 Assessment task: Features of society – Weapons and warfare

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**Purpose of task: Source based historical inquiry**

Students are to undertake historical inquiry which encourages engagement with sources and develops their ability to apply perspective in forming judgements about the past.

Outcomes

Students:

* AH11-3 analyses the role of historical features, individuals and groups in shaping the past
* AH11-4 accounts for the different perspectives of individuals and groups
* AH11-6 Analyses and interprets different types of sources for evidence to support and historical account or argument
* AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structure forms.

Objectives

Knowledge and Understanding

Students:

* KU-1 develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context.

Skills

Students:

* SK-1 undertake the process of historical inquiry.
* SK-2 use historical concepts and skills to examine the ancient past.
* SK-3 communicate an understanding of history, sources and evidence, and historical interpretations.

Values

Students:

* VA-2 value the contribution of the study of Ancient History to lifelong learning, and active and informed citizenship.

Learning across the Curriculum

General capabilities

Critical and creative thinking

Ethical understanding

Information and communication technology capability

Intercultural understanding

Literacy

Personal and social capability

Other areas of learning

Difference and diversity

Work and enterprise

Task description (50 marks)

Part A: (25 marks)

Create a museum exhibit of 5 sources which reflect the life of a Mycenaean or Carthaginian soldier.

Your exhibit must display a combination of both written and archaeological sources (Maximum 750 words).

Each source must include a plaque which contains some of the following:

1. Citation
2. Synopsis (summary of source)
3. Relevance to life of soldier
4. 100-150 words per plaque
5. Creative Presentation: physical display case to be displayed in school library/hall OR Virtual Museum (using Google slides template provided)

Part B: Written report (25 marks)

You are a Mycenaean or Punic Commander who survived a key battle (Trojan War/ one Punic War battle). You have been asked to explain to your rulers how and why weapons and/or warfare strategies contributed to the outcome. Remember, you are completing an evaluation of the war efforts, what was beneficial, what did you (as an army) do well and what weapons were effective. Stay in Character. (Between 750-1,000 words)

Compose the written report which the Commander would present to his rulers.

* Reference to weapons and/or warfare strategies
* Maintain perspective throughout response
* Empathise with the conditions of battle
* Demonstrate an awareness of relevant sources
* Incorporate knowledge gained from class and independent research
* Utilise key historical terminology
* Communicate in appropriate and well-structured forms

Teacher notes/suggestions

* Students are to be given time in class to work on this Assessment task.
* The submission of this task could be staggered across the unit, for example Part A due week 5 and Part B due in week 8.
* Part A could be submitted either with a physical display case OR students submit using Google Slides
* For citation of sources the Harvard Referencing system could be used.
* Part B can be submitted either via Google Docs (shared with teacher) or hard copy.
* Students could choose a different society for each part of the task.
* To accompany the task, the teacher can provide a list of the Punic War campaigns from which students are to select ONE
* Suggested weighting: 30%
* Teacher to modify task provided to meet requirements of their own school’s Assessment & Reporting policy.

| Component | Weighting % |
| --- | --- |
| Knowledge and understanding of course content | 5 |
| Historical skills in the analysis and evaluation of sources and interpretations | 10 |
| Historical inquiry & research | 10 |
| Communication of historical understanding in appropriate forms | 5 |

Marking Criteria

Part A - Museum exhibit plaque

Total Marks: 25

Weighting: 15%

Source One

| Marking criteria | Marks |
| --- | --- |
| * Correct citation of source
* Accurate and succinct synopsis of source.
* Relevant selection of source appropriate to the life of a soldier
* Remained in the word limit.
* Sophisticated and creative presentation.
 | 4-5 |
| * Citation of source.
* Brief/ basic synopsis of source.
* Source is relevant to the life of a soldier
* Close to the word limit.
* Attempted a creative presentation.
 | 2-3 |
| * Attempts citation OR
* identifies a key point OR
* selects relevant source
 | 1 |
| * Nil attempt
 | 0 |

