Year 11 Ancient History

Assessment Task 2, 2023

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| **TOPIC**: Historical Investigation | **MARKS:** /30 |
| **SUBMISSION REQUIREMENTS:**  Due date: 15th June 2023 (Term 2, Week 8)  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:**  30% |
| **OUTCOMES TO BE ASSESSED:**  AH11-2: **Proposes** ideas about the varying causes and effects of events and developments.  AH11-8: Plans and conducts historical **investigations** and presents reasoned conclusions, using relevant evidence from a range of sources.  AH11-9: **Communicates** historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms. | |
| **DIRECTIONAL VERBS:**  **Communicate** – to impart knowledge  **Investigate -** Plan, inquire into and draw conclusions about  **Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action | |
| **TASK DESCRIPTION:**  This assessment task forms a compulsory part of the Preliminary Ancient History course and is designed to further develop relevant investigative, research and presentation skills.  To complete this task, you will be required to demonstrate your ability to:   * Develop a question from a topic/focus area of interest   + **Investigate** the role and contribution of historical personalities, groups and, events, periods or developments in shaping the past.   + **Propose** ideas abouthow the selected personality, group, event, period or developments demonstrates continuity and/or change in the ancient world. * Develop and demonstrate the Historical Investigation process. * **Communicate** the findings of your **investigation** in a 1,100 – 1,300 word extended response. * Include a full list of references in a bibliography at the end of the extended response.   This assessment task is to be completed predominately as part of our study at school where you will learn the skills of the Historical Investigation process through the completion of your unit of work ‘Tutankhamun and the Historical Investigation’, however, you will also be required to complete components of the task at home, predominately your extended response. Please ensure that you work through the class tasks and present this work weekly and also the completed lessons as a whole in Week 8.  **Possible topic/focus areas for research may include:**   * Aspects of an ancient society as revealed through sources. * The causes and impacts of an historical event. * The significance of an historical development. * Tracing the development of an aspect of the past over time through a thematic approach. * The analysis of an historical debate. * The contribution of an historical site to our understanding of the past. * An interpretation or representation of an individual, group or event.   A more extensive list of suggestions is available in the ‘Assessment Criteria’ below.  It is important to remember that you **MUST NOT** undertake an investigation that in any way covers the following:   * Pompeii, Herculaneum or any cities of Vesuvius. * Sparta * The Greek World 500-440BC * Hatshepsut. | |
| **ASSESSMENT CRITERIA:**  **What do you have to submit:**   1. Your ‘Tutankhamun and the Historical Investigation’ booklets Part 1-Part 4 with all activities completed. 2. A 1,100 – 1,300 word extended response that answers the research question. 3. A full reference list in a bibliography at the end of the response.   **Topic suggestions:**  **Please note** that the topic of the investigation is not to be selected from any of the topics studied so far in class. Some suggestions from topics which will not be studied in class are:   * Old Kingdom Egypt * Alexandria * Thera * Troy * The Roman Games * The Celts * Boudicca * Ancient Australia * The Shang Dynasty * Ashoka * Nineveh * Masada * Palmyra and the Silk Road * The role of women in an ancient society (not Rome and Greece) * Trade and cultural contact in an ancient society * The Emergence of Early Societies * Art and architecture in an ancient society * Weapons and warfare in an ancient society * Power and image in an ancient society * Phoenicia * Assyria * Persia * Israel * Mycenae * Etruscans * Carthage * India   **Working in class**  You will be given activities each lesson which you will work through with your teacher to complete. These activities will be in booklets to work through in class to help you to complete the Historical Investigation. You will need to submit these activities as a apart of your weekly submissions and as a whole on the final submission date. This can be uploaded digitally or you can hand in your paper copies. | |

