 **Humanities and Social Sciences**

**Year 11 Ancient History Assessment Outline – General**

**Unit 1 (Semester 1) and Unit 2 (Semester 2)**

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| **Unit 1: ANCIENT CIVILISATIONS - Late Bronze Age Greece and Troy c. 1500–c. 1050 BC**  **Unit 2: POWER IN THE ANCIENT WORLD - Alexander the Great, Macedonia, 356 - 323BCE Julius Caesar, Rome, 100-44BCE** | | | | |
| **Assessment Type** | **Assessment Type Weighting**  **YEAR TOTAL** | **Assessment Task Weighting** | **Assessment Task** | **Start/Submission Date** |
| Historical Inquiry | 30% | 15% | **Task 4:** Investigation of an ancient civilisation or culture from proscribed list | Semester 1  Term Two Week 3 - 6 |
| 15% | **Task 8:** Investigation of an ancient person from proscribed list | Semester 2  Term Four Week 1 - 4 |
| Explanation | 20% | 10% | **Task 2:** An in-class scaffolded essay or extended answer  Topic: The Mycenaean decline/Troy | Semester 1  Term 1 Week 7 |
| 10% | **Task 7:** An in-class scaffolded essay or extended answer  Topic: Julius Caesar | Semester 2  Term 3 Week 10 |
| Source  Analysis | 30% | 15% | **Task 1**: Teacher-generated source analysis based on two sources  Topic: Features of Late Bronze Age Greek civilisation | Semester 1  Term 1 Week 4 |
| 15% | **Task 5**: Teacher-generated source analysis based on two sources  Topic: Alexander the Great | Semester 2  Term 3 Week 3 |
| Test | 20% | 10% | **Task 3:** An in-class test comprising short and extended answers and closed and open  questions  Topic: Features of the civilisations of the Minoans and Mycenaean’s in the Late Bronze  Age Greece (social, political, legal and military structures, and economic activities) | Semester 1  Term 2 Week 2 |
| 10% | **Task 6:** An in-class test comprising short and extended answers and closed and open  questions  Topic: Julius Caesar (Background and Career) | Semester 2  Term 3 Week 8 |

# School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Ancient History General Year 11 syllabus and the weighting for each assessment type.

### **Assessment table – Year 11**

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| Type of assessment | Weighting |
| Historical inquiry  Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher. The final presentation can be: a written report that includes timelines, flow diagrams, photographs; an analysis of sources used in the inquiry; a multimodal presentation that could include a poster, museum display, re-enactment, PowerPoint, video and/or website that can be presented individually or in a group. Typically one historical inquiry is completed for each unit. | 20–30% |
| Explanation  A response in the form of: a short answer or a set of short answers; an extended answer which can be scaffolded or sectionalised essay questions, and can contain timelines, flow diagrams; an oral presentation which can include a debate, hypothetical, group presentation and/or re-enactments for one or more closed or open questions.  An explanation can involve: responding to propositions or points of debate; interpretations, explanations and/or evaluations of historical evidence. At least two explanation tasks should be administered under test conditions. | 20–30% |
| Source analysis  A number of sources are interpreted, analysed, synthesised, and/or evaluated. Questions typically require students to use evidence from the sources when commenting on: origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. The teacher can select the sources and provide the questions, or a student (or group of students) can select a range of sources to respond to questions provided by the teacher.  Sources can include:   * ancient materials * written sources (such as: extracts from historical narratives, biographies, constitutional treatises, drama, poetry, contracts, treaties, speeches, letters) * archaeological sources (such as: photographs of inscriptions, coins, statues, ostraca, wall paintings, artefacts, buildings, human remains) * maps and diagrams * modern materials * written sources (such as: extracts from historical narratives, biographies, historiographical texts) * reconstructions * maps and diagrams.   At least two source analysis tasks should be administered under test conditions. | 20–30% |
| Test  Can be conducted during the unit or at the end of each semester and/or unit. Typically a combination of closed and open questions which are elective specific. | 20–30% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units   
(or for a single unit where only one is being studied).

The assessment outline must:

* include a set of assessment tasks
* include a general description of each task
* indicate the unit content to be assessed
* indicate a weighting for each task and each assessment type
* include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a student/teacher interview, a declaration that all reference material is cited according to the school protocols, a learning journal and/or a research organiser.

## Grading

Schools report student achievement in terms of the following grades:

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| Grade | Interpretation |
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Very low achievement |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student’s overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Ancient History General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

# Appendix 1 – Grade descriptions Year 11

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| A | Historical skills  Selects some relevant ancient and modern sources and assesses for one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations.  Responds effectively to key words in research or essay tasks and is mostly accurate in applying evidence and historical understandings from acknowledged sources.  Uses appropriate historical terms and concepts and develops a coherent response which is largely narrative. |
| **Historical knowledge and understanding**  Explains the key social, political, economic, military and religious structures and features of an ancient civilisation or culture.  Explains how key individuals have acted as agents for change, using their power to shape their society. |

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| B | Historical skills  Selects a limited range of relevant ancient and/or modern sources and assesses for one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations.  Responds to key words in research or essay tasks, applying limited evidence and historical understandings from acknowledged sources.  Uses appropriate historical terms and develops a structured response which is largely narrative. |
| **Historical knowledge and understanding**  Outlines the key social, political, economic, military and/or religious structures and features of an ancient civilisation or culture.  Describes how key individuals have acted as agents for change, using their power to shape their society. |

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| C | Historical skills  Selects a limited range of ancient and/or modern sources that generally relate to the topic and makes a limited assessment of one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations.  Responds to some aspects of research or essay tasks; selects and acknowledges limited sources, and uses little supporting evidence.  Recounts most of the major features of the historical narrative, and develops a limited structure for the response. |
| **Historical knowledge and understanding**  Describes some of the social, political, economic, military and/or religious structures and features of an ancient civilisation or culture.  Describes some ways that key individuals have acted as agents for change, using their power to shape society. |

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| D | Historical skills  Selects ancient and/or modern sources, which may or may not be relevant, from a narrow range. Makes simple statements about one or more of the following: origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations.  Responds to tasks, but with a limited and/or inaccurate interpretation of the question and source material.  Displays a limited knowledge of the historical narrative and structural conventions in responses. |
| **Historical knowledge and understanding**  Identifies that there are social, political, economic, military and/or religious structures and features of an ancient civilisation or culture.  Lists some ways that key individuals have acted as agents for change or how they have used their power. |

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| **E** | Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade. |