

PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



YEAR 11 Ancient History

Investigating Ancient History

Due Date: <u>Thursday 2nd April</u>	Assessment Name: Investigating Ancient History – Source Task
Mark: x/30	Weighting: 30 %

SYLLABUS OUTCOMES TO BE ASSESSED:

AH11-3 A student analyses the role of historical features, individuals and groups in shaping the past.

AH11-5 A student examines the significance of historical features, people, places, events and developments of the Ancient World.

AH-6 A student analyses and interprets different types of sources for evidence to support an historical account or argument.

AH11-10 A student discusses and evaluates differing interpretations and representations of the past.

DIRECTIVES TO BE ASSESSED:

Analyse – Identify components and the relationship between them

Examine – Enquire into

Interpret – Draw meaning from

Evaluate – Make a judgement based on criteria

TASK DESCRIPTION:

Select **ONE** case study of Ancient Human Remains from the following list:

• Scythian Mummies	• Osterby Head
• Tollund Man	• Rendswuhren Fen Man
• Inuit Boy	• Datgan Man
• Kayhausen Boy	• Husbake Man
• Elling Woman	• Clonycavan Man
• Emmer=Erscheidenveen Man	• Old Croghan Man
• Huldremose Woman	• Meenybradden Woman
• Neu Versen Man	• Gallagher Man

- Locate sources and enquire into the specific details and circumstances surrounding your body.
- Using Google Sites, create an online microsite devoted to informing visitors about your chosen body.
- Your Site should use multimedia, and interactive components to engage and educate its visitors. Your site also requires a special 'Primary Education' section aimed at K-6 students with information and diagrams designed to engage their interest.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Use sources to create an engaging and informative microsite dedicated to your chosen body.
- Demonstrate the ability to analyse and interpret the available sources for evidence to support microsite.
- Discuss and evaluate within your microsite different ways of interpreting and representing your ancient human remains.
- Examine within your microsite the significance of your chosen ancient human remains for our understanding of the ancient past.

Check your assessment booklet for the PHS Assessment Policy

MARKING GUIDELINES

ESSAY	Mark/Grade
<ul style="list-style-type: none"> - The student presents an outstanding, informative and engaging microsite that effectively uses multimedia and interactive components to educate its visitors. An appropriately themed and presented K-6 primary education section of the site is included. - The student demonstrates an excellent capacity to analyse and interpret a variety of sources for evidence to support the historical account of their human remains. - The microsite contains highly detailed, accurate and consistently relevant historical information relating to their body. - The student successfully examines the historical significance of their chosen human remains whilst excelling in the discussion and evaluation of differing interpretations and representations. 	24-30
<ul style="list-style-type: none"> - The student presents an engaging and informative microsite that uses multimedia and interactive components to educate its visitors. An appropriately themed and presented K-6 primary education section of the site is included. - The student demonstrates a well-developed capacity to analyse and interpret a variety of sources for evidence to support the historical account of their human remains. - The microsite contains detailed, accurate and relevant historical information relating to their body. - The student examines the historical significance of their chosen human remains whilst discussing and evaluating differing interpretations and representations. 	19-24
<ul style="list-style-type: none"> - The student presents an informative microsite that uses multimedia and interactive components to educate its visitors. A K-6 primary education section of the site is included but may not be consistently well themed or appropriately presented. - The student demonstrates a capacity to analyse and interpret sources for evidence to support the historical account of their human remains. - The microsite contains some detailed and accurate historical information, although some irrelevant information may be presented. - The student examines the historical significance of their chosen human remains but may not have much discussion or evaluation of differing interpretations or representations. 	13-18
<ul style="list-style-type: none"> - The student presents a microsite that may include some multimedia and/or interactive components to educate its visitors. A K-6 primary education section of the site may not have been included. - The student demonstrates a basic capacity to analyse and interpret sources for evidence to support the historical account of their human remains. - The microsite may contain some relevant detail, but it is unlikely to be engaging or well presented. - A basic examination of the historical significance of the chosen human remains may be attempted. 	7-12
<ul style="list-style-type: none"> - The student presents a limited microsite that is unlikely to include multimedia and/or interactive components. A K-6 primary education section of the site is unlikely to have been included. - The student demonstrates a limited capacity to analyse and interpret sources for evidence to support the historical account of their human remains. - The microsite may contain limited relevant detail. - No examination of historical significance is attempted. 	1-6

