# Sample Formal Assessment Task Notification

# Ancient History – Year 11

# Historical Investigation

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

**Context**

In class, students have used archaeological and written sources to investigate various aspects of the ancient world. The Historical Investigation presents an opportunity for students to further develop relevant investigative, research and presentation skills. Students are encouraged to select an area of interest from the ancient period to investigate.

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| **Task number:** 3 | **Weighting:** 30% | **Timing:** Term 3, Week 7 |
| **Outcomes assessed**  A student:  **AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world  **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  **AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources  **AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | |
| **Nature of the task**  You will investigate and research an event or personality from the ancient world and present information in the form of an essay. In addition to this you are to submit a bibliography and an analysis of one key source used in the investigation.  You are to develop an historical inquiry question which incorporates the concept of ‘significance’ and one other historical concept:   * causation (eg the significance attributed to an event and the varying causes of the event) * continuity and change (eg the significance attributed to the role of a personality in continuity and change) * perspectives (eg the significance of an event from one or more perspectives) * contestability (eg different interpretations of the significance of an event or personality)   When selecting a topic, take into account your area of interest and the availability of information and sources. **The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses**. This should be checked with your teacher. | | |
| **Nature of the task (continued)**  The following process is to be followed to complete the Historical Investigation:   * Consider an area of study or topic – historical area (Egypt, Near East, China, Greece, Rome), appropriate ancient period, personality or event (confirm your choice of topic with your teacher) * Formulate an historical question or hypothesis that you will investigate and address in essay form * Locate and interrogate a range of sources (eg for their usefulness and reliability) * Select and organise relevant information * Synthesise evidence from a range of sources to develop and support a reasoned historical account or argument * Write the first draft of your essay, checking you are:   – using historical concepts and terms appropriately  – examining the significance of the selected personality or event  – examining and integrating the chosen historical concept (continuity and change, causation, perspectives, contestability)  – presenting and communicating the findings of the historical investigation in an appropriate and well-structured written form.   * Reflect on the draft and how well it addresses the question in a clear and concise way * Complete and submit a final essay response (1000–1200 words), including an appropriately formatted bibliography. Select one key source used in your investigation and complete a critique of the source (200–250 words). This may include:   – the evidence provided by the source  – an evaluation of how important the source was to your investigation. | | |
| **Marking criteria**  You will be assessed on how well you:   * examine the significance of your chosen area of study * develop an analysis of the chosen area of study using the selected historical concept * analyse and interpret a range of sources * plan and conduct an historical investigation and present reasoned conclusions * communicate historical understanding using historical knowledge, concepts and terms. | | |
| **Feedback provided**   * Feedback throughout the selection and investigation of the chosen question/area of study * Annotations of marking guidelines noting strengths and areas needing improvement * Discussion with teacher about ways forward to build on knowledge, understanding and skills for future learning | | |

## **Marking guidelines**

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| A student: | **Mark range** |
| * provides a comprehensive examination of the significance of people and/or events in the ancient world * presents a highly developed analysis using the selected historical concept (continuity and change, causation, perspectives, contestability) * presents coherent and sophisticated conclusions through the use of relevant evidence from a range of sources * provides thorough analysis and interpretation of different types of sources for evidence to support an historical account or argument * develops a sophisticated and well-structured response, supported by relevant and accurate historical knowledge, concepts and terms | 25–30 |
| * provides a thorough examination of the significance of people and/or events in the ancient world * presents a well-developed analysis using the selected historical concept (continuity and change, causation, perspectives, contestability) * presents coherent conclusions through the use of relevant evidence from a range of sources * provides analysis and interpretation of different types of sources for evidence to support an historical account or argument * develops a well-structured response, supported by relevant historical knowledge, concepts and terms | 19–24 |
| * provides a sound examination of the significance of people and/or events in the ancient world * presents some analysis of the selected historical concept (continuity and change, causation, perspectives, contestability) * presents sound conclusions through the use of evidence from sources * provides sound analysis of sources * develops a structured response, supported by relevant historical knowledge, concepts and terms | 13–18 |
| * makes general statements about the significance of people and/or events in the ancient world * provides a description using the selected historical concept (continuity and change, causation, perspectives, contestability) * displays some use of sources for evidence * provides basic analysis of sources * presents a basic response using some historical knowledge, concepts and terms | 7–12 |
| * provides a limited description of a chosen area of study * may identify an historical concept * makes minimal use of sources * presents limited information through simple statements | 1–6 |