

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

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

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

**Task Two –** Source Analysis **(4%)**

|  |  |
| --- | --- |
| ***Total Mark*** | ***%*** |
| ***/34*** |  |

*Investigating everyday life of an ancient society*

**READING TIME – 5 Minutes**

**WORKING TIME – 45 Minutes**

**Source One** is a YouTube clip – your teacher will play this and then answer the questions below that relate to **Source One.**

1. **State** whether Source One is a primary or secondary source. (1 mark)

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1. **Outline** the purpose of Source One. What is it showing the audience? What is it’s intended purpose? (2 marks)

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1. **Explain** which aspect of an ancient civilisation **Source 1** relates to.

(Provide a statement – what the event or idea is from in relation to an ancient society; an explanation – detail: who, when, why; include examples so the reader can relate to your answer). (3 marks)

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1. Look at all four sources that you have been provided with. Complete the table below to indicate whether the sources presented are **primary** or **secondary** sources. Clearly identify each source format (type) i.e. photograph, video, book extract, etc. **(8 marks)**

|  |  |  |
| --- | --- | --- |
| **Source:** | **Primary or Secondary?** | **Format of the source (what is it?)** |
| Source 1 |  |  |
| Source 2 |  |  |
| Source 3 |  |  |
| Source 4 |  |  |

1. Outline the difference between a **primary** and **secondary** source. Remember to use examples (**Hint:** A good response will include words such as ‘however’ and ‘whereas’). **(3 marks)**

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1. Identify and explain the message/s of **Source 2.** (3 marks)

(Clearly what state what you think the author/ presenter/ illustrator is wanting the reader or viewer to think or feel after seeing the source. Then explain the reasons why you think the author wants you to think or feel this way).

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1. Identify and explain the message/s of **Source 3.** **(3 marks)**

(Clearly what state what you think the author/ presenter/ illustrator is wanting the reader or viewer to think or feel after seeing the source. Then explain the reasons why you think the author wants you to think or feel this way).

1. **Compare** the messages of **Sources 2** and **3.**  **(2 marks)**

(Outline the similarities that the two sources share – what aspects of each message are the same?).

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1. **Contrast** the messages of **Sources 2** and **3.**  **(2 marks)**

(Outline the differences between the two sources – what aspects of each message are not the same?).

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1. **Evaluate** the usefulness of **Source 4** to a historian and explain why the source is helpful in explaining the past. **(3 marks)**

(Make a judgement and state whether the source gives a historian helpful information about life in an ancient civilisation. Identify and explain what the source tells us about an ancient society – how informative is it? You should also include comments on any areas that the source does not offer clear explanations for).

1. **Explain the extent to which** (how much) the sources give you an insight into what life was like in the ancient society?

Your response should focus on the following:

* Identify what aspects of life each source provides information on
* Explain how important those aspects were to that ancient society
* Point out what other aspects of your ancient civilisation were not presented and make a brief comment on the importance of those also

(Hint: A good response will make reference to the sources studied in class e.g. Source 2 shows that….) **(7 marks)**

END OF SOURCE ANALYSIS