

**PICTON HIGH SCHOOL  
HSC ANCIENT HISTORY  
THE GREEK WORLD 500-440BC**

<b>Due Date: Friday 6<sup>th</sup> March, 2020 Term 1, Week 6</b>	<b>Assessment Name: THE GREEK WORLD 500 – 440BC Research and Analysis Task</b>
<b>Mark: /25</b>	<b>Weighting: 25%</b>  <b>Source Analysis: 10%</b> <b>Historical Response: 15%</b>

**SYLLABUS OUTCOMES TO BE ASSESSED:**

**AH12.5** Assesses the significance of historical features, people, places, events and developments of the ancient world  
**AH12.8** Plan and conducts historical investigations and presents reasoned conclusions, using evidence from a range of sources

**AH12.9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

**DIRECTIVES TO BE ASSESSED:**

**Assesses:** Make a judgement of value, quality, outcomes, results or size

**Plans:** Work out in detail

**Communicates:** Present information

**TASK DESCRIPTION:** You are required to complete a mandatory historical analysis relating to the following syllabus dot point from the Greek World Historical Period 500-440BC:

- ***The Persian Wars: including the role and contribution of Themistocles, Leonidas, Pausanias, Eurybiades***

Your historical investigation will be comprised of **two** parts:

**PART 1** - Source Analysis (450 words) **10%**

**PART 2** – Historical Response (750 Words) **15%**

You are to choose one of the historical statements from the selection below that relates to The Greek World between 500 BC and 440 BC. You will be required to select **ONE** of these statements, conduct a historical analysis into it and then use that research to write a historical response to your selected statement.

**PART 1 – Source Analysis (Annotated Bibliography)**

In Part 1 of your task you are to gather and **present** a reference list of 6 sources that you have used to write your Historical Response. These sources should be set out in an appropriate bibliography (alphabetical order by last name). **TWO of these sources must be published works** (either books or journal articles).

You are required to write an explanation **assessing** the significance of **THREE** of the sources you have used in your investigation. Your analysis must be no longer than 450 words and must equally discuss all three of your chosen sources (150 words per source). You **must** address the perspective of each source, and its usefulness to your research. Your analysis must demonstrate your understanding of your chosen individual and how your selected sources have helped support your argument.

Your research includes the location of 6 different sources. **This must include at least one example of:**

- **Two Ancient Sources (E.G. Herodotus, Thucydides)**
- **A Secondary Source**
- **Two published sources (Book or Journal Article)**

## **PART 2 – HISTORICAL RESPONSE**

You are required to select and write a historical response to **one** of the historical statements listed below regarding The Greek World 500-440BC. You must use your chosen sources to compose and support your argument in your written response.

**Choose ONE of the statements to write your Historical Response to:**

- *“Themistocles was regarded everywhere as by far the wisest man of all the Greeks” - Herodotus*
- *“Leonidas fell fighting bravely, together with many other famous Spartans” – Herodotus*
- It was Eurybiades who was responsible for the Greek victory at Salamis - Herodotus
- Pausanias led his troops to victory in exceeding glory - Herodotus

**Your written response must be between 700 and 750 words (Maximum 750) and the sources must be correctly referenced using footnoting within it.**

You will be assessed on your ability to **present** your understanding using historical knowledge, concepts and terms, in an appropriate and well-structured form and your ability to **assess** the significance of the sources in forming an historical argument.

### Advice for writing your Historical Response

- As your historical response is limited to 750 words you are **not required** to write a formal introduction or conclusion. You **are required** to propose an argument, you should ensure in the first two sentences of your first paragraph that you state whether you intend to agree or disagree with the historical statement you have chosen and your reasons for doing so.
- You should ensure that in your response you write structured paragraphs. Each paragraph should deal with a separate aspect of the central argument you wish to establish.
- You only have 750 words, you must ensure your writing is succinct and focused. Ensure your argument is embedded throughout your response and that you are using your chosen sources to support your argument.

## MARKING CRITERIA – SOURCE ANALYSIS

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>• Comprehensively collates a wide range of SIX sources that meet the required criteria (two ancient, one secondary, two published)</li> <li>• <b>Assesses</b> THREE sources in a highly relevant and detailed manner for their historical significance.</li> <li>• A completely correct formatted bibliography is included</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Collates a wide range of SIX sources that predominately meet the required criteria</li> <li>• <b>Assesses</b> THREE sources in a relevant and detailed manner for their historical significance.</li> <li>• A mostly correct formatted bibliography is included</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Collates a range of SIX sources that meet some of the required criteria</li> <li>• <b>Assesses</b> THREE sources making some reference to their historical significance.</li> <li>• A substantially correct formatted bibliography is included</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Collates some sources that meet some of the required criteria</li> <li>• May attempt to <b>assess</b> the sources.</li> <li>• A bibliography with some correct elements is included</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Collates some sources that may meet a limited amount of the required criteria</li> <li>• Bibliography is included. None of the sources have been annotated.</li> </ul>	1-2
<ul style="list-style-type: none"> <li>• No bibliography or annotations are included is included</li> </ul>	0

## MARKING CRITERIA – ESSAY

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>• Sustained and well supported argument in response to the historical statement.</li> <li>• Highly effective integration of all sources. Sources successfully support the argument being made and are used correctly.</li> <li>• The historical response is well-written, consistent and highly detailed.</li> <li>• Student successfully uses a range of appropriate historical terms and concepts within the maximum word limits.</li> <li>• Minimal spelling and grammatical mistakes may be evident within the essay.</li> </ul>	13-15
<ul style="list-style-type: none"> <li>• Coherent argument in response to the historical statement.</li> <li>• Effective integration of most sources throughout the response. Sources competently support the argument being made and are used correctly.</li> <li>• The historical response is well-written, and detailed.</li> <li>• Student provides a detailed response using a range of appropriate historical terms and concepts within the maximum word limit.</li> <li>• Some spelling and grammatical mistakes may be evident within the essay.</li> </ul>	10-12
<ul style="list-style-type: none"> <li>• Student presents a historical response with a generalised argument.</li> <li>• Sound integration of the sources throughout the response. Sources may support the argument being made.</li> <li>• Historical response has evidence of structured paragraphs.</li> <li>• Student responds using some appropriate historical terms.</li> <li>• Several spelling and grammatical mistakes may be evident within the response.</li> </ul>	7-9
<ul style="list-style-type: none"> <li>• Student presents a written response which contains a narrative or description.</li> <li>• Basic use of some sources throughout the essay that may support the argument being made.</li> <li>• Student provides elements of structure in their response using some historical terms and/ or concepts</li> <li>• Substantial spelling and grammar mistakes may be evident throughout the whole essay.</li> </ul>	4-6
<ul style="list-style-type: none"> <li>• Student response is a limited narrative or essentially descriptive.</li> <li>• Limited to no sources are integrated into the essay.</li> <li>• Student uses limited historical concepts and terms.</li> <li>• Response has very limited structure and is filled with spelling and grammatical mistakes.</li> </ul>	1-3