**Sample Formal Assessment Task Notification**

**Ancient History – Year 11**

**Cultural Heritage and the Role of Museums**

***Sample for implementation for Year 11 from 2018***

**Context**

In class, students have investigated the significance of artefacts in relation to cultural heritage, ownership and the role of museums. This task presents an opportunity for students to apply Historical concepts and skills to engage in the debate about the ownership and return of cultural property.

|  |  |  |
| --- | --- | --- |
| **Task number:** 1 | **Weighting:** 30% | **Timing:** Term 1, Week 8 |
| **Outcomes assessed**  A student:  **AH11-6** analyses and interprets different types of sources for evidence to support an historical account or  argument  **AH11-7** discusses and evaluates differing interpretations and representations of the past  **AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in  appropriate and well-structured forms  **AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history | | |
| **Nature of the task**  This task focuses on the Parthenon sculptures and is comprised of source analysis and an extended response.  In preparation for your extended response, consider the arguments for and against the return of the Parthenon sculptures to their original home. Locate four contemporary sources that provide different perspectives about the debate. Two sources will be from the Greek perspective and two sources will be from the British perspective. For each source, complete the source analysis scaffold developed by your teacher. Your analysis of these sources will be used to support your extended response.  Extended response – 1000 words  You will be required to prepare a proposal to be presented to UNESCO, who has been assigned to mediate the dispute about the ownership and return of the Parthenon sculptures. In order to prepare your proposal you will need to decide on a position on the debate and evaluate various arguments. In your response make explicit reference to the sources you have analysed. Consider the following questions when preparing your proposal:   * What is the history of the Parthenon sculptures? * How and why were the Parthenon sculptures removed? * What is the significance of the Parthenon sculptures to Greece and to Britain? * What problems may arise from the removal of ancient artefacts from their place of origin? * What problems may arise from leaving artefacts in their place of origin? * Should artefacts be returned to their countries of origins? * What role do museums play in our understanding of the ancient past? * What are the main arguments for the return of the Parthenon sculptures to Greece? * What are the main arguments for the retaining of the Parthenon sculptures in Britain? | | |

|  |
| --- |
| You response should:   * be a maximum of 1000 words * make clear reference to sources * make a clear judgement which is supported by arguments. |
| **Marking criteria**  You will be assessed on how well you:   * account for different perspectives on ownership of cultural heritage * analyse and interpret different types of sources * support your position with relevant and detailed arguments * present a logical, structured and cohesive response. |
| **Feedback provided**   * Informal feedback provided in class during drafting of the response and while working on source analysis * Detailed feedback will be provided in relation to marking guidelines with a summative written comment |

**Marking guidelines**

|  |  |
| --- | --- |
| A student: | **Mark range** |
| * presents a critical and sustained argument, which demonstrates a comprehensive understanding of the issues related to cultural property * presents a comprehensive understanding of different perspectives and interpretations about the ownership and return of cultural property * analyses and interprets different types of sources * supports the argument with relevant evidence from a range of sources * communicates high level argument through well-structured and detailed texts | 25–30 |
| * presents a detailed argument, which demonstrates a thorough understanding of the issues related to cultural property * presents a thorough understanding of different perspectives and interpretations about the ownership and return of cultural property * discusses and interprets different types of sources * supports the argument with evidence from a range of sources * communicates a coherent and sustained argument through well-structured and detailed texts | 19–24 |
| * presents a sound argument, which demonstrates an understanding of the issues related to cultural property * presents an understanding of different perspectives and interpretations about the ownership and return of cultural property * provides some interpretation of different types of sources * supports the argument with some evidence from sources * communicates a general argument through well-structured texts | 13–18 |
| * provides a basic description which demonstrates some understanding of the issues related to cultural property * makes reference to different perspectives and/or interpretations about the ownership and return of cultural property * usesinformation from sources * communicates basic information through descriptive texts | 7–12 |
| * makes statements about cultural property with minimal detail * presents a limited understanding of the different perspectives about the ownership and return of cultural property * may refer to sources | 1­–6 |