|  |  |
| --- | --- |
| Assessment Task 5 Mark: /25 Weighting: 15% | |
| Year level | Year 11 |
| Learning area | Humanities and Social Sciences |
| Subject | Ancient History - General |
| Title of task | Alexander the Great |
|  | |
| Description of task | Students will be expected to answer several source analysis questions that display their understanding of Alexander the Great. |
| Type of assessment | Source Analysis |
| Suggested time | 1 hour period |
|  | |
| Content from the Western Australian Curriculum | Alexander the Great   * Career, challenges, motivations/actions, legacy, representations |
| 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 5 — Unit 2 Assessment type: Source Analysis

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

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**Source Analysis – Alexander the Great**

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 Alexander the Great**. **(6 marks)**

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1. *Outline* TWO (2) major changes that occurred in this society and *explain* the importance of these changes. Use **Source 1** AND **Source 2** to support your response. **(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)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correctly identifies the descriptions of Source 1  (Modern & Written 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:  **People:**   * Alexander, Philip, Olympias, Darius.   **Events:**   * Death of Philip, Alexander consolidating power, campaigns in Balkans and Thrace, Alexander moving against Thebes/rebellions, campaign against the Persian Empire.   **Ideas:**   * Philips motivation to invade Persia, which was passed onto his son Alexander and fostered by his mother, Olympias * Alexander’s aims to consolidate power through support of the Macedonian army, quashing his competition, and destroying rebellions * Alexander carrying on his father’s aims of invading Persia | |

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 coin with Alexander’s face on one side and symbols of his rule on the other. * The coin was one of the first coins minted and Alexander used the coin as a way of spreading the news that he was in control of Persia and surrounding areas, without having to do a massive campaign to inform all citizens. * Coins were also used as a form of propaganda as only the most important people were placed on coins as they were the only ones to afford to mint coins. * Coins were only beginning to become into circulation and were an easy and safe way of transporting wealth. * Before coins people would need large caravans and servants/slaves to help transport wealth and it wasn’t always practical. * Coins could be concealed easier and there didn’t need to be servants/slaves attending to the wealth. | |

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **SOURCE 1** | |
| Discusses the contribution of Source 1 to an understanding of ATG  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 1 to an understanding of ATG | 3 |
| States the contribution of Source 1 to an understanding of ATG  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 ATG. | 0 |
| **SOURCE 2** | |
| Discusses the contribution of Source 2 to an understanding of ATG  Draws on own knowledge of the period of study and other sources to discuss the contribution of Source 2 to an understanding of ATG | 3 |
| States the contribution of Source 2 to an understanding of ATG  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 ATG. | 0 |
| **Total:** | **6** |
| Answer could include, but is not limited to:   * Both sources represent Alexander the Great at different stages of his life.   **Source 1**   * Source 1 represents Alexander’s early life and the catalyst for his motivations (his father’s beliefs about Persia). * It is a written source which highlights Alexander’s early dynastic ambitions, before his rise to power in Macedon. * It shows an initial lack of fear about Alexander, with the revolts of city-states within Greece.   **Source 2**   * Source 2 represents the warrior and skilled military and political leader Alexander has become. * It is a coin which is used as a form of propaganda to show how powerful and known Alexander was. * The coin shows Alexander with the lion pelt/head as a helmet. * It represents Alexander as the leader of the Macedonians, Greeks and Persian empire now, so it is after the death of Philip but it also shows Alexander’s connection with the gods as it is the Nemean Lion helmet that he is wearing which is usually connected with Herakles. * This links to the legend/myth that Alexander is descendant from the gods, Zeus, Achilles and now Herakles. * This could also show interpretations about Alexander’s powers in the military arena as he had never been defeated and as this is a coin which would have been passed around in circulation, bring fear or intimidation to others that they must submit and come under Alexander’s rule. | |

1. *Outline* TWO (2) major changes that occurred in this society and *explain* the importance of these changes. Use **Source 1** AND **Source 2** to support your response. **(9 marks)**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Accurately outlines one change that occurred in society and explains (in detail) the importance of this change | 1 - 3 |
| Accurately outlines one OTHER change that occurred in society and explains (in detail) the importance of this change | 1 - 3 |
| Uses relevant and accurate evidence from both Source 1 and Source 2 to support argument/s | 1 - 3 |
| No/incorrect Attempt at Question 5. | 0 |
| **Total:** | **9** |

 **Humanities and Social Sciences   
Year 11 Ancient History   
Learning Task 5: SOURCE ANALYSIS**

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

***Year 11 Ancient History – General: Unit 2 – Power in the Ancient World***

**Elective - Alexander the Great, Macedonia 356-323BCE & Julius Caesar, Rome 100-44BCE**

Assessment Task 5 – Unit 2 – Source Analysis

**SOURCE SHEET**

**Source 1: *Alexander the Great. Facts, Biography, and Accomplishments.* by Owen Jarus, 2017.**

At the time of his death, Philip was contemplating invading Persia. The dream was passed onto Alexander, partly via his mother Olympias, according to Abernethy.

"She fostered in him a burning dynastic ambition and told him it was his destiny to invade Persia."

Upon his father's death, Alexander moved quickly to consolidate power. He gained the support of the Macedonian army and intimidated the Greek city states that Philip had conquered into accepting his rule. After campaigns in the Balkans and Thrace, Alexander moved against Thebes, a city in Greece that had risen up in rebellion, conquering it in 335 B.C., and had it destroyed.

With Greece and the Balkans pacified, he was ready to launch a campaign against the Persian Empire, a campaign his father had planned but, as fate would have it, he would be the one to lead,

**Source 2: Tetradrachms (coin) of Alexander the Great. Silver drachm, Kolophon mint, struck c. 323-319 BC.**

**LEFT: Head of Alexander as Herakles clad in Nemean lion skin.  RIGHT: Zeus enthroned, holding eagle and scepter, lyre to left, ΦIΛIΠΠOY behind.**