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| Assessment task 8 Mark: /45 Weighting: 15% | |
| Year level | Year 11 |
| Learning area | Humanities and Social Sciences |
| Subject | Ancient History - General |
| Title of task | Power in the Ancient World |
|  | |
| Description of task | Students will be expected complete a historical investigation about the structures of an Ancient Civilisation of their own choice.  PART A – Research Booklet  PART B – Presentation (students chosen format) |
| Type of assessment | Historical Inquiry |
| Suggested time | 2 Weeks Research  1 Week Presentation |
|  | |
| Content from the Western Australian Curriculum | Features of the ancient person  Representations of the ancient person |
| Task preparation | |
| Assessment Practice | Class work, power point slides, guided lessons, essay notes page |
| Assessment task | |
| Assessment conditions | In-Class work |
| Resources | Task Booklet |

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

**Date: / /**

**Teacher name: Ms Lauren Barrie**

**Teacher Comments:**

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

Ancient History – General Year 11

Task 8 — Unit 2 Assessment type: Historical Inquiry

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

**Research and present your findings about an ANCIENT CIVILISATION of your choosing.**

There are TWO (2) parts to this assessment.

***Part A: Research/investigation of a key individual (25 marks)***

**Select an ANCIENT key individual. You may NOT choose Julius Caesar OR Alexander the Great.  
You may choose ONE (1) of the following individuals:**

* Hatshepsut, Egypt, regnal years c. 1473–c. 1458 BC
* Tuthmosis III, Egypt, regnal years c. 1479–c. 1425 BC
* Akhenaten, Egypt, regnal years c. 1352–c. 1336 BC
* Rameses II, Egypt, regnal years c. 1279–c. 1213 BC
* Sennacherib, Assyria, died c. 681 BC
* Cleisthenes, Athens c. 570–c. 508 BC
* Darius the Great, Persia 549–486 BC
* Xerxes, Persia c. 518–465 BC
* Pericles, Athens 495–429 BC
* Demosthenes, Athens 384–322 BC
* Ashoka, India c. 304–232 BC
* Hannibal, Carthage 247–c. 182 BC
* Pompey the Great, Rome 106–48 BC
* Vercingetorix, Gaul/Celt c. 82–46 BC
* Cleopatra, Egypt, regnal years c. 51–30 BC
* Tiberius, Rome 42 BC–AD 37
* Agrippina the Younger, Rome AD 15–AD 59
* Boudicca, Britain/Celt, died c. AD 61
* Hadrian, Rome AD 76–AD 138
* Cao Cao, China c. AD 155–AD 220
* Liu Bei, China AD 161–AD 223
* Constantine the Great, Roman Empire AD 272–AD 337

OPTION CHOSEN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your investigation should include as many of the following points and you should consider the use of sources,  
 both modern and ancient to help form your assessment of power in the ancient world of your key individual.

This part of the Historical Inquiry will require you to note take from various sources.

Remember to use correct note-taking procedures and you will also be required to include a bibliography.

***Part B Presentation of findings (18 marks)***

* Create a presentation (e.g PowerPoint, website, museum display, visual essay) to highlight the key points of your findings
* Use historical sources (Primary AND Secondary) to support your findings

**RESEARCH TOPICS: Conduct research about your selected individual**

1. The background of the selected individual, including:

* Family background
* Key events in their lives
* Significant early influences

1. The career of the selected individual, including:

* Change of role or status over time
* Possible motivations for actions
* Methods used to achieve aims
* Relationships with other individuals, groups, structures/institutions; for example, military or religious
* Significant events in their career
* Ways they shaped and/or changed their society

1. The manner and impact of their death
2. Challenges presented by other individuals, groups and structures/institutions
3. Motivation and actions of the other individuals, groups and structures/institutions, seeking to influence structures of power within the society
4. The legacy of the selected individual, including:

* assessment of their life and career
* the ways they shaped and/or changed their society
* their longer-term impact and legacy

**7. Representations of the key individual - SOURCES!**

* The Depictions of the individual *during their lifetime* – How did others view them or any images (paintings, mosaics, statues) of them
* Interpretations of the individual *after their death* – Accounts from people (historians) discussing their impact

**8. Selected individual’s effect on continuity and change**

* Indicators of continuity and change in the period
* How and why aspects of society change while other aspects remain unchanged

**TO BE SUBMITTED:**

1. Research Booklet
2. Bibliography Sheet
3. Presentation

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| --- | --- | --- | --- |
| 1. ***Background*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. ***Career*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| --- | --- | --- | --- |
| 1. ***Manner and Impact of Death*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| 1. ***Challenges*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| 1. ***Motivations/Actions*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| --- | --- | --- | --- |
| 1. ***Legacy*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| --- | --- | --- | --- |
| 1. ***SOURCES - Representations*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

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| --- | --- | --- | --- |
| 1. ***SOURCES – Continuity and Change*** | | | |
| Focus Questions: |  | | |
|  | | | |
| REFERENCES: | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |
| Author | | Year created ( ) | *Title of site* |
|  | | ( ) |  |
| Available from (URL): | | | |

***Part B Presentation of findings (18 marks)***

* Create a presentation (e.g PowerPoint, website, museum display, visual essay) to highlight the key points of your findings
* Use historical sources (Primary AND Secondary) to support your findings

