

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



YEAR 12 Ancient History

Ancient Society Research Task

Due Date: Thursday 25 th February 2021	Assessment Name: Ancient Society Research Task
Mark: /25	Weighting: 25%

SYLLABUS OUTCOMES TO BE ASSESSED:

AH 12-5: assesses the significance of historical features, people, places, events and developments of the ancient world

AH 12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH 12-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.

DIRECTIVES TO BE ASSESSED:

Assess - Make a judgement of value, quality, outcomes, results or size

Evaluate - Make a judgement based on criteria; determine the value of

TASK DESCRIPTION:

- A) You are required to use AT LEAST four different historical sources on New Kingdom Egypt to support a historical analysis of between 1000 to 1200 words to the following question:

Assess the evidence that archaeological and written sources provide about the Egyptian economy during this period?

Two of these sources will be provided to you, but you must locate at least three other sources on your own. Sources should be a mixture of both Primary and Secondary in nature, and secondary sources should reflect academic quality and depth. Your historical investigation **MUST** include footnoting as referencing and a correctly presented bibliography of all sources used.

- B) You are required to select TWO sources that you found most helpful in supporting your historical analysis. For *each source* you are to write:

An evaluation of the source's usefulness to your historical analysis. (10 marks)

This evaluation should include

- Who the author was/is and what their perspective was/is with regard to this subject matter
- Why their arguments or insights can be considered as credible or reliable
- What specific information or historical evidence you found most helpful in supporting your structured argument
- Why you chose to use the work or words of this particular author over that of others – why specifically do you feel this source has particular impact

Check your assessment booklet for the PHS Assessment Policy

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Find quality historical sources and locate useful and reliable information within them
- Demonstrate an ability to analyse and evaluate historical sources for their use in supporting a historical argument
- Write a structured historical analysis that sustains an argument throughout supported by accurate and relevant source evidence
- Demonstrate historical understanding that is relevant to the question
- Communicate ideas and information logically
- Use historical terms and concepts appropriately

Historical Analysis Marking Criteria	
Guideline	Mark/Grade
<ul style="list-style-type: none"> - Historical Analysis provides a sophisticated assessment of the evidence provided by both archaeological and written sources about the NKE economy during this period. - The assessment is reinforced and supported using appropriate source evidence from at least four well-chosen and relevant sources (primary and secondary) that are appropriately footnoted and presented correctly in a bibliography. - Historical Analysis is very well-structured using historical terminology appropriately, demonstrating a comprehensive and sophisticated understanding of the role of historical features, individuals, groups, and ideas in shaping the past. - Clearly meets word requirements 	13-15
<ul style="list-style-type: none"> - Historical Analysis proposes a considered assessment of the evidence provided by both archaeological and written sources about the NKE economy during this period. - The assessment is sustained throughout and supported using relevant and appropriate evidence from at least four sources (primary and secondary) that are appropriately footnoted and presented correctly in a bibliography. - Historical Analysis is well-structured using historical terminology in a mostly successful way. A strong understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated. - Meets word requirements. 	10-12
<ul style="list-style-type: none"> - Historical Analysis proposes a sound assessment of the evidence provided by archaeological and/or written sources about the NKE economy during this period. - The assessment is mostly sustained and supported using largely relevant and appropriate evidence from at least four sources (primary and/or secondary) that may be inconsistently footnoted and presented in a bibliography. - Historical Analysis is structured and uses some appropriate historical terminology. A sound understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated. - Meets word requirements. 	7-9
<ul style="list-style-type: none"> - Historical analysis proposes one or more ideas in assessment of the evidence provided by archaeological or written sources about the NKE economy during this period. - An assessment is either mostly lacking or is not consistent. Attempts to provide supporting evidence from sources (may be less than four and primary and/or secondary) that are likely to be inconsistently or incorrectly footnoted and/or presented in a bibliography. - Historical Analysis may contain some elements of structure such as recognisable paragraphs. A basic understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated. - Does not meet word requirements. 	4-6
<ul style="list-style-type: none"> - Historical analysis does not attempt an assessment of the evidence provided by archaeological or written sources about the NKE economy during this period. - Footnoting and/or Bibliography is either missing or incorrectly presented. Has less than four sources. A limited understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated. - Does not meet word requirements. 	1-3

ANY PLAGIARISM IDENTIFIED WILL RESULT IN A MARK OF ZERO AND AN N-WARNING.

