceman | Describe the ways in which they were used | Explain the importance of these findings - using evidence | How did these findings change our understanding of Otzi | The positive/negative of the findings | Make a judgement about the significance of these findings in understanding specific aspects of the life of Otzi |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Critically Evaluate:** | Summarising/overall the positives and negatives/comparison or contrast/judgement-what you think | | | Think about its **IMPORTANCE.** | • What is the end result?  • How successful was it?  • Was the outcome expected, predictable or likely? |
| **Topic Concept:** | The idea/the big picture | | | • What is the big picture?  • How would what we learned alter the way we view? |
| **Appreciate:** | Why is it important to evaluate each step?  These 3 become paragraph one (introduction) | | | • SO WHAT?  • What will we get out of this?  • Why is this important? |