|  |  |
| --- | --- |
| Assessment task 1 Mark: /25 Weighting: 15% | |
| Year level | Year 11 |
| Learning area | Humanities and Social Sciences |
| Subject | Ancient History - General |
| Title of task | Minoan Civilisation |
|  | |
| Description of task | Students will be expected to answer several source analysis questions that display their understanding the Minoan Civilisation. |
| Type of assessment | Source Analysis |
| Suggested time | 1 hour period |
|  | |
| Content from the Western Australian Curriculum | Chronological and geographical context of the ancient civilisation  Features of the ancient civilisation |
| Task preparation | |
| Test Practice | Class work, power point slides, revision worksheet/s. |
| Assessment task | |
| Assessment conditions | Test Conditions |
| Resources | Question/Answer Booklet, Source Booklet |

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

**Date: / /**

**Teacher name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Comments:**

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

Ancient History – General Year 11

Task 1 — Unit 1 Assessment type: Source Analysis

Task weighting: 15% of the school mark for this pair of units

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**Source Analysis – Minoan Civilisation**

Using the **two (2)** sources provided in the Source Booklet, answer the following questions:

1. *Tick* **one (1)** of the following in (a) and (b) to best describe **Source 1.**  **(2 marks)**
   * + 1. ancient source ☐
       2. modern source ☐

***AND***

* + - 1. written source ☐
      2. archaeological source ☐
      3. map/diagram ☐
      4. reconstruction ☐

1. *Identify* and *discuss* the **historical context** of **Source 1**. You should consider the following where appropriate:
   * + - * relevant event/s
         * significant person/people
         * key idea/s depicted in the source. **(4 marks)**

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1. *Identify* and *explain* the **message/s** of Source 2. Provide evidence in your response. **(4 marks)**

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1. Using your own knowledge of your period of study, *discuss* the contribution of    
   **Source 1** AND **Source 2** to our **understanding of Minoan Civilisation**. **(6 marks)**

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1. *Discuss* the **usefulness** of **Source 1** and **Source 2** in relation to how important the Minoans were in the Mediterranean region, during the time period of study. You should consider the following where appropriate:
   * + - * Strengths
         * Weaknesses **(9 marks)**

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**END OF ASSESSMENT TASK**

**EXTRA LINES**

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**MARKING KEY**

1. *Tick* **one (1)** of the following in (a) and (b) to best describe **Source 1.**  **(2 marks)**
   * + 1. ancient source ☐
       2. modern source ☐

***AND***

1. written source ☐
2. archaeological source ☐
3. map/diagram ☐
4. reconstruction ☐

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly identifies the descriptions of Source 1  (Ancient & Archaeological Source) | 1 - 2 |
| No/incorrect attempt at Question 1 | 0 |
| **Total:** | **2** |

1. *Identify* and *discuss* the **historical context** of **Source 1**. You should consider the following where appropriate: relevant event/s, significant person/people, key idea/s depicted in the source.

**(4 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately identifies and discusses the historical context of Source 1, demonstrating a sound historical knowledge of the period.  The answer includes discussion of:   1. relevant event/s and/or 2. significant person/people and/or 3. key idea/s | 4 |
| Identifies and briefly discusses the historical context of Source 1, demonstrating some historical knowledge of the period, but with omissions.  The answer includes discussion of:   * relevant event/s and/or * significant person/people and/or * key idea/s | 3 |
| Identifies and provides a simple description the historical context of Source 1, demonstrating a limited historical knowledge of the period.  The answer includes discussion of:   1. relevant event/s and/or 2. significant person/people and/or 3. key idea/s | 2 |
| The answer demonstrates little historical knowledge of the period, with very simple description of:   1. One (or two) of the criteria mentioned above, or 2. The answer is factually inaccurate, or 3. The answer simply describes the source | 1 |
| No/incorrect attempt at Question 2 | 0 |
| **Total:** | **4** |
| Answer could include, but is not limited to:   1. Relevant events: may include details of Minoan society, through the bull leaping, possible religious connection, that the figure in red is male and figures in white are female 2. Key Idea may link to bull leaping may have been religious or a rite of passage for young men. 3. Significant people – King Minos, Ariadne, and connections to the myth of Theseus and the Minotaur can also be mentioned. 4. Wider discussion of Minoan society is also appropriate. Its importance in the region at the time, its successful trading network, complex social structure, obvious wealth and opulence, clear artistic engineering and technical expertise (evident in the sources but also in the other material remains - weaponry and metallurgy/metal work, architecture, pottery and other trade goods found across the region as far as Syria/Egypt etc). | |

