 **Humanities and Social Sciences**

**Year 12 Ancient History Assessment Outline – General**

**Unit 3 (Semester 1) and Unit 4 (Semester 2)**

| **Assessment Type (from syllabus)** | **Assessment type weighting (from syllabus)** | **Assessment Task Weighting** | **When/duration** | **Assessment Task** |
| --- | --- | --- | --- | --- |
| Historical Inquiry | 20% | 10% | Semester 1  Term 2, Week 5 - 6 | **Task 4:** Historical Inquiry Process  Topic: Early Career of Pompey to 66BCE |
| 10% | Semester 2  Term 3, Week 6 - 7 | **Task 7:** Historical Inquiry Process  Topic: Years 12 - 17 |
| Explanation | 25% | 10% | Semester 1  Term 1, Week 6 | **Task 1:** Explanation (Essay)  Topic: Tiberius and Gaius Gracchus (133 – 121 BCE) |
| 15% | Semester 2  Term 2, Week 11 | **Task 5:** Explanation (Essay)  Topic: Years 1 – 4 Amenhotep IV |
| Source Analysis | 25% | 10% | Semester 1  Term 1, Week 9 | **Task 2:** Source Analysis  Topic: Career of Gaius Marius (133 – 87BCE) and extraordinary commands up to 66BCE |
| 15% | Semester 2  Term 3, Week 5 | **Task 6:** Source Analysis  Topic: Years 9 - 11 |
| Test | 15% | 15% | Semester 2  Term 3, Week 9 | **Task 8:** Test  Topic: Death of Akhenaten and rule of Tutankhamun |
| Externally Set Task | 15% | 15% | Semester 1  Term 2, Week 4 - 5 | **Task 3**: Externally Set Task  Unit 3 Historical Knowledge and Understanding |
| Total | 100% | 100% |  | |

# 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 12**

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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; multimodal presentations 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% |
| Explanation  A response in the form of: a short answer or 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-enactment 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. | 25% |
| 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: message; 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. | 25% |
| 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. | 15% |
| Externally set task  A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school. | 15% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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.

## **Externally set task**

All students enrolled in the Ancient History General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a tim e prescribed by the Authority.

**Externally set task design brief – Year 12**

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| --- | --- |
| **Time** | 50 minutes |
| **Format** | Written |
| Conducted under invigilated conditions |
| Typically between four and five questions |
| All questions require students to refer to the material provided in a source booklet |
| **Content** | The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based |

## Refer to the WACE Manual for further information.

## 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. 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 12 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).

**Appendix 1 – Grade descriptions Year 12**

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| --- | --- |
| **A** | **Historical Skills**  Selects a range of relevant ancient and modern sources and assesses these for origin, message, purpose, context, reliability, usefulness, differences in perspectives and interpretations, and/or contestability.  Responds effectively to key words in research or explanation tasks, applying evidence and historical understandings from appropriately acknowledged sources.  Explains how and why historical perspectives change.  Uses appropriate historical terms and concepts and develops responses which are logical and coherent. |
| **Historical Knowledge and Understanding**  Discusses the evolving nature of societies and the various forces for continuity and change that exist.  Examines the individuals and/or groups that support change and those that oppose change within a society.  Discusses the causes of confrontation and resolution within societies and discusses the consequences for continuity and change.  Discusses the use of power within societies and the responses of individuals and groups. |

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| **B** | **Historical Skills**  Selects a range of relevant ancient and modern sources and makes some assessment of origin, message, purpose, context, reliability, usefulness, and differences in perspectives and interpretations.  Responds to key words in research or explanation tasks, applying some evidence and historical understandings from appropriately acknowledged sources.  Explains why various perspectives of ancient history exist.  Uses appropriate historical terms and concepts and develops a response which is logical and coherent but largely narrative. |
| **Historical Knowledge and Understanding**  Explains the evolving nature of societies and the various forces for continuity and change that exist.  Investigates the individuals and/or groups that support change and those that oppose change within a society.  Explains the causes of confrontation and resolution within societies and the consequences for continuity and change.  Explains the use of power within societies and the response of individuals and groups. |

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| --- | --- |
| **C** | **Historical Skills**  Selects a narrow range of relevant ancient and/or modern sources and discusses some aspects of origin, message, purpose, context, reliability, usefulness, and/or differences in perspectives and interpretations.  Responds to most aspects of research or explanation tasks.  Selects and acknowledges sources, but makes minimal use of supporting evidence.  Identifies different perspectives of ancient history.  Uses some historical terms and concepts and recounts the major features of the historical narrative, providing a simple structure for the response. |
| **Historical knowledge and understanding**  Describes the evolving nature of societies and some of the forces for continuity and change that exist.  Identifies the individuals and/or groups that support change and those that oppose change within a society.  Describes the internal and external forces that result in confrontation and resolution within societies and some of the consequences for continuity and change.  Describes the use of power within societies and the responses of individuals and groups. |

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| --- | --- |
| **D** | **Historical skills**  Selects ancient and/or modern sources, which may or may not be relevant, from a narrow range.  Provides some statements about origin, message, purpose, context, reliability, usefulness, and/or differences in perspectives and interpretations.  Responds to limited aspects of research or explanation tasks, selects and acknowledges limited sources, and uses little to no supporting evidence.  Identifies a simple perspective of an historical event or person.  Displays limited knowledge of the historical narrative and structural conventions in the response. |
| **Historical knowledge and understanding**  States some features of societies and lists some of the forces for continuity and change that exist.  Lists/states the individuals and/or groups that support change and those that oppose change within a society.  Lists/states the causes of confrontation and resolution within societies and some of the consequences for continuity and/or change.  Makes statements about power within societies and lists some of the responses of individuals and groups. |

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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. |