

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



HSIE Faculty

Topic: HSIE

Task Number: 1

Task Name: Viking Task

Date Due:

8HSC, 8HSG, 8HSH Wednesday 3/4/2024 9:00am

8HSD, 8HSF Thursday 4/4/2024 9:00am

Outcomes to be Assessed:

- **HT4.2** Describes major periods of historical time and sequences events, people and societies from the past
- **HT4.4** Describes and explains the causes and effects of events and developments of past societies over time
- **HT4.5** Identifies the meaning, purpose and context of historical sources
- **HT4.7** Identifies and describes different contexts, perspectives and interpretations of the past

Directives to be Assessed:

Explain - Make relationships between cause and effect

Describe - To provide characteristics and features of

Identify - Recognise and name

Description of Task:

Part 1 -

Students are to create a visual representation of one of the following significant events from Viking History:

- The Battle of Hastings
- The Lindisfarne Monastery Raid
- The Conquering of York

Your representation can take the form of a diorama, picture book, comic strip, **or** stop motion. Within your representation, you are to sequence what occurred and detail the impact it had on English and Viking society. You should use at least **5** sources to create your representation and should incorporate a range of primary and secondary sources. Your digital representations must be submitted via your class Canvas page, physical representations must be submitted to your classroom teacher before 9am on the due date.

Part 2 - Source Evaluation

Students are to select **2** of the sources that were used in the completion of Part 1. For each source, students are to analyse each for the context and perspective they present. Each analysis must be 100 words in length and include:

- A description of the source
- The context of the source

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- The meaning/purpose of the source
- The perspective of the source
- The usefulness of the source

Your source analysis must be submitted to your class Canvas page before 9am on the due date.

Bibliography

You must include a detailed bibliography for all sources used. All sources should be formatted according to the Harvard referencing system. Below is an example of how to reference a website using the Harvard system.

Website:

Codrops (no date) *Przemysl, Poland, 1962, A building that housed the Judenrat during the war, Yad Vashem*. Available at: <https://photos.yadvashem.org/photo-details.html?language=en> (Accessed: 27 May 2023).

Marking Criteria

| Part A | |
|--|---|
| <ul style="list-style-type: none"> • Demonstrates extensive understanding of the Vikings and the sequence of their chosen event. • Extensively describes and explains the causes and effects of their chosen historical event on English and Viking society. • Presents an interesting and engaging visual representation of their chosen event that effectively explains its significance. | A |
| <ul style="list-style-type: none"> • Demonstrates thorough understanding of the Vikings and the sequence of their chosen event. • Thoroughly describes and explains the causes and effects of their chosen historical event on English and/or Viking society. • Presents an interesting and engaging visual representation of their chosen event that explains its significance. | B |
| <ul style="list-style-type: none"> • Demonstrates sound understanding of the Vikings and the sequence of their chosen event. • Describes the causes and effects of their chosen historical event on English and/or Viking society. • Presents a sound visual representation of their chosen event that describes its significance. | C |
| <ul style="list-style-type: none"> • Demonstrates basic understanding of the Vikings and the sequence of their chosen event. • Describes the causes and effects of their chosen historical event on English or Viking society. • Presents a basic representation of their chosen event that identifies and attempts to describe its significance. | D |

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| | |
|--|---|
| <ul style="list-style-type: none"> ● Demonstrates elementary understanding of the Vikings and the sequence of their chosen event. ● Exhibits some attempt to describe the causes and effects of their chosen historical event on English or Viking society. ● Presents an elementary representation of their chosen event that identifies its significance. | E |
| Part B | |
| <ul style="list-style-type: none"> ● Clear, concise and detailed analysis of their chosen sources that clearly identifies their meaning, purpose and context. ● Identifies and extensively describes the different contexts, perspectives and interpretation of their selected sources. ● Utilises a range of primary and secondary sources with a correctly formatted bibliography with a minimum of 5 sources | A |
| <ul style="list-style-type: none"> ● Well-developed analysis of their chosen sources that identify their meaning, purpose and context. ● Identifies and thoroughly describes the different contexts, perspectives and interpretation of their selected sources. ● Utilises a range of primary and secondary sources with a mostly correctly formatted bibliography with a minimum of 5 sources. | B |
| <ul style="list-style-type: none"> ● Attempts to analyse their chosen sources, identifying their meaning, purpose and context. ● Identifies and soundly describes the different contexts, perspectives and interpretation of their selected sources. ● Utilises a limited range of sources with a bibliography included. Students may use less than 5 sources. | C |
| <ul style="list-style-type: none"> ● Demonstrates basic knowledge and understanding of their sources, identifying their meaning, purpose or context. ● Identifies and attempts to describe the different contexts, perspectives and/or interpretation of their selected sources. ● Utilises limited sources with a basic bibliography included. Students use less than 5 sources | D |
| <ul style="list-style-type: none"> ● Demonstrates an elementary understanding of their chosen source through some discussion of their meaning, purpose or context. ● Identifies the different context, perspectives or interpretation of their selected sources. ● Limited to no use of sources, little to no evidence of a bibliography. | E |

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