Source Two

| Marking criteria | Marks |
| --- | --- |
| * Correct citation of source
* Accurate and succinct synopsis of source.
* Relevant selection of source appropriate to the life of a soldier
* Remained in the word limit.
* Sophisticated and creative presentation.
 | 4-5 |
| * Citation of source.
* Brief/ basic synopsis of source.
* Source is relevant to the life of a soldier
* Close to the word limit.
* Attempted a creative presentation.
 | 2-3 |
| * Attempts citation OR
* identifies a key point OR
* selects relevant source
 | 1 |
| * Nil attempt
 | 0 |

Source Three

| Marking criteria | Marks |
| --- | --- |
| * Correct citation of source
* Accurate and succinct synopsis of source.
* Relevant selection of source appropriate to the life of a soldier
* Remained in the word limit.
* Sophisticated and creative presentation.
 | 4-5 |
| * Citation of source.
* Brief/ basic synopsis of source.
* Source is relevant to the life of a soldier
* Close to the word limit.
* Attempted a creative presentation.
 | 2-3 |
| * Attempts citation OR
* identifies a key point OR
* selects relevant source
 | 1 |
| * Nil attempt
 | 0 |

Source Four

| Marking criteria | Marks |
| --- | --- |
| * Correct citation of source
* Accurate and succinct synopsis of source.
* Relevant selection of source appropriate to the life of a soldier
* Remained in the word limit.
* Sophisticated and creative presentation.
 | 4-5 |
| * Citation of source.
* Brief/ basic synopsis of source.
* Source is relevant to the life of a soldier
* Close to the word limit.
* Attempted a creative presentation.
 | 2-3 |
| * Attempts citation OR
* identifies a key point OR
* selects relevant source
 | 1 |
| * Nil attempt
 | 0 |

Source Five

| Marking criteria | Marks |
| --- | --- |
| * Correct citation of source
* Accurate and succinct synopsis of source.
* Relevant selection of source appropriate to the life of a soldier
* Remained in the word limit.
* Sophisticated and creative presentation.
 | 4-5 |
| * Citation of source.
* Brief/ basic synopsis of source.
* Source is relevant to the life of a soldier
* Close to the word limit.
* Attempted a creative presentation.
 | 2-3 |
| * Attempts citation OR
* identifies a key point OR
* selects relevant source
 | 1 |
| * Nil attempt
 | 0 |

Marking Criteria

Part B- Written report

Total Marks: 25

Weighting: 15%

| Marking criteria | Marks |
| --- | --- |
| * Form accurate and sustained judgements about historical significance, recognising that significance may be attributed for different purposes (AH11-3/AH11-4)
* Analyse and synthesise evidence from different types of sources to develop reasoned claims (AH11-6)
* Integrates evidence from a range of sources to inform investigation and research (AH11-8)
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (AH11-9)
 | 20-25 |
| * Form detailed judgements about historical significance, recognising that significance may be attributed for different purposes (AH11-3/AH11-4)
* Analyse and/or synthesise evidence from different types of sources to develop reasoned claims (AH11-6)
* Uses evidence from a range of sources to inform investigation and research (AH11-8)
* Communicate historical understanding, using historical knowledge, concepts or terms, in forms appropriate to purpose and audience (AH11-9)
 | 15-19 |
| * Form a judgement about historical significance, recognising that significance may be attributed for different purposes (AH11-3/AH11-4)
* Use evidence from different types of sources to develop reasoned claims (AH11-6)
* Refers to evidence from a range of sources to inform investigation and research (AH11-8)
* Communicate historical understanding, using some historical knowledge/concepts and/ OR terms (AH11-9)
 | 10-14 |
| * Make statements about historical significance (AH11-3/AH11-4)
* May attempt to use evidence from sources to develop relevant statement (AH11-6)
* May refers to a sources to inform investigation and research (AH11-8)
* Communicate historical understanding, using some historical knowledge/concepts or terms (AH11-9)
 | 5-9 |
| * Makes general statements in relation to the question (AH11-3/AH11-4)
* May use historical terms/concepts (AH11-9)
 | 1-4 |