 **Year 7 – Humanities and Social Sciences**

**Assessment 5 - PART A 15% & PART B 5%**

**Inquiry Task**

**A significant individual in an ancient society**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Your Target** | **Mark** | **Percentage** | **Weighting** |
| **Museum**  **Display**  **/20**  **Inquiry Process**  **/34**  **Validation**  **(In-class)**  **/25** | **Museum**  **Display**  **/20**  **Inquiry Process**  **/34**  **Validation**  **(In-class)**  **/25** |  | **10%**  **5%**  **5%** |

**Date Due: Week 10 Term 1.**

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

**Section One (PART A): Inquiry Process**

Investigate the life of a significant individual in an ancient society.

* Choose one individual from the list provided.
* Use the inquiry booklet to record your information, including the KWL Chart
* You will have five lessons to conduct your inquiry.
* Lastly, remember to include a bibliography. A range of references must be used.
* Complete the PMI Chart. This is to evaluate the task

**Section Two (PART A): Constructing the museum display**

**(Inquiry Task – Communicating and Reflecting)**

Present your findings as a museum display which will be conducted in class, in four lessons, using your inquiry booklet. Plus you can work on this task for homework.

**The museum display must include:**

* The background of the significant individual (family background, early influences)
* The career of the significant individual (key events in their lives, methods used to achieve aims, relationships with other individuals and groups)
* Challenges to the individual presented by others
* Manner and impact of their death
* The legacy of the significant individual (assessment of their life and career, ways they shaped or changed their society, their long-term impact and legacy).

**Section Three (PART B): In-class Validation Questions (5%)**

**(Communicating and Reflecting)**

Students will answer 3 to 5 generic questions in-class under test conditions.

1. **Choose a significant individual from the following list:**

**You must consider the depth study you have studied in class. So if you have studied Ancient Egypt, you must select a significant individual from Ancient Egypt.**

• Egypt – Akhenaten

• Egypt – Rameses II

• Egypt – Cleopatra

• China – Qin Shi Huang

• China – Confucius

• Rome – Julius Caesar

• Rome – Augustus Caesar

• India – Ashoka

• Greece – Pericles or Alexander the Great

• Other - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Must be negotiated with your HASS teacher. If you have an idea please ask your HASS teacher. It must relate to your depth study).

**Inquiry Process Booklet**

Which significant individual did you choose for this inquiry?

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What do I already know about the topic?

**Background of the significant individual**

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**Career of the significant individual**

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**Legacy of the significant individual: Why is this individual famous or why are they remembered?**

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**Formulate focus questions to help gather your information**

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**Possible information sources:**

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1. **Complete the KWL chart below**

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| K | W | L |
| What do you already **know** about the topic? | What do you **want** to know about the topic? | What have you **learned** about the topic? |
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1. **Note taking sheet**

**Focus Question 1**

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**Key points from information sources and reference details**

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**Focus Question 2**

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**Key points from information sources and reference details**

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**Focus Question 3**

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**Key points from information sources and reference details**

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**Focus Question 4**

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**Key points from information sources and reference details**

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**Focus Question 5**

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**Key points from information sources and reference details**

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1. **Complete the PMI chart below (THE TASK)**

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| P – Plus | M - Minus | I - Interesting |
| Positives (Pluses) about the task | Negatives (Minuses) about the task | Interesting parts of the task |
|  |  |  |