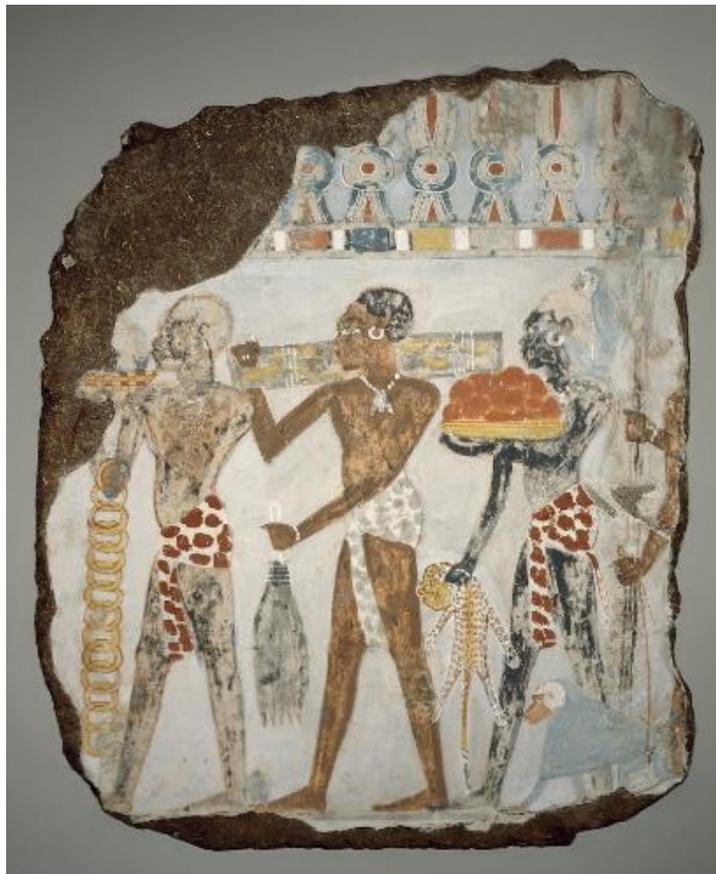
Evaluation of Sources Marking Criteria

Guideline	Mark/Grade
<ul style="list-style-type: none"> - Response successfully analyses and interprets an appropriate and well-chosen source for evidence to support an historical account or assessment. - Student successfully identifies the author/origin and the perspective regarding the subject matter. - Sophisticated analysis has been provided regarding the credibility and reliability of the source evidence. - The student is able to identify the key evidence from the source that they have found most useful in advancing their own central argument. 	5
<ul style="list-style-type: none"> - Response analyses and interprets an appropriate source for evidence to support an historical account or assessment. - Student identifies the author/origin and addresses the perspective regarding this subject matter. - A strong analysis has been provided regarding the credibility and reliability of the source evidence. - The student is able to identify the key evidence from the source that they have found most useful in advancing their own central argument. 	4
<ul style="list-style-type: none"> - Response attempts to analyse and interpret an appropriate source for evidence to support an historical account or assessment. - Student identifies the author but may not successfully interpret their perspective regarding this subject matter. - An analysis has been attempted regarding the credibility and reliability of the source evidence. - The student is able to identify some evidence from the source that they have found useful in supporting their own central argument. 	3
<ul style="list-style-type: none"> - Response may attempt to analyse and/or interpret a source for evidence to support an historical account or assessment. - Student tries to identify the author/origin and/or the perspective. - The credibility and reliability of the source evidence may be addressed but not appropriately accounted for. - The student may identify some evidence from the source they have used in their historical analysis. 	2
<ul style="list-style-type: none"> - A limited effort to analyse and interpret an appropriate source for evidence to support an historical account or assessment is evident. - Student is unlikely to identify either the author or their perspective. - The credibility and reliability of the source evidence is unlikely to have been addressed. - The student is unable to identify any evidence from the source that they have found useful in supporting their own central argument. 	1

Source: Secondary - Tait, John. *Pa-Di-Pep Tells Pharaoh the Story of the Condemnation of Djed-Her*: Fragments of Demotic Narrative in the British Museum.. *Journal of Near Eastern Studies*, Vol 31. University of Chicago Press. 2008

“The protagonist (*main character*) of a demotic literary text (*book written in ancient Egyptian text*) was a local potentate (*important man*) who was also a priest in the local temple which was a profitable source of income for him as he obtained part of the agricultural income of the sanctuary because of his position as priest and, in addition, he also used some fields of the temple as a cultivator in exchange for a part of the harvest. The considerable wealth he amassed allowed him to pay wages to the personnel of the temple, who were thus considered his clients (the text states that he had “acquired” them) and he could even marry his sons and daughters to priests and potentates (important men) of other towns.”

Source: Primary – Fragment of painted plaster from the tomb of Sebekhotep 1400 BC. Sebekhotep was a senior treasury official of the reign of Thutmose IV.



This small fragment is part of a much larger scene painted across a wall of Sebekhotep’s tomb. It shows him accepting the produce of the Near East and of Africa on behalf of the Pharaoh Thutmose IV. Three men (probably Nubians) carry luxury items characteristic of their country: gold rings, jasper, ebony logs, giraffe tails, a leopard skin, a live baboon and a monkey.