

**PICTON HIGH SCHOOL
YEAR 12 ANCIENT HISTORY
PERSONALITY TASK**

Due Date: 2nd June 2020 Term 3, Week 6	Assessment Name: Historical Personality Presentation Task
Mark: /25	Weighting: 20%

SYLLABUS OUTCOMES TO BE ASSESSED:

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past
AH12-4 analyses the different perspectives of individuals and groups in their historical context
AH12-7 analyses and interprets different types of sources for evidence to support an historical account or argument

DIRECTIVES TO BE ASSESSED:

Evaluates: Relate cause and effect; make the relationships between things evident; provide why and/or how
Analyses: Identify components and the relationship between them; draw out and relate implications

TASK DESCRIPTION:

PART A – PRESENTATION (20 MARKS)

Students are to choose **one** of the following questions and give a 5 minute presentation to the class on their chosen topic.

1. Describe the role and representation of the royal family during the reign of Akhenaten.
2. How successful was Akhenaten's foreign policy?
3. What was the significance of the city of Akhetaten?
4. Describe Akhenaten's early building program before his transfer of the capital to Akhetaten.
5. Describe the role of Nefertiti during the reign of Akhenaten.
6. Assess the impact of Akhenaten's religious reforms

Students are to include relevant sources and demonstrate an understanding of the role of these sources in addressing their question.

Students must use a variety of presentation methods, including but not limited to: power point or other visual stimuli, a summary page of notes for lecture attendees and oral presentation.

Students should include a detailed bibliography.

Task should be uploaded on Google Classroom and all notes and palm cards handed in on the due date. You must be prepared to present on the due date. The order of presentation will be selected at random.

PART B - BIBLIOGRAPHY (5 MARKS)

You must include a correctly formatted Bibliography that includes a minimum of 5 (Five) correctly formatted sources.

These must include a range of sources including archaeological, ancient, primary, secondary and academic sources.

MARKING CRITERIA – PART A – PRESENTATION	MARKS
<ul style="list-style-type: none"> • Selects a range of varied and relevant sources that provide clear and accurate analysis about the chosen question to support an argument. • Student displays sophisticated understanding of their chosen question. Presentation effectively explores key aspects of the chosen question. • Student substantially explains and evaluates differing perspectives of the past • Student provides sophisticated evaluation of the role of key individuals in shaping the past. 	<p>A</p> <p>17-20</p>
<ul style="list-style-type: none"> • Selects a range of relevant sources that provide clear and accurate analysis about the chosen question to support an argument. • Student displays detailed understanding of their chosen question. Presentation accurately explores key aspects of the chosen question. • Student explains and may attempt to evaluate differing perspectives of the past • Student provides detailed evaluation of the role of key individuals in shaping the past. 	<p>B</p> <p>13-16</p>
<ul style="list-style-type: none"> • Selects a range of sources that provide some analysis and/or data about the chosen question that attempts to support an argument. • Student attempts to display a key understanding of their chosen question. Presentation explores some key aspects of the chosen question. • Student explains differing perspectives of the past • Student provides some evaluation of the role of key individuals in shaping the past. 	<p>C</p> <p>9-12</p>
<ul style="list-style-type: none"> • Selects some sources that provide little analysis about the chosen question • Student may attempt to display key understanding of their chosen question. Presentation may explore some key aspects of the chosen question. • Student may explain differing perspectives of the past • Student may attempt some evaluation of the role of key individuals in shaping the past. 	<p>D</p> <p>5-8</p>
<ul style="list-style-type: none"> • Selects a few sources that provides some basis discussion about the chosen topic/society. • Student may display general understanding of their chosen question. • Student makes general comments on differing perspectives of the past • Student may explain of the role of key individuals in shaping the past. 	<p>E</p> <p>0-4</p>

MARKING CRITERIA – PART C BIBLIOGRAPHY

Guideline	Mark/Grade
<ul style="list-style-type: none">• Student demonstrates a comprehensive ability to locate, select and organise a wide range of sources from a range of source types.• Student uses a minimum of 8 sources and presents them in a correctly formatted bibliography.	5
<ul style="list-style-type: none">• Student demonstrates a high ability to locate, select and organise a wide range of sources from a range of source types.• Student uses a minimum of 6-7 sources and presents them in a mostly correctly formatted bibliography.	4
<ul style="list-style-type: none">• Student demonstrates a sound ability to locate sources.• Some elements of bibliography may be correctly formatted.	3
<ul style="list-style-type: none">• Student demonstrates some ability to locate sources.• Most elements of bibliography are incorrectly formatted.	2
<ul style="list-style-type: none">• Makes little or no attempt locate a range of sources• Bibliography is incomplete	1