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| **ASSESSMENT MARKING CRITERIA – Historical Investigation Process** | | |
| AH11-8: Plans and conducts historical **investigations** and presents reasoned conclusions, using relevant evidence from a range of sources. | **Mark** | **Grade** |
| Evidence of a detailed, comprehensive and well-planned Historical Investigation is demonstrated throughout the unit of work ‘Tutankhamun and the Historical Investigation. A sophisticated and relevant research question has been developed which **investigates** the significance of historical features relevant to the chosen area of investigation. A comprehensive selection of highly relevant sources of evidence have been selected and a clear, sophisticated link between these sources and the proposed historical argument has been made. A complex historical argument is well articulated. | 9- 10 | A |
| Evidence of a comprehensive and well-planned Historical Investigation is demonstrated throughout the unit of work ‘Tutankhamun and the Historical Investigation’. A relevant research question has been developed which **investigates** the significance of historical features relevant to the chosen area of investigation. A thorough selection of relevant sources of evidence have been selected and clear link between these sources and the proposed historical argument has been made. A detailed historical argument is articulated. | 7-8 | B |
| Evidence of a well-planned Historical Investigation is demonstrated throughout unit of work ‘Tutankhamun and the Historical Investigation’. A research question has been developed, which attempts to **investigate** the significance of historical features relevant to the chosen area of investigation. A satisfactory selection of relevant sources of evidence have been selected and a link between these sources and the proposed historical argument has been made. An historical argument is evident. | 5-6 | C |
| Evidence of a basic ability to plan a Historical Investigation is demonstrated throughout the unit of work ‘Tutankhamun and the Historical Investigation’. A research question has been developed which may or may not attempt to **investigate** the significance of historical features relevant to the area of investigation. Several sources of evidence have been selected but it may lack a clear link between these sources and the proposed historical argument. Some basic attempts to form an historical argument is evident. | 3-4 | D |
| Evidence of a limited ability to plan a Historical Investigation is demonstrated throughout the unit of work ‘Tutankhamun and the Historical Investigation’. A research question has been developed which is not relevant to the task, and which does not attempt to **investigate** the significance of historical features relevant to the chosen area of investigation. Sources may be identified and a historical argument is not evident. | 1-2 | E |

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| **ASSESSMENT MARKING CRITERIA – Extended response** | | |
| AH11-2: **Proposes** ideas about the varying causes and effects of events and developments.  AH11-9: **Communicates** historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms. | **Mark** | **Grade** |
| A well-structured, detailed and complex historical argument is **communicated** through a thoroughly refined extended response. This response provides a sophisticated and sustained **proposal** of the contribution and significance of key figures, events, movements and ideas relevant to the chosen area of investigation. Use of historians, sources or historical debates is effectively integrated and enhances the historical argument presented. An extensive bibliography which has a full list of references used in the research process and throughout the response. | 17 - 20 | A |
| A well-structured and detailed historical argument is **communicated** through a refined extended response. This response provides a sophisticated **proposal** of the contribution and significance of key figures, events, movements and ideas relevant to the chosen area of investigation. Use of historians, sources or historical debates is evident throughout, but may lack sophistication of integration. A thorough bibliography which has a full list of references used in the research process and throughout the response. | 13 - 16 | B |
| A well-structured historical argument is **communicated** through an extended response. This response **proposes** ideas as to the contribution and significance of key figures, events, movements and ideas relevant to the chosen area of investigation. Use of historians, sources or historical debates is attempted, however, lacks sophistication and does not enhance the historical argument. A satisfactory bibliography which has a list of references used in the research process and throughout the response. | 9 - 12 | C |
| A historical argument is **communicated** through an extended response, but it lacks coherency. This response attempts to **propose** ideas as to the contribution and significance of key figures, events, movements and ideas relevant to the chosen area of investigation. Use of historians, sources or historical debates may or may not be attempted and it does not enhance the historical argument. A basic bibliography which may have a list of references used in the research process and/or throughout the response. | 5 - 8 | D |
| Little evidence of an historical argument is communicated, and the extended response is poorly structured. This response does not attempt to **propose** ideas as to the contribution and significance of key figures, events, movements and ideas relevant to the chosen area of investigation. No evidence of the use of historians, sources or historical debates are present in the response. May provide a bibliography which has a list of references. | 1 - 4 | E |