1. *Identify* and *explain* the **message/s** of Source 2. Provide evidence in your response. **(4 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately identifies and clearly explains the message/s of Source 2. Provides clear evidence to support the answer. | 4 |
| Identifies and briefly explains the message/s of Source 2. Provides limited evidence to support the answer. | 3 |
| Identifies and describes a message of Source 2, with little explanation and/or evidence provided. | 2 |
| Answer reflects little understanding of Source 2, with a simple recount of the contents of the source. | 1 |
| No/incorrect attempt at Question 3 | 0 |
| **Total:** | **4** |
| Answer could include, but is not limited to:   * Source 2 is a vase or libation vase students need to understand that the Source is a part of daily life. * Liquid would have been inside the source and would have been poured out of the nose/snout. * Also there is an additional connection and reinforcement of the connection between the Minoans and bulls/Minotaur, the importance of the bull in Minoan culture. * Some students may also identify that the message relates to Minoan dominance at the time. * Minoan art and pottery was highly sought after and was individual, something that was not common to civilisations at that time. | |

1. Using your own knowledge of your period of study, *discuss* the contribution of    
   **Source 1** AND **Source 2** to our **understanding of Minoan Civilisation**. **(6 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **SOURCE 1** | |
| Discusses the contribution of Source 1 to an understanding of Minoan society  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 1 to an understanding of Minoan society | 3 |
| States the contribution of Source 1 to an understanding of Minoan society  Makes limited use of own knowledge or other sources to support the answer | 1 - 2 |
| Student does not discuss/incorrectly discusses the contribution of Source 1 to our understanding of Minoan Civilisation. | 0 |
| **SOURCE 2** | |
| Discusses the contribution of Source 2 to an understanding of Minoan society  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 2 to an understanding of Minoan society | 3 |
| States the contribution of Source 2 to an understanding of Minoan society  Makes limited use of own knowledge or other sources to support the answer | 1 - 2 |
| Student does not discuss/incorrectly discusses the contribution of Source 2 to our understanding of Minoan Civilisation. | 0 |
| **Total:** | **6** |
| Answer could include, but is not limited to:  **Source 1**   * students should be discussing that the source was located at the Palace of Knossos, that it is a fresco and shows that both men (in red) and women (in white) are involved in activities referred to as bull leaping. * Students may mention that we don’t know if this activity had any political, social or religious importance but they could infer that bull leaping may have been a form of entertainment or a coming of age rite. * There may also be a connection to King Minos and the myth of Theseus and the Minotaur. * Some students may also make a connection that the Palace at Knossos is an unusual site as it has been impacted by Sir Arthur Evans which means that we may not have a full knowledge on the Minoans because he was so influential in the excavations and reconstruction of the Palace of Knossos.   **Source 2**   * Source 2 is a bull headed vase. * Students should recognise that it is a form of pottery which was a thriving industry impacting society in the time of the Minoans. * Most pottery was individual and unique. * This item would have been used in daily life or ceremonial life. * Again there is the bull which brings another connection back to the importance and significance of bulls during this period. * These sources help tell us that they were sophisticated wealthy and probably powerful (painting/art were important, the myth of the Minotaur was significant and that both men and women played a role in society. | |

1. *Discuss* the **usefulness** of **Source 1** and **Source 2** in relation to how important the Minoans were in the Mediterranean region, during the time period of study. You should consider the following where appropriate: Strengths, Weaknesses

**(9 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately identifies at least one strength and one weakness of Source 1 using examples from their knowledge and from the source | 1 - 3 |
| Accurately identifies at least one strength and one weakness of Source 2 using examples from their knowledge and from the source | 1 - 3 |
| Links both Source 1 and Source 2 back to their importance to Minoan society 1-3 | 1 - 3 |
| No/incorrect Attempt at Question 5. | 0 |
| **Total:** | **9** |
| Students need to identify that both sources have strengths and weaknesses   * Source 1 – Strength is that it is from palace of Knossos, it shows activities from the time period, that men & women participated in society * Source 1 – Weakness is that we have no knowledge about this activity, is it religious, entertainment or social? Also because of Sir Arthur Evans view and impact on the archaeology do we as historians have a distorted view of bull leaping and the connection to the Minotaur * Source 2 – Strength is that it is an artefact from the period. It shows the skill and detail of the Minoan pottery workers. As some pottery has been located in other areas of the world, it shows historians that the Minoans were traders and were skilled at pottery. Another strength is that it is another link to the Minotaur myth * Source 2 – weakness is that the source is just a vase, it tells us a little about society but not much else. * Both sources are useful as they give a basic insight but do not show all aspects of SPERM | |



# Ancient History – General Year 11

## Task 1 – Unit 1 – Ancient Civilisations - Elective: Late Bronze Age Greece and Troy c. 1500 – 1050BCE

**Assessment type:** Source analysis

**Conditions**

Time for the task: 60 minutes working time.

A source booklet consisting of two (2) sources which have been selected by the teacher.

**Task weighting**

15% of the school mark for this pair of units

STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_/25 marks**

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**Source 1**

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Bull-leaping fresco from the palace at Knossos  (c. 1451 BCE)

**Source 2**

****

Bull head vase or libation vase (terracotta)  (c. ca. 1450–1400 BCE)