***Use the space below to plan your Presentation:***

**MARKING KEY**

**Part A: Investigation of an ancient civilisation or culture from proscribed list**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Focus Questions** | |
| Devises a set of questions which clearly identifies the key areas of the inquiry (at least 6) | 3 |
| Devises a set of simple questions which identifies a few areas of the inquiry (5 or less) | 2 |
| Lists a few simple questions which may or may not identify key areas of the inquiry | 1 |
| No attempt at creating focus questions | 0 |
| **Subtotal:** | **/3** |
| **Selection of sources** | |
| Selects a range of relevant sources that provide clear and accurate information and evidence about selected individual  Selects sources that show a variety of perspectives | 5 - 6 |
| Selects a few sources that provide some information and evidence about selected individual  Selects sources that show some differences in perspectives | 3 - 4 |
| Uses one source that provides limited information about selected individual | 1 - 2 |
| No relevant sources used | 0 |
| **Subtotal:** | **/6** |
| **Inquiry Notes** | |
| Makes notes that address the focus questions and use an appropriate note-taking structure/framework | 2 |
| Makes notes that contain some links to the focus questions and makes some use of an appropriate note-taking structure/framework | 1 |
| Notes do not address/link to the focus questions | 0 |
| **Subtotal:** | **/2** |
| Makes notes that are relevant to the key areas of the inquiry, including:   * The background of the selected individual * The career of the selected individual * The manner and impact of their death * Challenges presented by other individuals, groups and structures/institutions * Motivation and actions of the other individuals, groups and structures/institutions,  seeking to influence structures of power within the society * The legacy of the selected individual | 5 - 6 |
| Makes notes that relate to some areas of the inquiry | 3 - 4 |
| Makes notes that relate to one/limited areas of the inquiry | 1 - 2 |
| Notes do not address/link to the key area/s of inquiry | 0 |
| **Subtotal:** | **/6** |
| **Drafting conclusions** | |
| Drafts conclusions based on inquiry findings about selected individual  Uses examples and evidence to support the conclusions | 3 - 4 |
| Attempts to draft some conclusions about selected individual  Uses limited examples which may support the conclusions | 1 - 2 |
| No attempt at drafting conclusions | 0 |
| **Subtotal:** | **/4** |
| **Bibliography** | |
| Follows correct format according to school protocols | 3 - 4 |
| Follows mostly the correct format according to school protocols | 2 |
| Lists sources used | 1 |
| No sources listed | 0 |
| **Subtotal:** | **/4** |
| **TOTAL PART A** | **/25** |

**Part B: Presentation**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Presentation of Information** | |
| Presents clear and accurate information about all aspects of research, including:   * The background of the selected individual * The career of the selected individual * The manner and impact of their death * Challenges presented by other individuals, groups and structures/institutions * Motivation and actions of the other individuals, groups and structures/institutions,  seeking to influence structures of power within the society * The legacy of the selected individual | 7 - 8 |
| Presents clear information about most aspects of research, including:   * The background of the selected individual * The career of the selected individual * The manner and impact of their death * Challenges presented by other individuals, groups and structures/institutions * Motivation and actions of the other individuals, groups and structures/institutions,  seeking to influence structures of power within the society * The legacy of the selected individual | 5 - 6 |
| Presents information about some aspects of research, including:   * The background of the selected individual * The career of the selected individual * The manner and impact of their death * Challenges presented by other individuals, groups and structures/institutions * Motivation and actions of the other individuals, groups and structures/institutions,  seeking to influence structures of power within the society * The legacy of the selected individual | 3 - 4 |
| Presents limited information about aspects of research, including:   * The background of the selected individual * The career of the selected individual * The manner and impact of their death * Challenges presented by other individuals, groups and structures/institutions * Motivation and actions of the other individuals, groups and structures/institutions,  seeking to influence structures of power within the society * The legacy of the selected individual | 1 - 2 |
| Presentation of work incomplete | 0 |
| **Subtotal:** | **/8** |
| **Expression of information** | |
| Expresses information clearly and in an organised way, using historical terminology and appropriate language | 2 |
| Expresses information briefly and in a way that may be difficult to follow, using little to no historical terminology and simple language | 1 |
| Information not expressed clearly | 0 |
| **Subtotal:** | **/2** |
| **Presentation of conclusions** | |
| Presents justified conclusions regarding how selected key individual has acted as an agent for change, using their power to shape their society. | 6 |
| Presents conclusions regarding how selected key individual has acted as an agent for change, using their power to shape their society. | 4 - 5 |
| Presents some conclusions regarding how selected key individual has acted as an agent for change, using their power to shape their society. | 2 - 3 |
| Presents limited conclusions regarding how selected key individual has acted as an agent for change, using their power to shape their society. | 1 |
| No attempt at presentation of conclusions | 0 |
| **Subtotal:** | **/6** |
| **Evidence/Sources** | |
| Provides detailed and accurate examples and evidence to support the conclusions | 4 |
| Provides accurate examples and evidence to support the conclusions | 3 |
| Provides some examples and evidence to support the conclusions | 2 |
| Provides limited examples and/or evidence to support the conclusions | 1 |
| Provides no examples/evidence to support the conclusions | 0 |
| **Subtotal:** | **/4** |
| **TOTAL PART B** | **/20** |

TOTAL: /45

Feedback: