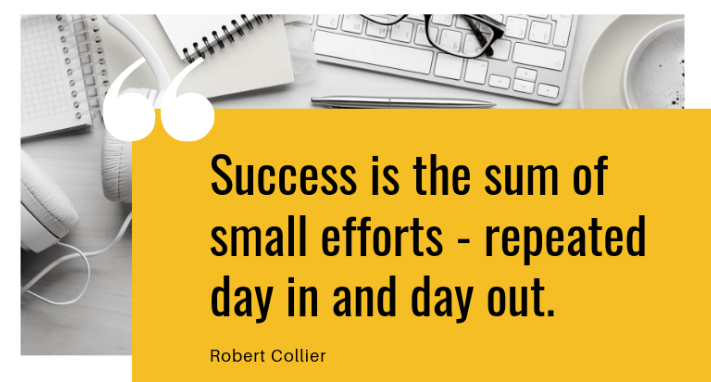
**FIA2 CHECKPOINTS TO SUCCESS**



**Take note!**

1. We have only 12 Term 2 lessons until draft is due.
2. Your Block Release time means you will have little contact with your teachers prior to the final due date; email discussions of draft feedback might be necessary.

That is, you have only 2 lessons after draft submission in which to refine your draft, minus teachers’ necessary mini-lessons on salient (significant) skills.

1. The given checkpoints represent minimum progress requirements. You are of course encouraged to forge further forward!
2. Thursday S4 catch-ups *will* be organised for students who appear unable to meet checkpoints: on Thurs Wk 4 (15/05) and Thurs Wk 5 (22/05).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **HOL**  **WK 2** | **Holiday reading/research:** It is important that you conduct some reading & research, on your chosen culture/civilisation, over the holidays; a suggested 3-4 hours minimum  if possible. Keep notes and do your referencing (APA7) as you go. Expect some emails (and emailed ideas and source suggestions) from Ms Kuskopf. | | | | | | |
|  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| **1**  TUES 22-Th 24  Apr | Easter Monday Holiday | **Session 3 AHS**  (Ms K is on LSL) – You have been emailed today’s prep work. |  | *Work on your research and questions over the week/weekend…* | ANZAC Holiday | 25 | 26 APRIL |
| **2**  28 – 2 May | **Session 3 AHS 28/04**  L Goal and lesson focus: Writing and refining nuanced IQs & SIQs – Students work on Qs and may write tentative hypotheses following mini-lesson on the same. | **Session 3 AHS 29/04**  Teachers in-class check on research etc.  Lesson focus:  1-on-1 Teacher-Student conferencing |  | **KIQ & 3-5 SIQs**  **must be finalised** and nuanced by Friday’s lesson 🡪 | **Session 4 AHS**  Completed KIQ & 3-5 SIQs + a min 2 sources gathered & discussed with teachers. You write 1 source response according to guidelines, & refine over the weekend for Monday submission. | 3 MAY  **Homework**: Remember that 1 completed source response is due on Tuesday May 6th. | 4 |
| **3**  5-9 May | May Day Holiday | **Session 2 AHS**  1.Submit first source response by the end of the lesson (200-300 words)  with in-text referencing  2. Work on second response (or whichever no. you are up to) response |  |  | **Session 4 AHS**   1. Teacher whole-class feedback on marked responses. 2. Continue writing source responses, with T guidance | 10 | 11 |
| **4**  12-16  May | **Session 3 AHS**  Focus: Evaluation:   1. Teacher explicit instruction RE evaluating (and corroborating) without disrupting argument; 2. practice with flawed exemplars, and then 3. transfer skills to own work. | **Session 3 AHS**  1.Continued independent work on FIA2.  Critical Summaries may be taught and discussed, depending upon class progress at this point.  2.How is your referencing coming along? What teachers expect in your responses and Ref List.  Teacher might call for the submission of a 2nd response by the end of this lesson. |  | **Warning!** Students who have fallen behind will attend Thursday S4 assessment catch-ups with Heads of Dept. | **Session 4 AHS**  1.Continue writing source responses.  2.What is a Critical Summary, really? Hand-on activities. | 17 | 18 |
|  |  |  |
| **5**  19-23  May | **Session 3 AHS**  Continued independent work on FIA2.  Teacher guidance. | **Session 3 AHS**  Continued independent work on FIA2.  Teacher guidance. |  | **Warning!**  Students who have fallen behind will attend Thursday S4 assessment catch-ups with Heads of Dept. | **Session 4 AHS**  **FIA2 DRAFTS DUE 23/05**  Thus, all Qs, 4-5 responses, Critical Summary, all with referencing, are submitted. |  |  |
| **6**  26-30 May | **Session 3 AHS**  Teacher feedback returned to students today and/or tomorrow (barring the Apocalypse 😊) | **Session 3 AHS**  Respond to teacher feedback; redrafting and refining. |  | **YR 11 BLOCK RELEASE** | **YR 11 BLOCK RELEASE**  If needed, keep in email touch with Ms K with regard your FIA2 progress. |  |  |
| **7**  2-6  June | **Yr 11 BLOCK RELEASE**  Please email Ms Kuskopf with any queries or concerns. | **YR 11 BLOCK RELEASE**  Please email Ms Kuskopf with any queries or concerns. |  |  | **FIA2 FINALS DUE 9AM 06/06**  **Session 4 AHS**  You may have an independent study session before embarking on our new unit next week. |  |  |
| **8** | **Session 3 AHS**  *Ancient Personalities: Alexander the Great* Lesson 1 | **Session 3 AHS**  *Ancient Personalities: Alexander the Great* Lesson 2 |  |  | **Session 4 AHS**  *Ancient Personalities: Alexander the Great* Lesson 3 |  |  |

Please scroll down for details of each checkpoint, as per your Task Sheet:

**Identifying and locating sources (4 - 6 sources):**

With your general research (4-5 hours min on background research, whilst looking for sources that suit your Qs or tweaking your Qs to suit found sources!), 3-4 sources should be gathered by the end of Week 2

When identifying and locating sources consider the following resources:

* Academic journals (which can be accessed online through databased such as: ProQuest, JSTOR etc.)
* Textbooks and historical non-fiction texts
* Online historical sites and encyclopaedias. Examples include:
  + Ancient History Sourcebook: <https://sourcebooks.fordham.edu/ancient/asbook.asp>
  + Ancient History Encyclopaedia: <https://www.ancient.eu/>
  + Livius: <http://www.livius.org/>
* Remember to locate both primary and secondary sources that offer differing perspectives.

**Devising inquiry questions (1 key question and 3-5 sub-questions):**

You will work on your Qs in class in Wk 1 and early Wk 2 (finalised at end of Wk 2)

Of course, many students tweak these as their investigations progress

When devising historical questions for research, you should:

* develop questions that elicit information pertaining to: definitions of key terms and concepts; backgrounds, changes and continuities; effects interests and arguments; reflections and responses
* consider the complexities within the research generated from these questions
* maintain a record of this research process.

**Analysing and evaluating evidence to show understanding and make judgements (800 – 1000 words):**

The writing of your Source Responses will occur gradually between Weeks 2 and 5; you may forge ahead at any point but need to meet those minimum checkpoint requirements as laid out in the calendar

When analysing and evaluating your sources, you must:

* identify the key features of the source, which may include: origin, motive, audience, perspective, context, explicit meanings and implicit meanings.
* interpret the significance of these features and identify what it reveals about the civilisation they are from;
* evaluate the reliability, usefulness and contestability of the source
* make well-reasoned and corroborated judgments about the different perspectives, representations and interpretations evident in the sources;

**Creating a critical summary of the evidence (200 – 300 words):**

**This must be submitted in draft form, with your Qs and responses, on Fri 23/05**

When creating a critical summary of the evidence you must reflect on:

* the decisions and judgments that you made;
* any conclusions that you have drawn from the sources and what they reveal about your civilisation.