Year 11 Ancient History

Source Analysis Assessment Task 2023

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| **TOPIC**: Investigating Ancient History – Sites and Sources | **MARKS:** /40 |
| **SUBMISSION REQUIREMENTS:**  Tuesday 4th April, 2023, 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 two sources 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 1000 – 1200 word response to the following question:   **‘Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death’   * 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:**  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  You will then need to find one other source; either a written source or an archaeological source. You are then required to complete a TOMAC analysis sheet for this source and to **analyse** the value and limitations of the source.  Then use all of these sources (3) to answer the question: ‘**Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death’ 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 1000-1200 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 all three sources in your response | |

**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: Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death

**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**

What are the limitations of a primary source?

Disadvantages of primary sources include:

* Primary sources are susceptible to bias and exaggeration.
* Access to primary sources may be expensive and time-consuming

What does limitations mean in history?  
a limiting condition; restrictive weakness; lack of capacity; inability or handicap: He knows his limitations as a writer. something that limits; a limit or bound; restriction: an arms limitation; a limitation on imports.

*[Type your response here]*

**Value**

What is the importance/value of primary sources?  
Primary sources help students relate in a personal way to events of the past and promote a deeper understanding of history as a series of human events. Because primary sources are snippets of history, they encourage students to seek additional evidence through research

*[Type your response here]*

**TOMAC ANALYSIS SHEET– SOURCE 2**

Since his discovery in 1991, the Iceman has provided new data from prehistoric times for countless research disciplines around the globe, both in the natural sciences and in the humanities. For example, using the Iceman as a starting point, it has been possible to conduct research into how specific organic artefacts and present-day diseases originated, to develop new diagnostic techniques and to gain information on climatic developments. The Iceman, or ‘Ötzi’, as he is nicknamed locally, has helped researchers in countless fields gain insights that would otherwise have been impossible to come by. In addition, the media, as well as a large section of the general public, are particularly interested in the man’s fate, his personal history, how he lived and how he died. On this last point research, above all medical, paleopathological and forensic research, has contributed additional details and continues to do so. This has made the Iceman a unique example of how interdisciplinary research achieves positive results.

**Details of the source:** South Tyrol Museum of Archaeology, 'A look at the research work’ https://www.iceman.it/en/the-research/

**Historical question to be answered: Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death

**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**

What are the limitations of a secondary source?

What does limitations mean in history?  
a limiting condition; restrictive weakness; lack of capacity; inability or handicap: He knows his limitations as a writer. something that limits; a limit or bound; restriction: an arms limitation; a limitation on imports.

*[Type your response here]*

**Value**

What is the value of a secondary source?  
For a historical research project, secondary sources are generally scholarly books and articles. A secondary source interprets and analyses primary sources. These sources are one or more steps removed from the event. Secondary sources may contain pictures, quotes or graphics of primary sources.

*[Type your response here]*

**TOMAC ANALYSIS SHEET– SOURCE 3**

**Details of the source:**

*[Insert your source here]*

**Historical question to be answered: Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death

**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**

What are the limitations of a primary source?

Disadvantages of primary sources include:

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*[Type your response here]*

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| **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 of each of the provided sources, 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. The student has chosen one other source which has been explicitly **analysed**, in detail, using the TOMAC scaffold that was provided. | 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 of each of the provided sources, 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. The student has chosen one other source which has been **analysed**, in detail, using the TOMAC scaffold that was provided. | 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 of each of the provided sources, 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. The student has chosen one other source which has been **analysed**, using the TOMAC scaffold that was provided. | 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 of each of the provided sources, 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. The student may have chosen one other source which has been briefly **analysed**, using the TOMAC scaffold that was provided. | 5-8 | D |
| Student provides limited analysis which does not meet the stipulated requirements for the task. Limited **analysis** of the key information of each of the provided sources. Analysis of the value and limitations of two sources is not present, or only one source is provided and briefly analysed. | 0-4 | E |

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| **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 the scientific techniques used in the analysis of the Iceman 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. **Examines** the significance that the Iceman provides about the ancient world and provides a detailed and accurate ALARM scaffold which outlines their response to the question. 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 the scientific techniques used in the analysis of the Iceman 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. **Examines** the significance that the Iceman provides about the ancient world and provides a detailed and accurate ALARM scaffold which outlines their response to the question. 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 scientific techniques used in the analysis of the Iceman and meets 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. **Examines** the significance that the Iceman provides about the ancient world and provides an accurate ALARM scaffold which outlines their response to the question. 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 scientific techniques used in the analysis of the Iceman. May include evidence to support their argument using sources that were analysed in Part A of the task. Some **examination** of the significance that the Iceman provides about the ancient world and provides an accurate 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 significance of the scientific techniques used in the analysis of the Iceman. May discuss the significance that the Iceman provides about the ancient world. May include a bibliography | 0-4 | E |

**Subject Name:** Ancient History

**Evaluate** the significance of the scientific techniques used in the analysis of the Iceman (Otzti) for an understanding of his life and death

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| **Identify** | **Describe** | **Explain** | **Analyse** | **Critically Analyse** | **Evaluate** |
| Identify the scientific 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 the life and death of Otzi |
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| **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? |