

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 11 Ancient History

### The Trojan War – Historic Event or Myth?

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| <b>Due Date:</b> Thursday 11 <sup>th</sup> June | <b>Assessment Name:</b> Historical Investigation |
| <b>Mark:</b> x/25                               | <b>Weighting:</b> 40 %                           |

#### 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.
- AH11-6 A student analyses and interprets different types of sources for evidence to support and historical account or argument.
- AH11-7 A student discusses and evaluates differing interpretations and representations of the past.

#### DIRECTIVES TO BE ASSESSED:

Interpret: Draw meaning from

Examine: Inquire into

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

Discuss: Identify issues and provides points for and/or against

Analyse: Identify components and relationships between them.

#### TASK DESCRIPTION:

- 1) You are to write an 1000 – 1200 word response to the following question:

*'To what extent does the archaeological and written evidence for the Trojan War support that it was an actual historical event and not an ancient historical myth?*

- Research this topic using the handout provided to you.
  - Find at least three sources in addition to what you have been given.
  - At least one of your additional sources needs to be Primary.
  - Use footnoting or end noting to consistently reference details or opinions that are not universally known.
  - Provide a correctly formatted bibliography of at least 4 different sources.
- 2) In addition to your research essay you need to analyse two of the sources for how USEFUL they are in providing evidence, the PERSPECTIVE of the source, how RELIABLE the information is and the LIMITING factors for the source.

#### ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Accurately locate relevant and useful information from historical sources.
- Analyse sources and evaluate their usefulness in supporting a central argument
- Answer the investigation question by establishing an argument, and supporting the argument with a balance of Primary and Secondary source evidence.
- Successfully demonstrate the application of historical knowledge, concepts and terms.

Check your assessment booklet for the PHS Assessment Policy



## MARKING GUIDELINES

| Guideline   | Mark/Grade |
|---|------------|
| <ul style="list-style-type: none"> <li>- Student presents a very well structured and argued response to the investigation question. Key historical factors have been identified and interpreted evaluating their significance in supporting the central argument.</li> <li>- Student demonstrates an outstanding ability to examine, select and organise relevant information from sources.</li> <li>- Student presents a clear and sustained argument through a sophisticated discussion and analysis of the key features and issues of the topic. Differing perspectives and interpretations of the past have been accounted for.</li> <li>- Essay effectively and consistently uses a recognised system of referencing.</li> <li>- Bibliography presents a varied and accurate list of research materials in a consistently correct format.</li> <li>- Meets word requirements.</li> </ul> | 13-15      |
| <ul style="list-style-type: none"> <li>- Student presents a coherent and structured response to the investigation question. Key historical factors have been identified and evaluated their significance in supporting the central question.</li> <li>- Student demonstrates high ability to examine, select and organise relevant information from a variety of sources</li> <li>- Student supports a clear argument through a discussion and analysis of sources.</li> <li>- Essay consistently uses a recognised system of referencing.</li> <li>- Bibliography presents the required list of research materials in a mostly consistent and correct format.</li> <li>- Meets word requirements.</li> </ul>   | 10-12      |
| <ul style="list-style-type: none"> <li>- Student attempts to interpret key historical factors and provide a sound analysis of their significance in supporting the investigation question.</li> <li>- Student demonstrates a sound capacity to examine, select and organise relevant information from different sources.</li> <li>- Student demonstrates a sound ability to discuss and analyse sources.</li> <li>- Essay may inconsistently use a recognised system of referencing.</li> <li>- Bibliography presents the required list of research materials in a format which may be inconsistent or not correctly formatted.</li> <li>- Meets word requirements.</li> </ul>  | 7-9        |
| <ul style="list-style-type: none"> <li>- Student response is mostly narrative, may make an attempt to interpret key historical factors. Provides a basic analysis of their significance in supporting the investigation question.</li> <li>- Student demonstrates a basic capacity to examine, select and organise relevant information from different sources.</li> <li>- Student demonstrates a basic ability to discuss and analyse sources.</li> <li>- Essay inconsistently uses a recognised system of referencing.</li> <li>- Bibliography does not meet requirements for list of research materials. Format is likely to be incorrect.</li> <li>- Does not meet word requirements</li> </ul>   | 4-6        |
| <ul style="list-style-type: none"> <li>- Student's response is a limited narrative and may have a limited attempt to interpret key historical factors. Provides a limited analysis of the source's significance in supporting the investigation question.</li> <li>- Student demonstrates a limited capacity to examine, select and organise relevant information from sources.</li> <li>- Student demonstrates a limited ability to discuss and analyse sources.</li> <li>- Referencing is either minimal or missing.</li> <li>- Bibliography may be missing</li> <li>- Does not meet word limits.</li> </ul>  | 1-3        |

| <b>Bibliography Criteria</b>  | <b>Mark</b> |
|---|-------------|
| Student demonstrates an excellent ability to analyse a source for its usefulness<br>Student demonstrates an excellent ability to analyse a source for its reliability<br>Student demonstrates an excellent ability to analyse a source for its perspective<br>Student demonstrates an excellent ability to analyse a source for its limitations | 9-10        |
| Student demonstrates a high ability to analyse a source for its usefulness<br>Student demonstrates a high ability to analyse a source for its reliability<br>Student demonstrates a high ability to analyse a source for its perspective<br>Student demonstrates a high ability to analyse a source for its limitations                         | 7-8         |
| Student demonstrates a sound ability to analyse a source for its usefulness<br>Student demonstrates a sound ability to analyse a source for its reliability<br>Student demonstrates a sound ability to analyse a source for its perspective<br>Student demonstrates a sound ability to analyse a source for its limitations                     | 5-6         |
| Student demonstrates a basic ability to analyse a source for its usefulness<br>Student demonstrates a basic ability to analyse a source for its reliability<br>Student demonstrates a basic ability to analyse a source for its perspective<br>Student demonstrates a basic ability to analyse a source for its limitations                     | 3-4         |
| Student demonstrates a limited ability to analyse a source for its usefulness<br>Student demonstrates a limited ability to analyse a source for its reliability<br>Student demonstrates a limited ability to analyse a source for its perspective<br>Student demonstrates a limited ability to analyse a source for its limitations             | 1-2         |